# TABLE OF CONTENTS

Undergraduate Catalog .......................................................... 6
Introduction ............................................................................... 6
Mission Statement ...................................................................... 6
The Roman Catholic Identity of St. Catherine University .......... 6
A St. Catherine Education .......................................................... 7
Accreditation ............................................................................ 7
Minnesota Office of Higher Education Registration ................. 7
Schools and Colleges ................................................................ 7
Degree Options .......................................................................... 8
Baccalaureate Programs Overview ............................................ 8
Associate Programs Overview .................................................. 9
Statement on Nondiscrimination ............................................... 9
Academic Calendars ................................................................... 9
Academic Support Services ....................................................... 10
Academic Advising ................................................................. 10
Computing Services ................................................................. 10
O'Neill Center for Academic Development .............................. 10
St. Catherine University's Libraries ......................................... 10
Admission ................................................................................. 11
Admission of First-Year Students: College for Women .......... 11
Admission of International Students: College for Women .... 11
Admission of Transfer Students: College for Women .......... 12
Admission to College for Adults: Associate Degrees and Certificates ......................................................... 12
Admission to College for Adults: Bachelor's Degrees .......... 13
Admission to College for Adults: RN-BS Degree Completion Section ................................................................. 13
Special Admission .................................................................... 13
Applicable Catalog ................................................................... 14
Core Curriculum ....................................................................... 14
  Liberal Arts and Science Core Curriculum - Associate Degree Programs ......................................................... 15
  Liberal Arts and Science Core Curriculum - Baccalaureate Degree Programs ................................................. 16
Required Proficiencies - Baccalaureate Degree Programs ...... 18
Financial Aid and Scholarships ................................................ 20
Financial Information ............................................................... 20
  Tuition and Fees, Room and Board ........................................ 20
  Tuition and Housing Deposits ................................................. 20
  Student Enrollment Status ..................................................... 20
Early Withdrawals .................................................................... 21
Grades ...................................................................................... 21
Incomplete Grades and Grade Changes ................................. 21
Repeated Course Grade Policy ............................................... 22
Satisfactory / Unsatisfactory Grading ................................. 22
Dean's List / Latin Honors ....................................................... 22
Pre-professional Programs ....................................................... 23
  Air Force ROTC ................................................................... 23
  Pre-Dentistry ....................................................................... 23
  Pre-Holistic Health Studies .................................................. 24
  Pre-Law .............................................................................. 26
  Pre-Medicine ....................................................................... 26
  Pre-Occupational Therapy Doctoral .................................... 27
  Pre-Occupational Therapy Masters ..................................... 31
  Pre-Optometry ..................................................................... 36
  Pre-Pharmacy ..................................................................... 36
  Pre-Physical Therapy .......................................................... 36
  Pre-Public Health ............................................................... 40
  Pre-Veterinary Medicine ..................................................... 52
Probation and Dismissal ........................................................... 52
  Academic Standing and Progression Policy-Associate Programs ................................................................. 53
  Academic Standing and Progression Policy-Baccalaureate Programs .......................................................... 53
Progress toward Degree and Graduation ............................... 54
  Baccalaureate Major Requirements ....................................... 54
  Entry to Major or Program Courses ..................................... 55
  Graduation Requirements .................................................... 55
  Minors ................................................................................ 55
  Residency Course Work ...................................................... 56
  Student Classification and Enrollment Status ...................... 56
Registration and Add Drop ....................................................... 56
  Articulation Program for Seniors .......................................... 57
  Attendance .......................................................................... 58
  Auditing ............................................................................. 58
  Individualized Learning ........................................................ 58
Special Academic Programs .................................................... 59
  Distinctions and Awards ....................................................... 59
  Abigail Quigley McCarthy Center for Women .................... 60
  Assistantship Mentoring Program (AMP) ......................... 60
  Associated Colleges of the Twin Cities (ACTC) ................. 60
  Dual Degree Programs ........................................................ 61
Global Studies ......................................................................... 61
<table>
<thead>
<tr>
<th>Program</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Sign Language - BA</td>
<td>154</td>
</tr>
<tr>
<td>American Sign Language - Minor</td>
<td>154</td>
</tr>
<tr>
<td>Interpreting - BA</td>
<td>155</td>
</tr>
<tr>
<td>Art and Art History</td>
<td>156</td>
</tr>
<tr>
<td>Art History - BA</td>
<td>161</td>
</tr>
<tr>
<td>Art History - Minor</td>
<td>162</td>
</tr>
<tr>
<td>Studio Art - BA</td>
<td>162</td>
</tr>
<tr>
<td>Studio Art Design - Minor</td>
<td>163</td>
</tr>
<tr>
<td>Studio Art Graphic Design - Minor</td>
<td>163</td>
</tr>
<tr>
<td>Studio Art Painting and Drawing - Minor</td>
<td>163</td>
</tr>
<tr>
<td>Studio Art Printmaking - Minor</td>
<td>164</td>
</tr>
<tr>
<td>Studio Art Three-Dimensional - Minor</td>
<td>164</td>
</tr>
<tr>
<td>Biology</td>
<td>164</td>
</tr>
<tr>
<td>Applied Science in Biology (Dual Degree) - BA, BS</td>
<td>168</td>
</tr>
<tr>
<td>Biology - BA</td>
<td>169</td>
</tr>
<tr>
<td>Chemistry and Biochemistry</td>
<td>171</td>
</tr>
<tr>
<td>Chemistry - BA, BS (ACS concentration only)</td>
<td>173</td>
</tr>
<tr>
<td>Chemistry - Minor</td>
<td>174</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>174</td>
</tr>
<tr>
<td>Applied Science in Communication Studies (Dual Degree)</td>
<td>177</td>
</tr>
<tr>
<td>Communication Studies - BA, BS</td>
<td>178</td>
</tr>
<tr>
<td>Communication Studies - Minor</td>
<td>178</td>
</tr>
<tr>
<td>Communication: Oral - BA</td>
<td>178</td>
</tr>
<tr>
<td>Electronic Media Studies - BA, BS</td>
<td>179</td>
</tr>
<tr>
<td>Promotional Communication - Minor</td>
<td>180</td>
</tr>
<tr>
<td>Critical Studies of Race and Ethnicity</td>
<td>180</td>
</tr>
<tr>
<td>Critical Hmong Studies - Minor</td>
<td>185</td>
</tr>
<tr>
<td>Critical Studies of Race and Ethnicity - BA</td>
<td>185</td>
</tr>
<tr>
<td>Critical Studies of Race and Ethnicity - Minor</td>
<td>186</td>
</tr>
<tr>
<td>Immigrants and Refugees - BA</td>
<td>186</td>
</tr>
<tr>
<td>Economics and Political Science</td>
<td>188</td>
</tr>
<tr>
<td>Economics - BA, BS</td>
<td>193</td>
</tr>
<tr>
<td>Economics - Dual Degree</td>
<td>193</td>
</tr>
<tr>
<td>Economics - Minor</td>
<td>194</td>
</tr>
<tr>
<td>Financial Economics - BA, BS</td>
<td>194</td>
</tr>
<tr>
<td>Financial Economics - Minor</td>
<td>195</td>
</tr>
<tr>
<td>International Business and Economics - BA, BS</td>
<td>195</td>
</tr>
<tr>
<td>Nonprofit Strategies and Operations - Minor</td>
<td>196</td>
</tr>
<tr>
<td>Political Science - BA</td>
<td>196</td>
</tr>
<tr>
<td>Political Science - Minor</td>
<td>197</td>
</tr>
<tr>
<td>Public Policy - BA, BS</td>
<td>197</td>
</tr>
<tr>
<td>Public Policy - Dual Degree</td>
<td>198</td>
</tr>
<tr>
<td>Women and International Development - BA, BS</td>
<td>198</td>
</tr>
<tr>
<td>Education</td>
<td>199</td>
</tr>
<tr>
<td>Early Childhood Education (Online Degree Completion for Montessori-Credentialed Students) - BA, BS</td>
<td>206</td>
</tr>
<tr>
<td>Early Childhood Education with Licensure</td>
<td>207</td>
</tr>
<tr>
<td>Early Childhood Education with Licensure (for Students with Early Childhood Montessori Credential)</td>
<td>209</td>
</tr>
<tr>
<td>Education Endorsements</td>
<td>210</td>
</tr>
<tr>
<td>Elementary Education (K-6) Licensure - BA, BS</td>
<td>211</td>
</tr>
<tr>
<td>Elementary Education STEM Teaching - Certificate</td>
<td>213</td>
</tr>
<tr>
<td>K-12 Licensure - BA</td>
<td>213</td>
</tr>
<tr>
<td>Secondary Licensure - BA, BS</td>
<td>215</td>
</tr>
<tr>
<td>Teaching Religion - Certificate</td>
<td>218</td>
</tr>
<tr>
<td>English</td>
<td>218</td>
</tr>
<tr>
<td>English - BA</td>
<td>223</td>
</tr>
<tr>
<td>General English - Minor</td>
<td>224</td>
</tr>
<tr>
<td>Language Studies - Minor</td>
<td>224</td>
</tr>
<tr>
<td>Professional Writing - Minor</td>
<td>224</td>
</tr>
<tr>
<td>Teaching English as a Second Language - Minor</td>
<td>225</td>
</tr>
<tr>
<td>Professional Writing - Certificate</td>
<td>225</td>
</tr>
<tr>
<td>History and International Studies</td>
<td>225</td>
</tr>
<tr>
<td>History - BA</td>
<td>229</td>
</tr>
<tr>
<td>History - Minor</td>
<td>230</td>
</tr>
<tr>
<td>International Studies - BA</td>
<td>230</td>
</tr>
<tr>
<td>International Studies - Minor</td>
<td>232</td>
</tr>
<tr>
<td>Latin - Minor</td>
<td>232</td>
</tr>
<tr>
<td>Information Management</td>
<td>233</td>
</tr>
<tr>
<td>Digital Humanities - Minor</td>
<td>233</td>
</tr>
<tr>
<td>Information Systems - Minor</td>
<td>234</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>234</td>
</tr>
<tr>
<td>International Languages and Literature</td>
<td>234</td>
</tr>
<tr>
<td>Spanish - BA</td>
<td>236</td>
</tr>
<tr>
<td>Spanish - Minor</td>
<td>237</td>
</tr>
<tr>
<td>Liberal Arts and Sciences - Associate</td>
<td>237</td>
</tr>
<tr>
<td>Mathematics</td>
<td>239</td>
</tr>
<tr>
<td>Computer Science</td>
<td>242</td>
</tr>
<tr>
<td>Computer Science - Minor</td>
<td>242</td>
</tr>
<tr>
<td>Data Science - BA, BS</td>
<td>243</td>
</tr>
<tr>
<td>Mathematics - BA, BS</td>
<td>243</td>
</tr>
<tr>
<td>Course Description</td>
<td>Page</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Mathematics · Minor</td>
<td>244</td>
</tr>
<tr>
<td>Statistics · Minor</td>
<td>244</td>
</tr>
<tr>
<td>Music and Theater</td>
<td>244</td>
</tr>
<tr>
<td>Theater Performance · Minor</td>
<td>247</td>
</tr>
<tr>
<td>Theater Studies · Minor</td>
<td>247</td>
</tr>
<tr>
<td>Philosophy</td>
<td>247</td>
</tr>
<tr>
<td>Philosophy (Dual Degree) · BA</td>
<td>249</td>
</tr>
<tr>
<td>Philosophy · BA</td>
<td>249</td>
</tr>
<tr>
<td>Philosophy · Minor</td>
<td>250</td>
</tr>
<tr>
<td>Physics · Minor</td>
<td>250</td>
</tr>
<tr>
<td>Psychology</td>
<td>251</td>
</tr>
<tr>
<td>Applied Science in Psychology (Pre-OT, Pre-DPT) · BA, BS</td>
<td>254</td>
</tr>
<tr>
<td>Psychology · BA</td>
<td>255</td>
</tr>
<tr>
<td>Psychology · Minor</td>
<td>257</td>
</tr>
<tr>
<td>Sociology</td>
<td>257</td>
</tr>
<tr>
<td>Sociology · BA</td>
<td>259</td>
</tr>
<tr>
<td>Sociology · Minor</td>
<td>260</td>
</tr>
<tr>
<td>Theology</td>
<td>260</td>
</tr>
<tr>
<td>Pastoral Ministry · Certificate</td>
<td>264</td>
</tr>
<tr>
<td>Theology · BA</td>
<td>265</td>
</tr>
<tr>
<td>Theology · Minor</td>
<td>265</td>
</tr>
<tr>
<td>Women’s Studies</td>
<td>266</td>
</tr>
<tr>
<td>Women and the Arts · Minor</td>
<td>266</td>
</tr>
<tr>
<td>Women and International Development · BA, BS</td>
<td>267</td>
</tr>
<tr>
<td>Women’s Studies · BA</td>
<td>267</td>
</tr>
<tr>
<td>Women’s Studies · Minor</td>
<td>268</td>
</tr>
<tr>
<td>Women and International Development (dual degree) · BA, BS</td>
<td>269</td>
</tr>
<tr>
<td>Women’s Studies (dual degree) · BA</td>
<td>269</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>269</td>
</tr>
<tr>
<td>Accounting (ACCT)</td>
<td>269</td>
</tr>
<tr>
<td>American Sign Language (ASL)</td>
<td>272</td>
</tr>
<tr>
<td>Apparel Design (APPD)</td>
<td>273</td>
</tr>
<tr>
<td>Art (ART)</td>
<td>274</td>
</tr>
<tr>
<td>Art History (ARTH)</td>
<td>277</td>
</tr>
<tr>
<td>Biology (BIOL)</td>
<td>279</td>
</tr>
<tr>
<td>Business (BUSI)</td>
<td>283</td>
</tr>
<tr>
<td>Career (CARR)</td>
<td>285</td>
</tr>
<tr>
<td>Chemical Dependency Counseling (CDC)</td>
<td>285</td>
</tr>
<tr>
<td>Chemistry (CHEM)</td>
<td>286</td>
</tr>
<tr>
<td>Classics (CLAS)</td>
<td>288</td>
</tr>
<tr>
<td>Communication Studies (COMM)</td>
<td>289</td>
</tr>
<tr>
<td>Computer Science (CSCI)</td>
<td>291</td>
</tr>
<tr>
<td>Core (CORE)</td>
<td>292</td>
</tr>
<tr>
<td>Crit Studies of Race,Ethnicity (CRST)</td>
<td>293</td>
</tr>
<tr>
<td>Early Childhood Education (ECED)</td>
<td>297</td>
</tr>
<tr>
<td>Ecology (ECOL)</td>
<td>300</td>
</tr>
<tr>
<td>Economics (ECON)</td>
<td>300</td>
</tr>
<tr>
<td>Education (EDUC)</td>
<td>303</td>
</tr>
<tr>
<td>English (ENGL)</td>
<td>306</td>
</tr>
<tr>
<td>Exercise and Sport Science (EXSS)</td>
<td>311</td>
</tr>
<tr>
<td>Family and Consumer Science (FACS)</td>
<td>314</td>
</tr>
<tr>
<td>Fashion Merchandising (MRCH)</td>
<td>314</td>
</tr>
<tr>
<td>Fashion and Apparel (FASH)</td>
<td>315</td>
</tr>
<tr>
<td>Food Science and Nutrition (FSNU)</td>
<td>316</td>
</tr>
<tr>
<td>History (HIST)</td>
<td>318</td>
</tr>
<tr>
<td>Hmong (HMNG)</td>
<td>321</td>
</tr>
<tr>
<td>Honors (HNRS)</td>
<td>322</td>
</tr>
<tr>
<td>Information Science (ISCI)</td>
<td>322</td>
</tr>
<tr>
<td>Interdisciplinary (INDI)</td>
<td>323</td>
</tr>
<tr>
<td>Interpreting (INTP)</td>
<td>325</td>
</tr>
<tr>
<td>Interprofessional Education (IPE)</td>
<td>326</td>
</tr>
<tr>
<td>Latin (LATN)</td>
<td>327</td>
</tr>
<tr>
<td>Management (MGMT)</td>
<td>328</td>
</tr>
<tr>
<td>Marketing (MKTG)</td>
<td>328</td>
</tr>
<tr>
<td>Mathematics (MATH)</td>
<td>329</td>
</tr>
<tr>
<td>Music (MUS)</td>
<td>331</td>
</tr>
<tr>
<td>Music Ensemble (MENS)</td>
<td>332</td>
</tr>
<tr>
<td>Music Lessons (MUSL)</td>
<td>332</td>
</tr>
<tr>
<td>Nursing (NURS)</td>
<td>333</td>
</tr>
<tr>
<td>Occupational Therapy (OTA)</td>
<td>337</td>
</tr>
<tr>
<td>Philosophy (PHIL)</td>
<td>339</td>
</tr>
<tr>
<td>Physical Therapist Assistant (PTA)</td>
<td>340</td>
</tr>
<tr>
<td>Physics (PHYS)</td>
<td>343</td>
</tr>
<tr>
<td>Political Science (POSC)</td>
<td>344</td>
</tr>
<tr>
<td>Psychology (PSYC)</td>
<td>346</td>
</tr>
<tr>
<td>Public Health (HLTH)</td>
<td>349</td>
</tr>
<tr>
<td>Radiation Therapy (RTT)</td>
<td>352</td>
</tr>
<tr>
<td>Radiography (RAD)</td>
<td>354</td>
</tr>
<tr>
<td>Respiratory Care (RESP)</td>
<td>355</td>
</tr>
<tr>
<td>Sales (SALE)</td>
<td>356</td>
</tr>
<tr>
<td>Social Sciences · Associate (SSCS)</td>
<td>358</td>
</tr>
<tr>
<td>Social Work (SOWK)</td>
<td>358</td>
</tr>
</tbody>
</table>
UNDERGRADUATE CATALOG

This catalog contains information about undergraduate studies at the St. Catherine University for the 2019-2020 academic year. The catalog contains important University, program and curriculum information that will guide students in making decisions and seeking the support they need to succeed in their academic program.

This catalog can be accessed by a mobile device. Individual sections can be downloaded to a PDF.

Finding Course Descriptions

Looking for a specific course description? The easiest way to find details about a specific course is to type the course prefix and number into the search box at the top of any page within the site (e.g., ART 1370 or ENGL 1250). To find all of the courses in a specific program, select the department (listed under the school in which it is housed) in the navigation bar, or refer to the Course Descriptions (p. 269) section of this catalog.

Disclaimer

The provisions of this catalog are not to be regarded as an irrevocable contract between the students and the University. This catalog has attempted to present information about the University for the 2018-19 academic year as accurately and completely as possible. However, for educational or financial reasons, the University reserves its right to change at any time any of the provisions, statements, policies, curricula, procedures, regulations or fees found in this catalog. Students, faculty and staff of the University are responsible for all information and deadlines contained in this catalog.

Introduction

About the University

A dynamic university for women and men, with an innovative college for women at its heart, St. Catherine University educates all students to lead and influence - making a difference in their communities, their families, and our world. We foster learning through interdisciplinary collaboration and respectful relationships. We are committed to access for all students who aim to challenge themselves academically and personally. We celebrate the liberal arts and the many forms of diversity in our society. And we advance the Catholic commitment to social justice in everything we do.

The University mission guides the education of all students within a learning environment that recognizes the accomplishments of women and their distinct approaches to teaching and learning. As men enroll in associate, baccalaureate (in the College for Adults), and graduate programs, they gain access to diverse perspectives and content that encourages meaningful understanding of the experiences and contributions of women.

Our Defining Elements

Catholic

Our Roman Catholic identity shapes life on campus, our priorities, our ongoing commitment to social justice — and our openness to students of all faiths.

Women

St. Kate’s is built on a tradition of strong women. We offer a learning environment that is collaborative and recognizes the contributions of women, past and present.

Liberal Arts

We integrate the liberal arts throughout every program, from associate to graduate level. Students gain transferable skills and are prepared for all that life offers.

Mission Statement

Our mission is to educate women to lead and influence.

We educate at all degree levels through valuing and integrating the liberal arts and professional education within the Catholic intellectual tradition, emphasizing scholarly inquiry and social justice teaching as lived by the Sisters of St. Joseph of Carondelet.

We welcome a rich diversity of students, with a baccalaureate college for women at the heart of the university and graduate and adult colleges for women and men. Committed to excellence and opportunity, St. Catherine University develops leaders who act with integrity.

Our mission is based on three core principles—women, Catholic, liberal arts—supported by three endowed chairs.

The Roman Catholic Identity of St. Catherine University

Throughout the history of St. Catherine University, founded by the Sisters of St. Joseph of Carondelet, we have been dedicated as a community to our Roman Catholic heritage and identity. In light of the rich and diverse history of the church and the vision of Vatican II, we affirm aspects of that identity that are particularly appropriate to higher education:

- From the church’s intellectual tradition, which has equated the search for truth with true liberation, we value an open atmosphere of critical inquiry, cross-cultural studies and interdisciplinary teaching.
- From its social tradition, with its consistent commitment to the poor and outcast, we value and reach out to those marginalized by our society and churches, and in particular, we seek to promote women’s leadership.
- From its sacramental tradition, which has emphasized ritual, symbol and the use of material things as signs of grace, we value the integration of the material and spiritual, and the use of creative rituals for prayer and celebration.
- From the tradition that has stressed both communal participation and the worth of the individual, we value dialogue, respect for diversity and the nurturing of personal conscience.
- From the call of Jesus himself, that all should be one (John 17:21), we value ecumenism and collaboration among all faiths.

Drawing on those traditions, we seek to promote, through our student services, campus ministry, administration and faculty and staff, a common search for wisdom and the integration of our daily lives and work with our spirituality. Without being exclusive of other ecclesial and spiritual traditions, we will continue to ask ourselves how this Catholic heritage enhances the people we serve and the well-being of our planet.

March 26, 1996
A St. Catherine Education

- **Gives You the Tools to Lead Change.** We take rigorous steps to develop what we call the St. Catherine leader - someone who lives a commitment to justice, acts from a strong self-concept, thinks critically and creatively, communicates effectively, exercises power appropriately, cultivates a positive sense of direction, and evokes hope.

- **Emphasizes the Liberal Arts.** We offer more than 50 liberal arts majors. In addition, more than 37 other majors and minors are available to baccalaureate students in the day program through the Associated Colleges of the Twin Cities (ACTC), a consortium of five local private colleges. Full-year and semester study-abroad programs are available in more than 12 countries. Intensive core curriculum requirements in math, writing and computer literacy support the baccalaureate major course of study.

- **Helps You Get Ahead.** You’ll learn to think on your feet, solve problems creatively, adapt to changing conditions and master new technologies. We anticipate change through evolution of the curriculum - in healthcare, professional programs and liberal arts.

- **Provides Intensive Career-Development Training.** You will be assigned an academic advisor who will help you plan your college courses, choose a major and define career goals. Intensive advising, personal-assessment tests, and internship and mentorship opportunities will prepare you to pursue your career goals. You’ll also learn how to write a résumé, conduct an interview, negotiate a salary or apply to graduate school.

- **Helps You Discover Your Inner Voice.** St. Catherine requires two core-curriculum courses for baccalaureate students that will help you define your values. The Reflective Woman (TRW) asks first-year students to examine who they are, who they want to be and how they will make life-changing decisions. Global Search for Justice (GSJ) asks juniors and seniors to turn those values outward. By studying global issues of peace, meaningful work and social justice, you’ll begin to develop the discipline and consciousness needed to change systemic conditions and reshape your world.

Accreditation

- The Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1413; 800.621.7440, or www.ncalahigherlearningcommission.org (http://www.ncalahigherlearningcommission.org/)
- Accrediting Commission for Education in Nursing, Inc.
- Accreditation Council for Education in Nutrition and Dietetics
- Accreditation Council for Occupational Therapy Education
- American Chemical Society
- American Library Association
- Approved by the Minnesota Board of Nursing
- Approved by the Minnesota Board of Teaching
- Commission for Accreditation of Allied Health Education Programs
- Commission on Accreditation of Allied Health Education Programs upon recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography
- Commission on Accreditation in Physical Therapy Education
- Commission on Accreditation for Respiratory Care
- Commission on Collegiate Interpreter Education

- Council on Social Work Education's (CSWE) Commission on Accreditation
- Joint Review Committee on Education in Radiologic Technology
- National Accrediting Agency for Clinical Laboratory Sciences

Minnesota Office of Higher Education Registration

St. Catherine University is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Minnesota Office of Higher Education
1450 Energy Park Dr., Suite 350
St. Paul, MN 55108
www.ohe.state.mn.us 651-642-0567

Schools and Colleges

At St. Catherine University students enroll in one of three colleges: the College for Women, the College for Adults, or the Graduate College. They then pursue their majors or programs of study through three disciplined-based schools:

- School of Business
- Henrietta Schmoll School of Health
- School of Humanities, Arts and Sciences

The schools, collectively, are home to more than 100 fields of study - many available in both traditional and weekend/evening formats.

School of Business

The School of Business prepares lifelong learners to initiate ideas and take action in a globally-connected, changing world. Bachelor’s and graduate degrees, certificates and professional development programming span finance, marketing, sales, management, ethics, and consumer science.

Programs include the nationally recognized Center for Sales Innovation, the Master of Arts in Organizational Leadership and the Master of Business Administration.

Other baccalaureate majors offered in the School of Business include accounting, professional sales (healthcare and business to business), business administration, business management, apparel design, and fashion merchandising.

School of Humanities, Arts and Sciences (SHAS)

The School of Humanities, Arts, and Sciences is named for its three academic foci: the Humanities; the Visual, Media, and Performing Arts; and the Natural and Social Sciences. All three areas of study play an equally important role in the education of students. These three areas, taken together, comprise the liberal arts, a foundational element of the historic College of St. Catherine and one major component of the university’s three-part mission.

The Humanities explore crucial questions about what it means to be a thinking, imaginative, and creative human being. The Arts provide students and the university community with opportunities to develop
their creative potential. Scientific literacy is crucial for our 21st-century global environment and economy, and the departments in the natural and social sciences help students become scientifically literate citizens. Overall, the School of Humanities, Arts, and Sciences prepares students with the knowledge and skills to be successful in a wide variety of careers and in graduate and professional programs. Students learn to understand deeply, analyze critically, explore and judge available solutions, and take effective, ethical action in increasingly complex and ever-changing global communities.

The School offers more than 30 majors and 35 minors, including some of the most popular majors for students: psychology, English, and biology. Education programs are offered at two degree levels and in Montessori. All elementary education majors are required to complete a science, technology, engineering, and mathematics (STEM) certificate. The School also houses St. Kate’s first-ever graduate program, the Master of Arts in Theology, as well as the Interpreting Studies and Communication Equity program, and the Master of Library and Information Science program, the only library and information science program in Minnesota, and one of only 62 in North America, accredited by the American Library Association.

**Henrietta Schmoll School of Health (HSSH)**

The Henrietta Schmoll School of Health is a recognized leader in preparing competent, compassionate, and principled healthcare and human services professionals. It also engages clinical and community partners to influence health, health systems, and health policy.

The School offers programs in such areas as radiography, sonography, occupational and physical therapy, dietetics, holistic health, social work, and exercise and sports science. It also has a range of entry-level to advanced-level education such as the Doctor of Nursing Practice, Doctor of Occupational Therapy and the Doctor of Physical Therapy programs.

**Degree Options**

**Certificate of Completion**

St. Catherine University awards certificates in both the College for Adults and the College for Women. These certificate programs range from the vocational to the professional level and equip students with specialized knowledge, skills and decision-making competencies necessary for working in a variety of settings.

**Associate Degree**

St. Catherine University awards the associate of applied science (A.A.S.) degree to students upon successful completion of academic requirements.

**Baccalaureate Degree**

The Bachelor of Arts (B.A.) degree is offered by every major field at the University, with the exception the nursing major for the B.S.N. degree. The Bachelor of Science (B.S.) degree is offered within certain majors as an alternative to the B.A., at the option of the student. The B.S.N. is offered for students who complete a B.S.N. program in the College for Adults.

The B.A., B.S. and B.S.N. degrees differ in terms of the liberal arts requirements that must be fulfilled to complete the degree, and major requirements may differ as well. In cases where students choose to double major, they will declare the degree choice at the time the major is declared. In the case of double majors that offer different degrees, students will earn the B.A. and may also earn the B.S. or B.S.N., provided they complete the core requirements for both degrees.

**Baccalaureate Programs Overview**

**The College for Women**

All baccalaureate programs in the College for Women are dedicated to providing women with a challenging and rewarding education. The College for Women welcomes traditional-age women directly out of high school or women students transferring from other programs accredited two- and four-year institutions. Men may earn college credit for coursework in the College for Women as non-degree-seeking students; in addition, they may receive bachelor’s degrees from the College for Adults (see below).

The liberal arts core curriculum at St. Catherine University is anchored by two required multidisciplinary and writing-intensive courses. The Reflective Woman, intended as a gateway common experience to critical inquiry for all entering students, is normally completed in a student’s first term at the University. Separate sections are offered for first-time and transfer students; however, all sections follow a common curriculum, using the same assignments and readings. Global Search for Justice, the capstone senior level course, challenges students to apply the lessons of college education to issues of justice throughout the world. Together, these two courses embody the special character that makes a St. Catherine’s education unique.

Along with the liberal arts courses every student takes to satisfy degree requirements, liberal arts and science majors are available in a variety of areas, allowing an in-depth study of the significant contributions of liberal arts and sciences to human understanding. Majors or minors in a variety of disciplines within the arts, humanities, social, and physical sciences offer knowledge and skills essential for leading and influencing in a complex world. In addition to traditional liberal arts disciplines, several interdisciplinary majors and minors offer students ways to explore issues through multiple perspectives and develop their abilities to synthesize knowledge. Liberal arts majors and minors provide essential skills for today’s work places, for life-long fulfillment, and as valuable foundations for graduate study and professional careers.

**The College for Adults**

The College for Adults offers selected bachelor’s degree programs tailored to the unique learning styles of adults. These majors are offered in technology-enhanced formats that balance adult learners’ desire for flexibility with the intellectual rigor and faculty expertise that is the distinctive hallmark of the University’s baccalaureate programs. All adult students seeking their first baccalaureate degree must satisfy the University’s liberal arts and sciences core requirements, including The Reflective Woman and Global Search for Justice.

At St. Catherine University, our adult programs offer students the opportunity to build on their previous experience with courses that will expand their capacity for leadership, critical and creative inquiry, communication, and collaboration. This learning will improve students’ awareness of diversity, global perspectives, ethics and social justice, spirituality, and offers a holistic approach to clinical care. It also adds depth and breadth to our understanding of the role of women in society, and the transformative power of an education that purposefully focuses on women’s ways of knowing, being, and acting. St. Catherine University’s adult bachelor’s degree programs are intended for the adult working woman seeking completion of a degree for career advancement, or
personal enrichment, and are open to men who choose to pursue their education in a learning environment that takes women and women’s education seriously.

**Associate Programs Overview**

**College for Adults**

Believing that specialized professional education integrated with the liberal arts promotes career readiness and expresses the University’s academic mission in dynamic and responsive ways, the associate degrees offered by the College for Adults advance three central learning outcomes: *professional preparedness* - readiness for entry-level positions or specialized roles; *academic preparedness* - intellectual and technological capability for educational advancement and lifelong learning; and *community awareness* - social understanding that demands involvement, service and leadership.

The curriculum in the associate degree programs includes coursework in the liberal arts and sciences, professional education and practical experiences such as laboratory work, clinical assignments, fieldwork and internships. A strong co-curriculum enhances student learning. Professional education programs have discrete educational objectives, and careful integration and alignment ensures that students are enriched by an immersive liberal arts and sciences education while ensuring mastery of professional skills and attributes.

A distinguishing feature of the liberal arts and sciences curriculum is the emphasis on mastery of critical skills that simultaneously represent essential attributes of a well-educated person and the qualities needed for success in the workplace. Graduates of St. Catherine University’s associate degree programs (except OTA online) must demonstrate competency in these critical skill areas.

Courses in liberal arts and sciences encourage fundamental exploration of important elements that are central to the human experience. Literature, psychology, theology, natural science and social science have become vehicles that humans use to understand themselves and their world. Courses in these disciplines further identify personal struggles and accomplishments as related to others and the broader human condition. An enriched perspective prepares students to relate to and work with people who exhibit diverse responses to common problems or illness.

Courses in our professional programs provide students with the specific knowledge, skills and attitudes necessary to function competently in their field. The curriculum is presented using a developmental and cumulative framework. That is, in the beginning of a student’s learning experience, emphasis is placed upon laying the foundation that will constitute the base for professional education and work orientation. It is here that students learn fundamental concepts and skills. As students master these concepts and skills, they are introduced to increasingly complex ideas and learning activities.

Laboratory instruction provides students with safe and controlled learning experiences in which professional skills are developed and clinical problems are simulated. These exercises are carefully planned and sequenced so students can master necessary psychomotor skills, apply theoretical principles and integrate skills and principles into appropriate, ethical clinical judgments and actions. As an integral part of developing competence, students are involved in real-life situations in a variety of ways, including clinical laboratory settings, internships and fieldwork assignments. Both faculty and clinical staff provide expert instruction and supervision as students continue to practice and learn.

The College for Adults is enriched by the wide range of human experience among our student body and welcomes learners with a variety of abilities, and those of diverse cultural and socioeconomic backgrounds.

**Statement on Nondiscrimination**

In compliance with applicable law, such as Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, The Age Discrimination Act of 1975, and The Americans with Disabilities Act and ADA Amendments, St. Catherine University (the “University”) admits students and administers its education policies, financial aid and scholarship programs, and its educational, athletic and other University administered programs without regard to race, color, national origin, age, religion, creed, disability, marital status, gender/sex (including pregnancy or pregnancy-related conditions), gender identity/expression, sexual orientation, or status with regard to public assistance. Notwithstanding the foregoing, as a historical women's undergraduate institution and as permitted by law, the University limits student admissions to its undergraduate College of Women to individuals who identify as female.

The University prohibits sex discrimination in accordance with Title IX, including sexual assault and sexual harassment. Title IX of the Education Amendments of 1972 is a federal sex discrimination law that provides that: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” Sexual harassment is a form of sex discrimination and includes a variety of unwelcome behavior of a sexual nature, including gender-based harassment, sexual violence, and sexual assault. The University does not, in accordance with Title IX, discriminate on the basis of sex or gender in its employment, education, educational, extracurricular, athletic, or other programs.

Among other prohibited forms of sex discrimination, the University will not tolerate sexual misconduct in any form. The University will promptly and equitably respond to all reports of sexual misconduct in order to eliminate the misconduct, prevent its recurrence, and address its effects on any individual or the community.

Inquiries or complaints about Title IX, sex discrimination, sexual harassment, or other forms of sexual misconduct may be directed to the College’s Title IX Coordinator. Sarah Schnell, Title IX Coordinator and Human Resources Director, Derham Hall #8, dbschnell@stkate.edu, and 651-690-6565.

Patricia Pratt-Cook, the Senior Vice President of Human Resources, Equity & Inclusion is responsible for coordinating the University’s compliance with the disability-related requirements of applicable law, as well as compliance with other applicable laws and regulations prohibiting discrimination in programs for students. Persons with concerns, questions or complaints in regard to harassment or discrimination may contact Pat Pratt-Cook, in Derham Hall #101, or at pcprattcook867@stkate.edu, or at 651-690-6560.

**Academic Calendars**

St. Catherine University has two official academic calendars, both on the semester system. Students in the College for Women, the Graduate College, and the College for Adults (except OTA Online) follow a calendar consisting of 15-week fall and spring semesters, a January term, and a 12-week summer session. Students in the OTA Online program follow a calendar consisting of three 15-week semesters: fall, winter and summer.
The add/drop dates listed on the academic calendar are specific to term and part-of-term (full term, half term, January, etc.) in which the course is offered. Academic calendar dates are subject to change without notice.

The link to the academic calendars is provided below.

2019-20 (https://www.stkate.edu/registrar/academic-calendars/)

**Academic Support Services**

St. Catherine University provides robust support services for students. Click on the links below to visit the home pages and/or read a brief description of each in this catalog.

- Academic Advising (p. 10)
- Computing Services (p. 10)
- O'Neill Center for Academic Development (p. 10)
- St. Catherine University Libraries (p. 10)

**Academic Advising**

Advising

The Office of Academic Advising coordinates advising and serves as a clearinghouse of information for all students and faculty regarding academic programs, policies and procedures, as well as overseeing the student's initial registration at the University.

Each undergraduate student at St. Catherine's is assigned an academic advisor. Advisors help students clarify educational objectives, plan suitable courses of study, use available resources, explore opportunities for learning, and address academic problems that may arise.

**Associate Degree Programs**

Upon admission to the University, students in associate degree programs are assigned an academic advisor. After beginning the professional sequence of courses, students are assigned a faculty advisor from within their area of study. In order to ensure sound academic planning, students are required to discuss with and obtain the support of their academic advisor before they can register for courses each term. Throughout their professional study, students are further encouraged to develop an ongoing relationship with their advisor and to communicate with their advisor regarding any concerns or difficulties that might have an impact on their academic success.

**Baccalaureate Programs in the College for Adults**

Students in baccalaureate programs are assigned an advisor at the time they enroll. First-year, sophomore and junior students are required to discuss their academic program with their academic advisor each term prior to registration. RN-BSN students and seniors are strongly encouraged to consult their advisor every semester.

**Baccalaureate Programs in the College for Women**

First-year advisors act as generalists to help students through the first semester of college and the first registration cycle. After the student's first semester, or upon enrollment for transfer students, each student is assigned a major faculty advisor. Deciding students, pre-nursing, and students with ACTC majors are advised by specialists in the advising office.

In order to ensure success, first-year, sophomore, and junior students are required to meet with their advisor each term to discuss their academic program prior to registration. Seniors are strongly encouraged to continue to consult with their advisor every semester. The office also assists students who are looking for extra assistance with academic planning or academic problems or withdrawing or taking a leave of absence.

**Computing Services**

**Computing Services**

Computing Services maintains several large general purpose labs and a number of discipline-specific labs on both the St. Paul and Minneapolis campuses; smaller general purpose labs are located in each of the residence halls. Students who live on campus are provided high-speed Internet access through either data ports or wirelessly in their room. Each member of the St. Kate's community, including students, faculty, and staff, are provided with an account that gives them secure access to campus computing resources. This includes an e-mail account using our Google Apps for Education that is available via a web browser, access to our Course Management System, and access to the website where community members may securely access the information they need to be successful at St. Kate's.

Computing Services also provides training and help desk support for students, faculty, and staff on academic and administrative computing issues; this includes assistance with the Microsoft Office suite, Email and other Google Apps for Education services, and the our Course Management System as well as hardware issues. The help desk can be reached at 651-690-6402 or by email helpdesk@stkate.edu or by visiting the web page: https://www.stkate.edu/academics/institutes-and-centers/mcglynn-center (https://www.stkate.edu/academics/institutes-and-centers/mcglynn-center/) or by chat, social media (like, flicker, facebook, twitter, etc.).

The main office for the McGlynn Center for Computing and Technology is located in the Coeur de Catherine Building on the St. Paul campus.

**O'Neill Center for Academic Development**

**O'Neill Center for Academic Development**

The O'Neill Center for Academic Development addresses the diverse academic needs and interests of all students. The professional and student staff provide individual academic support and promote academic achievement through programs, services and facilities offered by the Writing/Reading Center, the Math/Science Center, the Disability Resources Center and Student Mentors.

**St. Catherine University's Libraries**

The libraries on both the St. Paul and Minneapolis campuses serve the research and information needs of the University's students, faculty and staff. Each library provides professional research assistance, computer workstations, comfortable study space and convenient hours. The collections of the libraries include more than 200,000 print and e-books, 65,000 print and online journal subscriptions and multimedia materials that support the academic and research needs of the community.
Additionally, the libraries provide access to the collections of five other private college and university libraries in the Twin Cities through membership in the Cooperating Libraries in Consortium (CLIC), as well as nationally and globally through interlibrary loan.

**Admission**

**Application for Admission**

Admission to St. Catherine University is based on an applicant’s academic record, evidence of ability to do college work and benefit from it and indications of the applicant’s desire to attend St. Catherine’s. Application for admission should be made to the Office of Admission for the program of choice.

**Admission of First-Year Students: College for Women**

**Academic Requirements for Admission**

Candidates for admission must present a transcript of courses from an accredited secondary school and test scores that indicate the applicant is likely to succeed in college. Courses and grades must indicate intellectual ability and progress. St. Catherine University strongly recommends students enroll in a solid college preparatory program while in high school. Academic success in a liberal arts college suggests the following preparation: English (4 years), foreign languages (3 years), natural science (2 years), social science (2 years) and mathematics (3 years). Students who are interested in science and scientifically related pre-professional programs should take biology, chemistry and physics.

**Application Procedure**

St. Catherine University operates on a rolling admission basis, which means that applications are processed as they are received. Students are considered for admission upon completion of the junior year and on the basis of a high school transcript and test scores. Students will be notified of the admission decision within four weeks after the application file is complete and has been evaluated by the Admission Committee. The University begins notifying applicants of offers of admission no later than October 15. In order to complete their application file, students must send the following to the Office of Admission:

- A completed application form
- An official high school transcript or General Education Development (GED) test results. All available aptitude and achievement scores as well as class rank should be entered on this transcript. Applicants who have completed any portion of their education outside the United States should consult with their admission counselor for additional instructions.
- Results of one of the following exams: American College Testing Program (ACT), Scholastic Assessment Test (SAT). (Tests are not required for applicants over 21 years of age.) Scores may be reported on the high school transcript or sent directly to the University from the appropriate testing agency.
- If the applicant's first language is not English, the applicant will be required to submit the results of either the Michigan English Language Assessment Battery Test (MELAB), the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) or take St. Catherine University’s English Language Test.
  - Recommendation form (for high school students only)

The Admission Committee may defer an applicant’s admission decision until further information has been received, such as recent test scores, results of the current semester’s course work or letters of recommendation. If additional credentials are needed or an interview is deemed necessary, applicants will be informed by the Office of Admission.

Upon acceptance to the University, students should send the signed enrollment form and a $200 tuition deposit to the Office of Admission.

**Early Entrance**

On rare occasion, certain high school students who show exceptional promise may be granted admission to the University at the end of the junior year. Students wishing to pursue early admission must follow the application procedures outlined above and must receive the recommendation of their high school principal or guidance counselor.

**College Credit Earned During High School**

The University accepts higher education credits students complete during high school. See the Credit for Prior and Alternative Learning Website (https://www.stkate.edu/admission-and-aid/transfer/credit-for-prior-and-alternative-learning/) for details.

**Admission of International Students: College for Women**

International students should begin their application process 6-12 months before they plan to enroll at the University. St. Catherine University will process an application for admission only when the following items have been received:

- The Common Application completed in full.
- Documentation of secondary education. The following documents are required:
  a. Official certified records from secondary schools attended, listing all subjects completed and grades/marks received for each term.
  b. Proof of graduation from secondary school (diploma or other certificate).
  c. If secondary education culminates in a maturity certificate examination or final secondary school examination, submit an official copy of grades received on each subject of examination.
- Assessment of English Language Ability

Applicants for whom English is not their native language must provide an assessment of their English language ability. The following are the minimum required scores to establish sufficient English language ability for bachelor's level programs:

- TOEFL: 61 on the internet-based exam or 550 on the paper-based exam. The University TOEFL code is 6105.
- IELTS: 6.0
- SAT: 450 in both writing and critical reading sections. The University SAT code is 6105.
- ACT: 18 in both English and reading sections. The University ACT code is 2096
Admission of Transfer Students: College for Women

St. Catherine University operates on a rolling admission basis, which means that applications are processed as they are received. Transfer applicants are considered on the basis of previous course work completed at a regionally accredited college or university. Students will be notified of the admission decision within three weeks after the application file is complete and has been evaluated by the Admission Committee.

To be considered for admission, transfer applicants must send the following to the Office of Admission:

- A completed application form
- Official transcripts mailed directly from every high school and college or university attended (whether or not credits were earned). The General Education Development Test (GED), including scores, is required for students who did not graduate from high school.
- Applicants who have completed any portion of their education outside the United States should consult with their admission counselor for additional instructions.
- If the applicant’s first language is not English, the applicant will be required to submit the results of either the Michigan English Language Assessment Battery Test (MELAB), the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) or St. Catherine University’s English Language Test.
- If the previous academic record indicates past difficulty, the student may be asked to provide additional information or to participate in a personal interview.

For more information, see the Transfer Students (https://www.stkate.edu/admission-and-aid/cfw/transfer-application-instructions/) admissions page.

Admission to College for Adults: Associate Degrees

Admission into associate degree and certificate programs in the College for Adults (CFA) is based on an evaluation of each candidate’s ability to succeed in the program into which she or he is seeking admission.

Each candidate is considered for admission based on a holistic review of her or his academic history, personal experiences and motivation to succeed in rigorous healthcare programs of study. Through the admission process for associate degrees, the University strives to admit a student body drawing from diverse cultural, demographic, professional and other communities, with special attention to underserved audiences. The admission committee reviews each applicant’s prior academic records, written statement, and personal history to determine the candidate’s readiness to make progress toward entering a particular professional program of study.

Candidates must:

- Submit a completed online application form.
- Present official transcripts demonstrating completion of a high school diploma, or official scores from the General Education Development (GED) exam; as well as official transcripts from any post-secondary institutions attended, including college, university, technical, business, armed forces, training, medical and professional schools (whether or not credits were earned). Applicants who have completed any portion of their education outside the United States should consult the website for the College for Adults Office of Admission for additional instructions.

General Guidelines:

- Any documents in a foreign language must be accompanied by a certified English language translation. Applicants are not allowed to translate their own documents. A certified, professional translator must complete the translations.
- If an applicant wishes to attend the University for only one year or has completed some university course work in advance, she should follow the same procedures.
- All documents must be original or certified photocopies. Original documents may be returned upon request.

Application Deadlines (including receipt of all documents)

For students outside the United States/in the United States:

Fall semester (September-December): Apply by July 1
Spring semester (February-May): Apply by December 1

Transfer of Credits for International Students

Students with course work completed at the advanced level (e.g., STPM, A-levels, IB-higher level) or at accredited institutions of higher education may be considered for advanced standing. Credit will be considered on a course-by-course basis. St. Catherine University reserves the right to make final decisions about credential evaluation and transfer credits.

Applicants must submit higher-level exam results (if applicable), official post secondary/university transcripts, and a credential evaluation in order to receive transfer credits. Students who have attended universities outside of the U.S. must submit a course-by-course credential evaluation in order to receive transfer credits. This evaluation must be done by a credential evaluation agency approved by the University. Students must also submit course descriptions to the University in order to determine their equivalency in the St. Catherine University curriculum.

Certification of Finances. The U.S. government and St. Catherine University require all applicants to provide proof of ability to pay tuition and living expenses before the University can issue forms necessary to obtain a visa. Applicants should complete the Certification of Finances form sent by the University and submit verification of finances available. This verification can take the form of bank statements or other financial documentation (from the previous six months).

International Student Financial Aid Application. This form should be completed and returned if the applicant wishes to be considered for scholarships.

One letter of recommendation. This letter should be from someone who has known the applicant in an academic context.

Transfer Students

Candidates must:

- Submit a completed online application form.
- Present official transcripts mailed directly from every high school and college or university attended (whether or not credits were earned). The General Education Development Test (GED), including scores, is required for students who did not graduate from high school.
- Applicants who have completed any portion of their education outside the United States should consult with their admission counselor for additional instructions.
- If the applicant’s first language is not English, the applicant will be required to submit the results of either the Michigan English Language Assessment Battery Test (MELAB), the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) or St. Catherine University’s English Language Test.
- If the previous academic record indicates past difficulty, the student may be asked to provide additional information or to participate in a personal interview.

For more information, see the Transfer Students (https://www.stkate.edu/admission-and-aid/cfw/transfer-application-instructions/) admissions page.

Admission of Transfer Students: College for Women

St. Catherine University operates on a rolling admission basis, which means that applications are processed as they are received. Transfer applicants are considered on the basis of previous course work completed at a regionally accredited college or university. Students will be notified of the admission decision within three weeks after the application file is complete and has been evaluated by the Admission Committee.

To be considered for admission, transfer applicants must send the following to the Office of Admission:

- A completed application form
- Official transcripts mailed directly from every high school and college or university attended (whether or not credits were earned). The General Education Development Test (GED), including scores, is required for students who did not graduate from high school.
- Applicants who have completed any portion of their education outside the United States should consult with their admission counselor for additional instructions.
- If the applicant’s first language is not English, the applicant will be required to submit the results of either the Michigan English Language Assessment Battery Test (MELAB), the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) or St. Catherine University’s English Language Test.
- If the previous academic record indicates past difficulty, the student may be asked to provide additional information or to participate in a personal interview.

For more information, see the Transfer Students (https://www.stkate.edu/admission-and-aid/cfw/transfer-application-instructions/) admissions page.

Admission to College for Adults: Associate Degrees

Admission into associate degree and certificate programs in the College for Adults (CFA) is based on an evaluation of each candidate’s ability to succeed in the program into which she or he is seeking admission.

Each candidate is considered for admission based on a holistic review of her or his academic history, personal experiences and motivation to succeed in rigorous healthcare programs of study. Through the admission process for associate degrees, the University strives to admit a student body drawing from diverse cultural, demographic, professional and other communities, with special attention to underserved audiences. The admission committee reviews each applicant’s prior academic records, written statement, and personal history to determine the candidate’s readiness to make progress toward entering a particular professional program of study.

Candidates must:

- Submit a completed online application form.
- Present official transcripts demonstrating completion of a high school diploma, or official scores from the General Education Development (GED) exam; as well as official transcripts from any post-secondary institutions attended, including college, university, technical, business, armed forces, training, medical and professional schools (whether or not credits were earned). Applicants who have completed any portion of their education outside the United States should consult the website for the College for Adults Office of Admission for additional instructions.
Admission into this section, designed for adult learners, is based on a holistic evaluation of students' readiness for independent and self-directed learning.

Admission into the College for Adults (CFA) as a bachelor's degree-seeking student does not guarantee progression into Nursing major courses. If accepted, students will enroll in core liberal arts, prerequisite and supporting courses and, at a later date, apply to progress into Nursing major courses.

To be considered for admission into the CFA as a RN-BSN bachelor's degree-seeking student, each applicant must:

- Submit a completed online application form.
- Present official transcripts of prior academic work from all post-high school educational institutions including college, university, technical, business, medical and professional schools attended (whether or not credits were earned), The General Education Development (GED) Exam, including scores, is required for students who did not graduate from high school. Applicants who have completed any portion of their education outside the United States should consult with their admission counselor for additional instructions.
- Have earned a cumulative G.P.A. of 2.5 (calculated on all courses, including failed courses, completed within the last 10 years).
- Demonstrate successful completion of an associate in nursing granted by a regionally accredited college or university. or an RN diploma with a minimum grade of 'C' in all nursing courses.
- If the applicant's first language is not English, the applicant will be required to submit the results of either the Michigan English Language Assessment Battery Test (MELAB), the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) or St. Catherine University's English Language Test.
- If the previous academic record indicates past difficulty, the candidate may be asked to provide additional information or to participate in a personal interview.

Admission as a bachelor's degree seeking student does not guarantee progression into a particular major course sequence. After enrollment as a degree-seeking student, students will need to meet requirements for progression into major courses. For details, refer to the individual major sections of this catalog or the website of the College for Adults Office of Admission (https://www.stkate.edu/admission-and-aid/cfa/).

Admission to College for Adults: Bachelor's Degrees

Admission to College for Adults: RN-BSN Degree Completion Section

The RN-BSN Degree Completion option in the College for Adults (CFA) is designed for women and men who have completed an associate degree in nursing or a diploma-granting registered nurse (RN) program. The upper-level, "bachelor's completion" section builds directly on the educational and professional experiences of registered nurses.

Applicants must also demonstrate readiness for advanced undergraduate studies. Admission into this section, designed for adult learners, is based on a holistic evaluation of students' readiness for independent and self-directed learning.

Admission as an associate degree-seeking student does not guarantee progression into a particular major course sequence for the Associate of Applied Science degree. After enrolling as a degree-seeking student, each student must meet requirements for progression into major courses. For details, refer to the individual major sections of this catalog or the website of the College for Adults Office of Admission (https://www.stkate.edu/admission-and-aid/cfa/).

Requirements

- If the previous academic record indicates past difficulty, the candidate may be asked to provide additional information or to participate in a personal interview.

Admission as a RN-BSN bachelor's degree-seeking student in the CFA does not guarantee progression into Nursing major courses. If accepted, students will enroll in core liberal arts, prerequisite and supporting courses and, at a later date, apply to progress into Nursing major courses.

To be considered for admission into the CFA as a RN-BSN bachelor's degree-seeking student, each applicant must:

- Submit a completed online application form.
- Present official transcripts of prior academic work from all post-high school educational institutions including college, university, technical, business, medical and professional schools attended (whether or not credits were earned), as well as a high school diploma or official scores from the General Education Development (GED) Exam. Applicants who have completed any portion of their education outside the United States should consult with their admission counselor for additional instructions.
- Have earned a cumulative G.P.A. of 2.5 (calculated on all courses, including failed courses, completed within the last 10 years).
- Demonstrate successful completion of an associate degree in nursing granted by a regionally accredited college or university, or an RN diploma, with a minimum grade of "C" in all nursing courses.
- If the applicant's first language is not English, the applicant will require the applicant take the Test of Standard Written English (administered by St. Catherine University) or the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) or St. Catherine University's English Language Test.
- If the previous academic record indicates past difficulty, the candidate may be asked to provide additional information or to participate in a personal interview. The admission committee may require the applicant take the Test of Standard Written English (administered by St. Catherine University).

Special Admission

(Admission of degreed students, nondegree-seeking students, men, and auditors)

Applicants who have a bachelor's degree and are seeking a second degree must submit an application, $25 application fee (waived for St. Catherine alumni) and official transcripts from each post-secondary educational institution attended. Students seeking a second bachelor's degree should refer to the Core Curriculum (p. 16) and Graduation Requirements (p. 55) sections of this catalog for details about requirements for graduation.

Nondegree-seeking students include students who have or have not completed a degree but wish to take courses for personal enrichment or career enhancement. Nondegree-seeking students must submit an application, $25 application fee and an unofficial transcript from the last institution attended. Nondegree-seeking students who wish to change their status to degree-seeking must submit official transcripts from all institutions attended to the Office of Admission. Admission as a nondegree-seeking student is not a guarantee of admission as a degree-seeking student. Individuals enrolled in the associate program may take no more than 12 credits as a nondegree-seeking student.
Students taking courses required for admission to a program may apply as prerequisite-to-program students. Prerequisite-to-program students must submit an application, $25 application fee and an unofficial transcript from the last institution attended. Prerequisite-to-program students who wish to change their status to degree-seeking must submit official transcripts from all institutions attended to the Office of Admission. Admission as a prerequisite-to-program student is not a guarantee of admission as a degree-seeking student.

As a primarily undergraduate institution dedicated to educating women, St. Catherine University’s College for Women, grants bachelor’s degrees to women only. Men may apply to certificate or degree programs in the College for Adults and the Graduate College.

Students wishing to audit a course should contact the Registrar’s Office.

Applicable Catalog

Associate Program Students
Students graduate according to requirements published in the University’s Undergraduate Catalog at the time of their matriculation in an associate degree program at St. Catherine University. Students who are away from the University for more than one year are subject to whatever academic requirements are in effect at the time of re-entry. Students who change programs are subject to whatever academic requirements are in effect at the time of entry into the new associate degree program.

Matriculated students may petition to satisfy the degree requirements of any subsequent catalog in effect during their enrollment as an active student. If approved, the student’s new applicable catalog will determine all graduation requirements, including major, supporting, and core requirements. Petitions require the approval of the student’s program director and academic advisor. Upon approval, the student may not revoke this decision.

Changes in policies or procedures which are only marginally related to degree requirements (such as grading or registration) apply to all enrolled students. Exceptions can only be granted by decision of the appropriate academic officer.

1 Students may not petition to satisfy the degree requirements of a previous catalog.

Baccalaureate Program Students
Students graduate according to requirements published in the University’s Undergraduate Catalog at the time of their matriculation in a baccalaureate program in either the College for Women (CFW) or the College for Adults (CFA) at St. Catherine University. Students who are away from the University for more than two years are subject to whatever academic requirements are in effect at the time of re-entry into the same college (CFW or CFA). Students who change colleges are subject to the academic requirements in effect at the time of entry into the new college. Students who are in programs that lead to licensure are responsible for meeting current licensure standards.

Matriculated students may petition to satisfy the degree requirements of any subsequent catalog in effect during their enrollment as an active student. If approved, the student’s new applicable catalog will determine all graduation requirements, including all major, minor, supporting, and core requirements. Petitions require the approval of the student’s department chair(s) and an advisor from the Office of Academic Advising. Upon approval, the student may not revoke this decision.

Changes in policies or procedures which are only marginally related to degree requirements (such as grading or registration) apply to all enrolled students. Exceptions can only be granted by decision of the appropriate academic officer.

1 Students may not petition to satisfy the degree requirements of a previous catalog.

Core Curriculum

Liberal Arts Learning Goals
St. Catherine University is committed to the liberal arts as the broad base of learning and to the pursuit of excellence for its students. It offers academic curricular and co-curricular programs in an atmosphere that stimulates each student to pursue a full and meaningful life and provides opportunities, both intellectual and personal, for students to develop leadership abilities, spiritual values, and responsible commitments to society.

Along with the depth of knowledge provided by the student’s chosen major at St. Catherine, students will have opportunities to acquire broad knowledge in a variety of disciplines to serve as a foundation for a lifelong process of learning. The University has identified seven themes of a St. Catherine education encompassing the knowledge, skills, and attitudes that it seeks to develop in its graduates.

Based on the University’s commitment to women, the liberal arts, and the Catholic traditions of intellectual inquiry and social teaching, an education at St. Catherine University emphasizes:

Leadership and Collaboration: The ability to lead and influence for ethical and responsible action and for systemic change; the ability to work well with others, especially in joint intellectual effort.

Ethics and Social Justice: The ability to apply ethical standards to judge individual and collective actions; the development of attitudes and behaviors that reflect integrity, honesty, compassion, and justice in one’s personal and professional life.

Diversity and Global Perspectives: The ability to understand and analyze the impact of diversity and systems of power and privilege on the individual and society; the ability to decipher and honor multiple and global perspectives in creating mutual understanding; the ability to imagine and take action toward justice.

Critical and Creative Inquiry: The ability to gather, analyze and critically evaluate information to develop reasonable arguments, sound judgments, and effective solutions. This ability is founded on a broad knowledge of the achievements of human creativity and of the variety of disciplinary approaches for exploring truths.

Discipline-Based Competence: The ability to demonstrate in-depth knowledge, values and skills in at least one major field of study and to relate disciplinary approaches to those of other fields. (Applies to all degree programs except the associate of arts liberal arts and sciences degree program.)

Effective Communication in a Variety of Modes: The ability to read, write, speak, view and listen effectively, the ability to present information in a clear and engaging manner.
Purposeful Life-long Learning: The ability to continue personal and professional development based on ongoing self-assessment, feedback from others, and new learning.

Liberal Arts and Sciences Core Curriculum-Associate Programs

Associate Degree Liberal Arts and Sciences Core Requirements

Courses
Students enrolled in one of St. Catherine University's associate degree programs are required to complete a minimum of 30 credits in the liberal arts and sciences. The required core liberal arts and sciences courses are listed under the Standard Core tab on this page.

Individual programs may require additional liberal arts and science courses to support the professional sequence of courses and/or meet accreditation requirements. See individual programs for details.

Core Competencies
In addition to liberal arts and science coursework, all students (except those in the OTA Online program) must successfully complete the following work-ready liberal arts and sciences core competencies:

- Critical reading, thinking and writing
- Leadership
- Communication
- Mathematics
- Problem solving
- Sentence fluency
- Statistical thinking
- Teamwork

The competencies must be completed by the deadline imposed by the student's program. If no deadline is imposed by the program, the student must complete all of the competencies by the end of their penultimate semester. Competency examinations are offered on a regular basis and may be repeated. Students are advised to contact their program director or advisor for details. Students earn three certifications for these eight competencies.

Minimum Grade Requirement
A student who fails to meet minimal grade requirements in a program-required liberal arts and sciences course will not graduate until she or he has done one of the following:

- Re-registered for and satisfactorily repeated the entire course (if the course is not offered for variable credit) or the necessary segments of the course (if the course is offered for variable credit), or
- Satisfactorily completed a course elsewhere and transferred the credits to St. Catherine University. NOTE: Students should have such courses approved prior to registration to be sure that these credits will transfer and fulfill the requirements for graduation.

Courses
The liberal arts and sciences core curriculum consists of a minimum of 30 Credits

- Core Course – CORE 1000W The Reflective Woman: The Reflective Practitioner (RTW)
- Behavioral Science – PSYC 1000 General Psychology
- Literature – One course
- Natural Science – BIOL 2400 General Anatomy and Physiology with Lab or other natural science course with lab
- Philosophy – PHIL 2030W Healthcare Ethics (RTW)
- Social Science – SSCS 2040W Power, Inequality and Social Change (RTW)
- Theology – THEO 2040W The Sacramental Life (RTW)
- Electives – At least six additional credits of liberal arts and sciences course work
- Reading, Thinking and Writing (RTW) – Two RTW-WI courses. NOTE: The courses must be taken at St. Catherine University to meet the RTW requirement.

Core Competencies
In addition to liberal arts and science coursework, all students (except those in the OTA Online program) must successfully complete the following work-ready liberal arts and sciences core competencies:

- Critical reading, thinking and writing
- Leadership
- Communication
- Mathematics
- Problem solving
- Sentence fluency
- Statistical thinking
- Teamwork

The competencies must be completed by the deadline imposed by the student’s program. If no deadline is imposed by the program, the student must complete all of the competencies by the end of their penultimate semester. Competency examinations are offered on a regular basis and may be repeated. Students are advised to contact their program director or advisor for details. Students earn three certifications for these eight competencies.

Students who enroll in an associate degree program at St. Catherine University Fall 2019 or later who have completed a previous degree program must meet the following liberal arts and science core requirements and competencies.

Previous B.A. or B.S. Degree from St. Catherine University
Associate degree students who earned a baccalaureate degree from St. Catherine University prior to enrolling in the associate degree program must complete the associate degree core competencies (see the Overview tab or Standard Core tab for details about the core competencies).*

*OTA Online students do not complete the competencies.

Previous Associate, Baccalaureate or Master's Degree from Another Institution
Associate degree students who earned a prior degree (associate or higher) from a regionally accredited, degree-granting higher education institution other than St. Catherine University prior to entering an
associate degree program at St. Catherine University must complete two courses:

- **CORE 1000W The Reflective Woman**
- Theology - one course (This course must be a course that offers students an intellectual account of some of the key elements of Christian theological tradition. See the Theology section (p. 260) of this catalog for more information.)

Associate degree students must also complete the associate degree competencies (see the Overview tab or Standard Core tab for details about the core competencies).*

*OTA Online students do not complete the competencies.

## Liberal Arts and Sciences Core Curriculum-Baccalaureate Degree Programs

### Baccalaureate Liberal Arts and Sciences Core Requirements

St. Catherine University’s students come to our institution with varied backgrounds. In recognition of this, the University developed four pathways to fulfill the liberal arts and science core requirements based on the student’s prior education. Each set of requirements has been carefully designed to ensure that the student meets St. Catherine University’s goals for a liberal arts education.

The liberal arts and science core requirements fall into four main categories. Refer to the tabs on this page for specific requirements.

- **Standard Core** - Core requirements for students with no previous degree who have not completed the Minnesota Transfer Curriculum
- **Previous A.A. Degree** - Core requirements for students who completed an associate of arts degree with a minimum cumulative grade point average of 2.5 prior to enrollment at St. Catherine University
- **Previous MnTC** - Core requirements for students who completed the Minnesota Transfer Curriculum at a MnSCU institution with a minimum cumulative grade point average of 2.5 prior to enrollment at St. Catherine University.
- **Previous Bachelor’s Degree** - Core requirements for students who completed a bachelor’s degree prior to seeking a second degree at St. Catherine University

Please note:

- A grade of C- or better is required to fulfill a liberal arts and science core requirement for all baccalaureate programs.

### Standard Core

The following requirements apply to students seeking a B.A., B.S. or B.S.N. degree who have not completed a previous baccalaureate or A.A. degree or the Minnesota Transfer Curriculum.

Please note:

- A grade of C- or better is required to fulfill a liberal arts and science core requirement for all baccalaureate programs.

- **Core Integrated Seminar:** One Core integrated seminar course (CORE 2800) can be used to count for **two** core requirements in foundations of humanities, arts and sciences.

### The College for Women:

- **CORE courses** - CORE 1000W or CORE 2000W The Reflective Woman and CORE 3990W Global Search for Justice
- **Health and Fitness** - EXSS 1100
- **Philosophy** - one course, excluding PHIL 2150
- **Theology** - one course (This course must be a course that offers students an intellectual account of some of the key elements of Christian theological tradition. See the Theology section (p. 260) of this catalog for more information.)
- **Behavioral and Social Sciences** - one course from among the following: anthropology, economics, geography, political science, psychology or sociology, except ECON 1080 or 1090, or PSYC 1090
- **Fine and Performing Arts** - one course from among the following: studio art, art history, creative writing, music, theater or classical mythology. Special rules apply for music lessons and ensembles: see Music and Theater (p. 244) section of this catalog.
- **Mathematics or Logical Reasoning** - one course, selected from ECON 1080, ECON 1090, HLTH 1090, PSYC 1090, PHIL 2150, STAT 1089, STAT 1090, or any four-credit MATH course numbered 1000 or higher, except MATH 2500 and 2510
- **Natural Sciences** - one course with a laboratory and/or field component chosen from biology, chemistry, geology or physics
- **Critical Studies of Race and Ethnicity (CRST) or Women’s Studies (WOST)** - one CRST or WOST course or one CRST or WOST cross-listed course. See the CRST and WOST sections of this catalog for the complete listing of available courses.
- **Writing Requirement** - four writing intensive courses: CORE 1000W/2000W, CORE 3990W, one course in the major and another selected from the list of approved writing intensive courses

### Additional requirements for the B.A. degree:

- **Humanities**
  - one additional theology or philosophy course (except PHIL 2150)
  - one course in literature
  - one course in history
- **Foreign Language** - demonstration of equivalency through intermediate level I by completion of the first semester intermediate course at St. Catherine University. American Sign Language (ASL) satisfies this requirement. (May be completed by proficiency exam or waiver, with approval.)

### Additional requirements for the B.S. degree:

- **Humanities** - two courses among literature, history and foreign language* (can be two in one language, otherwise must be in different disciplines)

*Foreign language for the B.S. degree cannot be completed by exam or waiver. Course(s) must be elementary I-level or higher.

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1 Re-enrolling students who met the previous health and fitness core requirement by taking either two 1-credit activity courses from the group EXSS 1001-1019 or EXSS 1030, either option to have been taken at St. Kate’s, will be given credit for having met the current form of the requirement (EXSS 1100).
The College for Adults:

- **CORE courses** - CORE 1000W or CORE 2000W The Reflective Woman and CORE 3990W Global Search for Justice
- **Health and Fitness** - EXSS 1101
- **Philosophy** - one course, excluding PHIL 2150
- **Theology** - one course (This course must be a course that offers students an intellectual account of some of the key elements of Christian theological tradition. See the Theology section (p. 260) of this catalog for more information.)
- **Behavioral and Social Sciences** - one course from among the following: anthropology, economics, geography, political science, psychology or sociology, except ECON 1080 or 1090, or PSYC 1090
- **Mathematics or Logical Reasoning** - one course, selected from ECON 1080, ECON 1090, HLTH 1090, PSYC 1090, PHIL 2150, STAT 1089, STAT 1090, or any four-credit MATH course numbered 1000 or higher, except MATH 2500 and 2510
- **Natural Sciences** - one course with a laboratory and/or field component chosen from biology, chemistry, geology or physics
- **Critical Studies of Race and Ethnicity (CRST) or Women's Studies (WOST)** - one CRST or WOST course or one CRST or WOST cross-listed course. See the CRST and WOST sections of this catalog for the complete listing of available courses.
- **Writing Requirement** – four writing intensive courses: CORE 1000W/2000W, CORE 3990W, one course in the major and another selected from the list of approved writing intensive courses

Additional requirements for the B.A. degree:

- **Humanities** - three courses among literature, history, theology or philosophy, and foreign language* (can be two in one language, otherwise must be in different disciplines)
- **Fine and Performing Arts** - one course from among the following: studio art, art history, creative writing, music, theater or classical mythology. Special rules apply for music lessons and ensembles: see Music and Theater (p. 244) section of this catalog.

Additional requirements for the B.S. and B.S.N. degrees:

- **Humanities** - three courses among literature, history, fine arts and foreign language* (can be two in one language, otherwise must be in different disciplines)

*Foreign language cannot be completed by exam or waiver. Course(s) must be elementary I-level or higher.

1 Re-enrolling students who met the previous health and fitness core requirement by taking either two 1-credit activity courses from the group EXSS 1001-1019 or EXSS 1030, *either option to have been taken at St. Kate's*, will be given credit for having met the current form of the requirement (EXSS 1100).

RN-BSN Degree Completion

The following requirements apply to students who are pursuing a Bachelor of Science degree in nursing in the RN-BSN Degree Completion section. Students must earn a grade of C- or better in these courses.

- **CORE courses** – CORE 1000W or CORE 2000W The Reflective Woman and CORE 3990W Global Search for Justice
- **Biomedical Ethics** – PHIL 2000, PHIL 2030W or PHIL 3400
- **Statistics** – ECON 1080 or equivalent
- **Theology** – one course (This course must be a course that offers students an intellectual account of some of the key elements of Christian theological tradition. See the Theology section (p. 260) of this catalog for more information.)
- **Additional course** – History/Fine Arts/Literature/Second Language/Global Cultures

Previous A.A. Degree

The following requirements apply to students who completed an Associate of Arts degree with a cumulative grade point average of 2.5 or higher (on a 4.0 scale) from a regionally accredited, degree-granting institution prior to enrollment at St. Catherine University. Students will be granted a maximum of 64 credits in transfer from two-year institutions.

Please note: A grade of C- or better is required in these courses

- **CORE courses** - CORE 1000W or CORE 2000W The Reflective Woman and CORE 3990W Global Search for Justice
- **Theology** - one course (This course must be a course that offers students an intellectual account of some of the key elements of Christian theological tradition. See the Theology section (p. 260) of this catalog for more information.)

Previous Completion of Minnesota Transfer Curriculum

The following requirements apply to students who completed the Minnesota Transfer Curriculum at a MnSCU institution with a cumulative grade point average of 2.5 or higher (on a 4.0 scale) prior to enrollment at St. Catherine University. Students will be granted a maximum of 64 credits in transfer from two-year institutions.

Please note: A grade of C- or better is required in these courses

- **CORE courses** - CORE 1000W or CORE 2000W The Reflective Woman and CORE 3990W Global Search for Justice
- **Health and Fitness** - EXSS 1100
- **Theology** - one course (This course must be a course that offers students an intellectual account of some of the key elements of Christian theological tradition. See the Theology section (p. 260) of this catalog for more information.)

Additional requirement for the B.A. degree:

- **Foreign Language** - proficiency in a second language as required by the degree and program

Previous B.A. or B.S. Degree from St. Catherine University

Students who already hold a baccalaureate degree from St. Catherine University and are pursuing a second B.A. or B.S. degree must complete the liberal arts and science core requirements for the second degree as well as those required for the major. A grade of C- or better must be earned in the liberal arts and science core courses and major courses unless a higher grade is required by the program.

NOTE: Students who met the previous health and fitness core requirement by taking either two 1-credit activity courses from the group EXSS 1001-1019 or EXSS 1030, *either option to have been taken at St. Kate's*, will be given credit for having met the current form of the requirement (EXSS 1100).
Previous B.A. or B.S. Degree

The following core requirements apply to students who already hold a baccalaureate degree from a regionally accredited, degree-granting institution and are pursuing a second B.A. or B.S. degree at St. Catherine University. Students must earn a grade of C- or better in these courses.

- **CORE course**: CORE 3990W Global Search for Justice
- **Theology**: one course (This course must be a course that offers students an intellectual account of some of the key elements of Christian theological tradition. See the Theology section (p. 260) of this catalog for more information.)

Previous B.A. or B.S. Degree: RN-BSN Degree Completion

The following requirements apply to students who already hold a baccalaureate degree and are pursuing a Bachelor of Science degree in nursing in the RN-BSN Degree Completion section. Students must earn a grade of C- or better in these courses.

- **CORE Course** – CORE 3990W Global Search for Justice
- **Biomedical Ethics** – PHIL 2000, PHIL 2030W or PHIL 3400
- **Statistics** – ECON 1080 or equivalent
- **Theology** – one course (This course must be a course that offers students an intellectual account of some of the key elements of Christian theological tradition. See the Theology section (p. 260) of this catalog for more information.)

Required Proficiencies–Baccalaureate Programs

The ability to communicate and use information effectively is critical to both professional achievement and the fulfillment of public responsibilities and personal relationships. The faculty at St. Catherine University support and encourage the development of oral and written communication and information and technology skills. Throughout the curriculum, whether core requirements or courses directly associated with the major, students learn to communicate to a variety of audiences and access and manipulate information in myriad ways. The University provides a Writing/Reading Center with professional and student staff ready to help students improve their communication skills and a Computing Services Center that offers training and help desk support for students’ academic computing needs.

Baccalaureate Writing Requirement

Clear, eloquent writing opens doors to worlds students aspire to enter. At St. Catherine University, writing competency is required of all students as part of the basic process of earning a degree. To this end, each student must take four writing-intensive courses. (NOTE: Students who completed an A.A. degree or the Minnesota Transfer Curriculum prior to enrolling at St. Catherine University are required to complete three writing-intensive courses. The four-course writing proficiency requirement does not apply to students in the RN-BSN degree completion section.) This University writing requirement is fulfilled in the following ways:

Core Writing Requirement

Both CORE 1000W The Reflective Woman (or CORE 2000W The Reflective Woman) and CORE 3990W Global Search for Justice are writing-intensive courses. Successful completion of the two courses fulfills two writing-intensive course requirements.

Writing Requirement for the Major

Students take one writing-intensive course in the major. Students who plan to complete a major through another Associated Colleges of the Twin Cities (ACTC) school must complete an additional writing intensive course at St. Catherine University to meet the writing requirement for the major.

Fourth Course Requirement

A fourth\(^1\) and final writing-intensive course may be taken in the form of any other writing-intensive course, whether elective or required for a major or minor course of study. ENGL 1905W College Writing, a composition course with emphases upon the writing process, drafting techniques and concerns with audience, is recommended for students wanting a course focusing exclusively upon writing.

Writing-intensive courses are identified by a “W” appended to the course number (see online course catalog and course schedule). The courses designated as writing-intensive for the 2018-19 academic year are listed below. This list is subject to change.

\(^1\) This requirement is waived for students who completed an A.A. degree or the Minnesota Transfer Curriculum prior to enrolling at St. Catherine University.

List of Writing Intensive Courses

This list is subject to change. Current students should refer to the online Course Schedule or Degree Evaluation.

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Course Number</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ACCT</td>
<td>4130W</td>
<td>Auditing</td>
</tr>
<tr>
<td>BIOL</td>
<td>4850W</td>
<td>Senior Seminar (in conjunction with BIOL 2720)</td>
</tr>
<tr>
<td>BUSI</td>
<td>3900W</td>
<td>Social Entrepreneurship</td>
</tr>
<tr>
<td>BUSI</td>
<td>4490W</td>
<td>Strategic Management</td>
</tr>
<tr>
<td>CHEM</td>
<td>4000W</td>
<td>Advanced Inorganic Chemistry with Lab</td>
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<tr>
<td>CHEM</td>
<td>4500W</td>
<td>Advanced Biochemistry with Lab</td>
</tr>
<tr>
<td>CLAS</td>
<td>3450W</td>
<td>Hindu Mythology</td>
</tr>
<tr>
<td>CLAS</td>
<td>3460W</td>
<td>Women in Greece and Rome</td>
</tr>
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<td>COMM</td>
<td>1000W</td>
<td>Introduction to Communication: Women and Social Change</td>
</tr>
<tr>
<td>COMM</td>
<td>3200W</td>
<td>Public Relations Writing</td>
</tr>
<tr>
<td>COMM</td>
<td>3070W</td>
<td>Gender and Rhetoric</td>
</tr>
<tr>
<td>CORE</td>
<td>1000W or 2000W</td>
<td>The Reflective Woman</td>
</tr>
<tr>
<td>CORE</td>
<td>3990W</td>
<td>Global Search for Justice</td>
</tr>
<tr>
<td>CRST</td>
<td>2050W</td>
<td>Foundations of Critical Studies of Race and Ethnicity</td>
</tr>
<tr>
<td>CRST</td>
<td>2151W</td>
<td>Sociocultural Aspects of Dress</td>
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<td>Course Title</td>
</tr>
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<tr>
<td>CRST</td>
<td>3401W</td>
<td>Language as Power</td>
</tr>
<tr>
<td>CRST</td>
<td>4850W</td>
<td>Senior Seminar</td>
</tr>
<tr>
<td>ECON</td>
<td>3450W</td>
<td>Developmental Economics</td>
</tr>
<tr>
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<td>3460W</td>
<td>Global Financial Issues</td>
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<td>3480W</td>
<td>International Economics</td>
</tr>
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<td>2070W</td>
<td>Teachers as Leaders for a Changing Society</td>
</tr>
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<td>ENGL</td>
<td>1905W</td>
<td>College Writing</td>
</tr>
<tr>
<td>ENGL</td>
<td>2130W</td>
<td>Written Communication for College</td>
</tr>
<tr>
<td>ENGL</td>
<td>2270W</td>
<td>Shakespeare</td>
</tr>
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<td>ENGL</td>
<td>2280W</td>
<td>Literary Themes</td>
</tr>
<tr>
<td>ENGL</td>
<td>2350W</td>
<td>Grammar in Practice</td>
</tr>
<tr>
<td>ENGL</td>
<td>3360W</td>
<td>Intermediate Writing: Writing with Power, Purpose and the Perfect Word</td>
</tr>
<tr>
<td>ENGL</td>
<td>3400W</td>
<td>Language as Power</td>
</tr>
<tr>
<td>ENGL</td>
<td>4320W</td>
<td>The Editorial Process</td>
</tr>
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<td>4860W</td>
<td>Seminar</td>
</tr>
<tr>
<td>EXSS</td>
<td>2800W</td>
<td>Measurement and Evaluation in Exercise and Sport Science</td>
</tr>
<tr>
<td>FACS</td>
<td>4000W</td>
<td>Management Approach to Family Systems</td>
</tr>
<tr>
<td>FASH</td>
<td>2150W</td>
<td>Sociocultural Aspects of Dress</td>
</tr>
<tr>
<td>FSNU</td>
<td>4310W</td>
<td>Experimental Foods and Nutrition</td>
</tr>
<tr>
<td>HIST</td>
<td>2000W</td>
<td>Introduction to Historiography</td>
</tr>
<tr>
<td>HIST</td>
<td>3460W</td>
<td>Women in Greece and Rome</td>
</tr>
<tr>
<td>HLTH</td>
<td>4800W</td>
<td>Senior Seminar in Public Health</td>
</tr>
<tr>
<td>INTP</td>
<td>4210W</td>
<td>Senior Seminar</td>
</tr>
<tr>
<td>IPE</td>
<td>4200W</td>
<td>Research Methods</td>
</tr>
<tr>
<td>MATH</td>
<td>4850W</td>
<td>Senior Seminar (in conjunction with MATH 2850)</td>
</tr>
<tr>
<td>MGMT</td>
<td>4850W</td>
<td>Senior Seminar in Healthcare Management</td>
</tr>
<tr>
<td>MKTG</td>
<td>2350W</td>
<td>Integrated Marketing Communications</td>
</tr>
<tr>
<td>MUS</td>
<td>3350W</td>
<td>Women and Music</td>
</tr>
<tr>
<td>PHIL</td>
<td>2030W</td>
<td>Healthcare Ethics</td>
</tr>
<tr>
<td>PHIL</td>
<td>2200W</td>
<td>Ethics</td>
</tr>
<tr>
<td>POSC</td>
<td>1710W</td>
<td>Introduction to American Government and Policy</td>
</tr>
<tr>
<td>POSC</td>
<td>2200W</td>
<td>Introduction to Comparative Government</td>
</tr>
<tr>
<td>PSYC</td>
<td>4220W</td>
<td>History and Systems</td>
</tr>
<tr>
<td>RESP</td>
<td>3200W</td>
<td>Advanced Therapeutics</td>
</tr>
<tr>
<td>RESP</td>
<td>4200W</td>
<td>Senior Seminar</td>
</tr>
<tr>
<td>RTT</td>
<td>4015W</td>
<td>Principles of Oncology II</td>
</tr>
<tr>
<td>SALE</td>
<td>4430W</td>
<td>Advanced Sales: Strategic Account Management</td>
</tr>
<tr>
<td>SOCI</td>
<td>2100W</td>
<td>Research Methods in Sociology</td>
</tr>
<tr>
<td>SOWK</td>
<td>3800W</td>
<td>Social Work Research</td>
</tr>
<tr>
<td>SPAN</td>
<td>3050W</td>
<td>Visions of the Hispanic World: Reading to Speak and Write</td>
</tr>
<tr>
<td>SPAN</td>
<td>4860W</td>
<td>Senior Seminar</td>
</tr>
<tr>
<td>SSCS</td>
<td>2040W</td>
<td>Power, Inequality and Social Change</td>
</tr>
<tr>
<td>THEO</td>
<td>2040W</td>
<td>Sacramental Life</td>
</tr>
<tr>
<td>THEO</td>
<td>3360W</td>
<td>War, Peace and the Apocalypse</td>
</tr>
<tr>
<td>THEO</td>
<td>3500W</td>
<td>Liturgical Theology: Celebration at the Center</td>
</tr>
<tr>
<td>THEO</td>
<td>3670W</td>
<td>The Quest for God in Contemporary Experience</td>
</tr>
<tr>
<td>THEO</td>
<td>3752W</td>
<td>Christianity, Judaism and Islam</td>
</tr>
<tr>
<td>THEO</td>
<td>3753W</td>
<td>Christianity, Hinduism and Buddhism</td>
</tr>
<tr>
<td>THEO</td>
<td>3850W</td>
<td>Human Sexuality: Theological and Spiritual Explorations</td>
</tr>
<tr>
<td>THEO</td>
<td>3930W</td>
<td>Christian Women Mystics</td>
</tr>
<tr>
<td>WOST</td>
<td>1000W</td>
<td>Introduction to Communication: Women and Social Change</td>
</tr>
<tr>
<td>WOST</td>
<td>2050W</td>
<td>Foundations in Women's Studies</td>
</tr>
<tr>
<td>WOST</td>
<td>3070W</td>
<td>Gender and Rhetoric</td>
</tr>
<tr>
<td>WOST</td>
<td>3350W</td>
<td>Women and Music</td>
</tr>
<tr>
<td>WOST</td>
<td>3400W</td>
<td>Language as Power</td>
</tr>
<tr>
<td>WOST</td>
<td>3460W</td>
<td>Women in Greece and Rome</td>
</tr>
<tr>
<td>WOST</td>
<td>3752W</td>
<td>Christianity, Judaism and Islam</td>
</tr>
<tr>
<td>WOST</td>
<td>3850W</td>
<td>Human Sexuality: Theological and Spiritual Explorations</td>
</tr>
<tr>
<td>WOST</td>
<td>3930W</td>
<td>Christian Women Mystics</td>
</tr>
<tr>
<td>WOST</td>
<td>4850W</td>
<td>Senior Seminar</td>
</tr>
</tbody>
</table>
An expository writing course transferred from another college or university may be credited as one writing-intensive course, depending upon approval from the director of writing programs and the registrar.

Financial Aid and Scholarships

St. Catherine University provides scholarship, grant, low-interest loan and/or employment opportunities to qualified undergraduate, graduate and certificate students. Funding is available from federal, state and University resources. Applications must be submitted annually. Students must file the Free Application for Federal Student Aid (FAFSA) to be considered for federal and state student financial aid for the year in which funding is requested. To be considered for financial aid from St. Catherine, additional steps may be required.

The University offers merit scholarships to qualified students. Most scholarships are offered to new first-year and transfer students shortly after acceptance to the University and require full-time enrollment in the program. For a complete list of scholarships, please contact the Office of Admission.

Most federal financial aid programs, including the Direct student and parent loans, require a student to enroll at least half-time to be eligible. Some funds, including most University scholarships, require full-time enrollment. A few funds, such as the Federal Pell Grant and Minnesota State Grant, are available to eligible undergraduate students who register less than half-time. Please refer to the Financial Information (p. 20) section of this catalog for the definition of enrollment status, and contact the Office of Financial Aid (https://www.stkate.edu/admission-and-aid/) for more information.

Financial Information

This section of the catalog contains limited information about a student’s financial obligation to St. Catherine University. For complete information about tuition, fees, housing costs, refund schedules, financial aid, deposits, payment options, and other relevant information, students are advised to visit the following websites:

- Student Accounts (https://www.stkate.edu/academics/academic-resources/student-accounts/)
- Admissions (https://www.stkate.edu/admissions/)
- Current students may also want to visit the University’s Money Management Program (https://www.stkate.edu/life/student-assistance/money-management/) website for information about the University’s personal financial and money management educational opportunity.

Tuition and Fees, Room and Board

Tuition, Fees, Room and Board

Tuition and fees, and room and board information are posted on the Student Accounts website. Special course fees are listed in the Summary of Financial Procedures, posted on the Student Accounts (https://www.stkate.edu/academics/academic-resources/student-accounts/) website. Students electing to take a course at any ACTC college must pay any special fees required for that course.

Payment Terms

The academic year is divided into two semesters (three semesters for OTA online students). Tuition is due the first day of class for the applicable semester. Payment of all charges for each semester must be made in accordance with the Student Financial Responsibility Agreement form that students need to sign and submit to Student Accounts their first semester of attendance. Payment option information is available in the Summary of Financial Procedures, posted on the Student Accounts (https://www.stkate.edu/academics/academic-resources/student-accounts/) website. Payment option information is available in the Summary of Financial Procedures, available online on the Student Accounts (https://www.stkate.edu/academics/academic-resources/student-accounts/) website.

Accounts must be paid in full prior to the first day of registration for the following semester. Transcripts and diplomas are held until accounts are paid in full.

Audit

Twenty-five percent of the course tuition rate is charged for classroom audit, plus fees. No audit option is available during the summer for College for Women.

Proficiency Exam

The charge is 25 percent of the course tuition rate.

Tuition and Housing Deposits

Tuition Deposit

Upon acceptance to the University, all new students enrolled in the College for Women are required to remit a $200 tuition deposit. For students enrolled in the College for Adults, the deposit is $100. The deposit is credited to the student’s account. This fee is required only of new, incoming students. The deposit is fully refundable through May 1 for the fall semester and January 1 for the spring semester.

Housing Deposit

Each new resident (one who has not lived on the St. Catherine University campus before) must submit a $100 housing advance deposit to confirm submission of the Housing and Dining Agreement and reserve a space in housing. If all conditions of the Housing and Dining Agreement have been met, the housing advance will be applied to the resident’s first-semester housing charges and will appear as a credit in the student account billing summary, unless it has been forfeited for early termination of the agreement. Charges for loss or damage to University property will be billed to a resident’s student account as they occur or after termination of the agreement.

Student Enrollment Status

A student’s enrollment status is based on the number of credits for which he/she is registered as indicated below:
Undergraduate Programs

<table>
<thead>
<tr>
<th>Per Term</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time</td>
<td>12 or more credits¹</td>
</tr>
<tr>
<td>3/4 time</td>
<td>9-11 credits</td>
</tr>
<tr>
<td>Half time</td>
<td>6-8 credits</td>
</tr>
<tr>
<td>Below half time</td>
<td>5 or fewer credits</td>
</tr>
</tbody>
</table>

Graduate Programs

<table>
<thead>
<tr>
<th>Per Term</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time</td>
<td>6 or more credits¹</td>
</tr>
<tr>
<td>3/4 time</td>
<td>4-5 credits</td>
</tr>
<tr>
<td>Half time</td>
<td>3 credits</td>
</tr>
<tr>
<td>Below half time</td>
<td>2 or fewer credits</td>
</tr>
</tbody>
</table>

¹ These credit levels are used for deferment reporting and for awarding financial aid. The state of Minnesota requires a different definition of full-time enrollment to award state grant funds to undergraduate students.

Early Withdrawals

Tuition and Fees

Students who withdraw from classes may be eligible for a partial refund of tuition and fees based on the date official notification is received by the Registrar's Office. Complete information on refunds, along with a refund schedule, is available online in the Summary of Financial Procedures, posted on the Student Accounts website.

Room and Board

Students who withdraw from University housing during the term forfeit their agreement advance ($100) and may have their room and board charges pro-rated according to their date of withdrawal and the terms and conditions of the Housing & Dining Agreement. Prior notification and approval from the Residence Life Office is required. Please refer to the terms and conditions of the current Housing & Dining Agreement for more information.

Grades

Final grades are submitted by the deadlines posted on the academic calendars.

Instructors for full-term 1000- and 2000-level baccalaureate courses must submit mid-term grades by the deadlines posted on the academic calendars.

All grades are submitted through the grade reporting system (currently Banner) for dissemination to both students and their advisors.

Grading System

The grading system of the University includes the following grades with appropriate grade points assigned to them:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.000</td>
<td>Superior achievement of course requirements</td>
</tr>
<tr>
<td>A-</td>
<td>3.667</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B+</td>
<td>3.333</td>
<td>Better than satisfactory achievement of course requirements</td>
</tr>
<tr>
<td>B</td>
<td>3.000</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.667</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.333</td>
<td>Satisfactory achievement of course requirements</td>
</tr>
<tr>
<td>C</td>
<td>2.000</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.667</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.333</td>
<td>Less than satisfactory achievement of course requirements but acceptable for credit</td>
</tr>
<tr>
<td>D</td>
<td>1.000</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.000</td>
<td>Failure to achieve course requirements</td>
</tr>
</tbody>
</table>

In addition, grades with the following notations are also given:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Satisfactory; credit given*</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory; no credit given*</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal after official deadline*</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>X</td>
<td>Grade has not been assigned at the end of the term</td>
</tr>
<tr>
<td>AU</td>
<td>Audit; credit does not apply to degree requirements*</td>
</tr>
</tbody>
</table>

* Does not affect grade point average

Grades are available online once submitted. Students are notified in writing when academic performance has resulted in probation, suspension or other academic action.

Note: See Core Curriculum (p. 14) and Progress Toward Degree and Graduation (p. 54) sections in this catalog for minimum grade requirement information.

Incomplete Grades and Grade Changes

Incomplete Grades

A grade of incomplete is given only when unusual circumstances deem it appropriate. Ordinarily, such circumstances would involve matters that are not wholly within the student’s control, such as illness. Students who wish to receive an incomplete grade must complete a Petition for Incomplete Grade form (available on the Office of the Registrar website) no later than the last day of the term in which course requirements are due. The student must be making satisfactory progress in the course and must have completed 75% of the course requirements at the time the petition is filed. Incompletes are awarded at the instructor’s discretion. If granted, the normal deadline for completion of the work is no more than eight weeks after the last day of classes in the session or subsession in which the course is offered. The instructor may establish a due date after the normal deadline if the student requests it and special circumstances warrant it. The instructor
will submit an alternate grade that will automatically be recorded if the student does not complete the requirements for the course by the deadline. If the course requirements are completed in the time allotted, the instructor must submit the final grade by the deadline. Extensions to the due date originally agreed to by the student and instructor must be approved by the academic dean.

Grade Changes
University policy states that once a final grade is recorded, no changes are allowed. Exceptions are made if the grade change is due to a reporting, transcription or computational error or in extraordinary circumstances (i.e. circumstances that could not reasonably have been avoided). Changes may not be made on the basis of additional work completed by a student unless all members of the class had the option to submit additional work. If an instructor determines that a grade change is warranted, the instructor shall submit the online Request to Change Grade form located on Kateway. There is no deadline for submitting grade changes based on reporting or computational errors.

Students who seek a grade change but have been denied by the instructor must abide by the process outlined on the Petition for Grade Change, located on the Office of the Registrar website, (https://www.stkate.edu/academics/academic-resources/registrar/forms/) and must meet all deadlines.

Repeated Course Grade Policy
Repeating a Course
Students must obtain permission from the department chair or program director to repeat a course. Permission is requested by submitting the Request an Override to Add a Course form, found on the Office of the Registrar Forms (https://www.stkate.edu/academics/academic-resources/registrar/forms/) page.

Students enrolled in an associate program must obtain permission from the program director (and LAS program director if the course is a liberal arts and science course) to take a course a third time.

Course Taken More Than One Time at St. Catherine University
If a student completes a course (receives a grade) at St. Catherine University and repeats the course at St. Catherine University, the most recent grade is counted toward the grade point average, although the previous grade remains on the transcript. If a student receives a U or F grade, credit may be gained only by repeating the course and not by proficiency exam.

Students are advised not to repeat a course at another institution. Repeated course grades from another institution will not replace the St. Catherine University grade. Credits awarded at the other institution will not be applied to the St. Catherine transcript unless the student received a failing grade in the St. Catherine University course.

If extraordinary circumstances prevent the student from repeating the course at St. Catherine University, the student may petition in advance to repeat the course at another institution. Students submit written petitions to academicadvising@stkate.edu. All petitions must be supported by the chair of the department that offers the course to be considered. If the petition is approved, the repeat grade policy will be applied.

Transfer Course Repeated at St. Catherine University
If a student completes (receives a grade) a course at St. Catherine University that is equivalent to a course that has already been accepted for transfer credit, the transferred course will be removed from the student’s St. Catherine University transcript.

Satisfactory / Unsatisfactory Grades
Satisfactory / Unsatisfactory Grading Option
Students may elect the satisfactory/unsatisfactory grading option for courses that are normally letter graded. Satisfactory (S) and unsatisfactory (U) grades do not affect the grade point average. At the undergraduate level, work meriting a letter grade of C- or better is recorded as S. A final grade below C- is recorded as U (Unsatisfactory).

Students must elect the S/U option by the published deadline. The form for electing the S/U option is available online on the Office of the Registrar Forms page (https://www.stkate.edu/academics/academic-resources/registrar/forms/). Once elected, the S/U option may be rescinded, but the decision to rescind must be made before the S/U election deadline. The decision to rescind cannot be reversed.

This option is guided by the following limits:

Associate Programs
- No more than one course per semester (excluding courses only graded S/U)
- A maximum of 12 semester credits excluding CLEP, AP, IB, proficiency exams and any other form of prior learning assessment graded S/U
- Not allowed for professional courses or program prerequisite or required supporting courses

Baccalaureate Programs
- No more than one course per semester (excluding courses only graded S/U)
- A maximum of 26 credits excluding CLEP, AP, IB, proficiency exams and any other form of prior learning assessment graded S/U
- Not allowed for courses in the student’s major or minor field, or for CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman or CORE 3990W Global Search for Justice
- May be elected for required supporting courses unless stated otherwise by the department

Students should be aware that most graduate schools require letter grades in all the prerequisite courses for their advanced degree programs.

Dean's List and Latin Honors
Dean's List - Baccalaureate and Associate Programs
The Dean’s List gives recognition to students enrolled in the College for Women who have achieved a grade point average of 3.667 or above in a semester while taking at least 12 credits for letter (A-F) grades.

The Dean’s List gives recognition to students enrolled in the College for Adults who have achieved a grade point average of 3.667 or above in a term while taking at least eight credits for letter (A-F) grades.
AFROTC program (known as “cadets”) who successfully complete both AFROTC training and college degree requirements will graduate and simultaneously commission as Second Lieutenants in the Active Duty Air Force.

The AFROTC program is currently offered at the University of St. Thomas, which has a crosstown agreement that allows St. Kate’s students to enroll in AFROTC and become full-fledged cadet participants. For more information on AFROTC course descriptions, please review http://www.stthomas.edu/catalog/current/aero/. For more information on the AFROTC program, please review http://www.stthomas.edu/afrotc/ or contact the Department of Aerospace Studies at the University of St. Thomas at (651) 962-6320.

### Pre-Dentistry

Dentistry is a rewarding healthcare career with competitive salary and a sustainable work-life balance. Dental graduates can choose from private practice, working within a health maintenance organization, hospital emergency rooms, conducting advanced laboratory research, teaching future dentists or even traveling the world with international health and relief organizations.

Dentistry schools do not require a specific academic major for admission and students may complete the prerequisite courses as part of an undergraduate program that includes any major of their choosing. Dental schools are looking for well-educated and well-rounded individuals and although many don’t require a bachelor’s degree, to be competitive, students should plan to complete an undergraduate degree.

Application for admission to a dentistry school is normally made during the senior year of college. To be eligible for admission, students must complete a series of specific prerequisite courses as part of their undergraduate program. While prerequisite requirements vary in detail, all emphasize course work in the natural sciences. All prerequisite courses need to be completed with a C or above by the spring semester for enrollment the following fall.

The prerequisite courses that are generally required for admission to dentistry school include:

#### Prerequisite Courses

<table>
<thead>
<tr>
<th>Area</th>
<th>Requirement</th>
<th>Semester Credits</th>
<th>SCU Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>General Biology or Zoology with lab</td>
<td>8</td>
<td>BIOL 1710 and BIOL 1720</td>
</tr>
<tr>
<td>Chemistry</td>
<td>General (inorganic) Chemistry with lab</td>
<td>8</td>
<td>CHEM 1110 and CHEM 1120</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Organic Chemistry with lab</td>
<td>8</td>
<td>CHEM 2010 and CHEM 2020</td>
</tr>
<tr>
<td>Physics</td>
<td>General Physics</td>
<td>8</td>
<td>PHYS 1080 and PHYS 1090, or PHYS 1110 and PHYS 1120</td>
</tr>
<tr>
<td>English</td>
<td>English Composition (1 semester can be literature)</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>
Pre-Holistic Health Studies

St. Catherine University offers two alternatives for completing the Master of Arts in Holistic Health Studies program. A dual-degree program is available to undergraduate students resulting in a B.A. or B.S. degree in select majors (see below and Dual Degree Programs tab), and a Master of Arts in Holistic Health Studies (MAHS). The graduate entry level MAHS program is available to students who have completed a B.A. or B.S.

Standard Application Process for the Dual-Degree MAHS Program

In this option, students enter one of the University’s pre-holistic health studies areas of study in biology or public health: public policy that include all liberal arts core requirements and major course work in the particular field of study.

Students apply to the MAHS program during their junior year. Applicants must complete a dual degree application and meet all other admission criteria for consideration to the program including:

- Cumulative GPA of 3.0 or higher. Applicants who have a cumulative GPA lower than 3.0 should submit an explanatory statement with their application for consideration.
- Declared major in biology or public health: public policy
- Junior status

If accepted into the MAHS for their senior year, students typically are awarded the St. Catherine baccalaureate degree after nine months in the MAHS program. The student’s major will be public health: public policy or applied science in biology. Following successful completion of all the MAHS degree requirements, the MA degree is awarded.

Students who are not accepted into the MAHS program can complete a major in biology or public health: public policy. The curriculum for each of the areas of study is listed on the Dual Degree Programs tab.

The curriculum for each of the dual degree programs is listed below.

NOTE: The graduate MAHS courses students take after completing their B.A. or B.S. degree are listed at the end of this section.

Applied Science in Biology

Students must complete all liberal arts core requirements, 60 hours clinical experience and the following courses.

This major is available in the College for Women only.

Dental Admissions Test

The dental admissions test, often taken in the summer between junior and senior year, includes a survey of natural sciences, perceptual ability test, reading comprehension test, and quantitative reasoning test. Completion of at least one year of college-level courses in biology and general and organic chemistry is recommended before taking the DAT. To prepare for the perceptual ability portion of the test, we recommend that students take a course in 3-Dimensional Design (e.g., ART 1010 Three-Dimensional Design) and possibly a course in computer-aided design (CAD).

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This major is available in the College for Women only.

Dental Admissions Test

The dental admissions test, often taken in the summer between junior and senior year, includes a survey of natural sciences, perceptual ability test, reading comprehension test, and quantitative reasoning test. Completion of at least one year of college-level courses in biology and general and organic chemistry is recommended before taking the DAT. To prepare for the perceptual ability portion of the test, we recommend that students take a course in 3-Dimensional Design (e.g., ART 1010 Three-Dimensional Design) and possibly a course in computer-aided design (CAD).
### BIOL 3210
- Biology of Microorganisms with Lab

### BIOL 3224
- Cell Biology with Lab

### BIOL 3300
- Evolutionary Biology with Lab

### BIOL 3444
- Genetics with Lab

### BIOL 3850
- Biopsychology with Lab

### BIOL 4220
- Immunology with Lab

#### Required Supporting Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1110</td>
<td>General Chemistry I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1120</td>
<td>General Chemistry II with Lab</td>
<td>4</td>
</tr>
<tr>
<td>HHS 2000</td>
<td>Culture, Health and Healing</td>
<td>3</td>
</tr>
<tr>
<td>HHS XXXX</td>
<td>Holistic Studies Communities of Practice</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following Statistics courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1090</td>
<td>Statistical Analysis for Decision Making</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 1090</td>
<td>Biostatistics</td>
<td></td>
</tr>
<tr>
<td>PSYC 1090</td>
<td>Statistical Methods in Psychology</td>
<td></td>
</tr>
<tr>
<td>STAT 1089</td>
<td>Statistical Analysis with Corequisite</td>
<td></td>
</tr>
<tr>
<td>STAT 1090</td>
<td>Statistical Analysis</td>
<td></td>
</tr>
</tbody>
</table>

#### Total Credits
- 47

#### Graduate Courses Taken after Admission to the Dual Degree Program (First Year of Master’s Program)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HHS 6700</td>
<td>Foundations of Holistic Health and Wellness</td>
<td>2</td>
</tr>
<tr>
<td>HHS 6720</td>
<td>Complementary/Alternative Approaches to Healthcare</td>
<td>2</td>
</tr>
<tr>
<td>HHS 6730</td>
<td>Culture as a Resource in Health and Healing</td>
<td>2</td>
</tr>
<tr>
<td>HHS 6740</td>
<td>Spiritual Wellness</td>
<td>2</td>
</tr>
<tr>
<td>HHS 6760</td>
<td>Ecology and Health</td>
<td>2</td>
</tr>
<tr>
<td>HHS 7520</td>
<td>Women and Holistic Health</td>
<td>2</td>
</tr>
<tr>
<td>HHS 8900</td>
<td>Quantitative and Qualitative Research: Mindful Inquiry</td>
<td>3</td>
</tr>
</tbody>
</table>

Six elective credits from:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HHS 6952</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>HHS 6982</td>
<td>Topics</td>
<td></td>
</tr>
<tr>
<td>HHS 7800</td>
<td>Mindfulness Based Meditation</td>
<td></td>
</tr>
<tr>
<td>HHS 7830</td>
<td>Energy Healing I</td>
<td></td>
</tr>
<tr>
<td>HHS 7835</td>
<td>Energy Healing II</td>
<td></td>
</tr>
</tbody>
</table>

#### Total Credits
- 21

Students who do not gain entry to the MAHS program after their junior year complete the following courses for a major (B.S. degree) in biology:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 4602</td>
<td>Internship</td>
<td>2</td>
</tr>
<tr>
<td>or BIOL 4912</td>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>CHEM 2010</td>
<td>Organic Chemistry I with Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Total Credits
- 12

1. Students who wish to receive a B.A. degree must complete the liberal arts core requirements for the B.A. degree.

### Public Health: Public Policy

This major is available in the College for Women only.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 1090</td>
<td>Biostatistics</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 2050</td>
<td>Foundations in Public Health</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 3150</td>
<td>Epidemiology</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 3250</td>
<td>Global Health</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 3350</td>
<td>Environmental Health</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 4754</td>
<td>Practicum</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 4800W</td>
<td>Senior Seminar in Public Health</td>
<td>4</td>
</tr>
<tr>
<td>HHS 2000</td>
<td>Culture, Health and Healing</td>
<td>3</td>
</tr>
<tr>
<td>HHS XXXX</td>
<td>Holistic Health in Communities of Practice</td>
<td>4</td>
</tr>
<tr>
<td>IND 2220</td>
<td>Medical Terminology</td>
<td>2</td>
</tr>
<tr>
<td>or IPE 1030</td>
<td>Healthcare Teams Foundations and Medical Terminology</td>
<td></td>
</tr>
<tr>
<td>MGMT 3850</td>
<td>Healthcare Policy</td>
<td>4</td>
</tr>
<tr>
<td>or ECON 2900</td>
<td>Topics in Healthcare Economics</td>
<td></td>
</tr>
</tbody>
</table>

Select two courses from COMM 1020, COMM 1020, or 2000 level or higher courses on the legal, economic or communication dimension of health care and public policy from:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 1020</td>
<td>Interpersonal Communication</td>
<td></td>
</tr>
<tr>
<td>COMM 1030</td>
<td>Speaking to Lead and Influence</td>
<td></td>
</tr>
<tr>
<td>COMM 2000</td>
<td>Foundations in Leadership</td>
<td></td>
</tr>
<tr>
<td>COMM 2050</td>
<td>Media, Culture and Society</td>
<td></td>
</tr>
<tr>
<td>COMM 2090</td>
<td>Small Group Communication</td>
<td></td>
</tr>
<tr>
<td>COMM 3030</td>
<td>Rhetoric, Civic Participation and Social Justice</td>
<td></td>
</tr>
<tr>
<td>COMM 3090</td>
<td>Communication in Organizations</td>
<td></td>
</tr>
<tr>
<td>COMM 3100</td>
<td>Communicating across Cultures, Identities and Differences</td>
<td></td>
</tr>
<tr>
<td>COMM 4600</td>
<td>Leadership and the Art of Persuasion</td>
<td></td>
</tr>
<tr>
<td>ECON 2610</td>
<td>Principles of Microeconomics</td>
<td></td>
</tr>
<tr>
<td>ECON 2620</td>
<td>Principles of Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>ECON 2900</td>
<td>Topics in Healthcare Economics</td>
<td></td>
</tr>
<tr>
<td>ECON 3450W</td>
<td>Development Economics: Examining Poverty and Inequality</td>
<td></td>
</tr>
<tr>
<td>ECON 3460W</td>
<td>Global Financial Issues</td>
<td></td>
</tr>
<tr>
<td>ECON 3480W</td>
<td>International Economics: Trade and Immigration</td>
<td></td>
</tr>
<tr>
<td>FSNU 3150</td>
<td>Food Systems and Policy</td>
<td></td>
</tr>
<tr>
<td>FSNU 3350</td>
<td>Lifelong Nutrition</td>
<td></td>
</tr>
<tr>
<td>HIST 2200</td>
<td>Twentieth Century America</td>
<td></td>
</tr>
<tr>
<td>HIST 3250</td>
<td>History of Civil Liberties and Civil Rights in the U.S.</td>
<td></td>
</tr>
<tr>
<td>HIST 3300</td>
<td>The Sixties in the U.S.</td>
<td></td>
</tr>
<tr>
<td>HIST 3650</td>
<td>U.S. Women Since 1920</td>
<td></td>
</tr>
<tr>
<td>IPE 2800</td>
<td>Healthcare Teams: Opportunities and Challenges in Aging</td>
<td></td>
</tr>
<tr>
<td>IPE 4200W</td>
<td>Healthcare Teams - Evidence-Based Practice</td>
<td></td>
</tr>
</tbody>
</table>
Whatever major is chosen, students are encouraged to pursue an area of study that interests and challenges them, taking the opportunity to develop research and writing skills. Taking a broad range of courses from demanding instructors is excellent preparation for law school. Preparation for law school is a process that spans a student’s entire undergraduate career and should begin in her first year.

Students will want to meet with the pre-law advisor as early as possible. This is absolutely essential, not only for identifying the best courses to take, but also to taking steps to become a competitive candidate for admission, preparation for the LSAT examination, the application process, financing a legal education, researching and identifying law schools to which they want to apply. This is a process that spans the entire undergraduate education experience and should begin in the first year.

The core skills and values important for law students and attorneys include:

- Analytic and problem solving skills (thinking clearly and being open to all points of view)
- Critical reading
- Writing skills (writing carefully and with clarity)
- Oral communication/listening
- Caring about ideas and operating from a broad spectrum of knowledge including history, philosophy and politics
- Research skills
- Organization/management skills (working cooperatively with others)
- Technology/numeracy (understanding numbers and data, skillful in the use of technology)
- Public service and promotion of justice

Whatever major is selected, students should supplement it with courses that provide them with general knowledge including:

- A broad understanding of history, social, political, economic and cultural phenomena. Courses in American and Western history, American politics, including political thought and the contemporary political system, sociology, and economics are recommended.
- Critical thinking and writing. Courses in philosophy and English, especially writing, and oral communication are recommended.
- Basic mathematical and financial skills. Courses in accounting, finance and economics as well as mathematics are recommended.
- A basic understanding of human behavior and social interaction. Courses in sociology, psychology and critical studies are recommended.
- An understanding of diverse cultures within and beyond the United States, of international institutions and issues, of world events and the interdependency of nations and communities around the world. Courses in international relations, economics and business, and critical studies are recommended.

Pre-Medicine

Most medical schools consider a four-year liberal arts background the best preparation for studying medicine and for a professional career as a practicing physician. Application for admission to a medical school is normally made after the junior year of college. To be eligible for admission, students must complete a series of specific prerequisite courses as part of their undergraduate program at St. Catherine’s. While prerequisite requirements vary in detail, all emphasize course work in

---

### Pre-Law

Students who attend law school and become accomplished professionals come from a variety of educational backgrounds and majors. Students may choose to major in disciplines considered to be traditional preparation for law school such as political science, history, English, philosophy, business and economics. Or they may choose such diverse areas as science, nursing, public health and education.

---

### Graduate Courses Taken after Admission to the Dual Degree Program (First Year of Master’s Program)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HHS 6700</td>
<td>Foundations of Holistic Health and Wellness</td>
<td>2</td>
</tr>
<tr>
<td>HHS 6720</td>
<td>Complementary/Alternative Approaches to Healthcare</td>
<td>2</td>
</tr>
<tr>
<td>HHS 6730</td>
<td>Culture as a Resource in Health and Healing</td>
<td>2</td>
</tr>
<tr>
<td>HHS 6740</td>
<td>Spiritual Wellness</td>
<td>2</td>
</tr>
<tr>
<td>HHS 6760</td>
<td>Ecology and Health</td>
<td>2</td>
</tr>
<tr>
<td>HHS 7520</td>
<td>Women and Holistic Health</td>
<td>2</td>
</tr>
<tr>
<td>HHS 8900</td>
<td>Quantitative and Qualitative Research: Mindful Inquiry</td>
<td>3</td>
</tr>
</tbody>
</table>

Six elective credits from: 6 credits

- HHS 6952 Independent Study
- HHS 6980 Topics
- HHS 7800 Mindfulness Based Meditation
- HHS 7830 Energy Healing I
- HHS 7835 Energy Healing II

Total Credits 21

### Graduate Courses Taken after Completion of B.A. or B.S. Degree for Either of the Undergraduate Dual-Degree Programs Listed Above

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HHS 7500</td>
<td>Core Concepts in Mind/Body Interactions</td>
<td>2</td>
</tr>
<tr>
<td>HHS 7620</td>
<td>Organizing for Social Change</td>
<td>2</td>
</tr>
<tr>
<td>HHS 8940</td>
<td>Research Methods and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>HHS 7710</td>
<td>Alternative Approaches to Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>HHS 6820</td>
<td>Movement, Relaxation and Health</td>
<td>2</td>
</tr>
<tr>
<td>HHS 8980</td>
<td>Research Seminar</td>
<td>2</td>
</tr>
<tr>
<td>HHS 8920</td>
<td>Practicum and Integrative Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>

Three elective credits from: 3 credits

- HHS 6981 Topics
- HHS 7810 Perspectives of Health and Healing in India
- HHS 7830 Energy Healing I
- HHS 7835 Energy Healing II

Total Credits 18

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the past 10 years. It is strongly recommended that all prerequisite courses be completed within any major of their choosing.

The prerequisite courses that are often required for admission to medical school and are preparation for the Medical College Admission Test (MCAT) include:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1710</td>
<td>Foundations of Biology I with Lab and Foundations of Biology II with Lab</td>
<td>8</td>
</tr>
<tr>
<td>CHEM 1110 &amp; CHEM 1120</td>
<td>General Chemistry I with Lab and General Chemistry II with Lab</td>
<td>8</td>
</tr>
<tr>
<td>CHEM 2010 &amp; CHEM 2020</td>
<td>Organic Chemistry I with Lab and Organic Chemistry II with Lab</td>
<td>8</td>
</tr>
<tr>
<td>CHEM 4400</td>
<td>Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 1170</td>
<td>English literature and composition (2 or 3 courses)</td>
<td>8-12</td>
</tr>
<tr>
<td>MATH 1130</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>STAT 1090</td>
<td>Statistical Analysis (or other statistics course)</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 1080 &amp; PHYS 1090</td>
<td>Physics for the Health Sciences I and Physics for the Health Sciences II with Lab</td>
<td>8</td>
</tr>
<tr>
<td>PHYS 1110 &amp; PHYS 1120</td>
<td>Introductory Physics I and Introductory Physics II</td>
<td></td>
</tr>
<tr>
<td>PSYC 1001</td>
<td>General Psychology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 1000</td>
<td>Principles and Concepts of Sociology</td>
<td>4</td>
</tr>
</tbody>
</table>

Additional recommended courses: Upper-level biology and chemistry courses and an ethics course.

**Pre-Doctor of Occupational Therapy - Entry Level**

St. Catherine University offers two alternatives for completing the Doctor of Occupational Therapy Entry Level (OTD EL) program. A dual-degree program is available to undergraduate students resulting in a B.A. or B.S. degree in select majors (see below and Dual Degree Programs tab), and a Doctor of Occupational Therapy Entry Level (OTD EL). The graduate entry level OTD EL program is available to students who have completed a B.A. or B.S. in another major. The graduate program is available in a weekday format.

There are three options for admission to the dual-degree program and the doctor of occupational therapy (OTD EL). Each option requires completion of the following prerequisite courses.

**Prerequisites**

*It is strongly recommended that all prerequisite courses be completed within the past 10 years.*

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2610</td>
<td>Human Anatomy and Physiology I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2620</td>
<td>Human Anatomy and Physiology II with Lab</td>
<td>4</td>
</tr>
<tr>
<td>INDl 2220</td>
<td>Medical Terminology</td>
<td>4</td>
</tr>
<tr>
<td>or IPE 1030</td>
<td>Healthcare Teams Foundations and Medical Terminology</td>
<td>2</td>
</tr>
</tbody>
</table>

**Option 1: Guaranteed Admission Program (GAP)**

Students may apply to the University and to the guaranteed admission program during their senior year in high school. Students must meet the following criteria to be eligible for consideration for the OTD EL guaranteed admission program:

**Required:**

- ACT score of 24 or better
- Cumulative GPA of 3.25 or better on a 4.0 scale
- Declare one of the four dual-degree majors (see below) as intended area of study

Select students are admitted to the guaranteed admission program each year. Students who apply on or before February 15 of their senior year will be given priority consideration for admission to the program.

Once admitted to the GAP pre-OT, students must meet all the admission criteria and submit a standard application as outlined in Option 2 (see below) along with other Dual-Degree Graduate OT Program applicants. GAP pre-OT students who have met all admission and application criteria will be given the first open Dual-Degree spots in the program before other Dual-Degree applicants are considered.

**Option 2: Standard Application Process for the Dual-Degree OTD EL Program**

In this option, students enter one of the University’s pre-occupational therapy areas of study in communication studies, exercise and sport science, psychology, or public health: public policy that include all OTD EL prerequisites, liberal arts core requirements and major course work in the particular field of study.

Students are eligible to apply to the OTD EL program in their junior year provided all OTD EL admission requirements have been met. Applicants must complete a dual degree application and meet all other admission criteria for consideration to the program including:

- Cumulative GPA of 3.2 or better
- Prerequisite course work GPA of 3.2 or better
- Have met with a pre-occupational therapy advisor
• At least five of the prerequisite courses completed before applying to the OTD EL program, including at least two from the sciences (anatomy, physiology, statistics)
• Only one prerequisite course may be repeated, and it may not be repeated more than once
• If two or more prerequisite courses have a grade lower than a C the student is ineligible for the dual-degree program

Students accepted into the OTD EL for their senior year will be granted a B.A. or B.S. degree after successful completion of the first year of the OTD EL program if they have met all graduation requirements. The student’s major will be public health: public policy, applied science in exercise and sport science, or applied science in psychology. Students continue with approximately two more years of graduate-level occupational therapy coursework to complete the OTD EL degree.

Students who are not accepted into the OTD EL program can complete a major in communication studies, exercise and sport science, psychology, or public health: public policy. The curriculum for each of the areas of study is listed on the Dual Degree Programs tab.

### Option 3: Doctor of Occupational Therapy Entry Level Program

This option is designed for students who have completed a B.A. or B.S. in another major.

Students are eligible to apply to the OTD EL program provided all OTD EL admission requirements have been met. Applicants must apply to the program using the OTCAS online application system and meet all admission criteria for consideration to the program including:

- Cumulative GPA of 3.2 or better
- Prerequisite course work GPA of 3.2 or better
- Have met with a pre-occupational therapy advisor
- At least five of the prerequisite courses completed before applying to the OTD EL program, including at least two from the sciences (anatomy, physiology, statistics)
- Only one prerequisite course may be repeated, and it may not be repeated more than once
- If two or more prerequisite courses have a grade lower than a C the student is ineligible for the OTD EL program

For more information, please contact the Office of Graduate Admission or the Department Occupational Therapy at St. Catherine University.

The curriculum for each of the dual degree programs - communication studies, exercise and sport science, or public health: public policy (p. 30) - is listed below.

**NOTE:** The graduate OCTH courses students take after completing their B.A. or B.S. degree are listed at the end of this section.

### Communication Studies

This major is available in the College for Women only.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2610</td>
<td>Human Anatomy and Physiology I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2620</td>
<td>Human Anatomy and Physiology II with Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

### Required Prerequisite Courses (pre-OTD EL)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2610</td>
<td>Human Anatomy and Physiology I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2620</td>
<td>Human Anatomy and Physiology II with Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 1001</td>
<td>General Psychology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 2025</td>
<td>Lifespan Developmental Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3010</td>
<td>Understanding Psychological Disorders</td>
<td>4</td>
</tr>
</tbody>
</table>

### Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 1000</td>
<td>Principles and Concepts of Sociology</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2300</td>
<td>Sociology of Health and Medicine</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3250</td>
<td>Cultural Anthropology</td>
<td>4</td>
</tr>
</tbody>
</table>

### Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1080</td>
<td>Statistical Analysis for the Social Sciences</td>
<td>4</td>
</tr>
<tr>
<td>ECON 1090</td>
<td>Statistical Analysis for Decision Making</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 1090</td>
<td>Biostatistics</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 1090</td>
<td>Statistical Methods in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>STAT 1089</td>
<td>Statistical Analysis with Corequisite</td>
<td>4</td>
</tr>
<tr>
<td>STAT 1090</td>
<td>Statistical Analysis</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IND 2220</td>
<td>Medical Terminology</td>
<td>2</td>
</tr>
<tr>
<td>or IPE 1030</td>
<td>Healthcare Teams Foundations and Medical Terminology</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 1001</td>
<td>General Psychology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 2025</td>
<td>Lifespan Developmental Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3010</td>
<td>Understanding Psychological Disorders</td>
<td>4</td>
</tr>
</tbody>
</table>

### Graduate Courses Taken After Admission to Dual Degree Program

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCTH 5010</td>
<td>Human Occupation</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 5200</td>
<td>Mental and Behavioral Health</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 5210</td>
<td>Mental and Behavioral Health: The OT Process</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 5410</td>
<td>Children, Adolescents, and Families</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 5450</td>
<td>Children, Adolescents, and Families: The OT Process</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 5500</td>
<td>Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 5560</td>
<td>Participation and Technology</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 5600</td>
<td>Kinesiology for Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 6000</td>
<td>Foundational Skills for Occupational Therapy Practice</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 6010</td>
<td>Seminar A: Entering the Profession</td>
<td>1</td>
</tr>
<tr>
<td>OCTH 6020</td>
<td>Seminar B and Level I Fieldwork - Psychological and Social Factors Impacting Performance</td>
<td>1</td>
</tr>
<tr>
<td>OCTH 6310</td>
<td>Evidence Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 7100</td>
<td>Social Determinants of Health</td>
<td>1</td>
</tr>
<tr>
<td>OCTH 7900</td>
<td>Doctoral Orientation Camp</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Credits** 96

Students who do not gain entry into the OTD EL program after their junior year complete the following courses for a major (B.S. degree) in communication studies:
### Exercise and Sport Science
This major is available in the College for Women only.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2610</td>
<td>Human Anatomy and Physiology I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2620</td>
<td>Human Anatomy and Physiology II with Lab</td>
<td>4</td>
</tr>
<tr>
<td>INDI 2220</td>
<td>Medical Terminology</td>
<td>2</td>
</tr>
<tr>
<td>or IPE 1030</td>
<td>Healthcare Teams Foundations and Medical Terminology</td>
<td></td>
</tr>
<tr>
<td>PSYC 1001</td>
<td>General Psychology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 2025</td>
<td>Lifespan Developmental Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3010</td>
<td>Understanding Psychological Disorders</td>
<td>4</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>SOCI 1000</td>
<td>Principles and Concepts of Sociology</td>
<td></td>
</tr>
<tr>
<td>SOCI 2300</td>
<td>Sociology of Health and Medicine</td>
<td></td>
</tr>
<tr>
<td>SOCI 3250</td>
<td>Cultural Anthropology</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>ECON 1080</td>
<td>Statistical Analysis for the Social Sciences</td>
<td></td>
</tr>
<tr>
<td>ECON 1090</td>
<td>Statistical Analysis for Decision Making</td>
<td></td>
</tr>
<tr>
<td>HLTH 1090</td>
<td>Biostatistics</td>
<td></td>
</tr>
<tr>
<td>PSYC 1090</td>
<td>Statistical Methods in Psychology</td>
<td></td>
</tr>
<tr>
<td>STAT 1089</td>
<td>Statistical Analysis with Corequisite</td>
<td></td>
</tr>
<tr>
<td>STAT 1090</td>
<td>Statistical Analysis</td>
<td></td>
</tr>
<tr>
<td><strong>Exercise and Sport Science Core Courses</strong></td>
<td></td>
<td>29</td>
</tr>
</tbody>
</table>

### Psychology
This major is available in the College for Women only.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2610</td>
<td>Human Anatomy and Physiology I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2620</td>
<td>Human Anatomy and Physiology II with Lab</td>
<td>4</td>
</tr>
<tr>
<td>INDI 2220</td>
<td>Medical Terminology</td>
<td>2</td>
</tr>
<tr>
<td>or IPE 1030</td>
<td>Healthcare Teams Foundations and Medical Terminology</td>
<td></td>
</tr>
</tbody>
</table>
**Psychology: Junior Year**

Complete the following courses for a major (B.S. degree)

Students who do not gain entry into the OTD EL program after their junior year complete the following courses for a major (B.S. degree) in psychology:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 1000</td>
<td>Principles and Concepts of Sociology</td>
<td></td>
</tr>
<tr>
<td>SOCI 2300</td>
<td>Sociology of Health and Medicine</td>
<td></td>
</tr>
<tr>
<td>SOCI 3250</td>
<td>Cultural Anthropology</td>
<td></td>
</tr>
</tbody>
</table>

**Psychology Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 1001</td>
<td>General Psychology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 1090</td>
<td>Statistical Methods in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 2025</td>
<td>Lifespan Developmental Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3000</td>
<td>Research Methods in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3010</td>
<td>Understanding Psychological Disorders</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3XXX or 4XXX</td>
<td>Elective</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 4220W</td>
<td>History and Systems</td>
<td>4</td>
</tr>
</tbody>
</table>

**Graduate Courses Taken After Admission to Dual Degree Program**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCHT 5010</td>
<td>Human Occupation</td>
<td>3</td>
</tr>
<tr>
<td>OCHT 5200</td>
<td>Mental and Behavioral Health</td>
<td>3</td>
</tr>
<tr>
<td>OCHT 5210</td>
<td>Mental and Behavioral Health: The OT Process</td>
<td>3</td>
</tr>
<tr>
<td>OCHT 5410</td>
<td>Children, Adolescents, and Families</td>
<td>3</td>
</tr>
<tr>
<td>OCHT 5450</td>
<td>Children, Adolescents, and Families: The OT Process</td>
<td>3</td>
</tr>
<tr>
<td>OCHT 5500</td>
<td>Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>OCHT 5560</td>
<td>Participation and Technology</td>
<td>3</td>
</tr>
<tr>
<td>OCHT 6000</td>
<td>Foundational Skills for Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>OCHT 6010</td>
<td>Seminar A: Entering the Profession</td>
<td>1</td>
</tr>
<tr>
<td>OCHT 6020</td>
<td>Seminar B and Level I Fieldwork - Psychological and Social Factors Impacting Performance</td>
<td>1</td>
</tr>
<tr>
<td>OCHT 6310</td>
<td>Evidence Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>OCHT 7100</td>
<td>Social Determinants of Health</td>
<td>1</td>
</tr>
<tr>
<td>OCHT 7900</td>
<td>Doctoral Orientation Camp</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits: 76

Students who do not gain entry into the OTD EL program after their junior year complete the following courses for a major (B.S. degree) in psychology:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 2850</td>
<td>Seminar I: Psychology Engages the World</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 4850</td>
<td>Seminar II: Current Issues in Psychology</td>
<td>2</td>
</tr>
</tbody>
</table>

Select two courses offering laboratory experimentation from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 3030</td>
<td>Health Psychology with Lab</td>
<td></td>
</tr>
<tr>
<td>PSYC 3250</td>
<td>Socialization Processes with Lab</td>
<td></td>
</tr>
<tr>
<td>PSYC 3350</td>
<td>Learning Principles and Applications with Lab</td>
<td></td>
</tr>
<tr>
<td>PSYC 3450</td>
<td>Memory and Cognition with Lab</td>
<td></td>
</tr>
<tr>
<td>PSYC 3550</td>
<td>Industrial/Organizational Psychology with Lab</td>
<td></td>
</tr>
<tr>
<td>PSYC 3650</td>
<td>Experimental Social Psychology with Lab</td>
<td></td>
</tr>
<tr>
<td>PSYC 3850</td>
<td>Biopsychology with Lab</td>
<td></td>
</tr>
</tbody>
</table>

Select one additional philosophy course in consultation with advisor. Recommended courses include:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 2100</td>
<td>Critical Thinking</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 2200W</td>
<td>Ethics</td>
<td></td>
</tr>
</tbody>
</table>

**Public Health: Public Policy**

This major is available in the College for Women only.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 1001</td>
<td>General Psychology with Lab</td>
<td></td>
</tr>
<tr>
<td>SOCI 2300</td>
<td>Sociology of Health and Medicine</td>
<td></td>
</tr>
</tbody>
</table>

Public Health Core and Concentration Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2620</td>
<td>Human Anatomy and Physiology II with Lab</td>
<td>4</td>
</tr>
<tr>
<td>INDI 2220</td>
<td>Medical Terminology</td>
<td>2</td>
</tr>
<tr>
<td>IPE 1030</td>
<td>Healthcare Teams Foundations and Medical Terminology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 1001</td>
<td>General Psychology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2300</td>
<td>Sociology of Health and Medicine</td>
<td>4</td>
</tr>
</tbody>
</table>

Public Health Core and Concentration Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 1090</td>
<td>Biostatistics</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 2050</td>
<td>Foundations in Public Health</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 3150</td>
<td>Epidemiology</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 3250</td>
<td>Global Health</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 3350</td>
<td>Environmental Health</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 4754</td>
<td>Practicum</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 4800W</td>
<td>Senior Seminar in Public Health</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2610</td>
<td>Human Anatomy and Physiology I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 3850</td>
<td>Healthcare Policy</td>
<td>4</td>
</tr>
<tr>
<td>or ECON 2900</td>
<td>Topics in Healthcare Economics</td>
<td></td>
</tr>
<tr>
<td>PSYC 2025</td>
<td>Lifespan Developmental Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3010</td>
<td>Understanding Psychological Disorders</td>
<td>4</td>
</tr>
</tbody>
</table>

One course related to the legal, economic and communication dimensions of health

**Graduate Courses Taken After Admission to Dual Degree Program**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCHT 5010</td>
<td>Human Occupation</td>
<td>3</td>
</tr>
<tr>
<td>OCHT 5200</td>
<td>Mental and Behavioral Health</td>
<td>3</td>
</tr>
<tr>
<td>OCHT 5210</td>
<td>Mental and Behavioral Health: The OT Process</td>
<td>3</td>
</tr>
<tr>
<td>OCHT 5410</td>
<td>Children, Adolescents, and Families</td>
<td>3</td>
</tr>
<tr>
<td>OCHT 5450</td>
<td>Children, Adolescents, and Families: The OT Process</td>
<td>3</td>
</tr>
<tr>
<td>OCHT 5500</td>
<td>Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>OCHT 5560</td>
<td>Participation and Technology</td>
<td>3</td>
</tr>
<tr>
<td>OCHT 5600</td>
<td>Kinesiology for Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>OCHT 6000</td>
<td>Foundational Skills for Occupational Therapy Practice</td>
<td>3</td>
</tr>
<tr>
<td>OCHT 6010</td>
<td>Seminar A: Entering the Profession</td>
<td>1</td>
</tr>
<tr>
<td>OCHT 6020</td>
<td>Seminar B and Level I Fieldwork - Psychological and Social Factors Impacting Performance</td>
<td>1</td>
</tr>
</tbody>
</table>

**Required Prerequisite Courses (pre-OTD EL)**

1. Meets OTD EL required prerequisite
2. Students who wish to receive a B.A. degree must complete the liberal arts core requirements for the B.A. degree and complete one additional philosophy course.
OCTH 6310  Evidence Based Practice  3
OCTH 7100  Social Determinants of Health  1
OCTH 7900  Doctoral Orientation Camp  1

Total Credits  96

Students who do not gain entry into the OTD EL program after their junior year complete the following courses for a major (B.S. degree)3 in public health: public policy:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One additional social science course selected in consultation with advisor</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits  4

1 Meets OTD EL required prerequisite
2 Counts for one Public Health major course
3 Students who wish to receive a B.A. degree must complete the liberal arts core requirements for the B.A. degree.

Pre-Master of Arts in Occupational Therapy

St. Catherine University offers two alternatives for completing the Master of Arts in Occupational Therapy (MAOT). A dual-degree program is available to undergraduate students resulting in a B.A. or B.S. degree in select majors (see below and Dual Degree Programs tab), and a Master of Arts in Occupational Therapy (MAOT). The graduate entry level MAOT program is available to students who have completed a B.A. or B.S. in another major. The graduate program is available in a weekday format.

There are three options for admission to the dual-degree program and the master of arts in occupational therapy (MAOT). Each option requires completion of the following prerequisite courses.

Prerequisites

It is strongly recommended that all prerequisite courses be completed within the past 10 years.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2610</td>
<td>Human Anatomy and Physiology I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2620</td>
<td>Human Anatomy and Physiology II with Lab</td>
<td>4</td>
</tr>
<tr>
<td>INDI 2220</td>
<td>Medical Terminology</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 1090</td>
<td>Statistical Methods in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3250</td>
<td>Cultural Anthropology</td>
<td>4</td>
</tr>
<tr>
<td>STAT 1090</td>
<td>Statistical Analysis</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1080</td>
<td>Statistical Analysis for the Social Sciences</td>
<td>4</td>
</tr>
<tr>
<td>ECON 1090</td>
<td>Statistical Analysis for Decision Making</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 1090</td>
<td>Biostatistics</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 1090</td>
<td>Statistical Methods in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>STAT 1089</td>
<td>Statistical Analysis with Corequisite</td>
<td>4</td>
</tr>
<tr>
<td>STAT 1090</td>
<td>Statistical Analysis</td>
<td>4</td>
</tr>
</tbody>
</table>

Option 1: Guaranteed Admission Program (GAP)

Students may apply to the University and to the guaranteed admission program during their senior year in high school. Students must meet the following criteria to be eligible for consideration for the MAOT guaranteed admission program:

Required:

- ACT score of 24 or better
- Cumulative GPA of 3.25 or better on a 4.0 scale
- Declare one of the four dual-degree majors (see below) as intended area of study
Select students are admitted to the guaranteed admission program each year. Students who apply on or before February 15 of their senior year will be given priority consideration for admission to the program.

Once admitted to the GAP pre-OT, students must meet all the admission criteria and submit a standard application as outlined in Option 2 (see below) along with other Dual-Degree Graduate OT Program applicants. GAP pre-OT students who have met all admission and application criteria will be given the first open Dual-Degree spots in the program before other Dual-Degree applicants are considered.

Option 2: Standard Application Process for the Dual-Degree MAOT Program

In this option, students enter one of the University's pre-occupational therapy areas of study in communication studies, exercise and sport science, psychology, or public health: public policy that include all MAOT prerequisites, liberal arts core requirements and major course work in the particular field of study.

Students are eligible to apply to the MAOT program in their junior year provided all MAOT admission requirements have been met. Applicants must complete a dual degree application and meet all other admission criteria for consideration to the program including:

- Cumulative GPA of 3.2 or better
- Prerequisite course work GPA of 3.2 or better
- Have met with a pre-occupational therapy advisor
- At least five of the prerequisite courses completed before applying to the MAOT program, including at least two from the sciences (anatomy, physiology, statistics)
- Only one prerequisite course may be repeated, and it may not be repeated more than once
- If two or more prerequisite courses have a grade lower than a C the student is ineligible for the dual-degree program

Students accepted into the MAOT for their senior year will be granted a B.A. or B.S. degree after successful completion of the first year of the MAOT program if they have met all graduation requirements. The student’s major will be public health: public policy, applied science in psychology. Students continue with approximately one more year of graduate-level occupational therapy coursework to complete the MAOT degree.

Students who are not accepted into the MAOT program can complete a major in communication studies, exercise and sport science, psychology, or public health: public policy. The curriculum for each of the areas of study is listed on the Dual Degree Programs tab.

Option 3: Entry-Level Master of Arts in Occupational Therapy Program

This option is designed for students who have completed a B.A. or B.S. in another major.

Students are eligible to apply to the MAOT program provided all MAOT admission requirements have been met. Applicants must apply to the program using the OTCAS online application system and meet all admission criteria for consideration to the program including:

- Cumulative GPA of 3.2 or better
- Prerequisite course work GPA of 3.2 or better
- Have met with a pre-occupational therapy advisor
- At least five of the prerequisite courses completed before applying to the MAOT program, including at least two from the sciences (anatomy, physiology, statistics)
- Only one prerequisite course may be repeated, and it may not be repeated more than once
- If two or more prerequisite courses have a grade lower than a C the student is ineligible for the entry-level Master of Arts in Occupational Therapy program

For more information, please contact the Office of Graduate Admission or the Department Occupational Therapy at St. Catherine University.

The curriculum for each of the dual degree programs - communication studies, exercise and sport science (p. 33), psychology (p. 34), and public health: public policy (p. 35) - is listed below.

Communication Studies

This major is available in the College for Women only.

<table>
<thead>
<tr>
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<th>Credits</th>
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<tbody>
<tr>
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<td>Human Anatomy and Physiology I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2620</td>
<td>Human Anatomy and Physiology II with Lab</td>
<td>4</td>
</tr>
<tr>
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<td>Medical Terminology</td>
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<td>or IPE 1030</td>
<td>Healthcare Teams Foundations and Medical Terminology</td>
<td></td>
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<tr>
<td>PSYC 1001</td>
<td>General Psychology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 2025</td>
<td>Lifespan Developmental Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3010</td>
<td>Understanding Psychological Disorders</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 1000</td>
<td>Principles and Concepts of Sociology</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2300</td>
<td>Sociology of Health and Medicine</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3250</td>
<td>Cultural Anthropology</td>
<td>4</td>
</tr>
<tr>
<td>ECON 1080</td>
<td>Statistical Analysis for the Social Sciences</td>
<td>4</td>
</tr>
<tr>
<td>ECON 1090</td>
<td>Statistical Analysis for Decision Making</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 1090</td>
<td>Biostatistics</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 1090</td>
<td>Statistical Methods in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>STAT 1089</td>
<td>Statistical Analysis with Corequisite</td>
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<td>STAT 1090</td>
<td>Statistical Analysis</td>
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Communication Studies Core Courses

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<tbody>
<tr>
<td>COMM 1000W</td>
<td>Introduction to Communication: Women and Social Change</td>
<td>4</td>
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<td>COMM 1020</td>
<td>Interpersonal Communication</td>
<td>4</td>
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<tr>
<td>COMM 1030</td>
<td>Speaking to Lead and Influence</td>
<td>4</td>
</tr>
<tr>
<td>COMM 2050</td>
<td>Media, Culture and Society</td>
<td>4</td>
</tr>
<tr>
<td>COMM 2090</td>
<td>Small Group Communication</td>
<td>4</td>
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<tr>
<td>COMM 3070W</td>
<td>Gender and Rhetoric</td>
<td>4</td>
</tr>
<tr>
<td>COMM 3090</td>
<td>Communication in Organizations</td>
<td>4</td>
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<tr>
<td>COMM 4600</td>
<td>Leadership and the Art of Persuasion</td>
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Graduate Courses Taken After Admission to Dual Degree Program

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
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<tr>
<td>OCTH 5010</td>
<td>Human Occupation</td>
<td>3</td>
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</table>
OCTH 5200 Mental and Behavioral Health 3
OCTH 5210 Mental and Behavioral Health: The OT Process 3
OCTH 5410 Children, Adolescents, and Families 3
OCTH 5450 Children, Adolescents, and Families: The OT Process 3
OCTH 5500 Neuroscience 3
OCTH 5560 Participation and Technology 3
OCTH 5600 Kinesiology for Rehabilitation 3
OCTH 6000 Seminar: Seminar A: Entering the Profession 1
OCTH 6020 Seminar B and Level I Fieldwork - Psychological and Social Factors Impacting Performance 1
OCTH 6310 Evidence Based Practice 3

Total Credits 94

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<tr>
<td>COMM 4850</td>
<td>Senior Seminar</td>
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<td>Select four credits from the following:</td>
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<tr>
<td>COMM 3030</td>
<td>Rhetoric, Civic Participation and Social Justice</td>
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<tr>
<td>COMM 3110</td>
<td>Communication Training and Development</td>
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<tr>
<td>or COMM 4602</td>
<td>Internship</td>
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<tr>
<td>or COMM 4604</td>
<td>Internship</td>
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<tr>
<td>COMM 4952</td>
<td>Independent Study</td>
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or COMM 4954 Independent Study

Total Credits 10

1 Students who wish to receive a B.A. degree must complete the liberal arts core requirements for the B.A. degree.

Exercise and Sport Science

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<td>BIOL 2620</td>
<td>Human Anatomy and Physiology II with Lab</td>
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<td>INDI 2220</td>
<td>Medical Terminology</td>
<td>2</td>
</tr>
<tr>
<td>or IPE 1030</td>
<td>Healthcare Teams Foundations and Medical Terminology</td>
<td></td>
</tr>
<tr>
<td>PSYC 1001</td>
<td>General Psychology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 2025</td>
<td>Lifespan Developmental Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3010</td>
<td>Understanding Psychological Disorders</td>
<td>4</td>
</tr>
<tr>
<td>Select one of the following:</td>
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<tr>
<td>SOCI 1000</td>
<td>Principles and Concepts of Sociology</td>
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<tr>
<td>SOCI 2300</td>
<td>Sociology of Health and Medicine</td>
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<tr>
<td>SOCI 3250</td>
<td>Cultural Anthropology</td>
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<td>Select one of the following:</td>
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<td>ECON 1080</td>
<td>Statistical Analysis for the Social Sciences</td>
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<tr>
<td>ECON 1090</td>
<td>Statistical Analysis for Decision Making</td>
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<tr>
<td>HLTH 1090</td>
<td>Biostatistics</td>
<td></td>
</tr>
<tr>
<td>PSYC 1090</td>
<td>Statistical Methods in Psychology</td>
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Exercise and Sport Science Core Courses

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<td>EXSS 2800W</td>
<td>Introduction to Research Methods in Exercise Science</td>
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<td>EXSS 3200</td>
<td>Health Behavior Psychology</td>
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</tr>
<tr>
<td>EXSS 3350</td>
<td>Kinesiology and Biomechanics with Lab</td>
<td>4</td>
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<tr>
<td>EXSS 3450</td>
<td>Exercise Physiology with Lab</td>
<td>4</td>
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<td>EXSS 3550</td>
<td>Exercise Testing and Prescription with Lab</td>
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<tr>
<td>EXSS 3615</td>
<td>Motor Learning and Motor Control</td>
<td>4</td>
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<tr>
<td>EXSS 3750</td>
<td>Care and Prevention of Athletic Injuries</td>
<td>2</td>
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<tr>
<td>IPE 4200W</td>
<td>Healthcare Teams - Evidence-Based Practice</td>
<td>4</td>
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Graduate Courses Taken After Admission to Dual Degree Program

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<td>Human Occupation</td>
<td>3</td>
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<td>OCTH 5200</td>
<td>Mental and Behavioral Health</td>
<td>3</td>
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<td>OCTH 5210</td>
<td>Mental and Behavioral Health: The OT Process</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 5410</td>
<td>Children, Adolescents, and Families</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 5450</td>
<td>Children, Adolescents, and Families: The OT Process</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 5500</td>
<td>Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 5560</td>
<td>Participation and Technology</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 5600</td>
<td>Kinesiology for Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Credits</td>
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<tr>
<td>OCTH 6000</td>
<td>Foundational Skills for Occupational Therapy Practice</td>
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</tr>
<tr>
<td>OCTH 6010</td>
<td>Seminar A: Entering the Profession</td>
<td>1</td>
</tr>
<tr>
<td>OCTH 6020</td>
<td>Seminar B and Level I Fieldwork - Psychological and Social Factors Impacting Performance</td>
<td>1</td>
</tr>
<tr>
<td>OCTH 6310</td>
<td>Evidence Based Practice</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Total Credits</strong></td>
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**Code** | **Title**                                                                 | **Credits** |
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<tbody>
<tr>
<td>OCHA</td>
<td>Graduate Courses Taken After Completion of B.A. or B.S. Degree</td>
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<tr>
<td>OCTH 6030</td>
<td>Seminar C and Level I Fieldwork Practice Reflection</td>
<td>1</td>
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<td>OCTH 6040</td>
<td>Seminar D: Readiness for Level II Fieldwork</td>
<td>1</td>
</tr>
<tr>
<td>OCTH 6045</td>
<td>Community and Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 6060</td>
<td>Physical Assessment and Intervention Planning</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 6410</td>
<td>Foundations of Research</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 6610</td>
<td>Rehabilitation Concepts</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 6615</td>
<td>Rehabilitation Practices</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 6620</td>
<td>Ethical Management</td>
<td>3</td>
</tr>
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<td>OCTH 6700</td>
<td>Older Adults in Context</td>
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</tr>
<tr>
<td>OCTH 6710</td>
<td>Older Adults - The OT Process</td>
<td>3</td>
</tr>
<tr>
<td>OSOT 7000</td>
<td>Master's Project Seminar</td>
<td>1</td>
</tr>
<tr>
<td>OSOT 7500</td>
<td>Master's Project</td>
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<tr>
<td>OCTH 7700</td>
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<tr>
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Students who do not gain entry into the MAOT program after their junior year complete the following courses for a major (B.S. degree) in exercise and sport science:

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EXSS 3400</td>
<td>Foundations of Sport Psychology</td>
<td>4</td>
</tr>
<tr>
<td>EXSS 3500</td>
<td>Methods of Strength Training and Conditioning</td>
<td>4</td>
</tr>
<tr>
<td>EXSS 4612</td>
<td>Fieldwork</td>
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<tr>
<td>EXSS 4614</td>
<td>Fieldwork</td>
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<tr>
<td>EXSS 4850</td>
<td>Capstone</td>
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<tr>
<td>CHEM 1110</td>
<td>General Chemistry I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>FSNU 2300</td>
<td>Nutrition Foundations</td>
<td>4</td>
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<td>FSNU 3250</td>
<td>Sports Nutrition</td>
<td>2</td>
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<tr>
<td>IPE 2800</td>
<td>Healthcare Teams: Opportunities and Challenges in Aging</td>
<td>4</td>
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<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>29</strong></td>
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</tbody>
</table>

1 Students who wish to receive a B.A. degree must complete the liberal arts core requirements for the B.A. degree.

### Psychology

This major is available in the College for Women only.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 2620</td>
<td>Human Anatomy and Physiology II with Lab</td>
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<tr>
<td>INDI 2220</td>
<td>Medical Terminology</td>
<td>2</td>
</tr>
<tr>
<td>or IPE 1030</td>
<td>Healthcare Teams Foundations and Medical Terminology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>SOCI 1000</td>
<td>Principles and Concepts of Sociology</td>
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</tr>
<tr>
<td>SOCI 2300</td>
<td>Sociology of Health and Medicine</td>
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</tr>
<tr>
<td>SOCI 3250</td>
<td>Cultural Anthropology</td>
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**Code** | **Title**                                                                 | **Credits** |
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<tbody>
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<td>General Psychology with Lab 1</td>
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<td>PSYC 1090</td>
<td>Statistical Methods in Psychology 1</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 2025</td>
<td>Lifespan Developmental Psychology 1</td>
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</tr>
<tr>
<td>PSYC 3000</td>
<td>Research Methods in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3010</td>
<td>Understanding Psychological Disorders 1</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3XXX or 4XXX</td>
<td>Elective</td>
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<tr>
<td>PSYC 4220W</td>
<td>History and Systems</td>
<td>4</td>
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**Graduate Courses Taken After Admission to Dual Degree Program**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>OCTH 5010</td>
<td>Human Occupation</td>
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</tr>
<tr>
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<td>Participation and Technology</td>
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<tr>
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<td>Seminar A: Entering the Profession</td>
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<tr>
<td>OCTH 6020</td>
<td>Seminar B and Level I Fieldwork - Psychological and Social Factors Impacting Performance</td>
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<td>Master's Project Seminar</td>
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<tr>
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<td>Community and Advocacy</td>
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<td>OCTH 6410</td>
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<td>Rehabilitation Concepts</td>
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### Psychology Core Courses

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<td>INDI 2220</td>
<td>Medical Terminology</td>
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<tr>
<td>or IPE 1030</td>
<td>Healthcare Teams Foundations and Medical Terminology</td>
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<tr>
<td></td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>SOCI 1000</td>
<td>Principles and Concepts of Sociology</td>
<td></td>
</tr>
<tr>
<td>SOCI 2300</td>
<td>Sociology of Health and Medicine</td>
<td></td>
</tr>
<tr>
<td>SOCI 3250</td>
<td>Cultural Anthropology</td>
<td></td>
</tr>
</tbody>
</table>
Students who do not gain entry into the MAOT program after their junior year complete the following courses for a major (B.S. degree) in psychology:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 2850</td>
<td>Seminar I: Psychology Engages the World</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 4850</td>
<td>Seminar II: Current Issues in Psychology</td>
<td>2</td>
</tr>
</tbody>
</table>

Select two courses offering laboratory experimentation from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 3030</td>
<td>Health Psychology with Lab</td>
<td></td>
</tr>
<tr>
<td>PSYC 3250</td>
<td>Socialization Processes with Lab</td>
<td></td>
</tr>
<tr>
<td>PSYC 3350</td>
<td>Learning Principles and Applications with Lab</td>
<td></td>
</tr>
<tr>
<td>PSYC 3450</td>
<td>Memory and Cognition with Lab</td>
<td></td>
</tr>
<tr>
<td>PSYC 3550</td>
<td>Industrial/Organizational Psychology with Lab</td>
<td></td>
</tr>
<tr>
<td>PSYC 3650</td>
<td>Experimental Social Psychology with Lab</td>
<td></td>
</tr>
<tr>
<td>PSYC 3850</td>
<td>Biopsychology with Lab</td>
<td></td>
</tr>
</tbody>
</table>

Select one additional philosophy course in consultation with advisor. Recommended courses include:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 2100</td>
<td>Critical Thinking</td>
<td></td>
</tr>
<tr>
<td>PHIL 2200W</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>PHIL 2700</td>
<td>Philosophy of Science</td>
<td></td>
</tr>
<tr>
<td>PHIL 2800</td>
<td>Philosophy of Psychology</td>
<td></td>
</tr>
<tr>
<td>PHIL 3400</td>
<td>Biomedical Ethics</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 16

1. Meets MAOT required prerequisite
2. Students who wish to receive a B.A. degree must complete the liberal arts core requirements for the B.A. degree and complete one additional philosophy course.

**Public Health: Public Policy**

This major is available in the College for Women only.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2610</td>
<td>Human Anatomy and Physiology I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 3850</td>
<td>Healthcare Policy</td>
<td>4</td>
</tr>
<tr>
<td>or ECON 2900</td>
<td>Topics in Healthcare Economics</td>
<td></td>
</tr>
<tr>
<td>PSYC 2025</td>
<td>Lifespan Developmental Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3010</td>
<td>Understanding Psychological Disorders</td>
<td>4</td>
</tr>
</tbody>
</table>

One course related to the legal, economic and communication dimensions of health

**Graduate Courses Taken After Admission to Dual Degree Program**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCTH 5010</td>
<td>Human Occupation</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 5200</td>
<td>Mental and Behavioral Health</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 5210</td>
<td>Mental and Behavioral Health: The OT Process</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 5410</td>
<td>Children, Adolescents, and Families</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 5450</td>
<td>Children, Adolescents, and Families: The OT Process</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 5500</td>
<td>Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 5560</td>
<td>Participation and Technology</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 5600</td>
<td>Kinesiology for Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 6000</td>
<td>Foundational Skills for Occupational Therapy Practice</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 6010</td>
<td>Seminar A: Entering the Profession</td>
<td>1</td>
</tr>
<tr>
<td>OCTH 6020</td>
<td>Seminar B and Level I Fieldwork - Psychological and Social Factors Impacting Performance</td>
<td>1</td>
</tr>
<tr>
<td>OCTH 6310</td>
<td>Evidence Based Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 94

**Graduate Courses Taken After Completion of B.A. or B.S. Degree**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCTH 6030</td>
<td>Seminar C and Level I Fieldwork Practice Reflection</td>
<td>1</td>
</tr>
<tr>
<td>OCTH 6040</td>
<td>Seminar D: Readiness for Level II Fieldwork</td>
<td>1</td>
</tr>
<tr>
<td>OCTH 6045</td>
<td>Community and Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 6060</td>
<td>Physical Assessment and Intervention Planning</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 6410</td>
<td>Foundations of Research</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 6610</td>
<td>Rehabilitation Concepts</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 6615</td>
<td>Rehabilitation Practices</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 6620</td>
<td>Ethical Management</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 6700</td>
<td>Older Adults in Context</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 6710</td>
<td>Older Adults - The OT Process</td>
<td>3</td>
</tr>
<tr>
<td>OSOT 7000</td>
<td>Master's Project Seminar</td>
<td>1</td>
</tr>
<tr>
<td>OSOT 7500</td>
<td>Master's Project</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 7700</td>
<td>Level II Fieldwork</td>
<td>5</td>
</tr>
<tr>
<td>OCTH 7710</td>
<td>Level II Fieldwork</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credits: 40

Students who do not gain entry into the MAOT program after their junior year complete the following courses for a major (B.S. degree) in public health: public policy:
Pre-Optometry

In order to receive the doctor of optometry (O.D.) degree, individuals must complete a four-year program at a board-approved school of optometry. Most students interested in optometry first complete a liberal arts degree with a major in biology.

The following courses are required for admission to most schools of optometry, although each optometry school has a slightly different set of prerequisite courses. Students are advised to look up required courses at their schools of choice and to consider consulting the Association of Schools and Colleges of Optometry (optometriceducation.org (http://optometriceducation.org)).

Pre-Physical Therapy

St. Catherine University offers students the opportunity to apply the liberal arts experience to their chosen field of physical therapy through a unique dual-degree program. The departments of biology, exercise and sport science, psychology and public health have developed sequences...
of courses that include all doctor of physical therapy (DPT) program prerequisites, liberal arts core requirements and major course work in their respective fields. These four areas of study provide students the option of completing their bachelor's degree while pursuing the DPT degree. Each area of study includes prerequisite courses for the DPT program, including biology, anatomy, physiology, chemistry, physics, psychology, statistics, medical terminology and mathematics, while providing a special emphasis in a particular area of study. The first-year courses in each area of study are identical, allowing students time to consider their options and make a decision about the major that is of most interest to them. There are three options for admission to the doctor of physical therapy program.

**Option 1: Early Admission Program**

Students may apply to the University and to the early admission program during their senior year in high school. Students must meet the following criteria to be eligible for consideration for the DPT early admission program:

**Required:**

- Composite ACT score of 24 or better
- Cumulative GPA of 3.25 or better on a 4.0 scale
- Declare pre-physical therapy as intended area of study

**Recommended:**

- Eight hours of observation and/or volunteering in a physical therapy setting

Twenty-four students are admitted to the early admission program each year. Students who apply on or before February 15 of their senior year will be given priority consideration for admission to the program. Students will be notified of an admission decision by April 1 of their senior year. Students who apply on or after February 16 will be considered on a space-available basis.

Students are guaranteed a position in the DPT Program provided ALL of the following conditions are met while they are a student at St. Catherine University:

- Cumulative GPA of 3.4 or better;
- Prerequisite GPA of 3.4 or better;
- Letter grades of C or better for all prerequisite courses;
- Successful completion and a competitive score of the DPT Admission Application (including well-written essays, competitive GRE and varied health care experience of sufficient hours) during your junior or senior year. The application score is based on committee review and an exemplary rating of all elements.
- Positive recommendations from clinical/academic references;
- Meet with pre-physical therapy adviser each semester;
- Meet with a DPT academic adviser at least once in the freshman year; and
- Meet all other admission criteria required at the time of application to the DPT program as outlined in the DPT program website.

**Option 2: 3+3 Open Admission**

In this option, students enter one of the University's four pre-physical therapy areas of study in biology, exercise and sport science, psychology or public health: health sciences. Following successful completion of all the DPT degree requirements, the doctor of physical therapy degree is awarded. Students not accepted into the DPT program can complete a major in biology, exercise and sport science, psychology or public health: health sciences. Following completion of these requirements, students will be awarded the St. Catherine's baccalaureate degree with a major in biology, exercise and sport science, psychology, or public health: health sciences.

The curriculum for each area of study is listed on the Dual Degree Programs tab.

**Option 3: Senior Open Admission**

Individuals who are interested in pursuing this option complete a baccalaureate degree, including the prerequisite courses for the DPT program, and apply for admission to the DPT program. If accepted, upon successful completion of all the DPT degree requirements, the doctor of physical therapy degree is awarded.

**Prerequisites for the doctor of physical therapy program include:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1710 &amp; BIOL 1720</td>
<td>Foundations of Biology I with Lab and Foundations of Biology II with Lab</td>
<td>8</td>
</tr>
<tr>
<td>BIOL 2610 &amp; BIOL 2620</td>
<td>Human Anatomy and Physiology I with Lab and Human Anatomy and Physiology II with Lab</td>
<td>8</td>
</tr>
<tr>
<td>BIOL 3120 &amp; BIOL 3140</td>
<td>Comparative Vertebrate Anatomy with Lab and Comparative Animal Physiology with Lab</td>
<td>8</td>
</tr>
<tr>
<td>CHEM 1110 &amp; CHEM 1120</td>
<td>General Chemistry I with Lab and General Chemistry II with Lab</td>
<td>8</td>
</tr>
<tr>
<td>IPE 1030</td>
<td>Healthcare Teams Foundations and Medical Terminology</td>
<td>2</td>
</tr>
<tr>
<td>PHYS 1080 &amp; PHYS 1090</td>
<td>Physics for the Health Sciences I and Physics for the Health Sciences II with Lab (algebra-based)</td>
<td>8</td>
</tr>
<tr>
<td>PHYS 1110 &amp; PHYS 1120</td>
<td>Introductory Physics I and Introductory Physics II (calculus-based)</td>
<td>8</td>
</tr>
<tr>
<td>PSYC 1001</td>
<td>General Psychology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 2025 or PSYC 3010</td>
<td>Lifespan Developmental Psychology Understanding Psychological Disorders</td>
<td>4</td>
</tr>
</tbody>
</table>
This major is available in the College for Women only. Clinical experience and the following courses.

Students must complete all liberal arts core requirements, 60 hours of physical therapy program. There are three options for admission to the doctor of physical therapy degree. Each area of study includes prerequisite courses for the DPT program, including biology, anatomy, physiology, chemistry, physics, psychology, statistics, medical terminology and mathematics, while providing a special emphasis in a particular area of study. The first-year courses in each area of study are identical, allowing students time to consider their options and make a decision about the major that is of most interest to them. There are three options for admission to the doctor of physical therapy program.

The curriculum for each area of study is listed below.

**Biology**

Students must complete all liberal arts core requirements, 60 hours of clinical experience and the following courses.

This major is available in the College for Women only.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1710</td>
<td>Foundations of Biology I with Lab &amp; BIOL 1720 and Foundations of Biology II with Lab</td>
<td>8</td>
</tr>
<tr>
<td>BIOL 2710</td>
<td>Foundations of Biology III with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2720</td>
<td>Sophomore Seminar</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 3120</td>
<td>Comparative Vertebrate Anatomy with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 3140</td>
<td>Comparative Animal Physiology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Select one from:</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>BIOL 3224</td>
<td>Cell Biology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 3444</td>
<td>Genetics with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Four credits in BIOL at 3000/4000 level</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>EXSS 3350</td>
<td>Kinesiology and Biomechanics with Lab</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 4850W</td>
<td>Senior Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>

**Required Supporting Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1110</td>
<td>General Chemistry I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1120</td>
<td>General Chemistry II with Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1080</td>
<td>Statistical Analysis for the Social Sciences</td>
<td>4</td>
</tr>
<tr>
<td>ECON 1090</td>
<td>Statistical Analysis for Decision Making</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 1090</td>
<td>Biostatistics</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 1090</td>
<td>Statistical Methods in Psychology</td>
<td>2</td>
</tr>
<tr>
<td>STAT 1089</td>
<td>Statistical Analysis with Corequisite</td>
<td>2</td>
</tr>
<tr>
<td>STAT 1090</td>
<td>Statistical Analysis</td>
<td>2</td>
</tr>
</tbody>
</table>

Select one of the following Statistics courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1090</td>
<td>Statistical Analysis for Decision Making</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 1090</td>
<td>Biostatistics</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 1090</td>
<td>Statistical Methods in Psychology</td>
<td>2</td>
</tr>
<tr>
<td>STAT 1089</td>
<td>Statistical Analysis with Corequisite</td>
<td>2</td>
</tr>
<tr>
<td>STAT 1090</td>
<td>Statistical Analysis</td>
<td>2</td>
</tr>
</tbody>
</table>

**DPT Prerequisites**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPE 1030</td>
<td>Healthcare Teams Foundations and Medical Terminology</td>
<td>2</td>
</tr>
<tr>
<td>MATH 1130</td>
<td>Calculus I or MATH 1090 Precalculus</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 4850W</td>
<td>Senior Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 1110</td>
<td>Introductory Physics I &amp; PHYS 1120 and Introductory Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 1080</td>
<td>Physics for the Health Sciences I &amp; PHYS 1090 and Physics for the Health Sciences II with Lab</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 1001</td>
<td>General Psychology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Select one of the following PSYC electives:</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>PSYC 2025</td>
<td>Lifespan Developmental Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3010</td>
<td>Understanding Psychological Disorders</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 62

Students who do not gain entry to the DPT program after their junior year must complete the following courses for a major (B.S. degree) in biology:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 4602</td>
<td>Internship or BIOL 4912 Research</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 2010</td>
<td>Organic Chemistry I with Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 12

1 Students who wish to receive a B.A. degree must complete the liberal arts core requirements for the B.A. degree.

**Exercise and Sport Science**

Students must complete the liberal arts core requirements, 60 hours of clinical experience and the following courses.

This major is available in the College for Women only.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSS 2650</td>
<td>Introduction to Exercise and Sport Science</td>
<td>1</td>
</tr>
<tr>
<td>EXSS 2800W</td>
<td>Introduction to Research Methods in Exercise Science</td>
<td>4</td>
</tr>
<tr>
<td>EXSS 3200</td>
<td>Health Behavior Psychology</td>
<td>4</td>
</tr>
<tr>
<td>EXSS 3350</td>
<td>Kinesiology and Biomechanics with Lab</td>
<td>4</td>
</tr>
<tr>
<td>EXSS 3450</td>
<td>Exercise Physiology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>EXSS 3615</td>
<td>Motor Learning and Motor Control</td>
<td>4</td>
</tr>
<tr>
<td>EXSS 3750</td>
<td>Care and Prevention of Athletic Injuries</td>
<td>2</td>
</tr>
</tbody>
</table>

**Pre-Physical Therapy**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1710</td>
<td>Foundations of Biology I with Lab &amp; BIOL 1720 and Foundations of Biology II with Lab</td>
<td>8</td>
</tr>
<tr>
<td>BIOL 2710</td>
<td>Foundations of Biology III with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2720</td>
<td>Sophomore Seminar</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 3120</td>
<td>Comparative Vertebrate Anatomy with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 3140</td>
<td>Comparative Animal Physiology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Select one from:</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>BIOL 3224</td>
<td>Cell Biology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 3444</td>
<td>Genetics with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Four credits in BIOL at 3000/4000 level</td>
<td></td>
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</tr>
<tr>
<td>EXSS 3350</td>
<td>Kinesiology and Biomechanics with Lab</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 4850W</td>
<td>Senior Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>

**Required Supporting Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1110</td>
<td>General Chemistry I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1120</td>
<td>General Chemistry II with Lab</td>
<td>4</td>
</tr>
</tbody>
</table>
BIOL 1710 & BIOL 1720  Foundations of Biology I with Lab and Foundations of Biology II with Lab  8
BIOL 2610 & BIOL 2620  Human Anatomy and Physiology I with Lab and Human Anatomy and Physiology II with Lab  8
CHEM 1110 & CHEM 1120  General Chemistry I with Lab and General Chemistry II with Lab  8
IPE 1030  Healthcare Teams Foundations and Medical Terminology  2
MATH 1130 or MATH 1090  Calculus I or Precalculus  4
Select one of the following:  8
  PHYS 1110 & PHYS 1120  Introductory Physics I and Introductory Physics II
  PHYS 1080 & PHYS 1090  Physics for the Health Sciences I and Physics for the Health Sciences II with Lab
PSYC 1001  General Psychology with Lab  4
Select one of the following PSYC electives:  4
  PSYC 2025  Lifespan Developmental Psychology
  PSYC 3010  Understanding Psychological Disorders
Select one of the following Statistics courses:  4
  ECON 1080  Statistical Analysis for the Social Sciences
  ECON 1090  Statistical Analysis for Decision Making
  HLTH 1090  Biostatistics
  PSYC 1090  Statistical Methods in Psychology
  STAT 1089  Statistical Analysis with Corequisite
  STAT 1090  Statistical Analysis
Total Credits  73

Students who do not gain entry to the DPT program after their junior year complete the following courses for a major (B.S. degree) in exercise and sport science:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSS 3400</td>
<td>Foundations of Sport Psychology</td>
<td>4</td>
</tr>
<tr>
<td>EXSS 3500</td>
<td>Methods of Strength Training and Conditioning</td>
<td>4</td>
</tr>
<tr>
<td>EXSS 3550</td>
<td>Exercise Testing and Prescription with Lab</td>
<td>4</td>
</tr>
<tr>
<td>EXSS 4612</td>
<td>Fieldwork</td>
<td>2</td>
</tr>
<tr>
<td>EXSS 4614</td>
<td>Fieldwork</td>
<td>4</td>
</tr>
<tr>
<td>EXSS 4850</td>
<td>Capstone</td>
<td>1</td>
</tr>
<tr>
<td>FSNU 2300</td>
<td>Nutrition Foundations</td>
<td>4</td>
</tr>
<tr>
<td>FSNU 3250</td>
<td>Sports Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>IPE 2800</td>
<td>Healthcare Teams: Opportunities and Challenges in Aging</td>
<td>4</td>
</tr>
<tr>
<td>IPE 4200W</td>
<td>Healthcare Teams - Evidence-Based Practice</td>
<td>4</td>
</tr>
</tbody>
</table>
Total Credits  33

1. Students who wish to receive a B.A. degree must complete the liberal arts core requirements for the B.A. degree.

Psychology

Students must complete the liberal arts core requirements, 60 hours of clinical experience and the following courses.

This major is available in the College for Women only.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 1001</td>
<td>General Psychology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 1090</td>
<td>Statistical Methods in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 2025</td>
<td>Lifespan Developmental Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3000</td>
<td>Research Methods in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3010</td>
<td>Understanding Psychological Disorders</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 4220W</td>
<td>History and Systems</td>
<td>4</td>
</tr>
</tbody>
</table>

One psychology elective of the student’s choice at the 3000-level or 4000-level

DPT Prerequisites

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1710 &amp; BIOL 1720</td>
<td>Foundations of Biology I with Lab and Foundations of Biology II with Lab</td>
<td>8</td>
</tr>
<tr>
<td>BIOL 2610 &amp; BIOL 2620</td>
<td>Human Anatomy and Physiology I with Lab and Human Anatomy and Physiology II with Lab</td>
<td>8</td>
</tr>
<tr>
<td>CHEM 1110 &amp; CHEM 1120</td>
<td>General Chemistry I with Lab and General Chemistry II with Lab</td>
<td>8</td>
</tr>
<tr>
<td>MATH 1130</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 1110 &amp; PHYS 1120</td>
<td>Introductory Physics I and Introductory Physics II</td>
<td>8</td>
</tr>
<tr>
<td>PHYS 1080 &amp; PHYS 1090</td>
<td>Physics for the Health Sciences I and Physics for the Health Sciences II with Lab</td>
<td>8</td>
</tr>
</tbody>
</table>
PSYC 1001  General Psychology with Lab  4
Select one of the following PSYC electives:  4
  PSYC 2025  Lifespan Developmental Psychology
  PSYC 3010  Understanding Psychological Disorders
Select one of the following Statistics courses:  4
  ECON 1080  Statistical Analysis for the Social Sciences
  ECON 1090  Statistical Analysis for Decision Making
  HLTH 1090  Biostatistics
  PSYC 1090  Statistical Methods in Psychology
  STAT 1089  Statistical Analysis with Corequisite
  STAT 1090  Statistical Analysis
Total Credits  66

1. This may also include the equivalent of one course (e.g., PSYC 4850 Seminar II: Current Issues in Psychology and PSYC 4602 Internship)

Students who do not gain entry to the DPT program after their junior year complete the following courses for a major (B.S. degree) in psychology:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 2850</td>
<td>Seminar I: Psychology Engages the World</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 4850</td>
<td>Seminar II: Current Issues in Psychology</td>
<td>2</td>
</tr>
</tbody>
</table>
Two additional 3000-level Psychology laboratory courses  8
One additional Philosophy elective  4
Total Credits  16

2. Students who wish to receive a B.A. degree must complete the liberal arts core requirements for the B.A. degree and complete one additional philosophy course.

Public Health: Health Sciences

The curriculum for this major is changing Fall 2018. The new curriculum is posted below. Students must complete all liberal arts core requirements, 60 hours clinical experience and the following courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 2850</td>
<td>Seminar I: Psychology Engages the World</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 4850</td>
<td>Seminar II: Current Issues in Psychology</td>
<td>2</td>
</tr>
</tbody>
</table>
Two additional 3000-level Psychology laboratory courses  8
One additional Philosophy elective  4
Total Credits  16
This major is available in the College for Women only.

### Public Health: Health Sciences Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 2050</td>
<td>Foundations in Public Health</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 3150</td>
<td>Epidemiology</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 3250</td>
<td>Global Health</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 3350</td>
<td>Environmental Health</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 4754</td>
<td>Practicum</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 4800W</td>
<td>Senior Seminar in Public Health</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2610</td>
<td>Human Anatomy and Physiology I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2620</td>
<td>Human Anatomy and Physiology II with Lab</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 3850</td>
<td>Healthcare Policy</td>
<td>4</td>
</tr>
<tr>
<td>or ECON 2900</td>
<td>Topics in Healthcare Economics</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 2025</td>
<td>Lifespan Developmental Psychology</td>
<td>4</td>
</tr>
<tr>
<td>or PSYC 3010</td>
<td>Understanding Psychological Disorders</td>
<td>4</td>
</tr>
</tbody>
</table>

### DPT Prerequisites

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1710</td>
<td>Foundations of Biology I with Lab</td>
<td>8</td>
</tr>
<tr>
<td>&amp; BIOL 1720</td>
<td>Foundations of Biology II with Lab</td>
<td>8</td>
</tr>
<tr>
<td>CHEM 1110</td>
<td>General Chemistry I with Lab</td>
<td>8</td>
</tr>
<tr>
<td>&amp; CHEM 1120</td>
<td>General Chemistry II with Lab</td>
<td>8</td>
</tr>
<tr>
<td>IPE 1030</td>
<td>Healthcare Teams Foundations and Medical Terminology</td>
<td>2</td>
</tr>
<tr>
<td>MATH 1130</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>or MATH 1090</td>
<td>Precalculus</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following: 8 credits

- PHYS 1080 | Physics for the Health Sciences I and Physics for the Health Sciences II with Lab | 8 credits
- PHYS 1110 | Introductory Physics I and Introductory Physics II   | 8 credits
- PSYC 1001 | General Psychology with Lab                            | 4 credits

Select one of the following: 4 credits

- ECON 1080  | Statistical Analysis for the Social Sciences           | 4 credits
- ECON 1090  | Statistical Analysis for Decision Making               | 4 credits
- HLTH 1090  | Biostatistics                                          | 4 credits
- PSYC 1090  | Statistical Methods in Psychology                      | 4 credits
- STAT 1089  | Statistical Analysis with Corequisite                  | 4 credits
- STAT 1090  | Statistical Analysis                                   | 4 credits

Total Credits: 78

---

**Students who do not gain entry to the DPT program after their junior year complete the following courses for a major (B.S. degree) in public health: health sciences:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three additional 2000-level or higher science courses. Suggested courses include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 2200</td>
<td>Introduction to Microbiology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 3210</td>
<td>Biology of Microorganisms with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 3224</td>
<td>Cell Biology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 3444</td>
<td>Genetics with Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 2010</td>
<td>Organic Chemistry I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 2020</td>
<td>Organic Chemistry II with Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

---

1. This list contains the undergraduate courses that apply to the public health major with health sciences concentration. Students who are admitted to the DPT program complete the health sciences concentration with four DPT courses: DPT 5010, DPT 5020, DPT 5030 and DPT 5040.

2. Students who wish to receive a B.A. degree must complete the liberal arts core requirements for the B.A. degree.

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**Pre-Public Health**

The Master of Public Health (MPH) degree with a concentration in Global Health is a rigorous multi-disciplinary professional degree program for students desiring a career improving public health through population health program development and evaluation, implementation of behavioral, environmental or policy interventions and evidence-based practice. The program prepares graduates to lead and positively influence ongoing and emerging population health threats globally and locally.

The Master of Public Health program of study includes a minimum of 44 credits. MPH courses are offered in the evening and on the weekend, in hybrid or online format providing flexibility for working professionals and those with family responsibilities. One international experience approved by the department is mandatory and can be fulfilled by completing the 200-hour practicum at an international site or participating in a summer or January-term global studies course abroad. The program of study assures graduate competencies in global health as designated by the Association of Schools and Programs in Public Health.

St. Catherine University offers two alternatives for completing the Master of Public Health (MPH). The MPH program is available to students who have completed a B.A. or B.S. degree in another major. In addition, a dual-degree program is available to eligible St. Catherine University undergraduate students. Biology, Communication Studies, Economics, Exercise and Sport Science, Nutrition Science, Philosophy, Psychology, Public Health: community health worker, Public Health: health sciences, Public Health: public policy, public policy, women and international development, and Women’s Studies have developed sequences of courses that include the Master of Public Health (MPH) program prerequisites, liberal arts core requirements and major course work in their respective fields. Upon completion of the curriculum, students will earn a B.A. or B.S. degree (depending on degree available and completion of applicable liberal arts and science core requirements) and a Master of Public Health (MPH).

The Master of Public Health (MPH) degree with a concentration in Global Health is a rigorous multi-disciplinary professional degree program for students desiring a career improving public health through population health program development and evaluation, implementation of behavioral, environmental or policy interventions and evidence-based practice. The program prepares graduates to lead and positively influence ongoing and emerging population health threats globally and locally.

The Master of Public Health program of study includes a minimum of 44 credits. MPH courses are offered in the evening and on the weekend, in hybrid or online format providing flexibility for working professionals and those with family responsibilities. One international experience approved by the department is mandatory and can be fulfilled by completing the 200-hour practicum at an international site or participating in a summer or January-term global studies course abroad. The program of study assures graduate competencies in global health as designated by the Association of Schools and Programs in Public Health.
St. Catherine University offers two alternatives for completing the Master of Public Health (MPH). The MPH program is available to students who have completed a B.A. or B.S. degree in another major. In addition, a dual-degree program is available to eligible St. Catherine University undergraduate students. Biology, communication studies, economics, exercise and sport science, nutrition science, philosophy, psychology, public health: community health worker, public health: health promotion and education, public health: health sciences, public health: public policy, public policy, women and international development, and women's studies have developed sequences of courses that include the Master of Public Health (MPH) program prerequisites, liberal arts core requirements and major course work in their respective fields. Upon completion of the curriculum, students will earn a B.A. or B.S. degree (depending on degree available and completion of applicable liberal arts and science core requirements) and a Master of Public Health (MPH).

Post-Baccalaureate Applicants
To be considered for admission, applicants must meet the following requirements:

- A completed baccalaureate degree from a regionally accredited institution of higher learning by the time of enrollment. Applicants with a college or university degree completed outside of the United States must submit an official evaluation from World Education Services as well as original transcripts and official translations of all documents not in English.
- An undergraduate cumulative grade-point average (G.P.A.) of 3.0 or higher on a 4.0 scale. Applicants who have a cumulative G.P.A. lower than 3.0 should submit an explanatory statement with their application for consideration.
- Prerequisite Courses (Students must have achieved a C or better in prerequisite courses):
  - College-level statistics or research methods course
  - College-level health-related science course (i.e., biology, nutrition, anatomy)

Dual Degree (3+2) Applicants
To be considered for admission, applicants must meet the following requirements:

- Junior status at St. Catherine University
- Declared major in one of the following:
  - Biology (p. 41)
  - Economics (p. 43)
  - Exercise and Sport Science (p. 43)
  - Nutrition Science (p. 44)
  - Philosophy (p. 45)
  - Psychology (p. 45)
  - Public Health: Community Health Worker (p. 46)
  - Public Health: Health Promotion and Education (p. 47)
  - Public Health: Health Sciences (p. 47)
  - Public Health: Public Policy (p. 48)
  - Public Policy (p. 49)
  - Women and International Development (p. 50)
  - Women's Studies (p. 51)
- An undergraduate cumulative grade-point average (G.P.A.) of 3.0 or higher on a 4.0 scale. Applicants who have a cumulative G.P.A. lower than 3.0 should submit an explanatory statement with their application for consideration.
- Prerequisite Courses (Students must have achieved a C or better in prerequisite courses):
  - College-level statistics or research methods course
  - College-level health-related science course (i.e., biology, nutrition, anatomy)

If admitted, students will typically be awarded the St. Catherine baccalaureate degree after nine months in the MPH program. The undergraduate major will be applied science in communication studies, nutrition science, psychology, or women and international development; or economics, public health: community health worker, or public health: public policy. Following successful completion of all the MPH degree requirements, the master of public health degree is awarded. Students not accepted into the MPH program can complete a major in communication studies, economics, nutrition science, psychology, public health: community health worker, public health: public policy, or women and international development by taking the remaining courses in the sequences outlined by each department. Upon completion of these requirements, students will be awarded the St. Catherine's baccalaureate degree with a major in the selected field.

The curriculum for each area of study is listed below.

NOTE: The list of graduate MPH courses students take (p. 52) after completing their bachelor's degree is printed at the end of this section. (p. 52) This is also where undergraduate students will find the list of (p. 52) skills-based and topics-based electives from which they will choose the (one) course they will take prior to completing their bachelor's degree.

Applied Science in Biology
This major is available in the College for Women only.

Biology Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1710</td>
<td>Foundations of Biology I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 1720</td>
<td>Foundations of Biology II with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2710</td>
<td>Foundations of Biology III with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2720</td>
<td>Sophomore Seminar</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 3210</td>
<td>Biology of Microorganisms with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 4850W</td>
<td>Senior Seminar</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 3120</td>
<td>Comparative Vertebrate Anatomy with Lab</td>
<td></td>
</tr>
<tr>
<td>BIOL 3140</td>
<td>Comparative Animal Physiology with Lab</td>
<td></td>
</tr>
<tr>
<td>BIOL 3224</td>
<td>Cell Biology with Lab</td>
<td></td>
</tr>
<tr>
<td>BIOL 3300</td>
<td>Evolutionary Biology with Lab</td>
<td></td>
</tr>
<tr>
<td>BIOL 3444</td>
<td>Genetics with Lab</td>
<td></td>
</tr>
<tr>
<td>BIOL 4220</td>
<td>Immunology with Lab</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 28

Required Supporting Courses (also fulfills pre-MPH prerequisite requirement)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1110</td>
<td>General Chemistry I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1120</td>
<td>General Chemistry II with Lab</td>
<td>4</td>
</tr>
</tbody>
</table>
### HLTH 2050
Foundations in Public Health 4

Select one of the following:
- ECON 1090  Statistical Analysis for Decision Making 4
- HLTH 1090  Biostatistics
- PSYC 1090  Statistical Methods in Psychology
- STAT 1089  Statistical Analysis with Corequisite
- STAT 1090  Statistical Analysis

Total Credits 16

#### Recommended Course

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPE 1030</td>
<td>Healthcare Teams Foundations and Medical Terminology</td>
<td>2</td>
</tr>
<tr>
<td>or INDI 2220</td>
<td>Medical Terminology</td>
<td></td>
</tr>
</tbody>
</table>

### Graduate Courses Taken After Admission to the Dual Degree Program

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 6000</td>
<td>Critical Issues in Global Public Health</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6010</td>
<td>Principles of Epidemiology and Biostatistics I</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6020</td>
<td>Principles of Epidemiology and Biostatistics II</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6030</td>
<td>Design and Implementation of Global Health Programs</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6050</td>
<td>Monitoring and Evaluation of Global Health Programs</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one from:
- HLTH 6100 Ethics and Human Rights for Global Health and one 2-credit topics-based elective
- One 3-credit topics-based elective
- One 3-credit skills-based elective or two 2-credit topics-based electives (see elective course lists at the end of this section)

Total Credits 21-22

Students who do not gain entry into the MPH program after their junior year complete the following courses for a major (B.S. degree\(^1\)) in biology:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 6000</td>
<td>Critical Issues in Global Public Health</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6010</td>
<td>Principles of Epidemiology and Biostatistics I</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6020</td>
<td>Principles of Epidemiology and Biostatistics II</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6030</td>
<td>Design and Implementation of Global Health Programs</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6050</td>
<td>Monitoring and Evaluation of Global Health Programs</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one from:
- HLTH 6100 Ethics and Human Rights for Global Health and one 2-credit topics-based elective
- One 3-credit topics-based elective
- One 3-credit skills-based elective or two 2-credit topics-based electives (see elective course lists at the end of this section)

Total Credits 21-22

1 Students who wish to receive a B.A. degree must complete the liberal arts core requirements for the B.A. degree.

### Applied Science in Communication Studies

This major is available in the College for Women only.

### Required Prerequisite Courses (pre-MPH)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 2050</td>
<td>Foundations in Public Health</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following:
- ECON 1090  Statistical Analysis for Decision Making 4
- HLTH 1090  Biostatistics
- PSYC 1090  Statistical Methods in Psychology
- STAT 1089  Statistical Analysis with Corequisite
- STAT 1090  Statistical Analysis

Total Credits 16

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPE 1030</td>
<td>Healthcare Teams Foundations and Medical Terminology</td>
<td>2</td>
</tr>
<tr>
<td>or INDI 2220</td>
<td>Medical Terminology</td>
<td></td>
</tr>
</tbody>
</table>

### Communication Studies Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 1000W</td>
<td>Introduction to Communication: Women and Social Change</td>
<td>4</td>
</tr>
<tr>
<td>COMM 1020</td>
<td>Interpersonal Communication</td>
<td>4</td>
</tr>
<tr>
<td>COMM 1030</td>
<td>Speaking to Lead and Influence</td>
<td>4</td>
</tr>
<tr>
<td>COMM 2050</td>
<td>Media, Culture and Society</td>
<td>4</td>
</tr>
<tr>
<td>COMM 2090</td>
<td>Small Group Communication</td>
<td>4</td>
</tr>
<tr>
<td>COMM 3070W</td>
<td>Gender and Rhetoric</td>
<td>4</td>
</tr>
<tr>
<td>COMM 3090</td>
<td>Communication in Organizations</td>
<td>4</td>
</tr>
<tr>
<td>COMM 4600</td>
<td>Leadership and the Art of Persuasion</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 32

### Graduate Courses Taken After Admission to the Dual Degree Program

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 6000</td>
<td>Critical Issues in Global Public Health</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6010</td>
<td>Principles of Epidemiology and Biostatistics I</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6020</td>
<td>Principles of Epidemiology and Biostatistics II</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6030</td>
<td>Design and Implementation of Global Health Programs</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6050</td>
<td>Monitoring and Evaluation of Global Health Programs</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one from:
- HLTH 6100 Ethics and Human Rights for Global Health and one 2-credit topics-based elective
- One 3-credit topics-based elective
- One 3-credit skills-based elective or two 2-credit topics-based electives (see elective course lists at the end of this section)

Total Credits 21-22
Students who do not gain entry into the MPH program after their junior year complete the following courses for a major (B.S. degree) in communication studies:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 3100</td>
<td>Communicating across Cultures, Identities and Differences</td>
<td>4</td>
</tr>
<tr>
<td>COMM 4850</td>
<td>Senior Seminar</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Select four credits from the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>One additional COMM course</td>
<td>4</td>
</tr>
<tr>
<td>THR 2190</td>
<td>Media Communication</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 10

1 Students who wish to receive a B.A. degree must complete the liberal arts core requirements for the B.A. degree.

**Economics**

This major is available in the College for Women only.

**Required Prerequisite Courses (pre-MPH)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 2050</td>
<td>Foundations in Public Health</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biology laboratory science course</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Chemistry laboratory science course</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 8

**Recommended Course**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPE 1030</td>
<td>Healthcare Teams Foundations and Medical Terminology</td>
<td>2</td>
</tr>
<tr>
<td>or INDI 2220</td>
<td>Medical Terminology</td>
<td></td>
</tr>
</tbody>
</table>

**Economics Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1090</td>
<td>Statistical Analysis for Decision Making</td>
<td>4</td>
</tr>
<tr>
<td>ECON 2610</td>
<td>Principles of Microeconomics</td>
<td>4</td>
</tr>
<tr>
<td>ECON 2620</td>
<td>Principles of Macroeconomics</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3610</td>
<td>Microeconomic Theory</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3620</td>
<td>Macroeconomic Theory</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Three additional 3000- or 4000-level courses in economics, chosen with the help of an advisor</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Credits 36

1 Also meets prerequisite requirement for MPH

**Graduate Courses Taken After Admission to the Dual Degree Program**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 6000</td>
<td>Critical Issues in Global Public Health</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6010</td>
<td>Principles of Epidemiology and Biostatistics I</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6020</td>
<td>Principles of Epidemiology and Biostatistics II</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6030</td>
<td>Design and Implementation of Global Health Programs</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6050</td>
<td>Monitoring and Evaluation of Global Health Programs</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Choose one from:</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HLTH 6100 Ethics and Human Rights for Global Health and one 2-credit topics-based elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>One 3-credit topics-based elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>One 3-credit skills-based elective or two 2-credit topics-based electives (see elective course lists at the end of this section)</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Total Credits 21-22

Students who do not gain entry into the MPH program after their junior year complete the B.S. degree in economics, provided all requirements for the economics major have been successfully completed.

2 Students who wish to receive a B.A. degree must complete the liberal arts core requirements for the B.A. degree.

**Applied Science in Exercise and Sport Science**

Students must complete the liberal arts core requirements, 60 hours of clinical experience and the following courses.

This major is available in the College for Women only.

**Required Prerequisite Courses (pre-MPH)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 2050</td>
<td>Foundations in Public Health</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ECON 1090 Statistical Analysis for Decision Making</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>HLTH 1090 Biostatistics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSYC 1090 Statistical Methods in Psychology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>STAT 1089 Statistical Analysis with Corequisite</td>
<td></td>
</tr>
<tr>
<td></td>
<td>STAT 1090 Statistical Analysis</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 8

**Required Supporting Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2610</td>
<td>Human Anatomy and Physiology I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2620</td>
<td>Human Anatomy and Physiology II with Lab</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 1001</td>
<td>General Psychology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 2025</td>
<td>Lifespan Developmental Psychology</td>
<td>4</td>
</tr>
<tr>
<td>IPE 1030</td>
<td>Healthcare Teams Foundations and Medical Terminology</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits 18

1 Also meets prerequisite requirement for MPH

**Exercise and Sport Science Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSS 2650</td>
<td>Introduction to Exercise and Sport Science</td>
<td>1</td>
</tr>
<tr>
<td>EXSS 2800W</td>
<td>Introduction to Research Methods in Exercise Science</td>
<td>4</td>
</tr>
<tr>
<td>EXSS 3350</td>
<td>Kinesiology and Biomechanics with Lab</td>
<td>4</td>
</tr>
</tbody>
</table>
EXSS 3450  Exercise Physiology with Lab  4
EXSS 3550  Exercise Testing and Prescription with Lab  4
EXSS 3615  Motor Learning and Motor Control  4
EXSS 3750  Care and Prevention of Athletic Injuries  2
IPE 4200W  Healthcare Teams - Evidence-Based Practice  4

Total Credits  27

Graduate Courses Taken After Admission to the Dual Degree Program

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 6000</td>
<td>Critical Issues in Global Public Health</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6010</td>
<td>Principles of Epidemiology and Biostatistics I</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6020</td>
<td>Principles of Epidemiology and Biostatistics II</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6030</td>
<td>Design and Implementation of Global Health Programs</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6050</td>
<td>Monitoring and Evaluation of Global Health Programs</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one from:

HLTH 6100 Ethics and Human Rights for Global Health and one 2-credit topics-based elective
One 3-credit topics-based elective
One 3-credit skills-based elective or two 2-credit topics-based electives (see elective course lists at the end of this section)

Total Credits  21-22

Students who do not gain entry to the MPH program after their junior year complete the following courses for a major (B.S. degree) in exercise and sport science:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1110</td>
<td>General Chemistry I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>EXSS 3200</td>
<td>Health Behavior Psychology</td>
<td>4</td>
</tr>
<tr>
<td>EXSS 3400</td>
<td>Foundations of Sport Psychology</td>
<td>4</td>
</tr>
<tr>
<td>EXSS 3500</td>
<td>Methods of Strength Training and Conditioning</td>
<td>4</td>
</tr>
<tr>
<td>EXSS 4612</td>
<td>Fieldwork</td>
<td>2</td>
</tr>
<tr>
<td>EXSS 4614</td>
<td>Fieldwork</td>
<td>4</td>
</tr>
<tr>
<td>EXSS 4850</td>
<td>Capstone</td>
<td>1</td>
</tr>
<tr>
<td>FSNU 2300</td>
<td>Nutrition Foundations</td>
<td>4</td>
</tr>
<tr>
<td>FSNU 3250</td>
<td>Sports Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>IPE 2800</td>
<td>Healthcare Teams: Opportunities and Challenges in Aging</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits  33

2  Students who wish to receive a B.A. degree must complete the liberal arts core requirements for the B.A. degree.

Applied Science in Nutrition Science

This program is available in the College for Women only.

Required Prerequisite Course (pre-MPH)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 2050</td>
<td>Foundations in Public Health</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits  4

Required Supporting Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2610</td>
<td>Human Anatomy and Physiology I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2620</td>
<td>Human Anatomy and Physiology II with Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1110</td>
<td>General Chemistry I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1120</td>
<td>General Chemistry II with Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 2010</td>
<td>Organic Chemistry I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 2400</td>
<td>Nutritional Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 1001</td>
<td>General Psychology with Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following:  4

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1090</td>
<td>Statistical Analysis for Decision Making</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 1090</td>
<td>Biostatistics</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 1090</td>
<td>Statistical Methods in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>STAT 1089</td>
<td>Statistical Analysis with Corequisite</td>
<td>4</td>
</tr>
<tr>
<td>STAT 1090</td>
<td>Statistical Analysis</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits  32

1  Also meets prerequisite course requirement for MPH

Recommended Course

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPE 1030</td>
<td>Healthcare Teams Foundations and Medical Terminology</td>
<td>2</td>
</tr>
<tr>
<td>or IND 2220</td>
<td>Medical Terminology</td>
<td>2</td>
</tr>
</tbody>
</table>

Nutrition Science Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSS 3200</td>
<td>Health Behavior Psychology</td>
<td>4</td>
</tr>
<tr>
<td>FSNU 2300</td>
<td>Nutrition Foundations</td>
<td>4</td>
</tr>
<tr>
<td>FSNU 3150</td>
<td>Food Systems and Policy</td>
<td>4</td>
</tr>
<tr>
<td>FSNU 3350</td>
<td>Lifelong Nutrition</td>
<td>4</td>
</tr>
<tr>
<td>FSNU 4300</td>
<td>Advanced Nutrition</td>
<td>4</td>
</tr>
<tr>
<td>IPE 4200W</td>
<td>Healthcare Teams - Evidence-Based Practice</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits  24

Graduate Courses Taken After Admission to the Dual Degree Program

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 6000</td>
<td>Critical Issues in Global Public Health</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6010</td>
<td>Principles of Epidemiology and Biostatistics I</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6020</td>
<td>Principles of Epidemiology and Biostatistics II</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6030</td>
<td>Design and Implementation of Global Health Programs</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6050</td>
<td>Monitoring and Evaluation of Global Health Programs</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one from:

Total Credits  3
St. Catherine University

HLTH 6100 Ethics and Human Rights for Global Health and one 2-credit topics-based elective
One 3-credit skills-based elective or two 2-credit topics-based electives (see elective course lists at the end of this section)

Total Credits 21-22

Students who do not gain entry to the MPH program after their junior year complete the following courses for a major (B.S. degree) in nutrition science:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1710</td>
<td>Foundations of Biology I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 1720</td>
<td>Foundations of Biology II with Lab</td>
<td>4</td>
</tr>
<tr>
<td>FSNU 2900</td>
<td>Food Science</td>
<td>4</td>
</tr>
<tr>
<td>FSNU 4270</td>
<td>Current Issues in Foods and Nutrition</td>
<td>4</td>
</tr>
<tr>
<td>FSNU 4310W</td>
<td>Experimental Foods and Nutrition with Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 20

2 Students who wish to receive a B.A. degree must complete the liberal arts core requirements for the B.A. degree.

**Philosophy**

This program is available in the College for Women only.

**Required Prerequisite Courses (pre-MPH)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 2050</td>
<td>Foundations in Public Health</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following: 4

- Biology laboratory science course
- Chemistry laboratory science course

Select one of the following: 4

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1090</td>
<td>Statistical Analysis for Decision Making</td>
<td></td>
</tr>
<tr>
<td>HLTH 1090</td>
<td>Biostatistics</td>
<td></td>
</tr>
<tr>
<td>PSYC 1090</td>
<td>Statistical Methods in Psychology</td>
<td></td>
</tr>
<tr>
<td>STAT 1089</td>
<td>Statistical Analysis with Corequisite</td>
<td></td>
</tr>
<tr>
<td>STAT 1090</td>
<td>Statistical Analysis</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 12

**Recommended Course**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPE 1030</td>
<td>Healthcare Teams Foundations and Medical Terminology</td>
<td>2</td>
</tr>
<tr>
<td>or INDI 2220</td>
<td>Medical Terminology</td>
<td></td>
</tr>
</tbody>
</table>

**Philosophy Courses**

The philosophy major requires 32 credits.

**Required philosophy courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 2994</td>
<td>Topics</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 4994</td>
<td>Topics (one upper-division Topics course)</td>
<td>4</td>
</tr>
</tbody>
</table>

24 additional credits selected from PHIL course offerings 24

Total Credits 32

**Graduate Courses Taken After Admission to the Dual Degree Program**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 6000</td>
<td>Critical Issues in Global Public Health</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6010</td>
<td>Principles of Epidemiology and Biostatistics I</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6020</td>
<td>Principles of Epidemiology and Biostatistics II</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6030</td>
<td>Design and Implementation of Global Health Programs</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6050</td>
<td>Monitoring and Evaluation of Global Health Programs</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one from:

- HLTH 6100 Ethics and Human Rights for Global Health and one 2-credit topics-based elective
- One 3-credit topics-based elective
- One 3-credit skills-based elective or two 2-credit topics-based electives (see elective course lists at the end of this section) 3-4

Total Credits 21-22

Students who do not gain entry into the MPH program after their junior year complete the B.A. degree in philosophy, provided all requirements for the philosophy major have been successfully completed.

**Applied Science in Psychology**

This program is available in the College for Women only.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 2050</td>
<td>Foundations in Public Health</td>
<td>4</td>
</tr>
<tr>
<td>One biology laboratory science course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 8

**Recommended Course**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPE 1030</td>
<td>Healthcare Teams Foundations and Medical Terminology</td>
<td>2</td>
</tr>
<tr>
<td>or INDI 2220</td>
<td>Medical Terminology</td>
<td></td>
</tr>
</tbody>
</table>

**Psychology Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 1001</td>
<td>General Psychology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 1090</td>
<td>Statistical Methods in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 2025</td>
<td>Lifespan Developmental Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3000</td>
<td>Research Methods in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3010</td>
<td>Understanding Psychological Disorders</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 4220W</td>
<td>History and Systems</td>
<td></td>
</tr>
</tbody>
</table>

One psychology elective of the student's choice at the 3000-level or 4000-level 4

Total Credits 28

1 Also meets prerequisite course requirement for MPH

**Graduate Courses Taken After Admission to the Dual Degree Program**
Pre-Public Health

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 6000</td>
<td>Critical Issues in Global Public Health</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6010</td>
<td>Principles of Epidemiology and Biostatistics I</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6020</td>
<td>Principles of Epidemiology and Biostatistics II</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6030</td>
<td>Design and Implementation of Global Health Programs</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6050</td>
<td>Monitoring and Evaluation of Global Health Programs</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one from:
- HLTH 6100 Ethics and Human Rights for Global Health and one 2-credit topics-based elective
- One 3-credit topics-based elective
- One 3-credit skills-based elective or two 2-credit topics-based electives (see elective course lists at the end of this section)

Total Credits: 21-22

Students who do not gain entry to the MPH program after their junior year complete the following courses for a major (B.S. degree) in psychology:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 2850</td>
<td>Seminar I: Psychology Engages the World</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 4850</td>
<td>Seminar II: Current Issues in Psychology</td>
<td>2</td>
</tr>
<tr>
<td>One Philosophy course (excluding PHIL 2150)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Two additional 3000-level Psychology laboratory courses</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>One additional laboratory science course from Biology</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 20

2 Students who wish to receive a B.A. degree must complete the liberal arts core requirements for the B.A. degree in psychology.

Public Health: Community Health Worker

This major is available in both the College for Women and the College for Adults

Required Prerequisite Courses (pre-MPH)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following:</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Biology laboratory science course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry laboratory science course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ECON 1080</td>
<td>Statistical Analysis for the Social Sciences</td>
<td></td>
</tr>
<tr>
<td>ECON 1090</td>
<td>Statistical Analysis for Decision Making</td>
<td></td>
</tr>
<tr>
<td>HLTH 1090</td>
<td>Biostatistics</td>
<td></td>
</tr>
<tr>
<td>PSYC 1090</td>
<td>Statistical Methods in Psychology</td>
<td></td>
</tr>
<tr>
<td>STAT 1089</td>
<td>Statistical Analysis with Corequisite</td>
<td></td>
</tr>
<tr>
<td>STAT 1090</td>
<td>Statistical Analysis</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 8

1 Also meets requirement for Public Health: Community Health Worker Major and Concentration

Public Health: Community Health Worker courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 6020</td>
<td>Principles of Epidemiology and Biostatistics II</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6050</td>
<td>Monitoring and Evaluation of Global Health Programs</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one from:
- HLTH 6100 Ethics and Human Rights for Global Health and one 2-credit topics-based elective
- One 3-credit topics-based elective
- One 3-credit skills-based elective or two 2-credit topics-based electives (see elective course lists at the end of this section)

Total Credits: 21-22

Students who do not gain entry to the MPH program after their junior year complete the following course for a major (B.S. degree) in Public Health: Community Health Worker:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 3250</td>
<td>Global Health</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 4

3 Students who wish to receive a B.A. degree must complete the liberal arts core requirements for the B.A. degree.
**Public Health: Health Promotion and Education**
This major is available in the College for Women

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1120</td>
<td>Biology of Women with Lab (^1)</td>
<td>4</td>
</tr>
<tr>
<td>Select one of the following: (^1)</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>ECON 1080</td>
<td>Statistical Analysis for the Social Sciences</td>
<td></td>
</tr>
<tr>
<td>ECON 1090</td>
<td>Statistical Analysis for Decision Making</td>
<td></td>
</tr>
<tr>
<td>HLTH 1090</td>
<td>Biostatistics</td>
<td></td>
</tr>
<tr>
<td>PSYC 1090</td>
<td>Statistical Methods in Psychology</td>
<td></td>
</tr>
<tr>
<td>STAT 1089</td>
<td>Statistical Analysis with Corequisite</td>
<td></td>
</tr>
<tr>
<td>STAT 1090</td>
<td>Statistical Analysis</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 8

\(^1\) Also meets requirement for Public Health: Health Promotion and Education Major and Concentration

**Public Health: Health Sciences**
This major is available in the College for Women only.

**Required Prerequisite Course (pre-MPH)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following: (^1)</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>ECON 1090</td>
<td>Statistical Analysis for Decision Making</td>
<td></td>
</tr>
<tr>
<td>HLTH 1090</td>
<td>Biostatistics</td>
<td></td>
</tr>
<tr>
<td>PSYC 1090</td>
<td>Statistical Methods in Psychology</td>
<td></td>
</tr>
<tr>
<td>STAT 1089</td>
<td>Statistical Analysis with Corequisite</td>
<td></td>
</tr>
<tr>
<td>STAT 1090</td>
<td>Statistical Analysis</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 4

\(^1\) Also meets requirement for Public Health: Health Sciences Major and Concentration

**Public Health: Health Sciences courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 2050</td>
<td>Foundations in Public Health</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 3150</td>
<td>Epidemiology</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 3350</td>
<td>Environmental Health</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 4754</td>
<td>Practicum</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 4800W</td>
<td>Senior Seminar in Public Health</td>
<td>4</td>
</tr>
<tr>
<td>IPE 1030</td>
<td>Healthcare Teams Foundations and Medical Terminology</td>
<td>2</td>
</tr>
<tr>
<td>or INDI 2220</td>
<td>Medical Terminology</td>
<td></td>
</tr>
<tr>
<td>EXSS 3200</td>
<td>Health Behavior Psychology</td>
<td>4</td>
</tr>
<tr>
<td>FSNU 2300</td>
<td>Nutrition Foundations</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 2045</td>
<td>Health Promotion Competencies</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 2400</td>
<td>Health Promotion Planning and Management</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 2450</td>
<td>Critical Issues in Health Promotion</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 42

**Graduate Courses Taken After Admission to the Dual Degree Program**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 6000</td>
<td>Critical Issues in Global Public Health</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6010</td>
<td>Principles of Epidemiology and Biostatistics I</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6020</td>
<td>Principles of Epidemiology and Biostatistics II</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6030</td>
<td>Design and Implementation of Global Health Programs</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6050</td>
<td>Monitoring and Evaluation of Global Health Programs</td>
<td>3</td>
</tr>
<tr>
<td>Choose one from:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6100 Ethics and Human Rights for Global Health and one 2-credit topics-based elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One 3-credit topics-based elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One 3-credit skills-based elective or two 2-credit topics-based electives (see elective course lists at the end of this section)</td>
<td></td>
<td>3-4</td>
</tr>
</tbody>
</table>

Total Credits: 21-22
See course options under Public Health: Public Policy below (or departmental approval)

### Graduate Courses Taken After Admission to the Dual Degree Program

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 6000</td>
<td>Critical Issues in Global Public Health</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6010</td>
<td>Principles of Epidemiology and Biostatistics I</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6020</td>
<td>Principles of Epidemiology and Biostatistics II</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6030</td>
<td>Design and Implementation of Global Health Programs</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6050</td>
<td>Monitoring and Evaluation of Global Health Programs</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one from:

- HLTH 6100 Ethics and Human Rights for Global Health
- and one 2-credit topics-based elective

One 3-credit topics-based elective

One 3-credit skills-based elective or two 2-credit topics-based electives (see elective course lists at the end of this section)

Total Credits: 21-22

Students who do not gain entry to the MPH program after their junior year complete the following course for a major (B.S. degree):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 3250</td>
<td>Global Health</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 4

Students who wish to receive a B.A. degree must complete the liberal arts core requirements for the B.A. degree.

### Public Health: Public Policy

This major is available in both the College for Women and the College for Adults.

Select one of the following:

1. Biology laboratory science course
2. Chemistry laboratory science course

Select one of the following:

- ECON 1080 Statistical Analysis for the Social Sciences
- ECON 1090 Statistical Analysis for Decision Making
- HLTH 1090 Biostatistics
- PSYC 1090 Statistical Methods in Psychology
- STAT 1090 Statistical Analysis with Corequisite
- STAT 1090 Statistical Analysis

Total Credits: 8

1. Also meets requirement for Public Health: Public Policy Major

### Public Health: Public Policy Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 2050</td>
<td>Foundations in Public Health</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 3150</td>
<td>Epidemiology</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 3350</td>
<td>Environmental Health</td>
<td></td>
</tr>
<tr>
<td>HLTH 4754</td>
<td>Practicum</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 4800W</td>
<td>Senior Seminar in Public Health</td>
<td>4</td>
</tr>
<tr>
<td>IPE 1030</td>
<td>Healthcare Teams Foundations and Medical Terminology</td>
<td>2</td>
</tr>
<tr>
<td>IPE 1030</td>
<td>Healthcare Teams Medical Terminology</td>
<td>2</td>
</tr>
<tr>
<td>MGMT 3850</td>
<td>Healthcare Policy</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 3850</td>
<td>Topics in Healthcare Economics</td>
<td>4</td>
</tr>
</tbody>
</table>

Select two courses that focus on the social and behavioral impacts on health and health disparities from (Note: check courses for prerequisites): 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRST 2050W</td>
<td>Foundations of Critical Studies of Race and Ethnicity</td>
<td>8</td>
</tr>
<tr>
<td>PHIL 2300</td>
<td>Social and Political Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHIL 3400</td>
<td>Biomedical Ethics</td>
<td></td>
</tr>
<tr>
<td>PSYC 2025</td>
<td>Lifespan Developmental Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYC 3010</td>
<td>Understanding Psychological Disorders</td>
<td></td>
</tr>
<tr>
<td>PSYC 3030</td>
<td>Health Psychology with Lab</td>
<td></td>
</tr>
<tr>
<td>SOCI 2150</td>
<td>Challenging Oppressions, Civic Engagement and Change</td>
<td></td>
</tr>
<tr>
<td>SOCI 2300</td>
<td>Sociology of Health and Medicine</td>
<td></td>
</tr>
<tr>
<td>SOCI 2700</td>
<td>Social Movements-Social Change</td>
<td></td>
</tr>
<tr>
<td>SOCI 3250</td>
<td>Cultural Anthropology</td>
<td></td>
</tr>
<tr>
<td>SOCI 3450</td>
<td>Women's Issues from Global Perspectives</td>
<td></td>
</tr>
<tr>
<td>SOCI 3470</td>
<td>Sociology of the Law</td>
<td></td>
</tr>
<tr>
<td>SOCI 3510</td>
<td>Sociology of Race and Ethnicity</td>
<td></td>
</tr>
<tr>
<td>WOST 2050W</td>
<td>Foundations in Women's Studies</td>
<td></td>
</tr>
<tr>
<td>WOST 2910</td>
<td>The Anatomy of Violence</td>
<td></td>
</tr>
</tbody>
</table>

Select two courses that focus on the legal and economic dimensions of healthcare and public policy from: (Note: check courses for prerequisites): 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 2610</td>
<td>Principles of Microeconomics</td>
<td></td>
</tr>
<tr>
<td>ECON 2620</td>
<td>Principles of Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>ECON 2900</td>
<td>Topics in Healthcare Economics</td>
<td></td>
</tr>
<tr>
<td>ECON 3480W</td>
<td>International Economics: Trade and Immigration</td>
<td></td>
</tr>
<tr>
<td>HIST 2200</td>
<td>Twentieth Century America</td>
<td></td>
</tr>
<tr>
<td>HIST 3250</td>
<td>History of Civil Liberties and Civil Rights in the U.S.</td>
<td></td>
</tr>
<tr>
<td>HIST 3300</td>
<td>The Sixties in the U.S.</td>
<td></td>
</tr>
<tr>
<td>HIST 3650</td>
<td>U.S. Women Since 1920</td>
<td></td>
</tr>
<tr>
<td>POSC 2010</td>
<td>American Government and Politics</td>
<td></td>
</tr>
<tr>
<td>POSC 2250</td>
<td>Introduction to World Politics</td>
<td></td>
</tr>
<tr>
<td>COMM 1030</td>
<td>Speaking to Lead and Influence</td>
<td></td>
</tr>
<tr>
<td>COMM 2050</td>
<td>Media, Culture and Society</td>
<td></td>
</tr>
<tr>
<td>COMM 2090</td>
<td>Small Group Communication</td>
<td></td>
</tr>
<tr>
<td>COMM 3030</td>
<td>Rhetoric, Civic Participation and Social Justice</td>
<td></td>
</tr>
<tr>
<td>COMM 3090</td>
<td>Communication in Organizations</td>
<td></td>
</tr>
<tr>
<td>COMM 3100</td>
<td>Communicating across Cultures, Identities and Differences</td>
<td></td>
</tr>
</tbody>
</table>

Select one additional course from: (Note: check courses for prerequisites): 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 1030</td>
<td>Speaking to Lead and Influence</td>
<td>4</td>
</tr>
</tbody>
</table>
COMM 2050  Media, Culture and Society
COMM 2090  Small Group Communication
COMM 3030  Rhetoric, Civic Participation and Social Justice
COMM 3090  Communication in Organizations
COMM 3100  Communicating across Cultures, Identities and Differences
CRST 2050W Foundations of Critical Studies of Race and Ethnicity
ECON 2610  Principles of Microeconomics
ECON 2620  Principles of Macroeconomics
ECON 2900  Topics in Healthcare Economics
ECON 3480W International Economics: Trade and Immigration
HIST 2200  Twentieth Century America
HIST 3250  History of Civil Liberties and Civil Rights in the U.S.
HIST 3300  The Sixties in the U.S.
HIST 3650  U.S. Women Since 1920
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PHIL 3400  Biomedical Ethics
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POSC 2250  Introduction to World Politics
PSYC 2025  Lifespan Developmental Psychology
PSYC 3010  Understanding Psychological Disorders
PSYC 3030  Health Psychology with Lab
SOCI 2150  Challenging Oppressions, Civic Engagement and Change
SOCI 2300  Sociology of Health and Medicine
SOCI 2700  Social Movements-Social Change
SOCI 3250  Cultural Anthropology
SOCI 3450  Women's Issues from Global Perspectives
SOCI 3470  Sociology of the Law
SOCI 3510  Sociology of Race and Ethnicity
WOST 2050W Foundations in Women's Studies
WOST 2910  The Anatomy of Violence

Total Credits 46

Note: Not all courses are offered in the College for Adults. Check course schedule for availability.

Graduate Courses Taken After Admission to the Dual Degree Program

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 6000</td>
<td>Critical Issues in Global Public Health ³</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6010</td>
<td>Principles of Epidemiology and Biostatistics I</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6020</td>
<td>Principles of Epidemiology and Biostatistics II</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6030</td>
<td>Design and Implementation of Global Health Programs</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6050</td>
<td>Monitoring and Evaluation of Global Health Programs</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one from:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 6100</td>
<td>Ethics and Human Rights for Global Health and one 2-credit topics-based elective</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Total Credits 21-22

³ Also meets requirement for Public Health: Public Policy Major and Concentration

Students who do not gain entry to the MPH program after their junior year complete the following course for a major (B.S. degree) in Public Health: Public Policy:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 3250</td>
<td>Global Health</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 4

4 Students who wish to receive a B.A. degree must complete the liberal arts core requirements for the B.A. degree.

Public Policy
This major is available in the College for Women only.

Required Prerequisite Courses (pre-MPH)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 2050</td>
<td>Foundations in Public Health</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology laboratory science course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Chemistry laboratory science course</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 8

Public Policy Courses

<table>
<thead>
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<th>Code</th>
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</table>

Major Courses:

<table>
<thead>
<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>ECON 1120</td>
<td>Economics of Social Issues</td>
<td>4</td>
</tr>
<tr>
<td>ECON 2610</td>
<td>Principles of Microeconomics</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3650</td>
<td>Cost-Benefit Analysis</td>
<td>4</td>
</tr>
<tr>
<td>ECON 4850</td>
<td>Senior Seminar</td>
<td>4</td>
</tr>
<tr>
<td>POSC 1710W</td>
<td>Introduction to American Government and Policy</td>
<td>4</td>
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Select three of the following (at least one must be at the 3000 level)

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<tr>
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<tbody>
<tr>
<td>ECON 2620</td>
<td>Principles of Macroeconomics</td>
<td>4</td>
</tr>
<tr>
<td>ECON 2900</td>
<td>Topics in Healthcare Economics</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3450W</td>
<td>Development Economics: Examining Poverty and Inequality</td>
<td>4</td>
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<tr>
<td>ECON 3460W</td>
<td>Global Financial Issues</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3480W</td>
<td>International Economics: Trade and Immigration</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3610</td>
<td>Microeconomic Theory</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3620</td>
<td>Macroeconomic Theory</td>
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Pre-Public Health

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<tr>
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<tbody>
<tr>
<td>POSC 2200W</td>
<td>Introduction to Comparative Politics</td>
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</tr>
<tr>
<td>POSC 2250</td>
<td>Introduction to World Politics</td>
<td></td>
</tr>
<tr>
<td>POSC 3350</td>
<td>Nationalism and Ethnic Conflict</td>
<td></td>
</tr>
<tr>
<td>SOCI 2150</td>
<td>Challenging Oppressions, Civic Engagement and Change</td>
<td></td>
</tr>
<tr>
<td>SOCI 2700</td>
<td>Social Movements-Social Change</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select POSC/ECON topics courses</td>
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Total Credits 40

1 Also meets prerequisite requirement for MPH

Recommended Course

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<tbody>
<tr>
<td>IPE 1030</td>
<td>Healthcare Teams Foundations and Medical Terminology</td>
<td>2</td>
</tr>
<tr>
<td>or INDI 2220</td>
<td>Medical Terminology</td>
<td></td>
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</tbody>
</table>

Women and International Development Courses

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1120</td>
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</tr>
<tr>
<td>ECON 2620</td>
<td>Principles of Macroeconomics</td>
<td>4</td>
</tr>
<tr>
<td>ECON/POSC XXXX</td>
<td>Haves and Have Nots: Examining Development, Poverty and Inequality</td>
<td></td>
</tr>
<tr>
<td>SOCI 2200</td>
<td>People, Stories and Images: Qualitative Social Research</td>
<td>4</td>
</tr>
<tr>
<td>or ECON 3050</td>
<td>Quantitative Impact Evaluation: Applied Research Skills</td>
<td></td>
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</tbody>
</table>

Select one of the following: 4

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 3150</td>
<td>Women and Globalization</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3350</td>
<td>Nationalism and Ethnic Conflict</td>
<td>4</td>
</tr>
<tr>
<td>WOST 2050W</td>
<td>Foundations in Women's Studies</td>
<td></td>
</tr>
<tr>
<td>WOST 4850W</td>
<td>Senior Seminar</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 28

Graduate Courses Taken After Admission to the Dual Degree Program

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 6000</td>
<td>Critical Issues in Global Public Health</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6010</td>
<td>Principles of Epidemiology and Biostatistics I</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6020</td>
<td>Principles of Epidemiology and Biostatistics II</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6030</td>
<td>Design and Implementation of Global Health Programs</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6050</td>
<td>Monitoring and Evaluation of Global Health Programs</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one from:

- HLTH 6100 Ethics and Human Rights for Global Health and one 2-credit topics-based elective

One 3-credit topics-based elective

One 3-credit skills-based elective or two 2-credit topics-based electives (see elective course lists at the end of this section) 3-4

Total Credits 21-22

Students who do not gain entry into the MPH program after their junior year complete the B.S. degree in public policy, provided all requirements for the public policy major have been successfully completed.

Students who wish to receive a B.A. degree must complete the liberal arts core requirements for the B.A. degree.

Women and International Development

This major is available in the College for Women only.

Required Prerequisite Courses (pre-MPH)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>HLTH 2050</td>
<td>Foundations in Public Health</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 1110</td>
<td>Environmental Biology with Lab 1</td>
<td>4</td>
</tr>
<tr>
<td>or BIOL 1140</td>
<td>Race, Class, Gender and the Environment with Lab</td>
<td></td>
</tr>
<tr>
<td>Select one of the following: 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 1090</td>
<td>Statistical Analysis for Decision Making</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 1090</td>
<td>Biostatistics</td>
<td></td>
</tr>
<tr>
<td>PSYC 1090</td>
<td>Statistical Methods in Psychology</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 12

Students who do not gain entry to the MPH program after their junior year complete the following courses for a major (B.S. degree) in Women and International Development:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 3100</td>
<td>Communicating across Cultures, Identities and Differences</td>
<td>8</td>
</tr>
</tbody>
</table>

Total Credits 18-19

Students who do not gain entry to the MPH program after their junior year complete the following courses for a major (B.S. degree) in Women and International Development:

<table>
<thead>
<tr>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>IPE 1030</td>
<td>Healthcare Teams Foundations and Medical Terminology</td>
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Recommended Course

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<td>People, Stories and Images: Qualitative Social Research</td>
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Select one of the following: 4

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<tr>
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<tbody>
<tr>
<td>POSC 3150</td>
<td>Women and Globalization</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3350</td>
<td>Nationalism and Ethnic Conflict</td>
<td>4</td>
</tr>
<tr>
<td>WOST 2050W</td>
<td>Foundations in Women's Studies</td>
<td></td>
</tr>
<tr>
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<td>Senior Seminar</td>
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Total Credits 28

Graduate Courses Taken After Admission to the Dual Degree Program

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Choose one from:

- HLTH 6100 Ethics and Human Rights for Global Health and one 2-credit topics-based elective

One 3-credit topics-based elective

One 3-credit skills-based elective or two 2-credit topics-based electives (see elective course lists at the end of this section) 3-4

Total Credits 21-22

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Students who wish to receive a B.A. degree must complete the liberal arts core requirements for the B.A. degree.

Women and International Development Courses

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<td>HLTH 6050</td>
<td>Monitoring and Evaluation of Global Health Programs</td>
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Choose one from:

- HLTH 6100 Ethics and Human Rights for Global Health and one 2-credit topics-based elective

One 3-credit topics-based elective

One 3-credit skills-based elective or two 2-credit topics-based electives (see elective course lists at the end of this section) 3-4

Total Credits 21-22

Students who do not gain entry into the MPH program after their junior year complete the B.S. degree in public policy, provided all requirements for the public policy major have been successfully completed.

Students who wish to receive a B.A. degree must complete the liberal arts core requirements for the B.A. degree.
Women's Studies
This major is available in the College for Women only.

Required Prerequisite Courses (pre-MPH)

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<tr>
<td>BIOL 1120</td>
<td>Biology of Women with Lab 1</td>
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<tr>
<td>ECON 1090</td>
<td>Statistical Analysis for Decision Making</td>
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<tr>
<td>HLTH 1090</td>
<td>Biostatistics</td>
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<td>PSYC 1090</td>
<td>Statistical Methods in Psychology</td>
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<td>STAT 1089</td>
<td>Statistical Analysis with Corequisite</td>
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<tr>
<td>STAT 1090</td>
<td>Statistical Analysis</td>
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</table>

Total Credits 12

1 Also meets requirement for Women's Studies major

Recommended Course

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<tr>
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Women's Studies Courses

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<tr>
<td>WOST 2050W</td>
<td>Foundations in Women's Studies</td>
<td>4</td>
</tr>
<tr>
<td>WOST 3640</td>
<td>Feminist Theory</td>
<td>4</td>
</tr>
<tr>
<td>or PHIL 3900</td>
<td>Feminist Philosophy</td>
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</tr>
<tr>
<td>WOST 4604</td>
<td>Internship</td>
<td>4</td>
</tr>
<tr>
<td>WOST 4850W</td>
<td>Senior Seminar</td>
<td>4</td>
</tr>
<tr>
<td>Two WOST courses cross-listed in arts or humanities 2</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Two electives cross-listed with any department and WOST 2</td>
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<td></td>
</tr>
<tr>
<td>Select one course from:</td>
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</tr>
<tr>
<td>COMM 2050</td>
<td>Media, Culture and Society</td>
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<tr>
<td>CRST 2150</td>
<td>Challenging Oppressions, Civic Engagement and Change</td>
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Courses with Race/Ethnicity Component

<table>
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<tr>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRST 2150</td>
<td>Challenging Oppressions, Civic Engagememt and Change</td>
<td>4</td>
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Arts and Humanities

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ARTH 3630</td>
<td>Gender, Art, and Society</td>
<td>4</td>
</tr>
<tr>
<td>CLAS 3460W</td>
<td>Women in Greece and Rome</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 2260</td>
<td>Literature in Translation</td>
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</tr>
<tr>
<td>ENGL 2290</td>
<td>Women and Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 2402</td>
<td>Language in Society</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3400W</td>
<td>Language as Power</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3250</td>
<td>History of Civil Liberties and Civil Rights in the U.S.</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3560</td>
<td>Women in America to 1920</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3630</td>
<td>Women in Asia</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3650</td>
<td>U.S. Women Since 1920</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3700</td>
<td>History of Feminism in Western Society</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3790</td>
<td>Women in Europe Since 1500</td>
<td>4</td>
</tr>
<tr>
<td>MUS 3350W</td>
<td>Women and Music</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 2400</td>
<td>Philosophy and Women</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3900</td>
<td>Feminist Philosophy</td>
<td>4</td>
</tr>
<tr>
<td>THEO 2000</td>
<td>Maiden - Mother - Crone: Life Stages and the Spiritual Journey</td>
<td>4</td>
</tr>
<tr>
<td>THEO 3380</td>
<td>Women, Gender and the Bible</td>
<td>4</td>
</tr>
<tr>
<td>THEO 3450</td>
<td>Women in American Christianity</td>
<td>4</td>
</tr>
<tr>
<td>THEO 3850W</td>
<td>Human Sexuality: Theological and Spiritual Explorations</td>
<td>4</td>
</tr>
<tr>
<td>THEO 3930W</td>
<td>Christian Women Mystics</td>
<td>4</td>
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</tbody>
</table>

Courses other than WOST 2050W Foundations in Women's Studies, WOST 3640 Feminist Theory, WOST 4604 Internship, and WOST 4850W Senior Seminar are cross-listed for women's studies within the originating department (see list below).

WOST Courses: Students who do not gain entry to the MPH program and complete the major in Women and International Development must take a minimum of five WOST or WOST cross-listed classes (many in the major are cross-listed, see specific classes).

2 Students who wish to receive a B.A. degree must complete the liberal arts and core requirements for the B.A. degree.
Graduate Courses Taken After Admission to the Dual Degree Program

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
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Choose one from:

- HLTH 6100 Ethics and Human Rights for Global Health and one 2-credit topics-based elective
- One 3-credit topics-based elective
- One 3-credit skills-based elective or two 2-credit topics-based electives (see elective course lists at the end of this section)

Total Credits 21-22

Students who do not gain entry into the MPH program after their junior year complete the B.A. degree in women's studies, provided all requirements for the women's studies major have been successfully completed.

Graduate Courses Taken after Completion of B.A. or B.S. Degree for Any of the Undergraduate Dual-Degree Programs Listed Above

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 6040</td>
<td>Global Health Policy and Governance</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6110</td>
<td>International Perspectives in Environmental Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6130</td>
<td>Social and Behavioral Health Theories and Applications</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 7100</td>
<td>200-Hour Practicum</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 7200</td>
<td>Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one or two of the following courses (depending on which elective you chose as an undergraduate student):

- HLTH 6210 Health Communication
- HLTH 6220 Qualitative Research Methods
- HLTH 6230 Health Economics and Policy
- HLTH 6240 Quantitative Data Analysis
- HLTH 6993 Child Family Health International Global Education Program Course
- MBA 7400 Project Management

Select four or six credits from the following (depending on which elective you chose as an undergraduate student):

- HLTH 6310 Refugee and Immigrant Health
- HLTH 6320 Global Issues in Women's Health
- HLTH 6330 Public Health in Conflict and Humanitarian Emergencies
- HLTH 6335 Water, Sanitation, and Hygiene (WaSH) in Public Health
- HLTH 6340 Infectious Diseases
- HLTH 6350 Nutrition in Low- and Middle-Income Countries
- HLTH 6360 Violence as a Public Health Issue

Pre-Veterinary Medicine

One path to a career in veterinary medicine is through the DVM (Doctor of Veterinary Medicine). Application for admission to a veterinary school is normally made during the senior year of college. To be eligible for admission, students must complete a series of specific prerequisite courses as part of their undergraduate program at St. Catherine's. While prerequisite requirements vary in detail, all emphasize course work in the natural sciences. However, because veterinary schools do not require a specific academic major for admission, students may complete these prerequisite courses as part of an undergraduate program that includes any major of their choosing. Students must also complete the GRE (Graduate Record Exam) General test.

The prerequisite courses that are often required for admission to veterinary school include the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1710 &amp; BIOL 1720</td>
<td>Foundations of Biology I with Lab and Foundations of Biology II with Lab</td>
<td>8</td>
</tr>
<tr>
<td>BIOL 3210</td>
<td>Biology of Microorganisms with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 3444</td>
<td>Genetics with Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1110 &amp; CHEM 1120</td>
<td>General Chemistry I with Lab and General Chemistry II with Lab</td>
<td>8</td>
</tr>
<tr>
<td>CHEM 2010</td>
<td>Organic Chemistry I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 4400</td>
<td>Biochemistry</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following:

- PHYS 1080 & PHYS 1090 | Physics for the Health Sciences I and Physics for the Health Sciences II with Lab | 8       |
- PHYS 1110 & PHYS 1120 | Introductory Physics I and Introductory Physics II | 8       |

English composition (met by core requirement) | 4       |
Select one of the following:

- MATH 1090 | Precalculus                                         | 4       |
- MATH 1130 | Calculus I                                          | 4       |

Four courses in history, social sciences, arts, and humanities (generally satisfied by the liberal arts core requirements) | 16      |

Total Credits 64

Probation, Suspension and Dismissal

To advance from one term to the next, students are required to show satisfactory academic performance to meet requirements of their program the University. Academic standing and eligibility for
progression are evaluated every fall and spring semester. Some programs also evaluate after summer session.

The University has developed minimum standards for academic standing progression. Standards within programs may be more stringent. Students are responsible for knowing the standards for the program in which they are enrolled.

### Academic Standing and Progression Policy-Associate Programs

#### Associate Degree Programs

To advance from one term to the next, students are required to show satisfactory academic performance, to meet requirements of their program and to fulfill all financial obligations to the University.

Probation results if the student’s term or cumulative institutional grade point average (GPA) falls below 2.00 or if the student does not meet the progression requirements of the program. Students are informed by the academic dean’s office or program director, in writing, of their status. Students must meet with their academic advisor upon receiving notice of probation. Students who are on probation may not withdraw from any courses without the permission of academic advising.

Continued probation or dismissal results if the student does not meet the conditions of probation or the progression requirements of the program. Students may petition the academic dean or program director for reconsideration of dismissal. Petitions must be submitted in writing to the Office of Academic Advising.

The policy stated above pertains to minimum requirements. Policies for academic standing determinations and progression within programs are available from the program director and may be more stringent than this policy. The more stringent policy applies.

### Re-Enrollment in Associate Degree Program after Dismissal

Offers of re-enrollment will include at least the following conditions:

- The student will be on probationary admission status during the first semester.
- In order to remain at the University beyond the first semester, the student must meet the re-enrollment conditions.

Additional conditions to be met prior to, or at the time of, re-enrollment may be established; they will be presented to the student as part of the re-enrollment offer.

### Academic Standing and Progression Policy-Baccalaureate Programs

#### Baccalaureate Program

Transcripts are evaluated for academic standing after the grade due date every fall and spring semester. Academic standing determinations are based solely on institutional grades and grade point averages. (Note: A minimum overall - transfer and institutional combined - cumulative grade point average (GPA) of 2.0 is required for graduation.)

Students will remain in good standing if their institutional cumulative GPA and semester GPA remain at or above 2.00. Students will be placed on initial, continued or restrictive probation based on the conditions listed below. In severe cases, students may be suspended from the University for a designated period of time.

The Office of Academic Advising may place holds preventing registration in subsequent sessions on the records of students who do not abide by the terms of probation.

Note: If overall academic performance warrants action, the baccalaureate academic review committee may assign academic standing on an individual basis.

#### Initial Probation

Students will be placed on initial probation if either of the following conditions exists:

- Cumulative GPA < 2.00
- Two consecutive semester GPAs < 2.00

Students placed on initial probation must complete a contract for academic improvement in conjunction with the Office of Academic Advising. In addition, students may not register for more than 12 semester credits (eight credits for College for Adults students) during the probationary term and must take all courses for a letter grade, unless the course is offered only on an S/U basis. Students on initial probation may not withdraw from any courses without the permission of academic advising.

#### Continued Probation

Students will be placed on continued probation if either of the following conditions exist:

- Failure to achieve good standing after first semester on probation
- Good standing was achieved after previous probationary period, but cumulative GPA again falls below 2.00

Students placed on continued probation must meet with the Office of Academic Advising. Students may be restricted from participating in co-curricular activities and are not eligible to compete in varsity athletics. In addition, students may not register for more than 12 semester credits (eight credits for College for Adults students) during the probationary term and must take all courses for a letter grade, unless the course is offered only on an S/U basis. Students on continued probation may not withdraw from any courses without the permission of academic advising.

#### Restrictive Probation

Students will be placed on restrictive probation if any of the following conditions exist (students may be placed directly on restrictive probation without having been on probation previously):

- Failure to achieve cumulative GPA of 2.00 or better after term on continued probation
- Semester GPA 1.000 or below
- Cumulative GPA 1.000 or below
- Three or more failing grades in courses worth at least two credits received in one term (two failing grades for College for Adults students)

The baccalaureate academic review committee may elect to suspend a student rather than place her or him on restrictive probation. Students placed on restrictive probation must meet with the Office of Academic Advising three times during the probationary term. Students on restrictive probation are not allowed to hold any office or representative position,
participate in varsity athletic practices or competitions, or receive an incomplete grade in any of the courses in which they are enrolled. They may also be prevented from undertaking a role in a major music or theater production. In addition, students may not register for more than 12 semester credits (eight credits for College for Adults students) during the probationary term and must take all courses for a letter grade, unless the course is offered only on an S/U basis. Students on restrictive probation may not withdraw from any courses without permission of the assistant academic dean. Students who withdraw from any course will be suspended.

Suspension
Students will be suspended from the University for a period of one or two terms if any of the following conditions exist:

- Failure to achieve semester or cumulative GPA of 2.000 or better after term on restrictive probation (may not have any incomplete grades)
- Five or more failing grades in courses worth two or more credits in one academic year (three or more failing grades for College for Adults students)
- Withdrawal from a course while on restrictive probation

The baccalaureate academic review committee will determine whether the student will take one or two terms off from school. Students may appeal the committee's decision of the initial suspension. Appeals must be made in writing to the director of academic advising. Subsequent suspensions cannot be appealed. Contact academicadvising@stkate.edu.

Readmission After Suspension
Students must apply in writing to the director of academic advising for readmission to the University. To be readmitted, the student must show evidence that she or he will succeed in an academic program. The readmission decision made by the director of academic advising is final. If readmitted, the director of academic advising and the student will develop a new contract for academic improvement. Students are placed on continued probation status the term they return from suspension.

Withdrawals
Students are allowed only six institutional withdrawals throughout their undergraduate career.

Progress toward Degree and Graduation

Application for a Degree or Certificate
When students are prepared to complete degree or certificate requirements, they must file the online Intent to Graduate form by the published deadline. Students who are pursuing a degree and a certificate simultaneously file the form when they have completed the requirements for both. Upon receipt of the form, the registrar will verify the student’s eligibility for graduation and include the student as a candidate for graduation in the commencement brochure.

Commencement
Commencement exercises are held in December and May. Students pursuing a degree and a certificate simultaneously are invited to participate in commencement after they have completed the requirements for both. Students who have not completed all graduation requirements may participate in commencement if the following conditions are met:

December Commencement
Students who have no more than four credits remaining to complete all graduation requirements may participate in the December commencement ceremony provided the remaining credits will be completed in the spring term following commencement.

May Commencement
Students who have no more than four credits remaining to complete all graduation requirements may participate in the May commencement ceremony provided the remaining credits will be completed in the summer session following commencement.

Diploma
Students receive a diploma upon completion of all course work, provided they have no holds on their record.

Baccalaureate Major Requirements

Baccalaureate majors consist of not fewer than 32 nor more than 50 credits.

All course work in a baccalaureate major is subject to the following restrictions:

- Courses in a major must be taken for a regular letter grade. A minimum grade of C- is required for a course to be counted toward the major. Unless otherwise stated, a minimum cumulative grade point average of C (2.0) must be earned for all major course work.
- A minimum of one-half of the courses in the major must be completed in residence.
- Transfer courses, substitutions, and courses taken on campuses of the Associated Colleges of the Twin Cities (ACTC) for a St. Catherine's major require the approval of the chair of the major department.
- Supporting courses for some majors must be completed for a letter grade with at least a C- or C. Unless otherwise stated, required supporting courses may be completed with the S/U grading option.

Special Majors
Baccalaureate students may plan and gain approval for a special major involving work in two or more departments when no existing major or double major meets their academic needs. The Special Major Petition form with complete instructions and requirements is available from the Office of the Registrar Forms (https://www.stkate.edu/academics/academic-resources/registrar/forms/) page. Petitions must be submitted at least one year prior to graduation. Special majors are to consist of a minimum of 12 and a maximum of 15 courses (48 to 60 credits), with at least half of the courses (24 to 30 credits) numbered 3000 or above. Special majors require the approval of the University Curriculum and Policies Committee.
Entry to Major or Program Courses

Eligibility to Begin Professional Sequence of Courses - Associate Programs

After admission to the University, students must meet eligibility requirements established by their program prior to beginning the professional sequence of courses. In some departments, it may be necessary to limit the enrollment into professional coursework in any given year because of limited clinical facilities, internship opportunities or other similar factors related to required learning experiences in the program. Students should consult their academic advisor or program director for details.

Students who wish to change programs must complete a re-enrollment form and submit it to the Admissions Office.

Selecting or Changing a Major or Minor - Baccalaureate Programs

Students select or change their major, minor, certificate, and/or academic advisor by submitting the Declaration/Change of Baccalaureate Major, Minor, Certificate, or Academic Advisor form.

In some departments, it may be necessary to limit the number of applications approved in any given year because of limited clinical facilities, internship opportunities or other similar factors related to required learning experiences in the program.

Graduation Requirements

To be eligible to graduate from an associate degree program, students must fulfill the following graduation requirements:

- Completion of all program requirements within seven years of admittance to St. Catherine University
- Completion of liberal arts and sciences core requirements (p. 15)
- Completion of the residency requirement of 30 semester credits in residence
- Completion of all professional courses within five years of beginning the sequence
- A minimum cumulative grade point average of 2.0
- Completion of an Intent to Graduate form

Certificates

- Completion of certificate requirements
- A minimum cumulative grade point average of 2.0

Baccalaureate Degree Programs in the College for Adults

Candidates for a B.A., B.S. or B.S.N. degree must fulfill the following graduation requirements:

- A minimum of 120 semester credits including:
  a. completion of the liberal arts and sciences core requirements (p. 16) for either the B.A., B.S. or B.S.N. degree, as appropriate to the major;
  b. acceptance into and completion of the requirements for an approved major
- Completion of the residency requirement of 48 of the last 64 semester credits in residence (applies to students seeking their first or second bachelor's degree)
- Completion of an Intent to Graduate form
- A minimum cumulative grade point average of 2.0

Baccalaureate Degree Programs in the College for Women

Candidates for a B.A. or B.S. degree must fulfill the following graduation requirements:

- A minimum of 130 semester credits including:
  a. completion of the liberal arts and sciences core requirements (p. 16) for either the B.A. or B.S. degree, as appropriate to the major;
  b. acceptance into and completion of the requirements for an approved major
- Completion of the residency requirement of 48 of the last 64 semester credits in residence (applies to students seeking their first or second bachelor’s degree)
- Completion of an Intent to Graduate form
- A minimum cumulative grade point average of 2.0

Baccalaureate Degree Programs in the College for Adults

Candidates for a B.A., B.S. or B.S.N. degree must fulfill the following graduation requirements:

- A minimum of 120 semester credits including:
  a. completion of the liberal arts and sciences core requirements (p. 16) for either the B.A., B.S. or B.S.N. degree, as appropriate to the major;
  b. acceptance into and completion of the requirements for an approved major
- Completion of the residency requirement of 48 of the last 64 semester credits in residence (applies to students seeking their first or second bachelor’s degree)
- Completion of an Intent to Graduate form
- A minimum cumulative grade point average of 2.0

Minors

Students do not need to complete a minor to graduate; however, students who wish to study a particular subject beyond the introductory courses but not to the level required for a major may complete a minor in addition to their area of major study. The Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Nursing degrees require the completion of a major; students may not graduate with only a minor or set of minors.

A minor consists of four to six specifically designated courses in a discipline. All course work in a minor is subject to the following restrictions:

- Courses in a minor must be taken for a regular letter grade. A minimum grade of C- is required for a course to be counted toward the minor and the cumulative grade point average for the minor must be 2.0 or higher.
- A minimum of 12 credits must be unique to the minor (i.e., not applied to another minor or major requirement)
- A maximum of two transfer courses may be counted toward a minor
- Transfer courses, substitutions and courses taken on campuses of the Associated Colleges of the Twin Cities (ACTC) for a St. Catherine’s minor require the approval of the chair of the minor department

See the Programs of Study section of this catalog for a list of the minors available at St. Catherine University.

Certificates

- Completion of certificate requirements
- A minimum cumulative grade point average of 2.0
Residency Course Work

In order to graduate from the University, students must satisfy residency requirements related to total course work, major course work and possibly minor course work. Course work in residence is defined as all courses registered for and completed at St. Catherine University. In addition to courses taken on campus, this includes course work taken on an exchange basis (fall and spring semesters only) through the Associated Colleges of the Twin Cities (College for Women baccalaureate students only) and approved study abroad programs. For specific residency requirement information, see the Graduation Requirements (p. 55), Baccalaureate Major Requirements (p. 54) and Minor Requirements (p. 55) sections of this catalog.

Credits earned through examination (IB, CLEP, AP, proficiency exams, etc.) or Credit for Prior Learning are not considered in residence and therefore may not be used to satisfy the University’s residency requirements. Credits earned from courses taken at other ACTC institutions during January and in the summer do not count toward residency.

Student Classification and Enrollment Status

Classification of Students

Associate Degree Programs
Classification is based on credits earned.
Second year: 24 credits

Baccalaureate Degree Programs
Classification is based on credits earned.
Sophomore: 24 credits
Junior: 60 credits
Senior: 92 credits

Classifications are updated at midterm and the end of the term, after grades have been submitted.

Student Enrollment Status

A student’s enrollment status is based on the number of credits for which the student is registered. See the Financial Information (p. 20) section of this catalog for details.

Withdrawal from the University

Students who need to withdraw from the University, take a leave of absence, or who are called to active duty must contact the appropriate office to withdraw from their classes. See the Withdrawal / Leave of Absence (p. 63) section of this catalog for details.

Registration

Students register online for classes during assigned registration periods prior to the beginning of each term. The course will appear on the student’s online schedule as soon as official registration is complete. Students should not attend a class unless they are officially registered for the class.

All students, with the exception of seniors and RN-BSN students, are required to meet with their advisor prior to registering for classes. All other students are strongly encouraged to consult their academic advisor for assistance in planning their registration (see Academic Advising (p. 10) section of this catalog).

Students are limited to a maximum number of registered credits each term based on their program of study. In some academic circumstances, students have reduced credit maximums.

Maximum Registered Credits

All students are limited to 12 credits in summer session. The limits for fall and spring semester are listed by program below:

- College for Women: 18
- College for Adults: 16

A student who wants exceed the above credit limits in a given term should discuss her/his plans with his/her academic advisor. If the academic advisor supports the plan, the student then submits the Take Excess Credits form, found on the Office of the Registrar website. (https://www.stkate.edu/academics/academic-resources/registrar/forms/) Approval of the request results in the student’s credit limit being raised to the agreed upon number for that term.

Requisites

Students must adhere to all prerequisite and corequisite requirements unless the requirement has been waived by the department chair or program director. Students request waivers (overrides) to requisites by submitting the Request an Override to Add a Course form, found on the Office of the Registrar Forms page (https://www.stkate.edu/academics/academic-resources/registrar/forms/). Definitions:

- Prerequisite: must be taken prior to the course
- Prerequisite with concurrency: may be taken prior to OR at the same time as the accompanying course
- Corequisite: must be taken the same term as the accompanying course
- Recommended: not required, but may better prepare the student for the course

Prerequisites, corequisites and other registration restrictions are listed at the end of every course description in this catalog and appear in the online schedule.

Adding or Dropping Courses

The academic calendars (https://www.stkate.edu/registrar/academic-calendars/) contain the deadlines for adding, dropping and withdrawing from courses. Students may add and drop courses online until published deadlines. After online registration closes, changes to registration are made with the Office the Registrar.

Courses may be dropped for a period of time without notation (W) on the transcript. Courses dropped after this date and before the last day to withdraw, result in a W (Withdrawal) notation on the transcript. Courses dropped after the last day to withdraw automatically receive a grade of F. Students are encouraged to contact their academic advisor and financial aid counselor before dropping or withdrawing from a course to discuss the impact on program progression and financial aid.

Students are financially responsible for every course for which they register; the amount of tuition refunded for a dropped/withdrawn course is established by deadlines found online in the Summary of Financial Procedures found on the Student Accounts website (https://
Undergraduate students must meet the following conditions to be eligible for the Articulation Program:

- Bachelor’s degree-seeking students are allowed only six institutional withdrawals throughout their undergraduate career.

**Enrollment Limits and Minimum Class Size**

The University reserves the right to limit the enrollment in any course and to cancel any course for which fewer than 20 students register.

**Registration at Other Colleges and Universities - Transferring Courses to St. Catherine University**

Students working toward a degree at St. Catherine University who plan to register for courses at other colleges and universities are advised to consult TES (Transfer Evaluation System) to determine how the course will be evaluated for transfer. Students who plan to register for a course not listed in TES are advised to receive prior approval from the Office of the Registrar in order to transfer the coursework to their St. Kate’s academic program. The Request for Transfer Course Pre-approval form is available online from the Office of the Registrar Forms page.

Students must submit a current official transcript to the Office of the Registrar at St. Catherine University from every college or university attended (whether or not credits were earned). Courses eligible for transfer will be added to the St. Catherine University transcript upon receipt of the official transcript.

Students are advised to read the University’s residency requirements before considering whether to register for a course at another institution. Residency requirements for the degree (associate (p. 55) or bachelor’s (p. 55)), as well as for the major (p. 54) and minor (p. 55) (if applicable) must be adhered to by all students; exceptions are not made.

**Articulation Program for Seniors**

The Articulation Program offers qualified seniors enrolled at St. Catherine University the opportunity to take 1-2 courses in participating graduate programs while completing their undergraduate degree. These graduate credits count as electives toward the bachelor’s degree, or (with approval) as course replacements within the student’s major in the undergraduate program. Additionally, the credits apply toward the graduate degree if the student is admitted into that graduate program after completing the bachelor’s degree.

**Determining eligibility for the Articulation Program**

Undergraduate students must meet the following conditions to be eligible for the Articulation Program:

- Current enrollment in a bachelor’s degree program at St. Catherine University (College for Women or College for Adults)
- Completion of at least 92 semester credits by the first day of the graduate class
- Completion of at least 16 credits in residence in the College for Women or College for Adults bachelor’s program
- An institutional cumulative GPA of 3.0 or higher
- In need of elective credits (or approved course replacement within the major*) to complete their bachelor’s degree requirements**
- Approval from the Academic Advising Office

*Students who wish to use a graduate-level course to fulfill a requirement within their undergraduate major must receive approval from the chair of the major department prior to registration. Being eligible for the articulation program does not guarantee approval by the department chair to accept a graduate course as a substitution for an undergraduate major requirement.

** Graduate courses may be offered at differing credit amounts than undergraduate courses. Students should work with their academic advisor to ensure they are meeting all credit requirements at the undergraduate level to complete the bachelor’s degree requirements.

There is no petition process for exceptions; if a student does not meet all of the above requirements, the student is not eligible to participate in the Articulation Program.

**Determining eligibility for enrollment in graduate-level course work**

Students who are approved for the articulation program by the Office of Academic Advising must also be approved by the director of a participating graduate program for enrollment in graduate-level course work. Please note that being eligible for the articulation program does not guarantee approval by a graduate program director to enroll in a graduate-level course.

The following graduate programs participate in the articulation program:

- Master of Arts in Organizational Leadership (MAOL)
- Master of Arts in Theology (MAT)
- Master of Business Administration (MBA)
- Master of Library and Information Science (MLIS)

Students who are eligible for the articulation program must submit program-specific documents* to their academic advisor, who will forward the materials (along with a copy of the student’s current St. Catherine University transcript) to the graduate program director for review.

*The MAOL and MBA programs also require students to have two or more years of professional work experience.

If the program director approves the request for graduate-level enrollment, the director and student will discuss enrollment options for the upcoming semester(s). The student then works with the academic advisor to register for the graduate course(s) during the upcoming registration period.

Both the Office of Academic Advising and the participating graduate programs reserve the right to limit the number of undergraduate students in the graduate courses. Articulation students who receive approval for graduate enrollment will be registered for specific graduate courses on a first-come, first-served basis. Undergraduate students must complete all of the course work and meet the same academic expectations required of the graduate students in the classes.

**Additional information**

- Articulation students may not take credits in excess of what is required to complete their bachelor’s degree (major, core, elective, etc.)
• Articulation students may not take more than one graduate course per semester
• Articulation students must be concurrently enrolled in undergraduate and graduate work during the same semester (they may not be enrolled only in graduate-level course work for the semester)
• Articulation students are billed at their current undergraduate tuition rate for the graduate credits
• Graduate-level courses must be completed for a letter grade
• If a student is interested in completing a graduate course in more than one graduate program, the overall limit remains at a total of two courses at the graduate level. The student must submit the required documents specific to each graduate program, and receive approval for enrollment from each program director.
• Acceptance as an articulation student and enrollment in a graduate-level course does not guarantee admission into a graduate program if the student applies for graduate admission in the future.

Attendance

St. Catherine University defines attendance as participating in the faculty and student interaction required by the course. The manner of participation used for attendance is defined by the format of the course.

For online courses, attendance means following the communication requirements and due dates on the syllabus. For in-class learning, attendance means that:

1. students are expected to arrive at class on time and stay for the duration of the class; and
2. students, whether present or not, are responsible for in-class content.

For hybrid courses, students must follow both the online and in-class attendance requirements. Failure to attend, for any reason, may be taken into account in the evaluation of the student’s work. Each instructor will include the attendance/participation policy in the course syllabus.

First-day attendance (for in-class) or first-week online communication (for online learning) is required. Regular class attendance (for in-class), or online communication (for online learning) is expected of all students. Instructors may drop a student who:

1. does not attend the first day (in-class) or communicate online (online learning) the first week or
2. does not attend class (in-class) or communicate online (online learning) for 14 consecutive calendar days.

Under all other circumstances, the student must initiate withdrawal from a course. Even if a student does not attend class meetings or does not log into the online course, the student remains financially responsible for paying tuition for the course, up to the date of formal withdrawal. Students who do not formally withdraw will receive a final grade in the course. The academic calendars (https://www.stkate.edu/registrar/academic-calendars/) on the University’s website contain the add, drop and withdrawal deadlines.

Note: Instructors may develop more stringent attendance requirements for individual courses. The requirement and consequence, if applicable, will be included in the course syllabus.

Auditing

Auditors are students who attend classes and participate in discussions but do not submit papers or examinations for a regular letter grade. Although academic credit is not earned and therefore may not be used to complete degree requirements, audits are recorded on the student’s transcript. The grade on the transcript is AU.

Individuals must receive permission from the instructor to audit a course. Individuals who have a baccalaureate degree may audit a graduate class in some programs on a space-available basis with permission from the program director.

Students must submit the audit registration form on or before the deadline for adding classes. This also is the last day students may change from credit to audit status, or vice versa, with any appropriate changes in tuition applied. Audit registration and all changes between credit and audit status must be processed through the Office of the Registrar.

The University’s attendance policy applies to auditors; however, unlike a credit-earning student, an auditor does not have a claim on the time of the instructor for the purpose of critiquing or evaluating the auditor’s work. Auditors are expected to complete all class assignments.

Students are charged at a rate of 25 percent of tuition for auditing a course during the academic year. Not all undergraduate summer courses are subject to the reduced tuition rate. Audited courses are not eligible for financial aid.

St. Catherine University offers an educational benefit to alumnae to encourage continuing learning and educational enrichment. Graduates of St. Catherine University who have earned a bachelor’s degree, master’s degree, second major, or graduate certificate from the institution are eligible to audit one undergraduate class per academic year without paying tuition. A technology fee of $70 is required, and all required books, lab, and supply fees must be paid in full by the student. For more information, visit the Alumnae website (https://www.stkate.edu/alumni/benefits/).

Individualized Learning

Independent Study

An independent study is a form of study initiated by the student for the purpose of expanding knowledge and/or skill in a particular area of interest. The work must be completed within the term of registration. Independent studies are not allowed for courses described in the catalog. In proposing an independent study, students work with a faculty evaluator to develop a learning contract that specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit to be earned for the study also is included in the learning contract. An independent study may be taken for one to four credits and is graded S/U (satisfactory/unsatisfactory) unless it fulfills a requirement for the student’s major or minor.

Directed Study

Directed study is the individual study of a course that is offered at the University. The directed study must be approved by the instructor, department chair or program director, and academic dean. Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses. Negotiation of learning activities for the course is conducted between the instructor and student and primarily involves individual learning. CORE 1000W The Reflective
Internships

Students interested in an internship must contact their program director or major department to determine program or major requirements for internships.

Internships must be added by the last day to add a full-term course.

If there are no requirements for internships in the program or major, faculty and the internship director will work with the student to create a quality internship experience:

- Students must make arrangements for a faculty member to serve as an advisor, as the faculty advisor must approve the internship learning contract. The contract will include: selection of internship site, learning goals and timelines, strategies for achieving those goals, methods to be used to evaluate achievement, requirements of the site supervisor, and the appropriate credits for the internship.
- The faculty advisor and student work with the internship director, who assists in generating possible sites, consults on learning goals and timelines, consults on strategies for achieving those goals, assists to clarify the relationship with the site supervisor, answers questions, and provides training in resume preparation and interviewing.
- The chair or program director of the department giving credit for the internship must approve the completed internship learning contract.

Research

Undergraduate research provides an opportunity for students to apply their knowledge and further develop critical-thinking skills through collaboration with an advisor (a St. Catherine faculty member or a researcher at an off-campus site) on a scholarly project. Such projects, often arranged to take place either during the summer or in January, introduce students to scholarship as it is practiced in the discipline and anticipate and help prepare them for graduate study and an academic career. Students may arrange to earn credit for the research.

Opportunities for students to become involved in undergraduate research are made possible through both University-wide and individual departmental programs. Students interested in pursuing a research project should contact a faculty member or their major department chair. The registration form for arranging academic credit for research is available in the Office of the Registrar website.

Special Academic Programs

St. Catherine University’s special academic programs offer students a variety of opportunities to enrich their educational experience as well as advance their personal, academic and career goals.

Distinctions and Awards

University Honors and Awards and Departmental Honors

Each year, deserving students are selected for University honors and awards or inducted into honor societies. In addition, departmental honors aim to provide intensive study and opportunity for original work in the student’s major field. Departmental honors are awarded by the major department according to specific departmental criteria.

In addition to election to honor societies and departmental honors, the University gives recognition to students for scholarly achievement in the following ways:

Antonian Scholars Honors Program - College for Women - Baccalaureate Program

The Antonian Scholars Honors Program offers students of superior ability and motivation an opportunity to study and work with one another and with faculty mentors in a specially designed program of liberal arts studies. To graduate as an Antonian Scholar, a baccalaureate student enrolled in the College for Women successfully completes four interdisciplinary honors seminars (or a combination of at least two seminars and at most two pre-approved equivalents) and an independently researched senior honors project guided by a faculty director. She also maintains a 3.5 overall grade point average. The goal of the program is to give women opportunities to build intellectually stimulating and supportive relationships with peers and faculty. In addition to the academic program, Honors students enjoy social and cultural activities in their own student organization, and many choose to assume roles in campus leadership.

Among the privileges of membership are inter-disciplinary honors sections of classes that count toward the liberal arts core requirements, priority registration, access to the Honors Hub private meeting and study area in Coeur de Catherine, the opportunity to reside with other Antonian Scholars on campus, honors sections of the Reflective Woman and Global Search for Justice. At her commencement, every Antonian Scholar who completes the program is publicly recognized and given a special diploma. Her senior project is published digitally.

First-year students and sophomores enrolled in the baccalaureate program in the College for Women who have achieved a 3.5 cumulative grade point average are eligible. Some high-achieving first-year students are invited to join the program as well. Other applicants submit two faculty recommendations and an application form, including a short personal essay. A faculty committee charged with oversight of the Antonian Scholars determines membership in the program. For further information, contact the Honors Program Director.

Dean's List - Baccalaureate and Associate Programs

The Dean's List gives recognition to students enrolled in the College for Women who have achieved a grade point average of 3.667 or above in a semester while taking at least 12 credits for letter (A-F) grades.

The Dean's List gives recognition to students enrolled in the College for Adults who have achieved a grade point average of 3.667 or above in a term while taking at least eight credits for letter (A-F) grades.

The Dean’s List is assembled after the deadline for submission of final term grades. Students with incomplete grades may not be considered for the Dean's List during the term in which the incomplete is given.

Contact registrar@stkate.edu with questions about the Dean’s List.

Latin Honors

Latin honors are awarded to eligible students earning their first baccalaureate degree. To be considered for Latin honors students must complete a minimum of 64 credits in residence at St. Catherine
University. Latin honors are awarded upon completion of all graduation requirements with the following institutional grade point average:

- For graduation cum laude, a GPA of 3.667
- For graduation magna cum laude, a GPA of 3.8
- For graduation summa cum laude, a GPA of 3.9

The Latin honor awarded is noted on the student's official transcript and diploma and in the program at commencement. Predicted eligibility for Latin honors is determined approximately six weeks prior to commencement; actual eligibility is based on the student's final institutional GPA.

Contact registrar@stkate.edu with questions about Latin Honors.

**Abigail Quigley McCarthy Center for Women**

The Center actively supports the University mission by affirming the dignity of women and fostering their intellectual and leadership potential. As a program, the Center coordinates majors and minors in Women's Studies and related fields, seeks to integrate scholarship on women across the curriculum, sponsors grants and awards, and provides events and activities focusing on people across gender identities. As a catalyst for change, the Center sponsors research and action projects addressing diverse women's concerns, brings people together for difficult dialogues, and builds a community of faculty and student scholars working on issues of race, class, gender, and other differences. As a place, the Center houses books, periodicals, unpublished research, conference reports, and other information relating to women; provides an environment to share ideas; and creates and encourages networks of and for women. The Abigail Quigley McCarthy Center for Women, a congenial meeting place, is located on the St. Paul campus.

See: Women's Studies (p. 266), Women and International Development (p. 266), Women and the Arts (p. 266)

**Assistantship Mentoring Program (AMP)**

St. Kate's students may take leadership in the centers through paid assistantships in the Assistantship Mentoring Program (AMP). Advanced students, mentored by a faculty or staff member, engage in research collaboration, teaching and program development. These positions expand students' academic and professional opportunities while providing well-compensated student employment. The assistantship program is a collaboration between the Academic Affairs and the Student Center/Student Activities.

**Associated Colleges of the Twin Cities (ACTC)**

As part of the Associate Colleges of the Twin Cities (ACTC), St. Catherine University offers its degree-seeking students enrolled in the College for Women the possibility of registering for courses at Augsburg University, Hamline University, Macalester College, and the University of St. Thomas. St. Catherine University students may cross-register through the ACTC subject to the following guidelines:

- Students must be registered for at least eight semester credits at St. Catherine University and their semester registration must total at least 12 credits, including the exchange credits.
- Only one course per semester may be taken on an exchange basis. Additional exchange courses are permitted as exceptions when required for the student's ACTC major.
- Students may not cross-register for a course that is offered on their own campus.
- For ACTC exchange courses in the major and minor, students must gain written approval of their home campus department chair.
- If a student does not register for an exchange course during the normal registration period, she may not add the course until the first day of class. She must also secure the instructor's signature on the ACTC cross-registration form.
- Students contemplating a major on another campus must discuss their plans with their academic advisor on their home campus. In particular, students should make sure their proposed major follows the guidelines established for majors at their home campus (including but not limited to minimum credit and grade requirements) and that they will be able to meet all other requirements (e.g., liberal arts core) at their home institution.

Courses available through the ACTC are listed on each institution's website. Links to the ACTC institutions' websites are included on St. Catherine University's Office of the Registrar website (https://www.stkate.edu/academics/registrar/). The ACTC exchange operates only during the fall and spring semesters and not during January term or the summer.

**Majors Available Through ACTC**

The following major fields of study are available to St. Catherine University baccalaureate day program students through the cooperating agreement with the other institutions of the ACTC. Students who pursue a major at an ACTC institution must fulfill St. Catherine's requirements for the Bachelor of Arts degree. Consult the section on Required Proficiencies for rules that apply to majors completed at other ACTC schools. St. Kate's students seeking more than one major must complete one of their majors at St. Catherine University.

The abbreviations to the right of the major indicate which ACTC institution offers that major. A = Augsburg, H = Hamline, M = Macalester, S = St. Thomas.

- Actuarial Science (S)
- American Indian Studies (A)
- American Studies (M)
- Anthropology (H, M)
- Applied Economics (A)
- Asian Studies (M)
- Biopsychology (A)
- Catholic Studies (S)
- Chinese Language and Culture (M)
- Classical Civilization (S)
- Classical Languages (S)
- Classical Mediterranean and Middle East (M)
- Communication & Journalism (S)
- Computational Economics (A)
- Computational Philosophy (A)
- Computer Science (A, M, S)
• Creative Writing (A, H)
• Criminal Justice (S)
• Criminology and Criminal Justice (H)
• Cross-Cultural Studies (A)
• Digital Media Arts (H)
• Environmental Science (S)
• Environmental Studies (A, H, M, S)
• Family Studies (S)
• Film (A)
• Finance (A, H)
• Financial Management (S)
• French (A, M, S)
• Geographic Information Systems (S)
• Geography (M, S)
• Geology (M, S)
• German (A, H, S)
• German Studies (M)
• Global Studies (H)
• Health Promotion (S)
• Human Resources Management (S)
• Japanese Language and Culture (M)
• Justice & Peace Studies (S)
• Latin (S)
• Latin American Studies (M)
• Leadership & Management (S)
• Legal Studies (H)
• Linguistics (M)
• Management Information Systems (A)
• Mathematical Economics (A)
• Media & Cultural Studies (M)
• Medieval Studies (A)
• Music (A, H, M, S)
• Music Business (A, S)
• Music Performance (A, S)
• Neuroscience (M, S)
• Operations Management (S)
• Physical Education (A)
• Physics (A, H, M, S)
• Real Estate Studies (S)
• Russian Studies (M)
• Social Justice (H)
• Statistics (S)
• Theater (A, H, M)
• Urban Studies (A)

Dual Degree Programs

St. Catherine's students may earn dual bachelor's and graduate degrees in professional areas. Dual degree programs are available in holistic health studies, occupational therapy, physical therapy, and public health at St. Catherine University. Students enter the graduate program as undergraduate students in their senior year and complete the undergraduate degree while simultaneously making progress toward the graduate degree. After one year in the advanced program, a St. Catherine's bachelor's degree is awarded, and after one or two additional years, an advanced degree is conferred by St. Catherine University. Admission to St. Catherine University and completion of the prerequisite courses does not guarantee admission to the graduate program.

Global Studies

St. Catherine University is strongly committed to helping students integrate study abroad experiences into their educational plans. The benefits of international education are many: personal growth and new perspectives, resumed building and career skills, improving foreign language ability, and forming international friendships. Regardless of the reasons students choose to study abroad, experiences in other countries unquestionably will benefit their personal, academic and career goals. Semester and yearlong programs, as well as January and summer options, are available. The Office of Global Studies maintains a list of study abroad programs approved for credit. Programs available to St. Catherine students are academically sound and provide strong support services as well as opportunities for integration into the host culture. Students often choose to live with host families or in international residence halls on foreign campuses. Although students are strongly encouraged to study foreign languages while overseas, programs are available in which classes are taught in English, even in non-English-speaking countries.

Opportunities to take study abroad courses during January and summer terms are available through St. Catherine's own faculty-led courses as well as through the University's affiliation with HECU (Higher Education Consortium for Urban Affairs) and UMAIE (the Upper Midwest Association for Intercultural Education). The latter is a consortium of five colleges offering approximately 20 different January classes with sites in all parts of the world. Students may meet the Global Search for Justice course requirement through participation in St. Catherine's faculty-led GSJ courses abroad.

With advance planning, students in any major can participate in an approved study abroad program while making normal progress toward graduation. The Office of Global Studies coordinates program advising and approval in cooperation with academic departments. Students may obtain program descriptions and applications via the Office of Global Studies website (see Policy on Eligibility for Study Abroad (p. 62)). The following policies apply to study abroad at St. Catherine University.

• All credit-bearing programs must be approved by the Office of Global Studies prior to departure to ensure transfer of credit to St. Catherine University.
• Course work completed on a study abroad program approved by the Office of Global Studies is considered in residence credit.
• The amount of credit a St. Catherine student can earn on study abroad (or domestic) programs toward her bachelor's degree is limited to two full-time semesters plus one January or summer term. This restriction does not apply to courses sponsored by St. Catherine University and taught by St. Catherine University faculty; for these courses there is no limit.
• Transfer students must spend at least two semesters as a full-time St. Catherine student and meet all other requirements before undertaking any semester or yearlong off-campus study. Transfer students may apply for January term or summer study abroad courses within their first year.

To begin the planning process, and to ensure academic credit and the application of financial aid, students must meet with an advisor in the
Office of Global Studies. A study abroad advisor will help select an approved and appropriate study abroad program as well as offer advice throughout the application and pre-departure period. The Office of Global Studies provides a required orientation program, liaison services while students are overseas, and re-entry programming after return from study abroad.

Deadlines for application are March 1st for summer, fall semester, or yearlong programs, and October 1st for spring semester programs. Some programs have earlier deadlines or rolling admissions policies; check with the Office of Global Studies. January term courses set a priority deadline in mid-April and a final deadline in early October.

Student Eligibility for Study Abroad

To be eligible for study abroad, students must meet the following requirements:

- Sophomore status (first-year students may take J-term programs)
- Good academic standing and at least an overall 2.5 GPA (some programs may have a higher GPA requirement)
- Good disciplinary standing, as determined by the dean of students
- Conduct and attitudes that align with the Global Studies Student Behavior and Conduct Expectations
- Goals for participating in study abroad are compatible with the goals and objectives of the program selected
- Additional program specific eligibility criteria may also be required

It will be the decision of the director of global studies whether students have met these criteria for acceptance into a study abroad program. If denied acceptance for study abroad, students have the right to appeal that decision in writing to the Global Studies Advisory Committee. Decisions of that committee are final.

Higher Education Consortium for Urban Affairs (HECUA)

A consortium of mostly Upper Midwest colleges and universities, HECUA sponsors a wide range of semester and short-term, off-campus experiential learning programs for undergraduates. HECUA programs give participants the chance to bridge academic learning with today’s critical social challenges. HECUA programs are designed so that each location provides a window for exploring issues of the larger society; program locations vary and include the Twin Cities, Ecuador, Italy, New Zealand, Norway, and Northern Ireland. Topics of study include contemporary life, the effects of globalization, links between poverty and inequality, environmental sustainability, and ways an individual can bring about social change through writing, observation and active community involvement.

All programs require students to be active participants in discussions, group seminars and their own learning. Students develop skills in critical thinking and analysis through seminars, field study, internships and independent learning. Completion of an independent study project is required. Students meet frequently with their classmates, who include students from other HECUA-member institutions. Programs are open to all majors. Additional information about HECUA and its programs is available at www.hecua.org (http://www.hecua.org) or through the Office of Global Studies (https://www.stkate.edu/academics/study-abroad/).

Sister of St. Joseph College Student Exchange Program

Students who attend one of the 11 colleges sponsored by the Sisters of St. Joseph may participate in the Sisters of St. Joseph College Consortium (SSJCC) Student Exchange Program. The program offers students the opportunity to enrich their educational experience by studying for a semester or a year at a member campus. In addition to St. Catherine’s, the colleges in the consortium are:

- Aquinas College, Milton, Mass.
- Avila College, Kansas City, Mo.
- Chestnut Hill College, Philadelphia, Pa.
- Elms College, Chicopee, Mass.
- Fontbonne College, St. Louis, Mo.
- Mater Dei College, Ogdensburg, N.Y.
- Mount St. Mary’s College, Los Angeles, Calif.
- Nazareth College of Rochester, Rochester, N.Y.
- Regis College, Weston, Mass.
- The College of St. Rose, Albany, N.Y.

In addition to the benefits of diverse student populations, geographic areas and increased exposure to faculty specialists and curricula, the SSJCC exchange program ensures a continuation of the Sisters of St. Joseph tradition in higher education. This tradition is marked by a high priority for intellectual excellence, commitment to religious values, an openness to change, and a caring community sensitive to emerging individual and global needs.

Degree seeking students in the College for Women who have completed at least 24 semester credits and maintain a 2.50 GPA are eligible to apply to participate in this exchange program. Students plan their exchange program with their academic advisor. For additional information, contact the Office of Academic Advising.

Transfer Policies and Other Ways to Earn Credit

This section of the catalog contains the policies pertaining to the transferability of credits to St. Catherine University as well as alternate ways to earn credit.

- Age of Credit Requirement (p. 62)
- Credit by Departmental Proficiency Exam (p. 63)
- Residency Requirements (p. 63)
- Transfer Credits (p. 63)
  - Regionally Accredited College and Univeristy Courses (p. 63)
  - Credit for Prior and Alternative Learning (p. 63)

Age of Credit

Age of Credits

Associate Degree Programs

In some programs, courses that are prerequisite to admission to a specific professional program must have been completed within five years prior to enrollment at St. Catherine University to be eligible for transfer. The five year limit also applies to some supporting courses.
Baccalaureate Programs
Academic departments may impose time limits for courses applied to the degree, if appropriate.

Departmental Proficiency Exam
A proficiency exam allows students to earn credit for a course by successfully completing an examination and/or skills test covering the content of the course. Students may request to challenge a course when they believe their previous course work (for example, a portion of a course or combination of courses), experience (work, on-the-job training, continuing education) or knowledge (independent study in an area of special interest) is commensurate with a St. Catherine’s course.

This option is provided only by certain departments. A fee, equal to one-fourth of the tuition, is charged for the testing process. Applications to take a proficiency exam must be submitted to the instructor (associate degree programs) or department chair (baccalaureate programs) no later than the second week of the term in which the particular course to be challenged has begun. Individual programs may have earlier application deadlines. Limits may be placed on the number of times a student may take a proficiency exam for a given course.

Proficiency examination credits are not considered resident credits.

Residency - Transfer Credits
Transferred credits are not considered resident credits. Credits earned through examination (IB, CLEP, AP, proficiency exams, etc.) or prior learning assessment are not considered in residence and therefore may not be used to satisfy the University’s residency requirements. Credits earned from courses taken at other ACTC institutions during January term and in the summer are transfer credits and do not count toward residency.

Students are responsible for meeting all residency requirements, regardless of the number and type of courses that are transferred to St. Catherine University. The approval to transfer a course or courses in no case supersedes residency requirements.

For specific residency requirement information, see the Graduation Requirements (p. 55), Baccalaureate Major Requirements (p. 54) and Minors (p. 55) sections of this catalog.

Transfer Credits
St. Kate’s welcomes transfer students into the College for Women (bachelor’s degrees) and the College for Adults (associate and bachelor’s degrees for women and men). Students typically transfer credits from regionally accredited colleges or universities. St. Kate’s also awards credit for learning obtained outside the traditional college or university setting.

- Transferring courses from regionally accredited colleges or universities (p. 63)
- Earning credit through prior and alternative learning (p. 63)

Credit for Prior and Alternative Learning (CPAL)
Our Credit for Prior and Alternative Learning (CPAL) program is a pathway to earn S-graded transfer credit for learning that is not already documented as a credited and graded course on a U.S. regionally accredited college/university transcript.

For more information on the CPAL options or to see pre-approved courses and examinations on our transfer guides, visit our Transfer Students website (https://www.stkate.edu/information-for/transfer-students/).

Regionally Accredited College and Univeristy Courses
Transfer Credits from Regionally Accredited Colleges and Universities
The registrar administers the credit evaluation process for transfer purposes. Generally, college-level course work from regionally accredited institutions of higher education will be considered for transfer toward the St. Catherine University degree. To be accepted, transfer course work must be college level, not vocational-technical, must apply to the University’s program requirements, and must carry a grade of C- or better. Credits will be transferred (after conversion to semester credits when necessary) for all approved course work and will be included in the cumulative earned credit hours and cumulative grade point average at St. Catherine University. In order for courses to be counted as equivalent to St. Catherine courses, the equivalency must be approved by the appropriate department chair or program director.

Post Secondary Enrollment Option / Colleges in the Schools
Regionally accredited college and university transfer work may be earned after graduation from high school or while still enrolled in high school via one of two programs (or similar programs in other states):

PSEO (Post Secondary Enrollment Option)
High school students eligible for this program register for and attend courses at a regionally accredited college or university. PSEO credits and grades are documented on the college transcript and submitted to St. Catherine University for transfer review.

CIS (Colleges in the Schools)
High school students eligible for this program attend courses at their high school that are taught in partnership with a regionally accredited college or university. CIS credits and grades are documented on the college transcript and submitted to St. Catherine University for transfer review.

Withdrawal / Leave of Absence
Withdrawal from the University
Students may withdraw from the University at any time by following established procedures. Undergraduate students contact the Office of Academic Advising. Graduate students contact their program office. In all cases, the effective date of withdrawal is the date on which the student contacts the advising or program office.

No refunds of tuition are given unless the student officially withdraws. Refunds are made on a prorated basis according to the schedules published in the Summary of Financial Procedures, posted on the Student Accounts website (https://www.stkate.edu/academics/academic-resources/student-accounts/).
Leave of Absence

Students wishing to take a semester off or withdraw from all courses in a given term must request a leave of absence from the University. Students must contact the Office of Academic Advising or their program office before taking a leave of absence to discuss the impact on progression in their program. Students must also meet with their financial aid counselor to discuss the effect their failure to return from a leave of absence may have on their loan repayments terms and grace period.

The academic calendar contains important deadlines for the impact of dropping or withdrawing from a course. Courses are dropped without notation on the transcript until the “Last day to drop a course without a W.” Courses dropped between this date and the “Last day to withdraw” result in a W (Withdrawal) notation on the transcript, which does not affect GPA. Courses dropped after the “Last day to withdraw” automatically receive a grade of F, which does affect GPA. Refunds are determined by the Refund Calendar. Excessive withdrawals or failing grades may affect a student's financial aid eligibility or academic standing.

Students on a leave of absence are not permitted to live in University residence halls. Upon completing the University’s Leave of Absence Withdrawal process, the student’s Housing & Dining Agreement is canceled. Any refund is determined by the student’s move out date.

Note: A leave of absence may not exceed 180 days. Students who do not begin classes within the 180 period are administratively withdrawn. Students who have been away from the University more than 180 days – but only one fall or spring semester – should contact the Office of the Registrar prior to registration. Re-enrollment through the admissions office is not required in this circumstance.

Associate program students enrolled in programs that follow the standard calendar who are away from the University for more than one semester (excluding summer) must re-enroll through the Admissions Office when they return from leave and prior to registering for courses.

Associate program students enrolled in the OTA Online program who are away from the University for more than one semester must re-enroll through the Admissions Office when they return from leave and prior to registering for courses.

Baccalaureate program students who are away from the University for more than one semester should contact the following offices for information on re-enrolling:

College for Women Admissions (https://www.stkate.edu/admission-and-aid/cfw/)

College for Adults Admissions (https://www.stkate.edu/admission-and-aid/cfa/)

1 Baccalaureate students are allowed only six institutional withdrawals throughout their undergraduate career.

Policy on Reservists Called to Active Duty

In the event that a registered student of St. Catherine University is called to active duty in the service of the armed forces of the United States, the following policy regarding the student’s registration and accounts will be in effect:

1. The student’s official status will be leave of absence.
2. Tuition and fees will be reduced to zero.
3. Room and board accounts will be prorated to reflect the exact date of withdrawal.
4. Bookstore accounts and any outstanding library fines will be the responsibility of the student.
5. Financial aid will be applied to whatever balance remains on the account, with the remainder of the aid remitted to the federal, state or university accounts from which it came.
6. If the call for active duty occurs after the 10th week of classes, students may consider arranging for incompletes with the instructor, in which case the student would be responsible for all tuition and fees connected with the class.

Students who are called to active duty should contact the Office of the Registrar (https://www.stkate.edu/academics/registrar/) to initiate this process.

Re-Enrollment to the University

Associate Degree Programs

Students who are away from the University for more than one semester (excluding summer), or those who discontinue work for one semester (excluding summer) without applying for a leave of absence, apply for re-enrollment through the Office of Admission for the College for Adults. Program completion time limits apply to re-enrolled students; time away from the University is counted toward the seven-year maximum (and the program's maximum for major course work). Students who return to the University after an absence of more than one year will be required to meet the same degree requirements as newly admitted students. For more information, see the Applicable Catalog (http://catalog.stkate.edu/policies/stu-acad/undg/applicable-catalog/)

Petitions for re-enrollment after academic suspension must be addressed to the program director or the director of academic advising.

Baccalaureate Program

Students who have been away from the University more than one semester (excluding summer) apply for re-enrollment through the Office of Admission for the College for Women (CFW) or the College for Adults (CFA). An additional application fee is not charged.

Typically, program requirements established at the time of admission do not change for students who leave the University and return to the same college (CFW or CFA) within two years to complete their programs. Students whose absence from the University extends two or more years are subject to the academic requirements in effect at the time of re-entry. Students who are in programs that lead to licensure are responsible for meeting current licensure standards. For more information, see the Applicable Catalog policy (http://catalog.stkate.edu/policies/stu-acad/undg/applicable-catalog/).

Petitions for readmission after academic suspension must be addressed to the director of academic advising.

Student Rights and Responsibilities

Student Roles in Program Assessment

In all its curricula, programs and services, the University is accountable to its students and external audiences for providing a liberal arts education consistent with its mission. Thus, as part of its comprehensive
The confidentiality of individual students' responses is guaranteed. Participation in assessment activities at the University-wide level (e.g., focusing on core curricular outcomes and nonacademic programs and services) is expected of all students. Not every student is selected for participation in every activity. However, individual students will be involved in one or more assessment activity. Participation in assessment efforts is a graduation requirement of all academic programs and majors. The information obtained through all of these assessment procedures is used to evaluate and improve the quality of the educational experience at the University. It is through cooperative participation in the assessment process that the University can better understand itself and adapt to better serve its students.

Academic Integrity Policy
(from Student Code of Conduct and Community Expectations)

Academic integrity is a core set of values and principles. The International Center for Academic Integrity defines academic integrity as “a commitment, even in the face of adversity, to six fundamental values: courage, honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable the academic communities to translate ideals to action.” St. Catherine University subscribes to these fundamental values with the goal of creating a culture of academic integrity for students, faculty, and staff.

For students, these principles lie at the heart of the value of their education - any transgression compromises the worth of a St. Catherine degree. For faculty and staff, too, a high standard of academic integrity is a testament to academic and professional excellence. To share this common standard of behavior and set of values is critical to the work of our University grounded in the Catholic intellectual tradition and in the values of the Sisters of St. Joseph of Carondelet. The University’s mission, which emphasizes intellectual inquiry and transformational leadership, demands the cultivation of attitudes and behaviors that reflect integrity, honesty, compassion and fairness in one’s personal and professional life.

Academic dishonesty consists of any deliberate attempt to falsify, fabricate or otherwise tamper with data, information, records, or any other material that is relevant to the student’s participation in any course, laboratory, or other academic activity, both on and off campus. Most, although not all, incidents of academic dishonesty fall into one or more of the following three categories. Note: the list of offenses is not intended to include all potential instances of cheating, plagiarism, or academic dishonesty.

1. Cheating or other forms of academic dishonesty that are intended to gain unfair academic advantage. Examples of cheating include, but are not limited to the following:
   a. Disseminating or receiving answers, data, or other information by any means other than those expressly permitted by the professor as part of any academic exercise.
   b. Copying answers, data, or other information (or allowing others to do so) during an examination, quiz, laboratory experiment, or any other academic exercise in which the student is not expressly permitted to work jointly with others.
   c. Assuming another individual’s identity or allowing another person to do so on one’s own behalf for the purpose of fulfilling any academic requirement or in any way enhancing the student’s grade or academic standing.
   d. Using any device, implement, or other form of study aid during an examination, quiz, laboratory experiment, or any other academic exercise without the faculty member's permission.

2. Plagiarism: Deliberately presenting work, words, ideas, theories, etc., derived in whole or in part from a source external to the student as though they are the student’s own efforts. Examples of plagiarism include, but are not limited to the following:
   a. Failure to use proper citations as acknowledgment of the true source of information found in a paper, written or oral examination, or any other academic exercise.
   b. Presenting any work completed in whole or in part by any individual or group other than the student, as though the work is the student’s own, in any academic exercise.
   c. Buying, selling, bartering, or in any other fashion obtaining or distributing material to be used fraudulently as part of any academic exercise.

3. Other Academic Misconduct: Falsifying or fabricating data, records, or any information relevant to the student’s participation in any course or academic exercise, or tampering with such information as collected or distributed by the faculty member. Examples of academic misconduct include, but are not limited to the following:
   a. Falsifying, or attempting to falsify attendance records, graded exercises of any kind, or any information or document intended to excuse the student from participation in any academic exercise.
   b. Deceiving, inventing, fabricating, or falsifying data as part of the completion of any academic exercise.
   c. Sabotage: Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.

Note: In addition to these categories for academic integrity violations, students should refer to their specific program's policies. Contact the Office of Academic Affairs for a complete description of the procedures for academic integrity violations.

Access to Records

At the close of each term, students may view their grades on St. Kate's website. Students may request an official transcript (https://www.stkatel.edu/registrar/order-a-transcript/) of their University record from the Office of the Registrar website. The fee is $7.00 per transcript. Transcripts are withheld if the student has not met financial obligations at the University.

The University maintains the following records for students:

- Medical records of treatments and immunizations received at the University are kept for seven years. These records are available through the Health Center.
• Standardized test scores (e.g., ACT, SAT). These records are available through the Office of the Registrar.
• Letters of recommendation for seniors, alumnas and graduate students that have been processed through the credentials service provided by the Career Development Office are kept for a limited period of time.
• Financial aid records. These records are available through the Office of Financial Aid.
• Academic records. These records are available through the Office of the Registrar.

Disclosure of student records to a third party is limited by law. Access is given only upon the student's written consent, or as required by law. Additional information about a student's right to access his or her record and the laws governing release of those records can be found on the Office of the Registrar website (https://www.stkate.edu/registrar/). Students are responsible for reporting changes in address, name, etc., to the Office of the Registrar. These changes can be made at any time.

Age of Majority

Under Minnesota law, the age of majority is 18 and carries full adult rights and responsibilities. The University communicates directly with students in matters concerning grades, academic credit and academic standing. In communications with parents, the University is bound by the Family Educational Rights and Privacy Act of 1974 (as amended) to respect the privacy of the student and not to disclose information from student education records without the prior consent of the student. Only with written permission of the student may such information be provided to parents, guardians or spouses.

Background Study Requirement

Minnesota State Law requires that any person who provides services that involve direct contact with patients, residents or clients in a healthcare facility or other organizations have a background study conducted by the state. An individual who is disqualified from having direct patient/client contact as a result of the background study will not be permitted to participate in clinical rotations, fieldwork, practicums or internships. Failure to participate in a clinical rotation required by the academic program could result in ineligibility to qualify for a degree in that program. Students are responsible for maintaining a copy of their background study clearance and providing it to their clinical site if requested. The State of Minnesota charges a $20.00 fee for the online application plus an additional $9.10 for fingerprinting. All students must complete a background study application through St. Catherine University even if they have completed a background study through another entity, such as their place of employment. The Minnesota background study will be valid throughout the student's time in the program and does not need to be renewed.

Immunization Requirements

Minnesota Law (M.S. 135A.14), effective July 1, 1990, requires that all students born after 1956 and enrolled in a public or private post-secondary school in Minnesota be immunized against tetanus, diphtheria, measles, mumps and rubella, allowing for certain specified exemptions. Students at St. Catherine University are required to submit their immunization information to show compliance with this law.

Immunization forms are due to the Student Compliance Office by the specified date of the first semester in which the student is enrolled.

This date can be found at the Student Compliance Office website (https://www.stkate.edu/health-and-wellness/student-immunization-compliance/). Failure to provide all required immunization information by the deadline date will result in a hold on the student’s record that will prevent the student from registering for following semesters. In addition, a late fee may be applied to the student’s account. The Student Compliance Office communicates with students through their University assigned email account. Students are responsible and accountable for all information communicated in this manner.

Non-Clinical Program Requirements

If enrolled in a non-health care program of study at St. Catherine University, students must complete the online immunization form (http://minerva.stkate.edu/RecOffRms.nsf/Immunization?OpenForm/) (requires separate login).

Clinical Program Requirements

To protect all persons in healthcare programs from possible exposure to communicable diseases, students enrolling in a program of study that includes an off-site clinical rotation, fieldwork or internship are required to provide a more extensive health history, immunization reports, and annual updates to St. Catherine University. These requirements will be communicated to the student by the Student Compliance Office once the student is enrolled in the specific program. There are no exemptions granted for health care students as directed by our clinical partners. These requirements are extremely important and documentation of compliance is required by a specific due date. This is an enrollment requirement. If the information is late to the Student Compliance Office, a hold will be placed on the student’s account. This may impact the students’ ability to complete their fieldwork, clinical or internship.

Student Exposure to Illness or Injury

Healthcare and human-service work takes place in complex working environments that pose risks of exposure to a range of infectious organisms, including the risk of resulting illness or injury.

Students in a healthcare or human-service educational program at St. Catherine University will participate in a number of classroom laboratories and clinical experiences. As part of these experiences, students assume the resulting risk of exposure to infectious organisms and injury in such environments. Students are responsible for all medical expenses incurred in an on-campus student laboratory or at an off-site clinical facility (e.g., needle-stick occurrence, other exposure to pathogens, accidents, illness or injuries) should an incident occur.

St. Catherine University urges students to carry health insurance. Health insurance information is available in the Health and Wellness Center on the St. Paul campus or from the associate director of student life.

Student Affairs

Student Affairs enriches students’ lives and education. Working collaboratively with University and community partners to advance the mission of St. Catherine’s, Student Affairs acts as a catalyst for learning opportunities through which students realize their academic, personal and career goals. Within a diverse and inclusive community and informed by principles of Catholic social teaching, Student Affairs fosters the holistic development of students as lifelong learners and ethical leaders in a global society.
Student Affairs encompasses programs and services including: academic development, athletics and recreational sports, campus ministry, career development, community work and learning, counseling, counseling and student development, disability services, early childhood education, health and wellness, multicultural and international programs and services, residence life, retention programs, transfer programs, student center and activities, and the student affairs office.

Specific student affairs departments, program descriptions and activities are outlined in this catalog and on the Student Affairs website.

Office of Student Affairs
The Office of Student Affairs serves as principal liaison between students and University administration and assists individuals or groups with concerns such as campus policies and procedures, committee representation, student rights and campus emergency procedures. In addition to the departments within the division of student affairs, the Office of Student Affairs is responsible for overseeing the student judicial system and code of conduct, the student handbook, and orientation and commencement programs.

Access and Success (https://www.stkate.edu/life/student-assistance/student-parent-services/)

Butler Sports and Fitness Center (https://www.stkatesathletics.com/facilities/?id=5/)

Campus Ministry Center for Justice, Spirituality and Community (https://www.stkate.edu/life/spirituality-and-social-justice/)

Counseling Center (https://www.stkate.edu/life/health-and-wellness/counseling-center/)

Early Childhood Center (https://www.stkate.edu/life/student-assistance/ecc/)

Health and Wellness Clinic (https://www.stkate.edu/students/health-and-wellness/health-wellness-clinic/)

Multicultural and International Programs and Services (MIPS) (https://www.stkate.edu/life/student-assistance/mips/)

Residence Life (https://www.stkate.edu/life/housing/)


Student Center and Activities Center (https://www.stkate.edu/students/sca/)

Programs of Study
Certificate Programs
The University offers six certificate programs that do not require a bachelor’s degree for entry. Students who have a bachelor’s degree from St. Catherine University or another institution may complete any of these certificates. Student seeking a graduate level certificate are invited to visit the Graduate Academic Catalog.

Associate Degree Programs
Students may choose from among three majors available at the associate degree level at the St. Catherine University. All of the programs of study are in the healthcare field.

Baccalaureate Degree Programs
There are over 50 major fields of study available to baccalaureate students at St. Catherine University. More than 37 additional majors are available through the combined resources of the Associated Colleges of the Twin Cities (ACTC). Students also may choose to do work in a minor field of study.

Majors in the College for Adults include accounting, business management, elementary education, English, healthcare management, psychology, public health: community health worker, public health: public policy, and social work. (The ACTC exchange program does not apply to students in the College for Adults.)

Baccalaureate Programs
Majors
Note: The notation in parenthesis indicates in which college the major is offered. CFW: The College for Women, CFA: The College for Adults
• Accounting - BA, BS (p. 82) (CFW and CFA)
• American Sign Language - BA (p. 154) (CFW only)
• Apparel Design - BA, BS (p. 73) (CFW only)
• Applied Science in Biology (dual degree) - BA, BS (p. 168) (CFW only)
• Applied Science in Communication Studies (dual degree) - BA, BS (p. 177) (CFW only)
• Applied Science in Exercise Science (dual degree) - BA, BS (CFW only)
• Applied Science in Nutrition Science (dual degree) - BA, BS (p. 108) (CFW only)
• Applied Science in Psychology (dual degree) - BA, BS (CFW only)
• Art History - BA (CFW only)
• Biology - BA (p. 169) (CFW only)
• Business Administration - BA, BS (p. 84) (CFW only)
• Business Management - BA, BS (p. 85) (CFA only)
• Business-to-Business Sales - BA, BS (p. 87) (CFW only)
• Chemistry - BA, BS (p. 173) (CFW only)
• Communication: Oral - BA (p. 178) (CFW only)
• Communication Studies - BA, BS (p. 178) (CFW only)
• Critical Studies of Race and Ethnicity - BA (p. 185) (CFW only)
• Data Science - BA, BS (p. 243) (CFW only)
• Dietetics - BA, BS (p. 109) (CFW only)
• Early Childhood Education - BA, BS (p. 206) (CFA only)
• Early Childhood Education with Licensure - BA, BS (p. 207) (CFA only)
• Early Childhood Education with Licensure (with previous Montessori credential) - BA, BS (p. 209) (CFA only)
• Economics - BA, BS (p. 193) (CFW only)
• Economics (dual degree) - BA, BS (p. 193) (CFW only)
• Echocardiography - BA, BS (p. 148) (CFW only)
• Education - BA, BS (p. 199) (CFW: all. CFA: elementary education only)
• Electronic Media Studies - BA, BS (p. 179) (CFW only)
• English - BA (p. 223) (CFW and CFA)
• Exercise Science and Nutrition - BA, BS (p. 110) (CFW only)
• Exercise and Sport Science - BA, BS (p. 111) (CFW only)
• Fashion Merchandising - BA, BS (p. 74) (CFW only)
• Financial Economics - BA, BS (p. 194) (CFW only)
• Healthcare Management - BA, BS (p. 88) (CFW only)
• Healthcare Sales - BA, BS (p. 90) (CFW only)
• History - BA (p. 229) (CFW only)
• Immigrants and Refugees - BA (p. 186) (CFW only)
• International Business and Economics - BA, BS (p. 195) (CFW only)
• International Studies - BA (p. 230) (CFW only)
• Interpreting - BA (p. 155) (CFW only)
• Marketing - BA, BS (p. 92) (CFW and CFA)
• Mathematics - BA, BS (p. 243) (CFW only)
• Nursing - BA, BS (p. 99) (CFW only)
• Nursing - BSN (p. 101) (CFA only)
• Nutrition - BS (p. 102) (CFA only)
• Nutrition Science - BA, BS (p. 112) (CFW only)
• Philosophy - BA (p. 249) (CFW only)
• Philosophy (dual degree) - BA (p. 249) (CFW only)
• Political Science - BA (p. 196) (CFW only)
• Psychology - BA (p. 255) (CFW and CFA)
• Public Health - BA, BS (p. 128) (CFW and CFA - select concentrations)
• Public Health (dual degree) - BA, BS (p. 130) (CFW and CFA - select concentrations)
• Public Policy - BA, BS (p. 197) (CFW only)
• Public Policy (dual degree) - BA, BS (p. 198) (CFW only)
• Radiation Therapy - BA, BS (p. 137) (CFA only)
• Respiratory Care - BA, BS (p. 140) (CFW only)
• Social Work - BA, BS (p. 145) (CFW and CFA)
• Sociology - BA (p. 259) (CFW only)
• Sonography - BA, BS (p. 149) (CFW only)
• Spanish - BA (p. 236) (CFW only)
• Studio Art - BA (p. 162) (CFW only)
• Theology - BA (p. 265) (CFW only)
• Women and International Development - BA, BS (p. 198) (CFW only)
• Women and International Development (dual degree) (p. 40) - BA, BS (CFW only)
• Women's Studies - BA (p. 267) (CFW only)
• Women's Studies (dual degree) - BA (p. 269) (CFW only)

Minors
• Accounting - Minor (p. 84) (CFW and CFA)
• American Sign Language - Minor (p. 154) (CFW only)
• Art History - Minor (p. 162) (CFW only)
• Biology - Minor (p. 170) (CFW only)
• Business Administration - Minor (p. 85) (CFW and CFA)
• Chemical Dependency Counseling: Addiction and Recovery - Minor (p. 144) (CFW only)
• Chemistry - Minor (p. 174) (CFW only)
• Coaching - Minor (p. 109) (CFW only)
• Communication Studies - Minor (p. 178) (CFW only)
• Computer Science - Minor (CFW only) (p. 242)
• Critical Hmong Studies - Minor (p. 185) (CFW only)
• Critical Studies of Race and Ethnicity - Minor (p. 186) (CFW only)
• Digital Humanities - Minor (p. 233) (CFW only)
• Economics - Minor (p. 194) (CFW only)
• Exercise and Sport Science - Minor (p. 111) (CFW only)
• Finance - Minor (p. 88) (CFW only)
• Financial Economics - Minor (p. 195) (CFW only)
• Foods - Minor (p. 112) (CFW only)
• General English - Minor (p. 224) (CFW and CFA)
• Healthcare Sales - Minor (p. 92) (CFW only)
• History - Minor (p. 230) (CFW only)
• Information Systems - Minor (p. 234) (CFW only)
• Integrated Marketing Communications and Design - Minor (p. 92) (CFW only)
• International Studies - Minor (p. 232) (CFW only)
• Language Studies - Minor (p. 224) (CFW only)
• Latin - Minor (p. 232) (CFW only)
• Leadership - Minor (p. 92) (CFW and CFA)
• Marketing - Minor (p. 93) (CFW and CFA)
• Mathematics - Minor (p. 244) (CFW only)
• Nonprofit Strategies and Operations - Minor (p. 196) (CFW only)
• Nutrition - Minor (p. 112) (CFW only)
• Philosophy - Minor (p. 250) (CFW only)
• Physics - Minor (p. 250) (CFW only)
• Political Science - Minor (p. 197) (CFW only)
• Professional Writing - Minor (p. 224) (CFW and CFA)
• Promotional Communication - Minor (p. 180) (CFW only)
• Psychology - Minor (p. 257) (CFW and CFA)
• Sales - Minor (p. 94) (CFW only)
• Social Services Management - Minor (p. 144) (CFW and CFA)
• Social Welfare - Minor (p. 144) (CFW only)
• Sociology - Minor (p. 260) (CFW only)
• Spanish - Minor (p. 237) (CFW only)
• Statistics - Minor (p. 244) (CFW only)
• Studio Art Design - Minor (p. 163) (CFW only)
• Studio Art Graphic Design - Minor (p. 163) (CFW only)
• Studio Art Painting and Drawing - Minor (p. 163) (CFW only)
• Studio Art Photography - Minor (p. 164) (CFW only)
• Studio Art Printmaking - Minor (p. 164) (CFW only)
• Studio Art Three-Dimensional - Minor (p. 164) (CFW only)
• Teaching English as a Second Language (TESL) - Minor (p. 225) (CFW only)
• Theater Performance - Minor (p. 247) (CFW only)
• Theater Studies - Minor (p. 247) (CFW only)
• Theology - Minor (p. 265) (CFW only)
• Women and the Arts - Minor (p. 266) (CFW only)
• Women's Studies - Minor (p. 268) (CFW only)

Certificates
• Community Health Worker - Certificate (p. 127) (CFA: stand-alone certificate or concentration for the Public Health major. CFW: concentration for the Public Health major)
• Healthcare Sales - Certificate (p. 91) (CFW and CFA)
• Pastoral Ministry - Certificate (p. ) (CFW only)
• Professional Writing - Certificate (p. 225) (CFW only)
• Sales - Certificate (p. 93) (CFW only)
• Science, Technology, Engineering and Mathematics (STEM) - Certificate (p. 213) (CFW and CFA)

**Associate Programs**

**Majors**
- Occupational Therapy Assistant - AAS (p. 115)
- Physical Therapist Assistant - AAS (p. 120)
- Radiography - AAS (p. 133)

**School of Business**

The School of Business prepares lifelong learners to initiate ideas and take action in a globally-connected, changing world. Bachelor’s and graduate degrees, certificates and professional development programming span finance, marketing, sales, management, communication, ethics and consumer science.

Programs include the nationally recognized Center for Sales Innovation, the Master of Arts in Organizational Leadership and the Master of Business Administration.

Other baccalaureate majors offered in the School of Business include accounting, professional sales (healthcare and business to business), business administration, marketing, business management, apparel design, and fashion merchandising.

**Mission:**

Grounded in the liberal arts and Catholic social teaching we celebrate the diversity of our academic, professional and enrichment programs. Within and across our programs, we prepare our students to become both critical, knowledgeable and engaged scholars; and effective, ethical and reflective practitioners. Together, we lead, influence and transform a complex and rapidly changing global landscape.

**Apparel, Merchandising and Design**

Apparel, Merchandising and Design’s mission is to offer a rigorous program of study preparing professionals and ethical leaders. Grounded in social responsibility, students become content experts with innovative mindsets and professional voices. Ongoing business and community collaborations prepare women for transformational leadership, life-long learning and a commitment to global sustainability.

St. Kate’s apparel design and fashion merchandising are nationally ranked programs. The programs offer valuable industry-course collaborations and a plethora of industry guest speakers to enrich student learning. Also, students are required to complete a faculty and industry supervised internship. These internships develop technical skills, refine business communications skills, broaden perspectives, and make valuable professional connections that provide access to full-time positions. The department has dedicated professors with extensive industry and research experience. The energetic student body and active student fashion association offer leadership opportunities in a fun, non-academic setting. Small class size, one-on-one mentoring, and innovative curriculum provide students with skills and expertise to be competent and ethical professionals. Classes nurture creative and collaborative mindsets, critical thinking, and problem-solving skills preparing students for dynamic and exciting careers in fashion merchandising and design professions.

Learning is even more exciting with study abroad opportunities, field trips, annual Katwalk fashion show, and opportunities to participate in the local fashion scene.

**Majors**
- Apparel Design - BA, BS (p. 73)
- Fashion Merchandising - BA, BS (p. 74)

**APPD 2500 Fashion Illustration and Portfolio Development — 4 credits**

Development of illustration skills through a variety of media. Course focuses on fashion illustration, including studies in motion, fit, ease, and fabric and texture rendering. After developing hand skills, students work with varied computer media to develop professional illustrations and to integrate manual and digital works. Sustainability is stressed through use of materials that are sourced responsibly, use of digital technologies over that of paper, and use of natural materials to create illustrations. Creation of flats, both hand drawn and digital, is also covered. The final focus of the course is portfolio development including the creation of two digital portfolios as well as a traditional portfolio, created with current industry standards in mind. Offered in the College for Women.

**Prerequisite:** ART 2250.

**Prerequisite with concurrency:** ART 1200 or ART 2600.

**APPD 2994 Topics — 4 credits**

**APPD 3050 Advanced Construction Methods — 4 credits**

This course focuses on intermediate and advanced garment construction, with emphasis on tailoring, fitting, formalwear techniques, and creating sustainable fashion. Support structures and fitting are a major component of this course. Students must have basic sewing proficiency before taking this course. Offered in the College for Women.

**Prerequisite:** FASH 2100 or passing a sewing proficiency exam.

**APPD 3150 Pattemmaking — 4 credits**

An introductory course in pattern design and development. Topics cover an introduction to flat pattern and drafting methods of pattern creation. You continue developing an understanding of and expertise in body measurement and fitting methods. Offered in the College for Women.

**Prerequisites:** FASH 2100, APPD 3050.

**APPD 3400 Draping and Creative Design — 4 credits**

This course is an exciting exploration of creativity as expressed through fashion draping techniques. Draping skills are introduced and developed to stimulate creative thinking and problem solving. Students also learn beginning flat pattern and drafting techniques to check fit and construction, as well as facilitating potential production. Fabric manipulation techniques are extensively used as a medium for design. Optitex CAD skills are introduced as well. Students practice fitting techniques throughout each design process. This course features a “Zero Waste” sustainability project, demonstrating student thought process and skills. A hands-on 2D & 3D exploratory creative lab class. Offered in the College for Women.

**APPD 4050 Fashion Illustration — 4 credits**

Development of illustration skills through a variety of media. Course focuses on fashion illustration, including studies in motion, fit, ease, and fabric and texture rendering. After developing hand skills, students work with varied computer media to develop professional illustrations and to integrate manual and digital works. Offered in the College for Women.

**Prerequisite:** ART 2250.

**Prerequisite with concurrency:** ART 1200 or ART 2600.
APPD 4150 Patternmaking II — 4 credits
The second patternmaking course develops skills in draping that uses fabric manipulation to create designs and develop patterns. This course also develops intermediate skills in flat pattern and drafting. Computer Aided Design and Pattern development skills are introduced. Students will learn advanced fitting. Students will also create an apparel line in a client-driven experience. Class promotes innovation and creativity in thinking. Offered in the College for Women. 
Prerequisite: APPD 3150.

APPD 4400 Advanced Patternmaking — 4 credits
The advanced course in patternmaking explores complex pattern design and non-traditional patterning methods in various apparel categories. Sustainable design thinking is required by creating Zero-Waste engineered pattern projects. Students begin to develop their final capstone line and improve their expertise in fitting and construction methods. Students are paired with a design industry mentor familiar with the student’s design interests. 
Prerequisites: APPD 3050 and APPD 3150.

APPD 4602 Internship — 2 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves the student in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, the student must meet with the internship coordinator in the Career Development Office. 
Prerequisites: Faculty sponsorship and approval by department chair.

APPD 4604 Internship — 4 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves the student in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office. A semester long classroom component is part of this course and focuses on furthering the professional development of students in the retail major program, particularly with respect to career development in retail merchandising in preparation for future work experiences and employment through resume & cover letter writing, development of interviewing and presentation skills, job search strategies, professional writing, discussion of current key topics within the industry and a variety of other professional experiences. 
Prerequisites: Faculty sponsorship and approval by department chair.

APPD 4682 Directed Study — 2 credits
APPD 4800 Apparel Design Seminar — 4 credits
This course provides an opportunity for students to develop an integrated apparel design focus. It includes creative thinking and the development of an individualized style to be expressed in the creation of a senior apparel line and portfolio designs. These apparel lines are publicly exhibited at the end-of-year style show. Students also explore methods for portfolio display including traditional and electronic venues. Offered in the College for Women. 
Prerequisites: APPD 3050, APPD 3150, APPD 4050, APPD 4150.

APPD 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract. 
Prerequisites: Permission of the faculty and department chair or program director.

APPD 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract. 
Prerequisites: Permission of the faculty and department chair or program director.

APPD 4992 Topics — 2 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

APPD 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

FACS 3350 Child in the Family — 4 credits
Study of the needs of the child at each stage of her/his development with an emphasis on finding appropriate ways of meeting these needs within the context of the family. Identification of possible physical and emotional crises children may face including methods for effectively dealing with these crises. Offered in the College for Women and the College for Adults. 
Prerequisite: PSYC 2025 or PSYC 2026.

FASH 1000 Introduction to Fashion Careers — 2 credits
According to Coco Chanel, fashion is everywhere. For those who love fashion, this is an exploratory course surveying career opportunities in the fashion industry and focuses on career paths within design and merchandising. An assessment tool will be used to assist in understanding which careers may match the student’s strengths, skills, and interests.

FASH 2050 Textiles with Lab — 4 credits
An in-depth consumer-oriented approach to the analysis of fibers, yarns, fabrics and finishes with an eye towards sustainability. Close look at the characteristics of fibers and fabrics and their effect on end-use serviceability. Students will learn to differentiate fabrics and finishes. Offered in the College for Women. 
Prerequisite: Sophomore standing.

FASH 2100 Apparel Construction and Analysis — 4 credits
This course includes basic apparel construction techniques with emphasis on the decision making involved in selecting appropriate techniques and fabrics for particular end uses. It involves an introduction to basic measuring and fitting criteria, as well as basic support materials; it also provides an introduction to the apparel industry labor issues within the context of social responsibility. The concept of fashion sustainability is introduced. Offered in the College for Women. 
Prerequisite: Permission of instructor.

FASH 2150W Sociocultural Aspects of Dress — 4 credits
The course involves the study of social, psychological, cultural and aesthetic aspects of dress. Focus is on understanding multicultural diversity and broadening the perspective in which students view dress. Sustainable fashion as a cultural phenomenon is explored. This course includes cultural experience through a service learning component. Offered in the College for Women. Also offered as CRST 2151W.
FASH 2992 Topics — 2 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

FASH 2994 Topics — 4 credits

FASH 3000 History of Dress — 4 credits
This course involves the study of the historic patterns of dress from ancient times to the present. Illustrated lectures stress political, economic and social conditions as reflected in the clothing of men and women during each period.
Prerequisites: FASH 1000, FASH 2150W, or instructor permission.

FASH 3100 History of Costume — 4 credits
This class involves the study of the historic patterns of dress from ancient times to the Neoclassic period. Illustrated lectures stress political, economic and social conditions as reflected in the clothing of men and women during each period. Offered in the College for Women.

FASH 3150 Aesthetics and Trends — 4 credits
This course will provide an overview of aesthetic analysis in relation to past, current and future fashion trends providing a framework for objective and scientific analysis of visual stimulus and context, including determining what external factors are relevant to aesthetic judgments (time, culture, place) and analyzing inter-relationships between creator, audience and object. Analyses of the process of predicting changes in fashion over time are explored, with particular emphasis on identifying those factors that influence acceptance or rejection of apparel at the consumer level.
Prerequisites: FASH 1000, FASH 2150W, FASH 3000.

FASH 3994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

FASH 4100 History of Fashion — 4 credits
This course involves the study of the cycles of change in the style of men's and women's clothing from 1790 to the present. Focus is on the development of couture and the study of important designers in each period. Illustrated lectures stress political, economic and social conditions as reflected in the clothing during each period. Offered in the College for Women.
Prerequisite: FASH 3100.

FASH 4571 Internship Practicum — 1 credit
The internship practicum focuses on furthering the professional development of students in the retail major program, particularly with respect to career development in retail merchandising in preparation for future work experiences and employment through resume and cover letter writing, development of interviewing and presentation skills, job search strategies, professional writing, discussion of current key topics within the industry and a variety of other professional experiences. Offered in the College for Women.
Prerequisite: Junior or Senior status or faculty sponsorship and approval by department chair.

FASH 4602 Internship — 2 credits
Fashion merchandising and apparel design students registered for a 2 credit internship complete a structured out-of-class learning experience that takes place on- or off-campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

FASH 4603 Internship — 3 credits
Structured out-of-class learning experience that takes place on- or off-campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test careers and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office. In addition, fashion merchandising students must register for a 1-credit semester long classroom component as part of this course that focuses on furthering the professional development of students in the retail major program, particularly with respect to career development in retail merchandising in preparation for future work experiences and employment through resume and cover letter writing, development of interviewing and presentation skills, job search strategies, professional writing, discussion of current key topics within the industry and a variety of other professional experiences. The 1-credit internship practicum is offered spring semester. The 3-credit internship is offered fall, spring and summer. Offered in the College for Women.

FASH 4604 Internship — 4 credits
Fashion merchandising and apparel design students registered for a 4 credit internship complete a structured out-of-class learning experience that takes place on- or off-campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test careers and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office. A semester long classroom component is part of this course and focuses on furthering the professional development of students in the retail major program, particularly with respect to career development in retail merchandising in preparation for future work experiences and employment through resume and cover letter writing, development of interviewing and presentation skills, job search strategies, professional writing, discussion of current key topics within the industry and a variety of other professional experiences. The 1-credit internship practicum is offered spring semester. The 3-credit internship is offered fall, spring and summer. Offered in the College for Women.

FASH 4604 Internship — 4 credits
Faculty, department chair and dean approval.

FASH 4681 Directed Study — 1 credit
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

FASH 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.
FASH 4952 Independent Study 2 — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract. 
**Prerequisites:** Permission of the faculty and department chair or program director.

FASH 4954 Independent Study 2 — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract. 
**Prerequisites:** Permission of the faculty and department chair or program director.

FASH 4992 Topics — 2 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

FASH 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

INTD 4604 Internship — 4 credits
An internship is a structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves the student in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience meet with the internship coordinator in the Career Development Office and then with a faculty advisor. 
**Prerequisites:** Instructor and department chair permission.

MRCH 3200 Technical Garment Analysis — 4 credits
This course is an-depth study about the apparel mass production process. Topics cover evaluation of apparel quality, development of and written garment specifications, garment costing, the sourcing of fabrications and findings, product development and sustainability and corporate social responsibility. Skills in computer-aided specifications development are emphasized. Offered in the College for Women. 
**Prerequisites:** FASH 2050, FASH 2100.

MRCH 3300 Omnichannel Retail — 4 credits
Course builds on previous business courses to cover the fundamentals of non-store merchandising techniques. The class focuses on distribution channels outside the retail “norm”, exploring catalogs, Internet and other alternative retail techniques such as social media, kiosks, trunk shows, television and multi-level. Guest speakers introduce students to career opportunities in fields such as home-based sales, television and internet. Students integrate these techniques into business plans. Individual class presentation format is used. Offered in the College for Women. 
**Prerequisites:** MKTG 2300 or MKTG 2302.

MRCH 3400 Visual Merchandising and Trend Analysis — 4 credits
This course involves the study of elements and principles of design applied to the display of merchandise. Focus is on understanding the role of visual merchandising in relation to consumer purchasing behavior and the process of creating effective displays in a variety of retail settings. Analyses of the process of predicting changes in fashion over time are explored, with particular emphasis on identifying those factors that influence acceptance or rejection of apparel at the consumer level. Offered in the College for Women. 
**Prerequisites:** FASH 2050, FASH 2150W.

MRCH 3450 Visual Merchandising — 4 credits
This course involves the study of elements and principles of design applied to the display of merchandise in retail, online and other omni-channel retail/service environments. The course will delve in retail floor spaces and planograms. The focus is on understanding the role of visual merchandising in relation to consumer purchasing behavior and the importance of eye appeal when creating the window, interior retail, and virtual displays. Students will learn the process of creating effective displays using the latest principles and techniques in a variety of retail and display settings. Students will create merchandising plans and displays using sustainable strategies. 
**Prerequisites:** FASH 1000, FASH 2150, FASH 3150, ART 2250 or instructor's permission. Offered every other year.

MRCH 4400 Sustainable Product Development — 4 credits
Sustainable Product Development is an application of design and merchandising perspectives to product development cycle from concept to production handoff for diverse target markets keeping sustainability at the forefront of design thinking. The course is designed to simulate real-life scenarios with a cross-functional team environment and industry partnership and guidance. 
**Prerequisite:** MRCH 3200.

MRCH 4602 Internship — 2 credits
Fashion merchandising and apparel design students registered for a 2 credit internship complete a structured out-of-class learning experience that takes place on- or off-campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office. 
**Prerequisites:** Faculty sponsorship and approval by department chair.

MRCH 4604 Internship — 4 credits
Fashion merchandising and apparel design students registered for a 4 credit internship complete a structured out-of-class learning experience that takes place on- or off-campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test careers and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office. A semester long classroom component is part of this course and focuses on furthering the professional development of students in the retail major program, particularly with respect to career development in retail merchandising in preparation for future work experiences and employment through resume and cover letter writing, development of interviewing and presentation skills, job search strategies, professional writing, discussion of current key topics within the industry and a variety of other professional experiences. 
**Prerequisites:** Faculty sponsorship and approval by department chair.
**Apparel Design - BA, BS**

Apparel design is a creative and highly competitive profession. That is why St. Kate’s apparel design major is rigorous and dedicated to teaching students the skills they need to stay a step ahead of the competition. Students learn to be curious, transform inspiration into creative designs; make clothes for real bodies, not just the dressmaker form; be innovative with all types of material, and respect sustainable practices because Eco-fashion and a focus on human rights in manufacturing are important for consumers as well as the fashion industry. In classes, students discuss fair trade practices, workers’ rights, up-cycling and sustainable design, and sourcing ethically. It is all about the triple bottom line—People, Planet, and Profit.

Students will be prepared for careers in styling, trends, CAD, product development, creative design, technical design, quality assurance, ready-to-wear, couture and custom design. A required internship and real-world course projects provide hands-on rich experiences. In addition to apparel design courses, students will complete relevant courses in art, business, and communications. Students can take advantage of the opportunity to study for a semester or year at the Fashion Institute of Technology, London College of Fashion, Acadia Fashion Institute in Florence or other approved study-abroad programs.

Students may participate in 10- to 21-day off-campus study courses in London/Paris/Florence, Hong Kong/China, India or other locations. On these trips, they will experience first-hand discussions with fashion designers, trend and color forecasters, costume designers for Broadway or the London Theater, fashion magazine editors, buyers, textile wholesalers and manufacturers. Students also will attend fashion exhibitions and view collections at major museums and learn about global sustainability.

**See also:** Fashion Merchandising (p. 74).

This major is offered in the College for Women only.

### Curriculum

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<thead>
<tr>
<th>Code</th>
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<td>FASH 1000</td>
<td>Introduction to Fashion Careers</td>
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<tbody>
<tr>
<td>FASH 2050</td>
<td>Textiles with Lab</td>
<td>4</td>
</tr>
<tr>
<td>FASH 2100</td>
<td>Apparel Construction and Analysis</td>
<td>4</td>
</tr>
<tr>
<td>FASH 2150W</td>
<td>Sociocultural Aspects of Dress</td>
<td>4</td>
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<tr>
<td>FASH 3000</td>
<td>History of Dress</td>
<td>4</td>
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<td>FASH 3150</td>
<td>Aesthetics and Trends</td>
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<td>APPD 2500</td>
<td>Fashion Illustration and Portfolio Development</td>
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<td>APPD 3050</td>
<td>Advanced Construction Methods</td>
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<td>APPD 3150</td>
<td>Patternmaking</td>
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<td>APPD 3200</td>
<td>Computer Aided Design and Development</td>
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<td>APPD 3400</td>
<td>Draping and Creative Design</td>
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<td>APPD 4400</td>
<td>Advanced Patternmaking</td>
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<td>APPD 4800</td>
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<tr>
<td>ART 2150</td>
<td>Color</td>
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<tr>
<td>ART 2250</td>
<td>Art and Technology</td>
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<tr>
<td>ART 2600</td>
<td>Figure Drawing</td>
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<tr>
<td>or ART 1200</td>
<td>Drawing</td>
<td>4</td>
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<tr>
<td>COMM 1030</td>
<td>Speaking to Lead and Influence</td>
<td>4</td>
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<tr>
<td>MKTG 2302</td>
<td>Introduction to Marketing</td>
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<tr>
<td>MRCH 3200</td>
<td>Technical Garment Analysis</td>
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<td>MRCH 3300</td>
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<tr>
<td>MRCH 4400</td>
<td>Sustainable Product Development</td>
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**Required Supporting Courses**

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<tr>
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<th>Title</th>
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<tbody>
<tr>
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<td>Financial Accounting I</td>
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<td>Art and Technology</td>
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<td>Figure Drawing</td>
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<tr>
<td>or ART 1200</td>
<td>Drawing</td>
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<td>COMM 1030</td>
<td>Speaking to Lead and Influence</td>
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<tr>
<td>MKTG 2302</td>
<td>Introduction to Marketing</td>
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<td>MRCH 3300</td>
<td>Omnichannel Retail</td>
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<tr>
<td>MRCH 4400</td>
<td>Sustainable Product Development</td>
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</table>

**Total Credits** 82

1 Second degree students are only required to complete a minimum of four courses from this list of required supporting courses.
Apartment design majors satisfy the Writing Requirement for Majors by completing FASH 2150W Sociocultural Aspects of Dress. They complete the Liberal Arts and Sciences Core Writing Requirement with three other writing intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, CORE 3990W Global Search for Justice, and one other writing intensive course in this or another department).

**Fashion Merchandising - BA, BS**

The St. Kate’s fashion merchandising major prepares students for a dynamic career in the fashion and apparel industry as it relates to fashion merchandising. In addition to taking major-related courses, students will complete a business administration minor and take relevant courses in art and communications. Students may choose an alternative minor in consultation with the professors. Students will study environmental and social justice issues and sustainability in fashion and apparel, valuable knowledge for any student’s future career because eco-fashion and a focus on human rights in manufacturing are important for consumers as well as the fashion industry. In classes, students discuss fair trade practices, workers’ rights, up-cycling and sustainable design, and sourcing ethically. It is all about the triple bottom line: People, Planet, and Profit.

Students will be prepared for careers in wholesale and retail aspects of fashion including merchandiser coordinator, manufacturer’s representative, product developer, business analyst, buyer, visual merchandiser, stylist, personal shopper and retail manager. A required internship and real-world course projects provide hands-on rich experiences. Students can take advantage of the opportunity to study for a semester or year at the Fashion Institute of Technology, London College of Fashion, Acadia Fashion Institute in Florence or other approved study-abroad programs.

Students may want to participate in 10- to 21-day off-campus study courses in London/Paris/Florence, Hong Kong/China, India or other locations. On these trips, they will experience first-hand discussions with fashion designers, trend and color forecasters, costume designers for Broadway or the London Theater, fashion magazine editors, buyers, textile wholesalers and manufacturers. Students also will attend fashion exhibitions and view collections at major museums and global sustainability.

**See also:** Apparel Design (p. 73)

This major is offered in the College for Women only.

**Curriculum**

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<tr>
<td>FASH 2050</td>
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<td>FASH 4571</td>
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<td>MRCH 3450</td>
<td>Visual Merchandising</td>
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<td>MRCH 3850</td>
<td>Retail Math</td>
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<td>MRCH 4200</td>
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<td>THR 2150</td>
<td>Directing: Event Production</td>
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<td>MRCH 4400</td>
<td>Sustainable Product Development</td>
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<td>ACCT 2112</td>
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<td>ACCT 2130</td>
<td>Managerial Accounting</td>
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<td>BUSI 2012</td>
<td>Business Analytics</td>
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<td>MGMT 2400</td>
<td>Principles of Management</td>
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<td>MKTG 2302</td>
<td>Introduction to Marketing</td>
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<td>or SALE 2332</td>
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<td>ACCT 3202</td>
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<td>ACCT 3212</td>
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<td>BUSI 2652</td>
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<td>BUSI 3652</td>
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<td>MGMT 3400</td>
<td>Leadership, Effective Teams and Change</td>
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<td>or MBA 6100</td>
<td>Foundations for Personal and Team Leadership</td>
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<td>MGMT 3460</td>
<td>Managing a Diverse Workforce</td>
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<td>MKTG 2350W</td>
<td>Integrated Marketing Communications</td>
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<td>MKTG 3300</td>
<td>Interactive Marketing: Social Networks</td>
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<td>MKTG 3350</td>
<td>Buyer Behavior and Market Research</td>
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*Total Credits: 52*

**Required Supporting Courses (minimum grade of C- required)**

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<td>ART 2250</td>
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<td>COMM 1030</td>
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<td>ECON 1090</td>
<td>Statistical Analysis for Decision Making</td>
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<tr>
<td>or MBA 6400</td>
<td>Foundations for Personal and Team Leadership</td>
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<td>HALTH 1090</td>
<td>Biostatistics</td>
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<td>PSYC 1090</td>
<td>Statistical Methods in Psychology</td>
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<td>STAT 1089</td>
<td>Statistical Analysis with Corequisite</td>
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<td>STAT 1090</td>
<td>Statistical Analysis</td>
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*Total Credits: 12*
Minors
- Accounting - Minor (p. 84)
- Business Administration - Minor (p. 85)
- Finance - Minor (p. 88)
- Healthcare Sales - Minor (p. 92)
- Integrated Marketing Communications and Design - Minor (p. 92)
- Marketing - Minor (p. 93)
- Sales - Minor (p. 94)

Certificates
- Healthcare Sales - Certificate (p. 91)
- Sales - Certificate (p. 93)

Business Administration

The business administration department prepares students to become successful businesswomen and focuses on developing ethical women business leaders who can take companies, emerging businesses, government entities and non-profits to the next level.

Mission:

Grounded in the liberal arts and Catholic social teaching, the Department of Business Administration at St. Catherine University delivers a transformative business education, empowering students to develop performance-ready expertise, adaptability, and confidence to become ethical and effective leaders in their chosen field.

Majors

- Accounting - BA, BS (p. 82)
- Business Administration - BA, BS (p. 84)
- Business Management - BA, BS (p. 85)
- Business-to-Business Sales - BA, BS (p. 87)
- Healthcare Management - BA, BS (p. 88)
- Healthcare Sales - BA, BS (p. 90)
- Marketing - BA, BS (p. 92)

Fashion merchandising majors satisfy the Writing Requirement for Majors by completing FASH 2150W Sociocultural Aspects of Dress. They complete the Liberal Arts and Sciences Core Writing Requirement with three other writing intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, CORE 3990W Global Search for Justice, and one other writing intensive course in this or another department).

1 May be replaced with another minor with departmental approval.
2 Students are advised to check the prerequisites for these courses prior to making their selections.
3 MBA courses are only available to students admitted to the MBA articulation program. See the MBA section of the Graduate Catalog for details.

Fashion merchandising majors satisfy the Writing Requirement for Majors by completing FASH 2150W Sociocultural Aspects of Dress. They complete the Liberal Arts and Sciences Core Writing Requirement with three other writing intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, CORE 3990W Global Search for Justice, and one other writing intensive course in this or another department).

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Majors

- Accounting - BA, BS (p. 82)
- Business Administration - BA, BS (p. 84)
- Business Management - BA, BS (p. 85)
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- Healthcare Management - BA, BS (p. 88)
- Healthcare Sales - BA, BS (p. 90)
- Marketing - BA, BS (p. 92)

Minors

- Accounting - Minor (p. 84)
- Business Administration - Minor (p. 85)
- Finance - Minor (p. 88)
- Healthcare Sales - Minor (p. 92)
- Integrated Marketing Communications and Design - Minor (p. 92)
- Marketing - Minor (p. 93)
- Sales - Minor (p. 94)

Certificates

- Healthcare Sales - Certificate (p. 91)
- Sales - Certificate (p. 93)
ACCT 3150 Income Tax — 4 credits
In this course students will take a theoretical review and analysis of federal individual income tax laws. Tax research and planning are emphasized. Students will study applications that stress theoretical understanding and secondarily, the preparation of income tax returns. Offered in the College for Women and the College for Adults.
Prerequisite: ACCT 3110 with a grade of C- or better.

ACCT 3202 Business Finance — 2 credits
This course deals with financial decisions that corporate management must make to maximize stockholder wealth. Key topics include interpretation and analysis of financial information, present value and future value analysis techniques, valuation of bonds and stocks, and impact of financial decisions on a firm's expected return and risk.
Prerequisite: ACCT 2130.

ACCT 3210 Financial Management — 4 credits
This course deals with financial decisions that corporate management must make to maximize stockholder wealth. Key topics students will study include capital budgeting, valuation of financial assets, determination of a firm's cost of capital, interpretation and analysis of financial information, working capital management and impact of financial decisions on a firm's expected return and risk. Offered in the College for Women and the College for Adults.
Prerequisite: ACCT 2130.

ACCT 3212 Advanced Finance — 2 credits
This course deals with financial decisions that corporate management must make to maximize stockholder wealth. Key topics include capital budgeting, determination of a firm's cost of capital, and working capital management.
Prerequisite with concurrency: ACCT 3202.

ACCT 4100 Advanced Accounting — 4 credits
In this course students will focus on consolidations and accounting for state and local governments and other not-for-profit organizations. Students will cover the basics of consolidations with an emphasis on the differences between profit and not-for-profit accounting and the preparation of financial statements for state and local governments and other not-for-profit organizations. This class is particularly beneficial for students interested in working for state and local governments, other not-for-profits, public accounting firms that audit governmental or other not-for-profit entities or students planning to take the CPA exam. Students will broaden their accounting skills so that they are prepared to work in a variety of organizations. Offered in the College for Women and the College for Adults.
Prerequisites: ACCT 2130, ACCT 3110.

ACCT 4120 Cost Accounting — 4 credits
Students will study the elements of product costs, including job, process, standard and variable costing systems and procedures. A managerial emphasis is added through inclusion of cost-volume-profit relationships, management uses of financial and cost data, and introduction to Balanced Score Card theory and practice for strategic analysis, CASB pronouncements and other selected topics. Students will increase their Excel skills and further develop their decision-making and critical-thinking skills. Offered in the College for Women and the College for Adults.
Prerequisites: ACCT 2130, ACCT 3110.

ACCT 4130W Auditing — 4 credits
This course will focus on the independent examination of the financial statements and all aspects of a financial audit in accordance with generally accepted auditing standards. Particular emphasis will be placed on the engagement risk assessment, analysis of internal controls, the gathering and the analysis of evidence in preparation for the audit report. The focus is on analytical thinking, the exercise of judgment, and evaluation of risks. Students will complete a variety of written projects related to auditing. Writing Intensive. Offered in the College for Women and the College for Adults.
Prerequisite: ACCT 3120 with a grade of C- or better.

ACCT 4140 Accounting Systems — 4 credits
Accounting systems introduces students to the use of relational databases and enterprise resource systems in the creation of Accounting Information Systems (AIS). The design of accounting information systems is covered in detail; modeling techniques such as simple entity relationship diagrams (ERDs), Data Flow Diagrams (DFDs) and Flowcharts are used to create high-level views and conceptual schemas of an AIS. The capture and manipulation of accounting transactions in revenue, purchasing and payroll accounting cycles are covered in detail. MS Visio is used for modeling and MS Access for implementation of models into databases. Microsoft Office Accounting 2001 ERP Software is used for exposure to AIS implementation. Offered in the College for Women and the College for Adults.
Prerequisite: ACCT 3110.

ACCT 4200 Fraud and Forensic Accounting Seminar — 4 credits
Concepts related to fraud and forensic accounting will be analyzed and examined. These concepts will include: the fraud triangle, fraud prevention, fraud detection techniques, fraud investigation, management (white collar crime) fraud and specific fraud schemes. Guest speakers and real word cases will be utilized to supplement the textbook concepts. Students will develop heightened awareness of fraud in organizations as well as analytical skills that can be used to identify fraud in financial statement and key internal controls for fraud prevention. Offered in the College for Women and the College for Adults.
Prerequisite: ACCT 3110.
Recommended: ACCT 4130W.

ACCT 4602 Internship — 2 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves the student in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, the student must meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

ACCT 4604 Internship — 4 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves the student in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, the student must meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

ACCT 4682 Directed Study — 2 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.
ACCT 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

ACCT 4752 Accounting Practicum — 2 credits
This course complements students' academic work by giving them the opportunity to apply textbook theory to an actual business practice in an internship. Through an internship, students discover more about a particular profession and learn about their career interests. Once offered an internship position, the next step is to start the process of enrolling in the Business Practicum course. This class is designed for both traditional internships and for “stretch assignments.” If students are working at/near full-time, they may be able to negotiate a “stretch assignment” or “career development” project, which is above and beyond current work responsibilities, in their workplace. Whether a traditional internship or a “stretch assignment,” students will participate once every two weeks (check the published annual schedule of class meetings) in structured class sessions with peers and instructor, who is also the Faculty Internship Advisor, to discuss and evaluate what students are learning in their internships. Class discussions and readings will focus on internship and career-related topics. Offered in fall, spring and summer sessions. Register under ACCT for accounting or BUSI for other business-related internships. Offered in the College for Women and the College for Adults.
Prerequisites: A minimum of three business courses completed, junior standing, and a work situation approved by the instructor.

ACCT 4753 Accounting Practicum — 3 credits
This course complements students' academic work by giving them the opportunity to apply textbook theory to an actual business practice in an internship. Through an internship, students discover more about a particular profession and learn about their career interests. Once offered an internship position, the next step is to start the process of enrolling in the Accounting Practicum course. This class is designed for both traditional internships and for “stretch assignments.” If students are working at/near full-time, they may be able to negotiate a “stretch assignment” or “career development” project, which is above and beyond current work responsibilities, in their workplace. Whether a traditional internship or a “stretch assignment,” students will participate once every two weeks (check the published annual schedule of class meetings) in structured class sessions with peers and instructor, who is also the Faculty Internship Advisor, to discuss and evaluate what they are learning in their internships. Class discussions and readings will focus on internship and career-related topics. Offered in fall, spring and summer sessions. Register under ACCT for accounting or BUSI for other business-related internships. Offered in the College for Women and the College for Adults.
Prerequisites: A minimum of three business courses completed, junior standing, and a work situation approved by the instructor.

ACCT 4754 Accounting Practicum — 4 credits
This course complements students' academic work by giving them the opportunity to apply textbook theory to an actual business practice in an internship. Through an internship, students discover more about a particular profession and learn about their career interests. Once offered an internship position, the next step is to start the process of enrolling in the Business Practicum course. This class is designed for both traditional internships and for “stretch assignments.” If students are working at/near full-time, they may be able to negotiate a “stretch assignment” or “career development” project, which is above and beyond current work responsibilities, at their workplace. Whether a traditional internship or a “stretch assignment,” students will participate once every two weeks (check the published annual schedule of class meetings) in structured class sessions with peers and instructor, who is also their Faculty Internship Advisor, to discuss and evaluate what they are learning in their internships. Class discussions and readings will focus on internship and career-related topics. Offered in fall, spring and summer sessions. Register under ACCT for accounting or BUSI for other business-related internships. Offered in the College for Women and the College for Adults.
Prerequisites: A minimum of three business courses completed, junior standing, and a work situation approved by the instructor.

ACCT 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

ACCT 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

ACCT 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

BUSI 2000 Leadership Perspectives — 2 credits
This course combines the work completed in the Leadership Institute program, Leadership Perspectives, with academic assignments. Through reading, critical reflection and analysis, each student explores relevant leadership topics that apply to organizational leadership and his/her own personal and professional leadership development. Leadership Perspectives begins with an intensive two-day session followed by six monthly four-hour classes. The course concludes with a six-hour intensive session. Using the Transformation Trilogy model, assessment tools and instructor advising, each student develops a individual strategic leadership action plan with measurable outcome-based personal and professional goals. The class explores in depth the process of leadership, change management and employee engagement. Contact the Continuing Education Office for more information.
BUSI 2012 Business Analytics — 2 credits
Business analytics are applied in many areas within business including management, marketing, accounting, finance, sales, operations, and strategic planning. It is now critical for managers to be able to make sense of the increasing availability of extremely large amounts of information called "Big Data." In this course, students will learn basic analysis and business modeling methods to analyze data while utilizing Microsoft Excel®. Emphasis will be placed on students acquiring the ability to apply, analyze, and evaluate data to make sound and strategic business decisions by thinking critically about the analysis or model constructed. Offered in the College for Women and the College for Adults.

BUSI 2502 Global Business — 2 credits
Globalization has become an integral part of the business landscape. This course is an introduction to international business aimed at familiarizing students with the basic concepts and theories relevant to conducting business in the international arena. Throughout the course, students will become familiar with the context of international business and the major trends and challenges that impact global business strategies. Among the topics to be examined are sociocultural and political forces influencing global business decisions, international trade and economic policies, international marketing, and global leadership issues and practices. Case studies, group exercises, lectures, quizzes, and classroom interactions are used to assist students in acquiring an understanding of how to succeed in international contexts. Offered in the College for Women and the College for Adults.

BUSI 2652 Legal Environment of Business — 2 credits
In this course students will survey the legal process and principles as applied in the areas that concern business. Topics covered include courts, court procedures, constitutional law, torts, contracts, agency, commercial paper, and business organizations.

BUSI 2992 Topics — 2 credits

BUSI 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Courses are also offered as ACCT 2994 for accounting, MGMT 2994 for management, MKTG 2994 for marketing, or SALE 2994 for sales.

BUSI 3002 #MeToo: Sexual Harassment in the Workplace — 2 credits
#MeToo: Sexual Harassment in the Workplace is a unique course designed by the Business Department faculty at St. Catherine University. This course examines current organizational strategies in place to address sexual harassment in the workplace and explore the impact of the #MeToo Movement. Students will develop an awareness of the managerial, legal, ethical, and cultural issues related to sexual harassment, analyze and apply this consciousness in role plays. This cumulates in an evaluation of what organizational leaders can do to foster and apply these concepts to the creation of safe workplace environments.

BUSI 3560 Business Law — 4 credits
In this course students will study the legal process and principles as applied in the areas that concern business. Topics covered include contracts, sales and commercial paper. Offered in the College for Women and the College for Adults.

Prerequisite: Junior or senior standing or instructor permission.

BUSI 3652 Business Law - Contracts — 2 credits
In this course students will continue study of the legal process and principles as applied in the areas that concern business with more depth on contracts, the uniform commercial code, and business ethics.

Prerequisite with concurrency: BUSI 2652.

BUSI 3900W Social Entrepreneurship — 4 credits
This course provides a hands-on case approach to understanding how to develop sustainable business sales plans for a specific international product. A primary focus of the class is up-front work to analyze a product and its potential impact, and identify a target market segment that will benefit. Students will then determine how to best position this product within this market segment for greatest acceptance. This is followed by a sales plan to reach the market. Mentors will be available to provide advice in terms of how to approach this challenging problem. These mentors will be subject matter experts on an area of significance to the project: the developing country, the product, on nutrition and agriculture, and/or sales and business professionals. The outcome of the class is a business plan including value proposition to the customer, pricing, sales channel, distribution channel, cost model and implementation plan. The teams are expected to use sales process design, combined with actual input from research, in solving the challenge. Students will learn how to position and market a product while considering the range of sales, marketing, management, political, social, ethical and cultural factors encountered in the international arena. Offered in the College for Women.

BUSI 4602 Internship — 2 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office. Also offered in the College for Adults. Register under ACCT for accounting, MGMT for management, MKTG for marketing or SALE for sales.

Prerequisites: Faculty sponsorship and approval by department chair.

BUSI 4604 Internship — 4 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office. Also offered in the College for Adults. Register under ACCT for accounting, MGMT for management, MKTG for marketing or SALE for sales.

Prerequisites: Faculty sponsorship and approval by department chair.

BUSI 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses. Available in the College for Women and the College for Adults. Register under ACCT for accounting, MGMT for management, MKTG for marketing or SALE for sales.

Prerequisites: Faculty, department chair and dean approval.
BUSI 4752 Business Practicum — 2 credits
This course complements students’ academic work by giving them the opportunity to apply textbook theory to an actual business practice in an internship. Through an internship, students discover more about a particular profession and learn about their career interests. Once offered an internship position, the next step is to start the process of enrolling in the Business Practicum course. This class is designed for both traditional internships and for “stretch assignments.” If students are working at/near full-time, they may be able to negotiate a “stretch assignment” or “career development” project, which is above and beyond current work responsibilities, in their workplace. Whether a traditional internship or a “stretch assignment,” students will participate once every two weeks (check the published annual schedule of class meetings) in structured class sessions with peers and instructor, who is also the Faculty Internship Advisor, to discuss and evaluate what they are learning in their internships. Class discussions and readings will focus on internship and career-related topics. Offered in fall, spring and summer sessions. Register under ACCT for accounting or BUSI for other business-related internships. Offered in the College for Women and the College for Adults.
Prerequisites: A minimum of three business courses completed, junior standing, and a work situation approval by the instructor.

BUSI 4753 Business Practicum — 3 credits
This course complements students’ academic work by giving them the opportunity to apply textbook theory to an actual business practice in an internship. Through an internship, students discover more about a particular profession and learn about their career interests. Once offered an internship position, the next step is to start the process of enrolling in the Business Practicum course. This class is designed for both traditional internships and for “stretch assignments.” If students are working at/near full-time, they may be able to negotiate a “stretch assignment” or “career development” project, which is above and beyond current work responsibilities, in their workplace. Whether a traditional internship or a “stretch assignment,” students will participate once every two weeks (check the published annual schedule of class meetings) in structured class sessions with peers and instructor, who is also the Faculty Internship Advisor, to discuss and evaluate what they are learning in their internships. Class discussions and readings will focus on internship and career-related topics. Offered in fall, spring and summer sessions. Register under ACCT for accounting or BUSI for other business-related internships. Offered in the College for Women and the College for Adults.
Prerequisites: A minimum of three business courses completed, junior standing, and a work situation approval by the instructor.

BUSI 4754 Business Practicum — 4 credits
This course complements students’ academic work by giving them the opportunity to apply textbook theory to an actual business practice in an internship. Through an internship, students discover more about a particular profession and learn about their career interests. Once offered an internship position, the next step is to start the process of enrolling in the Business Practicum course. This class is designed for both traditional internships and for “stretch assignments.” If students are working at/near full-time, they may be able to negotiate a “stretch assignment” or “career development” project, which is above and beyond current work responsibilities, in their workplace. Whether a traditional internship or a “stretch assignment,” students will participate once every two weeks (check the published annual schedule of class meetings) in structured class sessions with their peers and instructor, who is also their Faculty Internship Advisor, to discuss and evaluate what they are learning in their internships. Class discussions and readings will focus on internship and career-related topics. Offered in fall, spring and summer sessions. Register under ACCT for accounting or BUSI for other business-related internships. Offered in the College for Women and the College for Adults.
Prerequisites: A minimum of three business courses completed, junior standing, and a work situation approval by the instructor.

BUSI 4800 Business Portfolio — 0 credits
All business majors are required to complete a business portfolio in order to fulfill graduation requirements. The portfolio is the vehicle that enables students to integrate the life skills and knowledge they bring with them and the knowledge, skills and values learned within the courses and field experiences throughout the program. This portfolio allows students to validate their experiences at St. Catherine University. The portfolio is cumulative in nature; most aspects are completed as part of course work. The portfolio must be presented to the student’s advisor no later than September 30 for December graduates or February 15 for May graduates. For specific portfolio requirements, please refer to the Professional Portfolio Handbook. Offered in the College for Women and the College for Adults.
Prerequisite: Senior standing.

BUSI 4951 Independent Study — 1 credit
Research and analysis of a field of business. Also offered in the College for Adults Program. Register under ACCT for accounting, MGMT for management, MKTG for marketing or SALE for sales.
Prerequisites: Permission of department chair after arranging with a sponsoring instructor.

BUSI 4952 Independent Study — 2 credits
Research and analysis of a field of business. Also offered in the College for Adults Program. Register under ACCT for accounting, MGMT for management, MKTG for marketing or SALE for sales.
Prerequisites: Permission of department chair after arranging with a sponsoring instructor.

BUSI 4954 Independent Study — 4 credits
Research and analysis of a field of business. Also offered in the College for Adults Program. Register under ACCT for accounting, MGMT for management, MKTG for marketing or SALE for sales.
Prerequisites: Permission of department chair after arranging with a sponsoring instructor.

BUSI 4992 Topics — 2 credits
The subject matter of the course will be announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Courses are also offered as ACCT 4992 for accounting, MGMT 4992 for management, MKTG 4992 for marketing, or SALE 4992 for sales.
BUSI 4994 Topics — 4 credits
The subject matter of the course will be announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Courses are also offered as ACCT 4994 for accounting, MGMT 4994 for management, MKTG 4994 for marketing, or SALE 4994 for sales.

MGMT 2400 Principles of Management — 4 credits
This course provides students with an understanding of effective management practices and structures. It emphasizes leadership requirements for managers, as well as three additional primary functions of management: planning, organizing and controlling. Students will explore the ethical foundation for business practices. Offered in the College for Women and the College for Adults.

MGMT 2402 Principles of Management — 2 credits
This course provides an understanding of effective management practices and structures. It emphasizes leadership requirements for managers, as well as four primary functions of management: planning, organizing, leading and controlling. Upon completing this course, students will gain a broad introductory understanding of management theory and application.

MGMT 3400 Leadership, Effective Teams and Change Management — 4 credits
This course concentrates on four critical aspects of management: leadership, organizational change, ethics and teams. Students will explore a wide range of theories on effective leadership and apply these theories to their own experience. Students will examine ethics as a philosophical foundation in managing a company. Students will learn and apply organizational change theories/principles and effective team management practices. Case studies and group exercises are used throughout the course. Offered in the College for Women and the College for Adults.

Recommended: MGMT 2400.

MGMT 3460 Managing a Diverse Workforce — 4 credits
This course provides a hands-on approach to understanding how to work with people from different cultures. Students are asked to examine their own values and perspectives, to become aware of your own biases, and through examining different cultural orientations, to work towards greater understanding and acceptance of difference. The course focuses on the impact of diverse cultures on the work environment and management practices that enhance the full utilization of human diversity. Students will learn about belief systems, attitudes and conditioning and how these cognitive processes interact with the management of a diverse workforce. The management functions, organization behavior, change and productivity are examined in relation to issues of diversity. Anyone planning to work outside the home, regardless of discipline or field, can benefit from this course. Offered in the College for Women and the College for Adults. Also offered as CRST 3460.

MGMT 3850 Healthcare Policy — 4 credits
Healthcare professionals work in a system in transition due to healthcare reform. Policy makers and healthcare professionals must address issues such as high costs, improving quality, access for the uninsured, and new technologies. Emerging leaders need to understand the underlying dynamics of health care reform at the federal and state levels. Course goals include understanding key aspects of the U.S. healthcare system and healthcare reform, especially the Affordable Care Act and also insights into international system comparisons. Students will analyze reform strategies, including strengths and weaknesses of strategies. Offered in the College for Women and the College for Adults.

MGMT 4400 Operations Management — 4 credits
Operations Management familiarizes students with the concepts of operations management — the functions and processes involved in the production and delivery of goods and services. Students will learn how effective administration of business practices creates efficiency within organizations. Topics include measuring performance, strategy, supply chain design, supply chain management, resource management, quality control, and project management. More advanced topics of queuing analysis, forecasting, linear optimization, and decision analysis will also be introduced.

Prerequisites: ECON 1090 (or equivalent stats class), BUSI 2012.

MGMT 4490W Strategic Management — 4 credits
This course is a culminating capstone course in which students will use an integrative case approach to the formulation and implementation of policy within business- and administrative-type organizations. Students will draw upon the analytic tools and managerial concepts and techniques developed in previous business administration, economics and quantitative methods courses. Offered in the College for Women and the College for Adults.

Prerequisites: Senior standing, ACCT 3202 or ACCT 3210, MKTG 2300 or MKTG 2302, MGMT 2400.

MGMT 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.

Prerequisites: Faculty, department chair and dean approval.

MGMT 4850W Senior Seminar in Healthcare Management — 4 credits
Using case studies and problem solving learning, you will integrate and apply theory, knowledge, and skills critical to success in health care management. This course prepares students to think clearly and critically as well as to use written communication skills essential for working in today's healthcare environment. Topics include regulatory mechanisms in health care, ethics in heath information and health care delivery, HIPAA regulations, health care financing, and project analysis and management. Cases will include complex situations involving groups, individuals, and organizations. Students will learn to identify, locate, retrieve and use sources of information to problem solve issues as they resolve specific health care management cases. This course is designated as a St. Catherine University writing intensive course. Offered in the College for Adults.

Prerequisites: ACCT 2110 or ACCT 2112, ACCT 2130, MGMT 3850 and senior status.

MGMT 4954 Independent Study — 4 credits

MKTG 2302 Introduction to Marketing — 2 credits
This introductory course examines the role of marketing in organizations. Students will explore the process of identifying customer needs and wants (product, place, promotion, pricing). Offered in the College for Women and the College for Adults.
MKTG 2350W Integrated Marketing Communications — 4 credits
This course is an introduction to the promotion element in the marketing mix, focusing on the integration of all elements, including advertising, personal selling, public relations, sales promotion, sponsorship, interactive marketing, and other marketing channels. Students will master new web-based technologies, such as Twitter, LinkedIn, WordPress and other social media. As a writing intensive course, students will write individually and as a team - a wide variety of marketing communication pieces using standard technology (i.e., desktop word processing) and web tools, such as Google Docs and online blogging. Offered in the College for Women and the College for Adults.

MKTG 3300 Interactive Marketing: Social Networks, Multi-Media and SEO (Search Engine Optimization) — 4 credits
Interactive Marketing: Social Networks, Multimedia, and SEO examines Internet marketing activities used by all industries in For-profit and non-profit models to advertise their brand, interact with customers, and ultimately convert searchers into buyers. This course focuses on four fundamental areas of interactive marketing: Search Engine Optimization (SEO), multimedia technologies such as graphic design, audio and video production, social networks, and community management. This course is built on experiential education where by students work on real-world projects for actual clients. Using a combination of current digital marketing theory and practical exercises; students will: • Work with local small businesses and create a social media strategy • Practice creating clear and reasonable recommendations and communicating them effectively • Successfully complete AdWords and SMS certifications The course is taught in the Social Media labs. The lab is equipped with industry-quality software for graphics, web design, and video production. Offered in the College for Women.

MKTG 3350 Buyer Behavior and Market Research — 4 credits
In this course students will learn fundamental business research strategies, including the use of primary and secondary data sources, the application of marketing theory and methodologies to understand customer needs, and fundamental market research tools including survey questionnaires and focus groups. Students will explore key concepts in consumer behavior and corporate buying, including influences on customer decision making. Offered in the College for Women and the College for Adults.
Prerequisite: MKTG 2302.

MKTG 3500 International Marketing and Management — 4 credits
This course is an introduction to international marketing and management aimed at familiarizing students with the range of marketing, management, political, social, ethical and cultural factors encountered in the international arena. Among the topics to be examined are globalization, international trade organizations, modes of entry, country risk analysis, product adaptations and approaches to intercultural negotiating. Students will also examine cultural norms and values in key world regions and use this knowledge to find successful solutions to real life management and marketing situations through case studies. In addition to case studies, group exercises, lectures and role plays are used to assist students in acquiring an understanding of how to succeed in international contexts. Offered in the College for Women and the College for Adults.
Prerequisite: MGMT 2400.
Recommended: MKTG 2302.

MKTG 4300 Strategic Marketing — 4 credits
Students will gain an in-depth understanding of important marketing concepts, including market and customer analysis, competitive analysis, environmental analysis, portfolio analysis and the value proposition. Students will learn methods for developing a sustainable competitive advantage for a company. Using case studies, students will learn to apply methods, analyze data and develop effective market strategies. Offered in the College for Women and the College for Adults.
Prerequisites: ACCT 2112, MKTG 2302.
Recommended: a statistics course, ECON 2610, ACCT 2130, MKTG 2350W, MKTG 3350, MGMT 3400.

SALE 2332 Introduction to Selling — 2 credits
Business people use selling principles all the time. Everyone sells — when interviewing for a job or seeking a raise. Everyone sells. The sales techniques used to inform and persuade others are used by everyone in business. Personal selling is a strategy of developing strategic relationships, discovering customer needs, matching appropriate products with these needs, and communicating benefits. This course covers the role of sales in business, the sales process, and introduces negotiation. Offered in the College for Women and the College for Adults.

SALE 3212 Finance for Sales — 2 credits
Financial intelligence is one of the keys to creating an effective sales strategy. Students will gain basic financial acumen as it relates to the sales function. Students will be able to leverage this intelligence to develop and practice effective sales strategies.
Prerequisites: ACCT 2112, SALE 2332.

SALE 3330 Professional Sales: Customer Centered Selling — 4 credits
Managing the sales process from the perspectives of time, territory, and technology play an equal role to understanding buyer’s needs. This course focuses on building long-term partnerships with customers through consultative selling. Students will examine and practice sales communication methods including effective listening, critical questioning, sales presentation, communicating value, responding to concerns and creating action via buyer role-plays both in person and via SpeakEasy. Offered in the College for Women.
Prerequisite: SALE 2332.

SALE 3430 Customer Intelligence and Business Analytics — 4 credits
In the business environment, the key to effective sales strategy is detailed intelligence. Students will gain influence and presentation skills as well as a working knowledge of Customer Relationship Management (CRM) software to leverage data to develop effective buying strategies. Upon completing this course, students will have developed significant skill in using technology to understand financial metrics and business processes important to organizations today. Offered in the College for Women.
Prerequisites: SALE 2332, MKTG 2302.
Prerequisite with concurrency: SALE 3330.
Recommended: COMM 1030.

SALE 3432 Customer Intelligence — 2 credits
Customer knowledge or intelligence is one of the keys to creating an effective sales strategy. Students will gain research, influence and presentation skills as well as a working knowledge of Customer Relationship Management (CRM) software. Students leverage this intelligence to develop and practice effective sales strategies.
Prerequisites with concurrency: SALE 2332, SALE 3330.
SALE 3530 Selling in Healthcare — 4 credits
Medical sales requires a unique professional sales skill set. Students will learn fundamentals and the structure of decision making in healthcare organizations, healthcare reimbursement, buying groups and formularies. Offered in the College for Women.
Prerequisite with concurrency: SALE 3330.
Recommended: MGMT 3850.

SALE 3630 Ethics and Integrity in Selling — 2 credits
This course challenges students to grapple with issues of professional ethics and integrity in sales, including accurately portraying company and competitor products, services and capabilities, ethical communication, building trust, ethical dilemmas in sales and using sound business practices. Students will explore special issues for women in sales. Case studies are the foundation for exploration of these topics. Offered in the College for Women.
Recommended: SALE 3330.

SALE 3632 Ethics and Integrity in Selling — 2 credits
This course challenges students to grapple with issues of professional ethics and integrity in sales, including accurately portraying company and competitor products, services and capabilities, ethical communication, building trust, ethical dilemmas in sales and using sound business practices. Students will explore special issues for women in sales. Case studies are the foundation for exploration of these topics. Offered in the College for Women.
Recommended: SALE 3330.

SALE 4430W Advanced Sales: Strategic Account Management — 4 credits
Sales professionals need to work strategically with their key account customers. This course addresses strategic account management and negotiation. Students will learn how to identify, analyze, and maximize sales opportunities in an effective and ethical manner. As a strategic account manager, the goal is to build professional relationships based upon trust, and to create value for customers. Through comprehensively mapping the customer’s account and industry, synthesizing trends, and creating opportunities, students will learn how to deliver value for their key accounts. Offered in the College for Women.
Prerequisite: SALE 3330.
Recommended: ACCT 2130, BUSI 4752, BUSI 4753, or BUSI 4754.

SALE 4602 Internship — 2 credits
An internship is a structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves the student in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience meet with the internship coordinator in the Career Development Office and then with a faculty advisor.
Prerequisites: Instructor and department chair permission.

SALE 4604 Internship — 4 credits
An internship is a structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves the student in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience meet with the internship coordinator in the Career Development Office and then with a faculty advisor.
Prerequisites: Instructor and department chair permission.

SALE 4630W Sales Force Leadership — 4 credits
Effective sales force leadership is a major growth engine for an organization and provides an important source of market intelligence. Students will explore how to motivate and compensate salespeople, coach employees for improved performance, provide evaluative and developmental feedback, and build a vision for the sales force. This course examines current issues, both domestically and internationally, in depth. Offered in the College for Women.
Prerequisite: SALE 4430W or permission of instructor.

SALE 4682 Directed Study — 2 credits
SALE 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses. Register under ACCT for accounting, MGMT for management, MKTG for marketing or SALE for sales.
Prerequisites: Faculty, department chair and dean approval.

SALE 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

SALE 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

SALE 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

Accounting - BA, BS
The accounting major prepares students for many career options, including public accounting, management accounting, government accounting, tax accounting and internal auditing, among others. Accounting is also a basic preparation for fraud examiners, consultants and managers in non-accounting areas. Students will study foundations in economics, statistics, and social sciences, as well as introductory financial and managerial accounting and management. Students will also study intermediate level accounting concepts which will include Generally Accepted Accounting Principles (GAAP) with an introduction to International Financial Reporting Standards (IFRS), income tax, financial management, business law, cost accounting and auditing.

Accounting is one of the best jobs in terms of career options, high compensation and career placement after graduation. For students who can think critically, communicate effectively, as well as develop the
ability to analyze, compare and interpret financial information, a career in accounting may be a good fit.

Public accounting emphasizes auditing, consulting and tax functions, while management accounting emphasizes cost accounting, budgeting, financial statement preparation and analysis and internal auditing. Government accountants can work at any level of government to analyze and oversee the performance and allocation of funds. Internal auditing emphasizes compliance with organizational policies, accounting controls, accounting systems and operating effectiveness and efficiency. Accountants are also in demand for nonprofit organizations that need specialized expertise in finance, accounting, and policies unique to them as well as financial statement preparation.

Opportunity for advancement is one of the most appealing aspects of professional accounting. Public accountants frequently advance to positions with more responsibility within one or two years. Those who excel may become supervisors, managers or partners; may open their own public accounting, tax or consulting firms; may transfer to executive positions in management accounting; or may become internal auditors in private firms. Management accountants may advance to positions such as accounting manager, chief cost accountant, budget director or manager of internal auditing. Some become controllers, treasurers, financial vice presidents, chief financial officers or corporation presidents. Many senior corporate executives have a background in accounting, internal auditing or finance.

At St. Kate’s, students have the opportunity to learn, work and study with accounting faculty who have real-world experience that enriches their theoretical expertise. St. Kate’s accounting major offers hands-on experience, internships coordinated through alumnae and small classes of 14-20 students. Accounting graduates have secured jobs in their field upon graduation, at leading firms such as PwC, KPMG, Deloitte, 3M, Ecolab and Wipfli.

Each state is responsible for establishing Certified Public Accountant (CPA) licensure rules and eligibility requirements for taking the CPA exam. Students can meet the provisions of the Minnesota State Board of Accountancy to sit for the Uniform Examination for the CPA after graduation with a major in accounting. Upon passing the CPA exam students apply for certification. To become certified students must have earned 150 credit hours in undergraduate or graduate course work. In the state of Minnesota individuals have three years upon CPA exam completion to earn the additional 20 credits. To meet this requirement, students can complete an additional 20 credits in undergraduate or graduate courses at St. Kate’s.

Common Aspects of All Business Majors

St. Kate’s offers a values-based business education built upon a foundation of liberal arts and guided by the following mission: *Grounded in Catholic social teaching, the Department of Business Administration at St. Catherine University delivers a transformative business education, empowering students to develop performance-ready expertise, adaptability, and confidence to become ethical and effective leaders in their chosen field.*

In the classroom, students work to successfully master business fundamentals and gain an appreciation for the interrelated nature of business functions—tools necessary for navigating a global, competitive business environment. By conducting online research and preparing computer-based presentations, students learn to incorporate technology into solutions for business problems and become prepared for careers in worldwide, decentralized organizations. Examples of this type of essential, highly-relevant coursework are collected in each student’s business portfolio, serving as a showcase of academic accomplishments required for graduation.

St. Kate’s business majors benefit from abundant resources as they move through the program towards their career goals. Exceptional instructors, both full-time professors and practicing professionals with a broad range of experience, provide a balanced theoretical and applied business curriculum. Outstanding women role models and accomplished executives participate on-campus as guest speakers, mentors, and recruiters. Many of them are St. Kate’s alumnae and employees of the 60+ companies attending St. Kate’s annual on-campus job fair—the largest of any Minnesota private college or university.

St. Kate’s business administration department, part of the School of Business, offers a bachelor of arts or a bachelor of science in one of the following fields:

**Majors**:  
- Accounting  
- Business Administration  
- Business Management  
- Business-to-Business Sales  
- Healthcare Sales  
- Healthcare Management  
- Marketing

**Minors**:  
- Accounting  
- Business Administration  
- Finance  
- Healthcare Sales  
- Integrated Marketing Communications and Design  
- Marketing  
- Sales

*See individual major descriptions or the Programs of Study section of this catalog for information about which college offers the program (the College for Women or the College for Adults).

**See also**: Business-to-Business Sales (p. 87), Business Administration (p. 84), Business Management, (p. 85) Healthcare Management (p. 88), Healthcare Sales (p. 90)

This major is offered in the College for Women and the College for Adults.

Curriculum

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<tr>
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<tr>
<td>ACCT 4130W</td>
<td>Auditing</td>
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</table>
**Business Portfolio**

All majors are required to complete a business portfolio. The portfolio is the vehicle that enables students to integrate the life skills and knowledge they bring with them and the knowledge, skills and values learned within the courses and field experiences throughout the program. This portfolio allows students to validate their experiences at St. Catherine University.

The portfolio is cumulative in nature; most aspects are completed as part of course work. Students must present the portfolio to their advisor no later than the week of September 15-22 for December graduation or the week of February 15-22 for May graduation.

For specific portfolio (BUSI 4800 Business Portfolio) requirements, please refer to the Professional Portfolio Handbook.

Accounting majors satisfy the Writing Requirement for Majors by completing ACCT 4130W Auditing. They complete the Liberal Arts and Sciences Core Writing Requirement with three other writing-intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, CORE 3990W Global Search for Justice, and any other writing-intensive course in the Business Administration Department or another department).

**Accounting - Minor**

This minor is offered in the College for Women and the College for Adults.

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</table>

Select eight credits from:

- ACCT 3120 Intermediate Accounting II
- ACCT 3150 Income Tax
- ACCT 4100 Advanced Accounting
- ACCT 4120 Cost Accounting
- ACCT 4130W Auditing (prerequisite: ACCT 3120)
- ACCT 4140 Accounting Systems
- ACCT 4200 Fraud and Forensic Accounting Seminar
- ACCT 4752 Accounting Practicum
- ACCT 4754 Accounting Practicum

Total Credits 24

**Business Administration - BA, BS**

St. Kate's business administration major prepares students to manage people, products and services in local and international marketplaces. Designed with leading organizations, our courses equip students with the skills and knowledge employers seek including the latest marketing trends in digital media and social marketing. The student's ability to lead others will be enhanced through course work in leadership, strategic management, change management, and business analytics. The skills students develop will be strengthened through participation in real-world projects with partnering organizations. In addition, students will run a business in their strategic management capstone through an interactive simulation program that integrates all the major functional areas of business: human resources, sales, finance and marketing.

This major is offered in the College for Women only.

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<td>MGMT 4490W</td>
<td>Strategic Management</td>
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<td>Introduction to Marketing</td>
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</table>
This minor is offered in the College for Women and the College for Adults.

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**Required Supporting Courses**

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<td>Principles of Microeconomics</td>
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<td>ECON 2620</td>
<td>Principles of Macroeconomics</td>
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<td>ECON 1080</td>
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<td>PSYC 1090</td>
<td>Statistical Methods in Psychology</td>
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<td>STAT 1090</td>
<td>Statistical Analysis</td>
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</table>

Total Credits: 12

1. MGMT 3400 may be replaced with MBA 6100 if the student is admitted to the articulation program. See the MBA section of the University's Graduate Catalog for details about articulation. Note: the MBA classes are worth three credits each.

**Business Portfolio**

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For specific portfolio (BUSI 4800 Business Portfolio) requirements, please refer to the Professional Portfolio Handbook.

Business Administration majors satisfy the Writing Requirement for Majors by completing MGMT 4490W Strategic Management and MKTG 2350W Integrated Marketing Communications. They complete the Liberal Arts and Sciences Core Writing Requirement with two other writing-intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman and CORE 3990W Global Search for Justice).

Business Administration majors may complete a minor in financial economics by taking two additional courses from the following:

ECON 3350 Financial Markets and Institutions
ECON 3460W Global Financial Issues
ECON 3650 Investment Theories

**Business Administration - Minor**

This minor is offered in the College for Women and the College for Adults.

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or SALE 2332 | Introduction to Selling |

Select 10 credits from:

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<td>MKTG 2350W</td>
<td>Integrated Marketing Communications</td>
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<td>MGMT 3300</td>
<td>Interactive Marketing: Social Networks, Multi-Media and SEO (Search Engine Optimization)</td>
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<td>Buyer Behavior and Market Research</td>
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<td>MKTG 4300</td>
<td>Strategic Marketing</td>
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<td>or MBA 6400</td>
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<td>SALE 2332</td>
<td>Introduction to Selling</td>
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<tr>
<td>SALE 3330</td>
<td>Professional Sales: Customer Centered Selling</td>
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Total Credits: 46-48

1. Students are advised to check the prerequisites for these courses prior to making their selections
2. MBA courses are only available to students admitted to the MBA articulation program. See the MBA section of the Graduate Catalog for details.
3. This course is not available to students enrolled in the College for Adults.

**Business Management - BA, BS**

St. Kate's Business Management degree prepares students to lead people, develop and implement business strategies, manage resources, and market products. The management courses will strengthen leadership, team-building, and change management skills. Additionally, students will develop a global mindset, learn how to design effective marketing strategies, and strengthen their understanding of the revenue and societal impacts of organizational decision making. The professional business education will also integrate liberal arts course work to give students well-rounded perspectives on ethics and the social dimensions of business decisions.

Students who major in business management should expect to work in small groups, design and deliver professional presentations, and work on real-world client projects. Professors and peers will get students thinking about factors that influence organizational success like culture, economics, politics, technology, and sustainability. In the Strategic Management capstone course, students will practice running their own business using a web-based simulation that integrates all the major functional areas of business: research and development, human resources, sales, finance, marketing, and corporate social responsibility.

Students interested in expanding their professional work experience will be encouraged to enroll in the Business Practicum course. This course combines a supervised internship off-campus with classroom
seminars where students can evaluate their experience with their peers and professor. A student can opt to do an internship or a "stretch project" (above and beyond their current work responsibilities) at their work organization. A major in business management from St. Catherine will equip students with the skills that employers in both for-profit and non-profit organizations are looking for.

This major is available to students enrolled in the College for Adults only.

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St. Kate’s business administration department, part of the School of Business, offers a bachelor of arts or a bachelor of science in one of the following fields:

 Majors*

 • Accounting
 • Business Administration
 • Business Management
 • Business-to-Business Sales
 • Healthcare Sales
 • Healthcare Management
 • Marketing

 Minors:

 • Accounting
 • Business Administration
 • Finance
 • Healthcare Sales
 • Integrated Marketing Communications and Design

 • Marketing
 • Sales

*See individual major descriptions or the Programs of Study section of this catalog for information about which college offers the program (the College for Women or the College for Adults).

See also: Accounting (p. 82), Business-to-Business Sales (p. 87), Healthcare Sales (p. 90), Sales Certificate

This major is offered in the College for Adults only.

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<td>STAT 1090</td>
<td>Statistical Analysis</td>
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<tr>
<td>ECON 2610</td>
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<tr>
<td>ECON 2620</td>
<td>Principles of Macroeconomics</td>
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</tbody>
</table>

Total Credits 12

1 MGMT 3400 and MKTG 4300 may be replaced with MBA 6100 and MBA 6400, respectively, if the student is admitted to the articulation program. See the MBA section of the University’s Graduate Catalog for details about articulation. Note: the MBA classes are worth three credits each.

Business Portfolio

All majors are required to complete a business portfolio. The portfolio is the vehicle that enables students to integrate the life skills and knowledge they bring with them and the knowledge, skills and values learned within the courses and field experiences throughout the program.
This portfolio allows students to validate their experiences at St. Catherine University.

The portfolio is cumulative in nature; most aspects are completed as part of course work. Students must present the portfolio to their advisor no later than the week of September 15-22 for December graduation or the week of February 15-22 for May graduation.

For specific portfolio (BUSI 4800 Business Portfolio) requirements, please refer to the Professional Portfolio Handbook.

Business management majors satisfy the Writing Requirement for Majors by completing MGMT 4490W Strategic Management. They complete the Liberal Arts and Sciences Core Writing Requirement with three other writing-intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, CORE 3990W Global Search for Justice and another writing-intensive course in this or another department).

Business-to-Business Sales - BA, BS

Sales professionals play a major role in helping customers select the sources for their goods and services. Strong skills in sales can help any job candidate survive a competitive business landscape. Cultivating sales skills pays off, even in times of recession. Because most sales professionals are compensated based on their performance, experts can earn significant salaries and commissions. The demand for skilled, experienced sales managers is growing faster than the average for all other jobs in the next decade. Students can specialize in niche fields to become more successful. A major in business-to-business sales can be combined with a minor in business administration or finance or communication studies to develop expertise in those niche areas.

Students can capitalize on the many emerging opportunities for women in the sales profession. The St. Kate's sales program will prepare students to become a knowledgeable, ethical professional in a rewarding career. Starting salaries of $45,000 or more are common, and experienced sales people can easily reach incomes of $100,000 or higher. Studies show that more CEOs of U.S. corporations come from sales, marketing and finance than from any other area of the company.

At St. Kate's, students will have the opportunity to learn, work and study with sales and marketing faculty who have real-world experience that enriches their theoretical expertise. St. Kate's unique sales program integrates the critical-thinking and problem-solving focus of a broad-based liberal arts education with professional sales preparation. The business-to-business sales major was developed with extensive input from top executives at 3M and other companies to create a new model for sales education. This model emphasizes lifelong learning rather than short-term skills acquisition, developing an analytical and conceptual framework that will serve students for the life of their career.

Students who would like to develop sales skills and competencies that lead to business-to-business sales careers, but don't currently plan to complete a sales major may be interested in a sales minor or one or both of the sales certificates that St. Kate's offers. Sales certificate students will learn a solid business foundation along with the ability to build strong relationships and partnerships with customers. Ethics and integrity in sales are woven throughout the curriculum, as are oral and written communication skills, leadership skills and technology skills.

This major is available to students enrolled in the College for Women only.

Common Aspects of All Business Majors

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In the classroom, students work to successfully master business fundamentals and gain an appreciation for the interrelated nature of business functions—tools necessary for navigating a global, competitive business environment. By conducting online research and preparing computer-based presentations, students learn to incorporate technology into solutions for business problems and become prepared for careers in worldwide, decentralized organizations. Examples of this type of essential, highly-relevant coursework are collected in each student's business portfolio, serving as a showcase of academic accomplishments required for graduation.

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St. Kate's business administration department, part of the School of Business, offers a bachelor of arts or a bachelor of science in one of the following fields:

**Majors**:  
- Accounting  
- Business Administration  
- Business Management  
- Business-to-Business Sales  
- Healthcare Sales  
- Healthcare Management  
- Marketing

**Minors**:  
- Accounting  
- Business Administration  
- Finance  
- Healthcare Sales  
- Integrated Marketing Communications and Design  
- Marketing  
- Sales

*See individual major descriptions or the Programs of Study section of this catalog for information about which college offers the program (the College for Women or the College for Adults).

See also: Accounting (p. 82), Healthcare Sales (p. 90), Business Management (p. 85), Healthcare Sales Certificate (p. 91), Sales Certificate (p. 93)
This major is offered in the College for Women only.

**Curriculum**

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<td>BUSI 3652</td>
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<td>MKTG 2302</td>
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<td>SALE 3212</td>
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<td>SALE 3432</td>
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<td>Ethics and Integrity in Selling</td>
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<td>SALE 4430W</td>
<td>Advanced Sales: Strategic Account Management</td>
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Total Credits: 34

**Required Supporting Courses (minimum grade of C- required)**

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<td>Principles of Microeconomics</td>
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<td>MGMT 2000</td>
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<td>ECON 1080</td>
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<td>ECON 1090</td>
<td>Statistical Analysis for Decision Making</td>
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<tr>
<td>PSYC 1090</td>
<td>Statistical Methods in Psychology</td>
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<td>STAT 1090</td>
<td>Statistical Analysis</td>
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</tbody>
</table>

Total Credits: 18

**Business Portfolio**

All majors are required to complete a business portfolio. The portfolio is the vehicle that enables students to integrate the life skills and knowledge they bring with them and the knowledge, skills and values learned within the courses and field experiences throughout the program. This portfolio allows students to validate their experiences at St. Catherine University.

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For specific portfolio (BUSI 4800 Business Portfolio) requirements, please refer to the Professional Portfolio Handbook.

Business-to-business sales majors satisfy the Writing Requirement for Majors by completing MKTG 2350W Integrated Marketing Communications. They complete the Liberal Arts and Sciences Core Writing Requirement with three other writing-intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, CORE 3990W Global Search for Justice and another writing-intensive course offered in this or another department).

**Finance - Minor**

This minor is offered in the College for Women only.

**Curriculum**

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<td>ACCT 2131</td>
<td>Financial Accounting II</td>
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<td>Business Finance</td>
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<td>ECON 3350</td>
<td>Financial Markets and Institutions</td>
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<td>ACCT 3150</td>
<td>Income Tax</td>
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<td>BUSI 2652</td>
<td>Legal Environment of Business</td>
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<td>BUSI 3652</td>
<td>Business Law - Contracts</td>
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<tr>
<td>ECON 3480W</td>
<td>International Economics: Trade and Immigration</td>
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</table>

Total Credits: 24

**Healthcare Management - BA, BS**

The healthcare management major is designed for women and men who want to accelerate or advance their careers in the healthcare field. This major prepares graduates for leadership roles in organizations across the health sector such as Accountable Care Organizations, biotech companies, community healthcare centers, federal healthcare agencies, health and/or policy advocacy organizations, group practice, health insurance companies, health IT companies, hospitals, outpatient clinics, pharmaceutical companies, public health departments, medical device and wearable technology companies, Fortune 500 organizations with medical/healthcare divisions, and research centers.

The Healthcare Management major is designed for individuals who have acquired professional experience or education relevant to healthcare. Working professionals who are interested in transitioning to the healthcare industry may also benefit from this major. To open future doors, students will have an opportunity to get a head start on a graduate degree: While working on a major in healthcare management, students may be eligible to take up to two courses from the St. Kate’s Master of Business Administration (MBA) or Master of Arts in Organizational Leadership (MAOL) degree program. These graduate programs also offer concentrations in healthcare management and leadership.

Students in this major study business practices, leadership skills, and support services used by health sector leaders to identify, treat, prevent and control disease, sickness and injury. Students will be exposed to the various strategies used to providing a high quality of patient care in an efficient manner. Students complete courses in business providing them with the essential knowledge of health care financial management and managerial accounting, marketing, and management. Students gain insight into information technology uses in organizations, social
science perspectives and the economics of healthcare. Students take advanced courses in managing a diverse workforce, critical studies of race and ethnicity, biomedical ethics, policy and politics in human services systems, and organizational communication skills, as well as a capstone senior seminar in healthcare management.

Even in a slow economy, when many industries have lost ground in capital expenditure and in jobs, the healthcare industry has continued to expand. This expansion translates to plentiful employment opportunities for individuals with the skills and educational background needed to work in this thriving sector of the job market. Minnesota in particular is a national leader in all dimensions of healthcare from technology to insurance to care providers. Serving in such an important, life-changing industry has its unique demands, but it also has its unique rewards. For students who are interested in health and healthcare, the healthcare management major can help them make a difference in healthcare facilities, and by extension, the lives of the patients they serve.

This major is available to students in the College for Adults.

**Common Aspects of All Business Majors**

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St. Kate’s business administration department, part of the School of Business, offers a bachelor of arts or a bachelor of science in one of the following fields:

**Majors**:

- Accounting
- Business Administration
- Business Management
- Business-to-Business Sales
- Healthcare Sales
- Healthcare Management
- Marketing

**Minors**:

- Accounting
- Business Administration
- Finance
- Healthcare Sales
- Integrated Marketing Communications and Design
- Marketing
- Sales

*See individual major descriptions or the Programs of Study section of this catalog for information about which college offers the program (the College for Women or the College for Adults).

**See also**: Business Administration (p. 84), Business Management, (p. 85) Healthcare Sales (p. 90), Business-to-Business Sales (p. 87), Accounting (p. 82)

This major is offered in the College for Adults only.

**Curriculum**

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<td>BUSI 2652</td>
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<td>BUSI 4752</td>
<td>Business Practicum</td>
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<td>HLTH 2050</td>
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<td>MGMT 2400</td>
<td>Principles of Management</td>
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<td>MGMT 3400</td>
<td>Leadership, Effective Teams and Change Management</td>
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<tr>
<td>or MBA 6100</td>
<td>Foundations for Personal and Team Leadership</td>
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<td>MGMT 3460</td>
<td>Managing a Diverse Workforce (also fulfills core CRST requirement)</td>
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<tr>
<td>or MBA 6500</td>
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<td>MGMT 4850W</td>
<td>Senior Seminar in Healthcare Management</td>
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<td>PHIL 3400</td>
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**Required Supporting Course Work (minimum grade of C- required)**

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<td>ECON 1080</td>
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<td>ECON 1090</td>
<td>Statistical Analysis for Decision Making</td>
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<td>PSYC 1090</td>
<td>Statistical Methods in Psychology</td>
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<td>STAT 1090</td>
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</table>


Studies show that more CEOs of U.S. corporations come from sales, depending on their experience level and the types of products they sell. Students to become knowledgeable, ethical professionals in a rewarding career. Starting salaries in the low to mid five-figure range are common, and experienced sales people often reach incomes in the low six figures, integrating the critical-thinking and problem-solving focus of a broad-based liberal arts education with professional sales preparation. Our liberal arts and sciences core writing-intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, and CORE 3990W Global Search for Justice and any other writing-intensive course).

Healthcare Sales - BA, BS

In addition to the healthcare sales baccalaureate degree, St. Kate’s offers a healthcare sales certificate in the College for Adults, which allows men and women an opportunity to develop credentials in the field of healthcare sales. The certificate requires completion of 16-18 credits. The certificate is an excellent start on the path to becoming a healthcare sales professional or a helpful career transition tool.

This major is available to students in the College for Women only.

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- Healthcare Sales  
- Healthcare Management  
- Marketing

**Minors**:  
- Accounting  
- Business Administration  
- Finance  
- Healthcare Sales  
- Integrated Marketing Communications and Design
• Marketing
• Sales

*See individual major descriptions or the Programs of Study section of this catalog for information about which college offers the program (the College for Women or the College for Adults).

See also: Accounting, (p. 82) Business Administration (p. 84), Business Management, (p. 85) Healthcare Management (p. 88)

This major is offered in the College for Women only.

Curriculum

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<td>Customer Intelligence</td>
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<td>SALE 3530</td>
<td>Selling in Healthcare</td>
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<td>SALE 3632</td>
<td>Ethics and Integrity in Selling</td>
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Required Supporting Courses (minimum grade of C- required)

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<td>BIOL 1120</td>
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<td>BIOL 2610</td>
<td>Human Anatomy and Physiology I with Lab</td>
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<td>BIOL 2650</td>
<td>Understanding Medical Research: Drugs, Devices and Complementary Therapies</td>
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<td>Statistical Methods in Psychology</td>
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<td>STAT 1089</td>
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Business Portfolio

All majors are required to complete a business portfolio. The portfolio is the vehicle that enables students to integrate the life skills and knowledge they bring with them and the knowledge, skills and values learned within the courses and field experiences throughout the program. This portfolio allows students to validate their experiences at St. Catherine University.

The portfolio is cumulative in nature; most aspects are completed as part of course work. Students must present the portfolio to their advisor no later than the week of September 15-22 for December graduation or the week of February 15-22 for May graduation.

For specific portfolio (BUSI 4800 Business Portfolio) requirements, please refer to the Professional Portfolio Handbook.

Healthcare Sales - Certificate

This certificate is offered in the College for Women and the College for Adults.

The healthcare sales certificate allows women and men who are not seeking a college degree an opportunity to develop credentials in the field of healthcare sales.

A maximum of two of these courses may be transferred from another college or university.

NOTE: FSNU 4350 is not offered in the College for Adults (CFA). CFA students select from INDI 2220 or IPE 1030.

Curriculum

<table>
<thead>
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<th>Code</th>
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<td>SALE 2332</td>
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<td>Selling in Healthcare</td>
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<td>INDI 2220</td>
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<td>2</td>
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<tr>
<td>IPE 1030</td>
<td>Healthcare Teams Foundations and Medical Terminology</td>
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<tr>
<td>FSNU 4350</td>
<td>Medical Nutrition Therapy I</td>
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Recommended

Individuals without science background are encouraged to complete anatomy/physiology or chemistry or other suggested science courses to broaden their knowledge.

<table>
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Healthcare Sales - Minor

Curriculum
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<tr>
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<td>SALE 3530</td>
<td>Selling in Healthcare</td>
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<td>SALE 3632</td>
<td>Ethics and Integrity in Selling</td>
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<tr>
<td>BIOL 1120</td>
<td>Biology of Women with Lab</td>
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<tr>
<td>or BIOL 2610</td>
<td>Human Anatomy and Physiology I with Lab</td>
<td>4</td>
</tr>
<tr>
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<tr>
<td>FSNU 4350</td>
<td>Medical Nutrition Therapy I</td>
<td>2-4</td>
</tr>
<tr>
<td>INDI 2220</td>
<td>Medical Terminology</td>
<td></td>
</tr>
<tr>
<td>IPE 1040</td>
<td>Healthcare Teams and Quality Outcomes</td>
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</tbody>
</table>

Total Credits 20-22

Students are advised to check course prerequisites prior to making their selection.

Integrated Marketing Communications and Design - Minor

This minor is offered in the College for Women only.

Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>MKTG 2302</td>
<td>Introduction to Marketing</td>
<td>2</td>
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<tr>
<td>MKTG 2350W</td>
<td>Integrated Marketing Communications</td>
<td>4</td>
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<tr>
<td>MKTG 3300</td>
<td>Interactive Marketing: Social Networks, Multi-Media and SEO (Search Engine Optimization)</td>
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<td>SALE 2332</td>
<td>Introduction to Selling</td>
<td>2</td>
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<td>Select two design courses from the following:</td>
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<td>ART 2250</td>
<td>Art and Technology</td>
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<tr>
<td>ART 2370</td>
<td>Photography and Digital Storytelling</td>
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<td>ART 3150</td>
<td>Publication Design</td>
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<td>ART 3180</td>
<td>Illustration Design</td>
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<tr>
<td>ART 3200</td>
<td>Graphic and Web Design</td>
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</table>

Total Credits 20

Not all courses are offered in both the College for Women and the College for Adults. Students should consult their advisor and the course schedule to develop a plan that works for them.

Marketing - BA, BS

Program Description
Marketing is all about identifying consumer needs/wants and then translating this knowledge into insights that drive business decisions. Students majoring in marketing master key concepts in marketing such as determining which target markets organizations can best serve, and deciding upon appropriate products, services, and programs to serve these markets. Topics include branding and product development, pricing strategies, marketing research, promotion, digital and social media marketing, service marketing, and marketing ethics. Students working toward a major in marketing are encouraged to develop hands-on experience in the business world by participating in one or more marketing internships. A degree in marketing provides graduates with the skills and knowledge for successful marketing careers in for-profit and non-profit organizations, both large and small. Opportunities for graduates include positions in sales and marketing, market research, advertising, public relations, digital and social media marketing, as well as many other career paths.

The marketing major is available to students enrolled in the College for Women and the College for Adults.
This major is offered in the College for Women and the College for Adults.

**Curriculum**

<table>
<thead>
<tr>
<th>Code</th>
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<td>ACCT 3202</td>
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<tr>
<td>ACCT 3212</td>
<td>Advanced Finance</td>
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<tr>
<td>BUSI 2012</td>
<td>Business Analytics</td>
<td>2</td>
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<tr>
<td>BUSI 2502</td>
<td>Global Business</td>
<td>2</td>
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<tr>
<td>BUSI 2652</td>
<td>Legal Environment of Business</td>
<td>2</td>
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<tr>
<td>BUSI 3652</td>
<td>Business Law - Contracts</td>
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<tr>
<td>BUSI 4800</td>
<td>Business Portfolio</td>
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<tr>
<td>MGMT 2400</td>
<td>Principles of Management</td>
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<td>MKTG 2350W</td>
<td>Integrated Marketing Communications</td>
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<td>MKTG 2302</td>
<td>Introduction to Marketing</td>
<td>2</td>
</tr>
<tr>
<td>MKTG 3350</td>
<td>Buyer Behavior and Market Research</td>
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<tr>
<td>MKTG 4300</td>
<td>Strategic Marketing</td>
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</table>

**Choose a minimum of six credits from:**

- BUSI 4752 Business Practicum
- or BUSI 4753 Business Practicum
- or BUSI 4754 Business Practicum
- MKTG 3300 Interactive Marketing: Social Networks, Multi-Media and SEO (Search Engine Optimization)
- SALE 2332 Introduction to Selling
- SALE 3330 Professional Sales: Customer Centered Selling
- 3000 or 4000 level elective with approval of advisor
- MBA elective through articulation with approval of advisor

**Total Credits** 36

<table>
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<tr>
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<td>ACCT 2130</td>
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<td>ECON 2610</td>
<td>Principles of Microeconomics</td>
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<td>ECON 2620</td>
<td>Principles of Macroeconomics</td>
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**Select one course from:**

- ECON 1080 Statistical Analysis for the Social Sciences
- ECON 1090 Statistical Analysis for Decision Making
- PSYC 1090 Statistical Methods in Psychology
- STAT 1089 Statistical Analysis with Corequisite
- STAT 1090 Statistical Analysis

**Total Credits** 18

**Required Supporting Courses - minimum of C- grade required**

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>BUSI 2012</td>
<td>Business Analytics</td>
<td>2</td>
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<tr>
<td>MKTG 4300</td>
<td>Strategic Marketing</td>
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</table>

**Select 2-4 additional credits from the following:**

- BUSI 2502 Global Business
- BUSI 4752 Business Practicum
- BUSI 4754 Business Practicum
- ENGL 3340 Writing for Digital Age
- HLTH 2400 Health Promotion Planning and Management
- ISCI 1200 Web Design
- MKTG 3300 Interactive Marketing: Social Networks, Multi-Media and SEO (Search Engine Optimization)
- MRCH 3300 Omnichannel Retail
- SALE 2332 Introduction to Selling
- SALE 3330 Professional Sales: Customer Centered Selling
- SALE 3432 Customer Intelligence

**Total Credits** 18-20

1 MBA courses may be applied to major requirements if the student is admitted to the articulation program. See the MBA section of the University's Graduate Catalog for details about articulation. Note: the MBA classes are worth three credits each.

**Business Portfolio**

All majors are required to complete a business portfolio. The portfolio is the vehicle that enables students to integrate the life skills and knowledge they bring with them and the knowledge, skills and values learned within the courses and field experiences throughout the program. This portfolio allows students to validate their experiences at St. Catherine University.

The portfolio is cumulative in nature; most aspects are completed as part of course work. Students must present the portfolio to their advisor no later than the week of September 15-22 for December graduation or the week of February 15-22 for May graduation.

For specific portfolio (BUSI 4800 Business Portfolio) requirements, please refer to the Professional Portfolio Handbook.

Marketing majors satisfy the Writing Requirement for Majors by completing MKTG 2350W Integrated Marketing Communications. They complete the Liberal Arts and Sciences Core Writing Requirement with three other writing-intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, CORE 3990W Global Search for Justice and another writing-intensive course in this or another department).

**Marketing - Minor**

Curriculum

Available in the College for Women and the College for Adults

<table>
<thead>
<tr>
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<tr>
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- ISCI 1200 Web Design
- MKTG 3300 Interactive Marketing: Social Networks, Multi-Media and SEO (Search Engine Optimization)
- MRCH 3300 Omnichannel Retail
- SALE 2332 Introduction to Selling
- SALE 3330 Professional Sales: Customer Centered Selling
- SALE 3432 Customer Intelligence

**Total Credits** 18-20

1 These courses may require prerequisites and/or permission of the instructor. Only available for CFW students.

**Sales - Certificate**

This certificate is available in the College for Women only.
The Henrietta Schmoll School of Health educates diverse learners and engages clinical and community partners to influence health, health systems, and health policy.

The School is distinguished by an emphasis on relationship-centered care, socially responsible leadership, interprofessional education, and collaborative practice initiatives.

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<tbody>
<tr>
<td>MKTG 2302</td>
<td>Introduction to Marketing</td>
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<td>SALE 2332</td>
<td>Introduction to Selling</td>
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<td>SALE 3330</td>
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<td>SALE 3432</td>
<td>Customer Intelligence</td>
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<td>SALE 3632</td>
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<tr>
<td>SALE 4430W</td>
<td>Advanced Sales: Strategic Account Management</td>
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Total Credits: 16

Sales - Minor

This minor is available in the College for Women only.

Curriculum

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<td>BUSI 2652</td>
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Total Credits: 18

1 Students are advised to check course prerequisites prior to making their selection.

Henrietta Schmoll School of Health

The Henrietta Schmoll School of Health provides a cohesive home for the University’s healthcare programs and extends their scope and depth. Building upon our exemplary record of innovation and market responsiveness, we engage regional and national partners to meet urgent health, healthcare, and workforce challenges.

Vision

To be a leading Catholic School of Health distinguished by exemplary graduates, nationally recognized programs, transformational scholarship and engaged community partners.

Mission

The Henrietta Schmoll School of Health educates diverse learners and engages clinical and community partners to influence health, health systems, and health policy.

The School is distinguished by an emphasis on relationship-centered care, socially responsible leadership, interprofessional education, and collaborative practice initiatives.

Nursing

The Department of Nursing at St. Catherine University educates students in baccalaureate and graduate programs to be leaders. The Department of Nursing fosters learning through caring relationships and interdisciplinary collaboration, is committed to the centrality of the liberal arts, and celebrates and reflects the diversity of our society.

As reflected in the mission statement, the Department of Nursing believes educating leaders in nursing involves fundamental commitments that encompass liberal arts, ethics, access, diversity, excellence, relationships and service: L-E-A-D-E-R-S. These fundamental commitments are based upon the principles of Catholic social teaching, contemporary nursing knowledge, and professional and academic standards and culminate in our commitment to students.

The nursing profession needs leaders who engage with intention, act with justice, and serve with compassion. The Department of Nursing at St. Catherine University educates students who are prepared to lead together in nursing, healthcare, and society now and into the future.

To facilitate student progression from one degree level to the next and to support lifelong learning, the faculty have designed curricula in the baccalaureate and graduate programs around the same six integrating concepts, as defined by the National League for Nursing: context and environment, knowledge and science, personal and professional development, quality and safety, relationship centered care, and teamwork.

Upon completion of the baccalaureate program, students are eligible to apply to take the National Council Licensing Examination (NCLEX-RN) to become a registered nurse (R.N.) and practice nursing in a variety of settings with patients and clients of all ages in need of nursing care.

Baccalaureate graduates are eligible to apply for public health certification and graduate programs in nursing. The baccalaureate programs are accredited by the Accreditation Commission for Education in Nursing (ACEN); 3343 Peachtree Road NE, Suite 850 Atlanta, GA 30326, (404)975-5000, FAX: (404)975-5020, www.acenursing.org.

Individuals interested in the day section offered in the College for Women contact the College for Women Admissions Office at 651-690-8850. Individuals interested in the BSN in the College for Adults contact the College for Adults Admissions Office at 651-690-7800 or adultcollege@stkate.edu. Those interested in any of St. Kate’s graduate programs contact Graduate Admissions at 651-690-6933 or graduateadmission@stkate.edu.

Bachelor’s Degrees

- Nursing: BA, BS (Day section in the College for Women) (p. 99)
- Nursing: BSN (College for Adults) (p. 101)
- Nursing: RN-to-BSN (College for Adults) (p. 102)

Note: The 1000-level courses apply to the associate degree nursing program. This program is no longer admitting students. Course descriptions appear below for continuing students only.
**NURS 2600 Internship — 0 credits**
This elective clinical internship course provides learning opportunities to apply nursing theory to nursing practice. The focus is on gaining depth of understanding of the role of the registered nurse, as well as strengthening nursing skills in the clinical setting. In this course, you are precepted by nurses in the practice setting. You will also work with a St. Catherine University nursing faculty during this experience. Offered in the College for Adults.

**Prerequisites:** NURS 2200 or NURS 2540, approval by program director.

**NURS 2900 Introduction to Professional Nursing Practice — 4 credits**
This course introduces students to nursing practice and the foundational nursing concepts of the patterns of knowing as they apply to the provision of basic nursing assessment, analysis, diagnosis, and independent nursing interventions with individuals and families in non-acute care settings. Emphasis is placed on the development of knowledge, skills and attitudes in the assessment, analysis, diagnosis, phases of the nursing process as it relates to the psychosocial functional health patterns. Students will have the opportunity to assume a health promotion role interacting with individuals and families in lab, simulation and selected field experiences. Offered in the College for Women.

**Prerequisites:** IPE 1030, IPE 1040.

**Prerequisite with concurrency:** BIOL 2610.

**Corequisite:** INDJ 2800 (or IPE 2800).

**NURS 2910 Nursing Care of Individuals and Families — 4 credits**
This course builds on NURS 2900. The focus in this course is on continuing to develop skills as a reflective and mindful professional nurse. Students will apply the classroom content to assessment and health promotion activities in the practice setting working with individuals and families (i.e. aging individuals, families and maternal-newborn patients in hospital and community settings). The patterns of knowing in nursing are used as the theoretical framework in the nursing process with an emphasis on nursing assessment, analysis, and intervention. Classroom content includes physical assessment, the continuum of care, teaching/learning principles and health promotion throughout the life span. Offered in the College for Women.

**Prerequisite:** NURS 2910 and admission to the nursing major.

**NURS 3102 Holistic Nursing Care - Transition to Professional Practice — 2 credits**
This course introduces students to professional holistic nursing practice. Emphasis is on transition of knowledge within an expanded professional role. This approach engages body, mind and spirit, while unfolding a relationship centered caring practice supported by a unitary science and presence of self.

**Corequisites:** NURS 3303, NURS 3403.

**NURS 3106 Foundations of Nursing and Holistic Care — 6 credits**
This course introduces students to the foundations of holistic nursing practice. This approach engages body, mind and spirit, while unfolding a relationship centered caring practice supported by a unitary science and presence of self. Students will begin the journey of using a reflective practice and authentic presence with clients and each other.

**Prerequisites:** Successful completion of all prerequisites to begin the nursing program.

**Corequisites:** NURS 3303 and NURS 3403.

**NURS 3281 Pathophysiology — 4 credits**
Students will build on the biopsychosocial sciences, to explore the central concepts of pathology of physiologic and psychologic alterations. Students will explore alterations in health and related medical, pharmacologic and nursing interventions. To honor and respect the diversity of the human experience holistic perspective of the patient/client is maintained. This course is a concept-based pathophysiology course. This means that students will learn how the central concepts (i.e., inflammation, immunity, perfusion, etc.) lead to disease. Students will learn how diseases are prevented, diagnosed and treated. Offered in the College for Women.

**Prerequisites:** PSYC 3010, NURS 2910 with a minimum grade of C.

**Corequisites:** NURS 3291, 3800.

**NURS 3282 Applied Pathophysiology — 4 credits**
This course builds on NURS3281. This course extends the application of pathophysiological knowledge in providing holistic nursing care across the lifespan. Of primary focus is the development of empirical knowing through the explication of sound rationale for assessment, diagnostic tests, medical and pharmacologic interventions. An inclusive, holistic perspective is maintained to honor and respect the diversity of the human experience. Offered in the College for Women.

**Prerequisite:** NURS 3281 with a minimum grade of C.

**Corequisites:** NURS 3292, 3810.

**NURS 3291 Nursing Interventions I — 4 credits**
In this course, students will use the central concepts in NURS 3281 Pathophysiology to determine and apply evidence based nursing interventions to patients across the continuum of care and through the lifespan. Learning activities will occur in the classroom, lab and simulation. Offered in the College for Women.

**Prerequisites:** NURS 2910 and PSYC 3010 with a minimum grade of C.

**Corequisites:** NURS 3281, 3800.

**NURS 3292 Nursing Interventions II — 4 credits**
In this course, students will use the concepts in NURS 3281 Pathophysiology and NURS 3282 Applied Pathophysiology to develop and apply evidence-based nursing interventions to patients across the continuum of care and through the lifespan. Students will develop appropriate nursing interventions by incorporating scientific evidence along with the patient’s preference and values. Learning activities will occur in the classroom, lab and simulation. Offered in the College for Women.

**Prerequisite:** NURS 3291 with a minimum grade of C.

**Corequisites:** NURS 3282, 3810.

**NURS 3303 Human Caring - Professional Roles and Culture — 3 credits**
This course presents the nursing triad model of compassionate care: nurse as scientist, artist, and healing presence. The baccalaureate student is introduced to philosophy, theory, and concepts of the art and science of nursing along with the direct experience of tacit knowing, while using practical skills needed to implement patient care. Reflective practice is supported by many “ways of knowing” expressed by multicultural groups, along with caring behaviors developed within the context of care delivery in various nursing situations.

**Prerequisites:** Successful completion of all prerequisites to begin the nursing program.

**Corequisites:** NURS 3106 and NURS 3403.
NURS 3305 Transition to Professional Holistic Nursing Practice — 5 credits
This course introduces students to professional holistic nursing practice and to the holistic care of older adults. This approach engages body, mind and spirit, while unfolding a relationship centered caring practice supported by a unitary science and presence of self. Students will begin the journey of using a reflective practice and authentic presence with clients and each other. Students will explore how to maximize older adult strengths and minimize risks to their health, mental health and well-being. Students will attend to the experience of older adults in a manner that honors the unique meaning within each individual’s lived experience. **Prerequisites:** Successful completion of all prerequisites to begin the LPN-BSN nursing program.  **Corequisite:** NURS 3303.

NURS 3403 Holistic Care of Older Adults — 3 credits
This course introduces students to holistic nursing care of older adults and the common changes associated with aging, as differentiated from alterations in health. Students will explore how to maximize older adult strengths and minimize risks to their physical and mental health and well-being. Students will attend to the experience of older adults in a manner that honors the unique meaning within each individual’s lived experience.  **Prerequisite:** Admission to the BSN.  **Corequisite:** NURS 3403.

NURS 3502 Holistic Health Assessment — 2 credits
This course introduces holistic assessment of patients across the lifespan with a focus on a systematic approach to the collection and analysis of health data for diverse patients. Students learn to complete assessments that inform holistic nursing process.  **Prerequisites:** NURS 3106 (not required for LPN to BSN), NURS 3303, and NURS 3403 (not required for LPN to BSN).

NURS 3705 Holistic Nursing Care of Children and Childbearing Families — 5 credits
This course uses a holistic, culturally sensitive, person and family centered approach to the healthcare needs of mothers, children, and families. Theoretical and evidence-based practice findings are the basis for nursing holistic strategies to promote and maintain health and healing through the establishment of a safe, caring environment.  **Prerequisites:** NURS 3106 or NURS 3305, NURS 3303, NURS 3403 (not required for LPN to BSN), and NURS 3502.  **Corequisites:** NURS 3803 and NURS 3902.

NURS 3800 Appl of Theory Nursing Pract I — 4 credits
In this course students will focus on the operationalization of theoretical concepts in the provision of nursing care across healthcare settings. Students will apply the knowledge, skills and attitudes acquired in NURS 3281 and NURS 3291 to individuals and families in the acute care and the mental health or community health practice settings. Learning activities will occur in the clinical setting, seminar and simulation. Offered in the College for Women.  **Prerequisites:** NURS 2910 and PSYC 3010 with a minimum grade of C.  **Corequisites:** NURS 3281, 3291.

NURS 3803 Holistic Population Based Nursing: Community Perspectives — 3 credits
This course focuses on the integration of nursing theory with public health science to address health disparities in populations, communities and groups. This includes the development of a broader perspective of health and wellness across the continuum including prevention of disease and injury. Emphasis is placed on a holistic population assessment and the development of nursing role and interventions to mitigate health risks in vulnerable populations, communities and groups.  **Prerequisites:** NURS 3106 or NURS 3305, NURS 3303, NURS 3502.  **Corequisites:** NURS 3705 and NURS 3902.

NURS 3804 Holistic Population-Based Nursing: Community Perspectives — 4 credits
This course focuses on the integration of nursing theory with public health science to address health disparities in populations, communities and groups. This includes the development of a broader perspective of health and wellness across the continuum including prevention of disease and injury. Emphasis is placed on a holistic population assessment and the development of nursing role and interventions to mitigate health risks in vulnerable populations, communities and groups.  **Prerequisites:** NURS 4106, NURS 4702, NURS 3902, and NURS 4603.  **Corequisites:** NURS 3705 and NURS 4203.

NURS 3810 Application of Theory in Nursing Practice II — 4 credits
The course builds on the nursing practice students developed in NURS 3800 Application of Theory in Nursing Practice I. Students will continue to refine their reflective and mindful practice in the acute care setting and the mental health or community health practice arenas. New concepts and knowledge introduced in NURS 3282 and NURS 3292 will be integrated across settings. Enrichment in the patterns of knowing will be the focus of learning. Learning activities will occur in the clinical setting, seminar and simulation. Offered in the College for Women.  **Prerequisites:** NURS 3281, NURS 3291, NURS 3800 with a minimum grade of C.  **Corequisites:** NURS 3282, NURS 3292.

NURS 3902 Pharmacology and Holistic Nursing Practice — 2 credits
This course advances the student’s knowledge of the pharmacologic treatment of diseases and threats to health from a variety of cultural perspectives. Emphasis is on utilizing the nursing process when caring for people receiving pharmacological treatment, specifically the classifications of drugs, their physiologic impact; monitoring therapeutic responses, side effects, adverse reactions, and interactions; as well as teaching responsibilities. The student will learn about important pharmacological principles including pharmacokinetics, pharmacodynamics, pharmacogenomics, epigenomics, pharmacotherapeutics, and toxicology related to western and traditional medicinals used across the lifespan.  **Prerequisites:** NURS 3106, NURS 3303, NURS 3403.  **Corequisites:** NURS 4106 and NURS 4702.

NURS 3910 Empirical Foundations — 4 credits
This course provides a bridge to baccalaureate nursing education for experienced registered nurses. Students are introduced to a theoretical basis for nursing practice. An emphasis is placed on the empirical foundations of nursing, which highlights evidence-based practice. This encompasses therapeutic communication, holism, cultural diversity, professional nursing roles, and caring. Students are required to critically reflect on their individual nursing practices and evaluate the evidence that guides current nursing practice. The curriculum is designed to build on the nurses’ current knowledge while enhancing appreciation of nursing as a distinct discipline with foundations in theory, research, and practice. Offered in the College for Adults.  **Prerequisite:** ECON 1080 or equivalent.  **Prerequisite with concurrency:** CORE 2000W.
NURS 3920 Professional Nursing: Theories, Concepts and Practice — 4 credits
This course has theory, seminar and field experience components that provide a variety of learning experiences. The theory and seminar portions of the course are designed to enable the student to: (a) understand human experience as a focus of nursing from a perspective grounded in nursing theory, (b) articulate a philosophy of nursing oriented to holism and wellness, and (c) identify concepts and processes pivotal to professional nursing practice and instrumental in improving client outcomes. The importance of self-awareness and caring are integrated throughout all learning experiences. The field experience components of the course focus on developing interpersonal relationship skills with diverse populations and transitioning the practice focus from individuals to families. Using the patterns of knowing in nursing, students explore family theory, wellness, therapeutic relationships, and concepts related to cultural safety. Offered in the College for Adults.
Prerequisite: Successful completion of NURS 3910.

NURS 3930 Population-Based Nursing Practice I — 3 credits
This course has theory, seminar, online modules and clinical components that enable students to apply the patterns of knowing as they work with communities and populations. Course work and clinical experiences focus on increasing critical thinking skills while working with communities that might benefit from nursing interventions to promote community strengths and resilience. Community and population-focused nursing assessments and interventions will be highlighted. Offered in the College for Adults.
Prerequisite: Successful completion of NURS 3920.

NURS 4010 Nursing Care of Complex Patients — 6 credits
In this course students will use the patterns of knowing to plan and provide care for individuals, families and populations, with complex health concerns across the continuum of care. Students will be introduced to nursing management of patients and families in high acuity settings, as well as the care of patients and families managing chronic health problems in facilities that provide for the continuum of care. The care of patients with complex conditions will be operationalized in theory, applied learning, and simulation.
Prerequisites: NURS 3282, NURS 3292, NURS 3810, IPE 4200W.
Corequisite: NURS 4020.

NURS 4020 Complex Patient Care across the Continuum — 4 credits
In this course, the students apply knowledge, skills, and attitudes developed in previous and concurrent nursing courses to provide care for complex clients in a variety of settings using an evidence-based approach. The students focus on the continuum of care and the needs of and challenges faced by individuals, families, and populations. Classroom learning includes discussion of the ethical, economic, and policy issues which impact health care. Introduction to the care of populations will broaden the student’s view of assessment and planning for health care, both locally and globally.
Prerequisites: NURS 3282, NURS 3292, NURS 3810, IPE 4200W.
Corequisite: NURS 4010.

NURS 4030 Introduction to the Role of the Operating Room Nurse — 2 credits
This elective course provides learning opportunities to introduce and apply theory and knowledge related to the operating room nurse role. Students will engage in classroom, laboratory and clinical experiences related to this professional nursing specialty. Students will be co-mentored by nurses in the practice setting and nurse faculty in the academic setting to create a rich and intensive on-site learning experience in the operating room. Coursework will focus on specific skills, knowledge and attitudes pertinent to the operating room nurse role with emphasis on and interconnection with the competencies for baccalaureate prepared nurses. Offered in the College for Women and the College for Adults.
Prerequisites: Successful completion of NURS 4010 and 4020 and junior or senior status in the nursing program.

NURS 4040 Maternal and Child Nursing Care — 2 credits
This course builds on all previous nursing courses and on maternal child content in NURS 2910. The focus of this course is on nursing care of the maternal child dyad. Didactic is provided in the first week of the course with precepted clinical experiences for the following three weeks. Classroom content includes care of the mother throughout labor, delivery and the postpartum period, pregnancy and postpartum complications, as well as neonatal transition and nutrition. Clinical content includes care of mother and neonate dyads in the intrapartum and postpartum period.
Prerequisites: NURS 4010, NURS 4020 or by faculty recommendation.

NURS 406 Holistic Care of Adults — 6 credits
This course uses a holistic, culturally sensitive, person and family centered approach to the health care needs of adults and their families. Theoretical and evidence-based practice findings are the basis for holistic nursing strategies to address health alterations and to promote and maintain health and healing through the establishment of a safe, caring practice environment.
Prerequisites: NURS 3106, NURS 3303, NURS 3403.
Corequisites: NURS 3902 and NURS 4702.

NURS 4110 Population-Based Nursing Practice II — 4 credits
This course has theory, online modules and practice experiences that enable students to apply the patterns of knowing as they work with vulnerable populations in the community. Course work and practice experiences focus on increasing critical thinking skills with vulnerable populations in communities who would benefit from population-based nursing interventions that promote health. Students will continue to expand their knowledge about various issues in public health that impact communities. Offered in the College for Adults.
Prerequisite: Successful completion of NURS 3930.

NURS 4120 Leadership and Systems Change — 4 credits
An exploration of the nursing profession as one of the many systems within the health care system and the role of the nurse as leader/manager within that complex system is the focus of this course. The course includes three major components: 1) nursing practice at the systems level; 2) leadership and management in the care of groups of complex clients; and 3) evidence based practice. Theory and off campus practice experiences will be included in this course. Offered in the College for Adults.
Prerequisite: Successful completion of NURS 4110.
NURS 4130 Evidence-based Practice and Outcome Management — 3 credits
This course has theory, seminar, online modules and clinical components that enable students to synthesize and apply leadership, nursing and public health theory and practice to provide nursing care at the systems and community level of population based practice. This course will enhance student's understanding and ability to provide evidence-based nursing care. Students will initiate a change in nursing practice to improve care for a group of clients. Students will increase their ability to take a leadership role in a complex organization and to participate in the change process. Students will complete an evidenced-based clinical leadership staff development project in their practice setting. Offered in the College for Adults.
Prerequisite: Successful completion of NURS 4120.

NURS 4200 Leadership in Professional Nursing Practice — 8 credits
This course explores the nursing profession as one of many systems within the healthcare system and the role of the nurse as leader/manager within that complex system. The course introduces three major components: population-based nursing practice at the systems and community level; evidence-based practice and empirical knowing; and leadership management in the care of complex clients. Learning activities will occur in the classroom, lab, simulation, clinical and seminar. Offered in the College for Adults.
Prerequisites: NURS 4010, 4020.

NURS 4203 Holistic Nursing Approaches to Mental Health — 3 credits
This course uses a holistic, relationship-centered, culturally sensitive approach to the health care needs of individuals, families and groups experiencing alterations in mental health across the lifespan. Emphasis is placed on theoretical knowledge and evidence-based practices to promote, maintain, and restore health. Priority is given to the use of self as a therapeutic tool, principles of holistic therapeutic relationships, knowledge of physiological underpinnings of mental health disruptions, and healing processes.
Prerequisite: NURS 4603.
Corequisites: NURS 4106 and NURS 4703.

NURS 4303 Holistic Nursing Advances: Leading and Influencing — 3 credits
This course expands on complexity science and examines holistic leadership and change theories. Students explore holistic transformational leadership, with an emphasis on collaborating with intra and interprofessional healthcare teams to achieve excellence and data-driven quality outcomes in complex, dynamic environments. This course explores management concepts through the paradigms of nursing and prepares students for professional practice in complex, dynamic situations. The art of self-care is lived while engaging in the professional practice of the discipline with a multicultural, holistic, and social justice perspective that demonstrates leadership and responsibility for continued transformation of self and the discipline of nursing.
Prerequisites: NURS 4106, NURS 4203, NURS 4703.
Corequisites: NURS 4704, NURS 4804.

NURS 4600 Internship — 0 credits
This is a structured out-of-class learning experience that takes place on- or off-campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

NURS 4601 Internship — 1 credit
This is a structured out-of-class learning experience that takes place on- or off-campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

NURS 4602 Internship — 2 credits
This is a structured out-of-class learning experience that takes place on- or off-campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

NURS 4603 Holistic Nursing: Reflection in Action — 3 credits
In this course students will participate in an intensive 90 hour clinical internship/preceptorship. Students apply philosophy, theory, and concepts through praxis. Students will engage in reflective practice which is supported by "ways of knowing" and Unitary Human Caring Science. This course is designed to provide students with the opportunity to integrate clinical and theoretical learning from previous nursing courses while engaging in professional communication and clinical decision making.
Prerequisites: NURS 3705, NURS 3803, NURS 3902.

NURS 4604 Internship — 4 credits
This is a structured out-of-class learning experience that takes place on- or off-campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

NURS 4681 Directed Study — 1 credit
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

NURS 4682 Directed Study — 2 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

NURS 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.
NURS 4702 Global Communities and Holistic Public Health Nursing — 2 credits
This course provides an opportunity for students to apply advanced public health nursing theory through holistic nursing practice with global populations in the community. The student will come to know the experience of various immigrant populations and the changes in health they have encountered through their various disruptions and opportunities. Course experiences will focus on critical thinking skills in a variety of communities and settings to improve population health. Ways to diminish health disparities will be explored.
Prerequisites: NURS 4003, NURS 3303, and NURS 3106.
Corequisites: NURS 4106 and NURS 3902.

NURS 4703 Global Communities and Holistic Public Health Nursing II — 3 credits
This course provides an opportunity for students to apply advanced public health nursing theory through holistic nursing practice with global populations in the community. The student will come to know the experience of various immigrant populations and the changes in health they have encountered through their various disruptions and opportunities. Course experiences will focus on critical thinking skills in a variety of communities and settings to improve population health. Ways to diminish health disparities will be explored.
Prerequisite: NURS 4003.
Corequisites: NURS 4203 and NURS 4106.

NURS 4704 Unification of Nursing Concepts and Contexts in Holistic Complex Care — 4 credits
In this course the nursing student synthesizes concepts/contexts, as used in holistic complex nursing situations, to navigate the various paradigms/worldviews presented by diverse human expressions of health and healing. Learning from all previous nursing courses is utilized. Subject matter, lab activities, and simulation prepare the generalist nurse at the baccalaureate level for clinical practice as a registered nurse. The "praxis" of nursing, where reflection on theory and practice as action, become one and the same, is facilitated through a view of holism and unitary perspectives.
Prerequisites: NURS 4106, NURS 4203, NURS 4703.
Corequisites: NURS 4303 and NURS 4804.

NURS 4804 Holistic Nursing Practice in Complex Dynamic Situations — 4 credits
This practicum course is a precepted clinical immersion experience that includes synthesis and unification of holistic nursing concepts. Unitary Caring Science informs students as they engage in the direct experience of tacit knowing, while using practical skills needed to implement holistic patient care. Reflective practice is supported by many "ways of knowing" expressed by multicultural groups, along with caring behaviors developed within the context of care delivery in various settings. This course is designed to provide students with the opportunity to integrate clinical and theoretical learning from previous nursing courses through a role-transition clinical experience. Prerequisite: NURS 4106.
Corequisites: NURS 4704, NURS 4703.

NURS 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

NURS 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

Nursing - BA, BS
The College for Women's baccalaureate nursing curriculum builds on the liberal arts background of the student and the values of a humanistic approach to the practice of professional nursing. Clinical experiences are provided using healthcare centers, community agencies and other facilities. Graduates are prepared to be safe, effective, professional general practitioners, to function as responsible members of the nursing profession and to continue formal education through advanced study.

Admission to the Major in the College for Women
All nursing candidates students must submit the nursing major application materials by a specified deadline in order to be considered for admission. Candidates should contact the Nursing Department at 651-690-6585 to receive application information.

Students apply for admission to the nursing major in the fall semester. The deadline for submission of the application will be October 15 with notification of the decision the second week of January. Students will be considered for admission to the nursing major in two groups.

1. Students who begin at St. Kate's as first-year students are guaranteed admission into the nursing major provided they have a 3.25 or higher prerequisite and cumulative GPA, have a TEAS test result that is proficient or higher, and have completed 32 semester credits prior to NURS 2900. Students who exceed these minimum requirements are more likely to ensure their success as a nursing student in this highly challenging program. First-year students must also achieve requirements 2-10 under the Application Eligibility Criteria below.

2. Students who transfer to St. Kate's will be offered admission into the nursing major contingent upon the number of positions available.
Transfer students must meet the minimum 3.0 prerequisite and cumulative GPA requirement and have a TEAS test result that is proficient or higher. Transfer students must also complete requirements 2-10 under the Application Eligibility Criteria below. Applications will be rank ordered by prerequisite GPA and TEAS results in the event that there are more students who are qualified than there are spots available.

Application eligibility criteria:

1. Prerequisite and cumulative GPA of 3.0 or higher
2. TEAS result of "proficient" or higher
3. Successful completion (C or above) of six prerequisite courses including IPE 1030 and IPE 1040
4. Successful completion of 32 semesters credits prior to taking NURS 2900 Introduction to Professional Nursing Practice
5. Successful completion (C or above) of NURS 2900 and prerequisite courses taken fall semester
6. Students may have only one withdrawal (W) in a prerequisite course. A minimum grade of C must be achieved in the repeated or substituted course. If the student receives two or more prerequisite

St. Catherine University
course grades of W or C- or lower, the student is ineligible for the nursing major.
7. No prerequisite course may be taken "Satisfactory/Unsatisfactory."
8. Current certification as a certified nursing assistant (CNA) in the State of Minnesota.
9. Certification in cardiopulmonary resuscitation (CPR). Must complete the Basic Life Support (BLS) Health Care Provider level class that is valid for two years. (Certification will need to be renewed and maintained for the duration of the program.)
10. Current immunizations in accordance with St. Catherine University requirements.

Prerequisite and Supporting Coursework
The nursing program has a competitive, progressive and challenging curriculum. The admission criteria are designed to reflect the basic criteria for entrance into the program. To be successful in nursing, however, students should approach the prerequisite and required supporting coursework as important opportunities to demonstrate the best academic performance possible. The knowledge and skills gained are important foundational preparation for one's nursing career as an effective healthcare provider. To that end, applicants should pursue the highest level of academic performance and preparation possible.

The prerequisite course GPA will be calculated on all prerequisite courses completed through fall semester. A minimum of six prerequisite courses must be completed prior to NURS 2900. Remaining prerequisite courses must be completed with a C or higher to continue in the program and prior to beginning NURS 3281. Students who exceed the minimum requirements are more likely to ensure their success as a nursing student in this highly challenging program.

Maintaining eligibility
1. Successful completion of 48 semester credits by the end of fall semester sophomore year, including completion of three lab science prerequisites. Prerequisite GPA of 3.00 or higher, cumulative GPA of 3.00 or higher. Successful completion of prerequisite courses (see application criteria for details).
2. Successful completion of 64 semester credits to begin junior year of major. Prerequisite GPA of 3.00 or higher, cumulative GPA of 3.00 or higher. Successful completion of required supporting courses (see application criteria for details).

1 First-year students who entered St. Catherine University before Fall 2018 are guaranteed admission based on the minimum prerequisite and cumulative GPA requirement of 3.0.
2 First-year students who entered St. Catherine University Fall 2018 or later, who have a prerequisite and cumulative GPA of 3.00-3.24, will be offered admission into the nursing major contingent upon the number of positions available.

Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NURS 2900</td>
<td>Introduction to Professional Nursing Practice ¹</td>
<td>4</td>
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<tr>
<td>NURS 2910</td>
<td>Nursing Care of Individuals and Families</td>
<td>4</td>
</tr>
<tr>
<td>NURS 3281</td>
<td>Pathophysiology</td>
<td>4</td>
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<td>NURS 3282</td>
<td>Applied Pathophysiology</td>
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<tr>
<td>NURS 3291</td>
<td>Nursing Interventions I</td>
<td>4</td>
</tr>
<tr>
<td>NURS 3292</td>
<td>Nursing Interventions II</td>
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¹ NURS 2900 is a nursing course taken prior to admission to the nursing program. This course is not computed in the prerequisite GPA but must be completed with a grade of C or better.

Nursing majors satisfy the Writing Requirement for Majors in IPE 4200W Healthcare Teams - Evidence-Based Practice. They complete the Liberal Arts and Science Core Writing Requirement with three other writing-
intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, CORE 3990W Global Search for Justice and any other writing-intensive course in another department).

**Nursing: BSN**

**Bachelor of Science in Nursing (BSN) Information**

The section of the baccalaureate degree program in nursing offered for diverse adult learners in the College for Adults is designed to embrace multicultural and social justice perspectives on health and healing. The BSN is approved by the Minnesota Board of Nursing, accredited by the Accreditation Commission for Education in Nursing (ACEN), and endorsed in holistic nursing by the American Holistic Nurses Credentialing Corporation (AHNCC). A holistic approach and compassionate attitude supports students as they matriculate at St. Catherine University. The purpose of the program is to advance the study, understanding, and professional practice of the discipline of nursing. Holistic nursing embraces multicultural healing perspectives alongside Western medicine to advance health and healing for all.

Holistic nursing practice builds on a foundation of liberal arts and sciences to focus on the person, family and community. The overall goal of the curriculum is to prepare nurses whose practice nurtures the wholeness of persons through caring in a variety of nursing situations and settings.

St. Catherine University has a vast array of respected clinical partners who provide opportunities for students to learn to be excellent holistic practitioners and leaders in healthcare settings. The nursing portion of this baccalaureate degree will consist of 50 nursing credits over 21 months in a hybrid format. This program will prepare the graduate to take the NCLEX-RN licensure exam and practice as a registered nurse.

**Admission to the Major in the College for Adults**

All nursing candidates students must submit the nursing major application materials by a specified deadline in order to be considered for admission. Candidates should contact the Admissions Office at 651-690-7801 to receive application information.

Requirements for admission:

1. All prerequisite coursework must be registered for, in progress, or completed (minimum grade of C required) at the time of application to nursing
2. All required courses, except IPE 4200W and CORE 3990W, must be completed before starting the Nursing major
3. Must have current CNA certification, CPR for Health Professionals
4. Must pass a criminal background check
5. Must meet all clinical compliance requirements
6. Must have a minimum prerequisite GPA of 3.0 or higher
7. Must meet the Kaplan Nursing School Admission test set scores. St. Kate's will offer this test to accepted and enrolled St. Catherine University students. Only the most recent Kaplan scores are used in making nursing admission decisions.

All Liberal Arts and Sciences courses with the exception of CORE 3990W must be completed before beginning the final semester of nursing courses.
Must have been completed within seven years to be considered for transfer.

2. May be taken concurrent with nursing courses. All other required courses must be completed before beginning the nursing course sequence.

3. Or IPE 1050 Pain and Suffering - An Interprofessional Perspective. This IPE course also meets the liberal arts and science core requirement for theology.

Nursing majors satisfy the Writing Requirement for Majors in IPE 4200W Healthcare Teams - Evidence-Based Practice. They complete the Liberal Arts and Science Core Writing Requirement with three other writing-intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, CORE 3990W Global Search for Justice and any other writing-intensive course in another department).

The LPN to BSN section is meant to support a multicultural, diverse student body who wants to attend classes while working part-time and supporting families and communities.

Admission requirements are identical to the BSN section for non-LPNs, with the exception that students applying for the LPN to BSN must have a current unencumbered LPN license and recent practice experience. Students admitted to the LPN to BSN will receive four nursing credits of advanced standing.

**Curriculum**

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<td>NURS 3303</td>
<td>Human Caring - Professional Roles and Culture</td>
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<td>NURS 3403</td>
<td>Holistic Care of Older Adults</td>
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<td>NURS 3502</td>
<td>Holistic Health Assessment</td>
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<td>NURS 3705</td>
<td>Holistic Nursing Care of Children and Childbearing Families</td>
<td>5</td>
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<td>NURS 3804</td>
<td>Holistic Population-Based Nursing: Community Perspectives</td>
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<td>NURS 3902</td>
<td>Pharmacology and Holistic Nursing Practice</td>
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<td>NURS 4106</td>
<td>Holistic Care of Adults</td>
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<td>NURS 4203</td>
<td>Holistic Nursing Approaches to Mental Health</td>
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<td>Holistic Nursing: Reflection in Action</td>
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<td>NURS 4702</td>
<td>Global Communities and Holistic Public Health Nursing</td>
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<td>NURS 4704</td>
<td>Unification of Nursing Concepts and Contexts in Holistic Complex Care</td>
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<tr>
<td>NURS 4804</td>
<td>Holistic Nursing Practice in Complex Dynamic Situations</td>
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<td><strong>Total Credits</strong></td>
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**Prerequisite Courses (minimum grade of C required)**

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<tr>
<td>BIOL 2200</td>
<td>Introduction to Microbiology with Lab ¹</td>
<td>4</td>
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**Nursing - RN-to-BSN**

**Admission to the RN-to-BSN in the College for Adults**

The RN-BSN Degree Completion section, offered in the College for Adults, is for registered nurses only. In order to begin upper-division courses in the nursing major, students must meet the following criteria:

1. Current and unencumbered registered nurse licensure
2. Cumulative GPA of 2.5 or above (calculated on all courses, including failed courses, completed within the past 10 years). Students ineligible for the nursing major because of GPA or nursing course grades may be reconsidered on an individual basis by petitioning the RN to BSN Committee on Students.
3. Completion of 82 semester credits
4. Completion of CORE 1000W or CORE 2000W (or concurrent registration with first nursing course). (This course is required if you are completing your first baccalaureate degree).
5. Successful completion of statistics
6. Minimum grade of C in all nursing courses
7. Previous work or volunteer experience as an RN or employed or volunteering as an RN by 2nd semester of nursing coursework.

Other requirements to be fulfilled prior to entering the nursing major include the following:

1. Cardiopulmonary resuscitation (CPR) certification
2. Registered Nurse (R.N.) licensure in Minnesota
3. Current immunizations
4. DHS Background Study

Courses are offered on weekday evenings with practicum requiring additional weekday time. Nursing major courses are offered either hybrid, meeting one evening per week, or fully online.

### Code | Title | Credits
---|---|---
| **Prerequisite Courses**

<table>
<thead>
<tr>
<th><strong>Code</strong></th>
<th><strong>Title</strong></th>
<th><strong>Credits</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE 1000W</td>
<td>The Reflective Woman (May be taken concurrently with first nursing course)</td>
<td>4</td>
</tr>
<tr>
<td>or CORE 2000W</td>
<td>The Reflective Woman</td>
<td>4</td>
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Select one of the following: 4

<table>
<thead>
<tr>
<th><strong>Code</strong></th>
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<th><strong>Credits</strong></th>
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<tbody>
<tr>
<td>ECON 1080</td>
<td>Statistical Analysis for the Social Sciences</td>
<td>4</td>
</tr>
<tr>
<td>ECON 1090</td>
<td>Statistical Analysis for Decision Making</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 1090</td>
<td>Biostatistics</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 1090</td>
<td>Statistical Methods in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>STAT 1089</td>
<td>Statistical Analysis with Corequisite</td>
<td>4</td>
</tr>
<tr>
<td>STAT 1090</td>
<td>Statistical Analysis</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Supporting Course</strong></th>
<th><strong>Title</strong></th>
<th><strong>Credits</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 3400</td>
<td>Biomedical Ethics</td>
<td>4</td>
</tr>
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</table>

Total Credits: 12

### Code | Title | Credits
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| **Required Nursing Courses**

<table>
<thead>
<tr>
<th><strong>Code</strong></th>
<th><strong>Title</strong></th>
<th><strong>Credits</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3910</td>
<td>Empirical Foundations</td>
<td>4</td>
</tr>
<tr>
<td>NURS 3920</td>
<td>Professional Nursing: Theories, Concepts and Practice</td>
<td>4</td>
</tr>
<tr>
<td>NURS 3930</td>
<td>Population-Based Nursing Practice I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 4110</td>
<td>Population-Based Nursing Practice II</td>
<td>4</td>
</tr>
<tr>
<td>NURS 4120</td>
<td>Leadership and Systems Change</td>
<td>4</td>
</tr>
<tr>
<td>NURS 4130</td>
<td>Evidence-based Practice and Outcome Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 22

1 A course with a practicum requirement. The courses are offered on weekday evenings with practicum requiring additional weekday time.

### Public Health Certification
Coordinate with Nursing Department.

### Nutrition and Exercise Science

The Department of Nutrition and Exercise Sciences integrates liberal arts and professional education while teaching its students to lead and influence. Hands on and integrated experiences form the core of how our faculty educate, emphasizing problem solving and critical thinking over content. The Department of Nutrition and Exercise Sciences develops expertise grounded in scientific research and evidence-based practice through an engaging and progressive curriculum, an active and collaborative research program, and a commitment to sustainability.

### Majors
- Applied Science in Exercise Science - BA, BS (p. 107)
- Applied Science in Nutrition Science - BA, BS (p. 108)
- Dietetics - BA, BS (p. 109)
- Exercise Science and Nutrition (combined major) - BA, BS (p. 110)
- Exercise and Sport Science - BA, BS (p. 111)
- Nutrition Science - BA, BS (p. 112)

### Minors
- Coaching - Minor (p. 109)
- Exercise and Sport Science - Minor (p. 111)
- Foods - Minor (p. 112)
- Nutrition - Minor (p. 112)

**EXSS 1100 Fitness and Wellness — 2 credits**
This course will introduce and explore topics critical to Fitness and Health. EXSS 1100 is designed as a lecture/lab to help students develop foundational knowledge for a lifetime of fitness and wellness. Students will actively engage in the study and practice of sustained exercise and wellness. This course integrates current scientific research with practical application. Lectures and interdisciplinary convocations will examine research in fitness, wellness and related topics including cardio-respiratory fitness, strength training, stress management, and nutrition. Students will participate in a pre-and post fitness assessment. Students are required to engage in two additional activity sessions per week outside of class. Offered in the College for Women and the College for Adults.

**EXSS 2500 Foundations of Longevity and Aging: Aging in a Diverse America — 4 credits**
This experiential course introduces seminal aging and emerging research about personal, racial, geographical, political and environmental factors that influence healthful aging in America. Selected research will focus on developing foundational skills needed to support future learning and research in longevity and aging. To prepare students for work in a bigger, aging and more diverse America, key diversity topics are explored including health disparities, future workforce needs, global health access, socioeconomic impact of health policy, cross-cultural communication, minority studies on age-related change, successful adaptation through use of technology, activity, and social supports and differences in end of life concerns. The course introduces students to research methods and data analysis including quantitative quasi-experimental research, qualitative thematic analysis and design thinking. Offered in the College for Women.

**EXSS 2650 Introduction to Exercise and Sport Science — 1 credit**
Coursework includes exposure to the various disciplines, resources and career opportunities in the field of exercise science. Note: this is a major course and does not fulfill the Health and Fitness liberal arts core requirement.
EXSS 2750 Introduction to Exercise and Sport Science — 2 credits
Course work includes exposure to the various disciplines and career opportunities in the field of physical education and exercise science, study of the principles and components of physical fitness, and the application of exercise science principles in fitness programming and education. Does not meet the health and fitness liberal arts core requirement. Offered fall semester every year. Offered in the College for Women.

EXSS 2800W Introduction to Research Methods in Exercise Science — 4 credits
Methods and principles of testing and measurement in exercise science. Includes basic statistical methods, test construction, evaluation and measurement of anthropometrics, fitness, motor performance, skill levels and related functions. Does not meet the health and fitness liberal arts core requirement. Offered spring semester every year. Offered in the College for Women.

EXSS 2992 Topics — 2 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

EXSS 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

EXSS 3200 Health Behavior Psychology — 4 credits
Introduces students to the fields of exercise and health psychology and the common theories and models used to explore health behaviors, with a strong emphasis on physical activity behavior. Learning outcomes include understanding individual health behaviors, facilitating psychological growth and development, comprehension of social, environmental and cultural impacts on health behaviors as well as applying these theories and models to enhance the health and well-being of others.

EXSS 3350 Kinesiology and Biomechanics with Lab — 4 credits
This is a lecture/laboratory course on the study of human motion including anatomical foundations of the skeletal and muscle systems and the application of mechanical principles to the analysis of human motion in physical education, fitness activities, sport and activities of daily life. Does not meet the health and fitness liberal arts core requirement. Offered spring semester every year. Offered in the College for Women.

Prerequisite: BIOL 2610.

EXSS 3400 Foundations of Sport Psychology — 4 credits
This course is designed to introduce students to the field of sport psychology by providing a broad overview of the major topics, theories, and research in the field. Offered every spring. Offered in the College for Women.

EXSS 3450 Exercise Physiology with Lab — 4 credits
This is a lecture/laboratory course covering the theory and analysis of physiological responses and adaptations to exercise for fitness and human performance. Course topics include energy systems, exercise metabolism, circulatory and respiratory adaptations, blood pressure, oxygen consumption, acid-base balance, temperature regulation, body composition and nutrition, ergogenic aids. Does not meet the health and fitness liberal arts core requirement. Offered fall semester every year. Offered in the College for Women.

Prerequisite: BIOL 2610.

EXSS 3500 Methods of Strength Training and Conditioning — 4 credits
This course is designed to further students' understanding of anatomy and how to apply that understanding in the development of appropriate resistance training and conditioning programs. This course will further students' knowledge of exercise technique and the ability to instruct others appropriately. Students will examine resistance training and conditioning topics through discussion, demonstrations, and coaching sessions. Does not meet the health and fitness liberal arts core requirement. This course will prepare individuals to sit for the National Strength and Conditioning Association's (NSCA) Certified Strength and Conditioning Specialist (CSCS) exam. Offered in the College for Women.

EXSS 3550 Exercise Testing and Prescription with Lab — 4 credits
This course gives students experience with the equipment and procedures used for assessment, design and implementation of fitness programs. Procedures include: physical work capacity (VO2/stress test), EKG, blood pressure, body composition (skin fold calipers, bioelectrical, and impedance), muscular strength and muscular endurance. Does not meet the health and fitness liberal arts core requirement. Offered winter semester every year. Offered in the College for Women.

Prerequisites: EXSS 3350, EXSS 3450.

EXSS 3610 Motor Learning — 2 credits
This course involves the study of human motor skill acquisition. Theories and applications related to skill acquisition, motor learning and control are examined with reference to the learner, the learning environment and individual differences. Does not meet the health and fitness liberal arts core requirement. Offered spring semester every year. Offered in the College for Women.

EXSS 3615 Motor Learning and Motor Control — 4 credits
This course involves the study of human motor skill acquisition. Theories and applications related to skill acquisition, motor learning and control are examined with reference to the learner, the learning environment and individual differences. Does not meet the health and fitness liberal arts core requirement. Offered fall and spring semester every year. Offered in the College for Women.

Recommended: BIOL 2610 and BIOL 2620.

EXSS 3700 Theory, Techniques and Psychology of Coaching Women's Sports — 2 credits
A study of the principles and procedures involved in the organization, management and implementation of sports programs. Special consideration will be given to psychological aspects of motivation and ethics, including the interpersonal relationships involved with coaching. Does not meet the health and fitness liberal arts core requirement. Offered fall semester every other year. Offered in the College for Women.

EXSS 3720 The Coaching Practicum — 2 credits
The coaching practicum provides you with the opportunity to work in an observation participation setting under a qualified coach. The purpose is to provide supervision from a qualified coach in a particular area of interest. Does not meet the health and fitness liberal arts core requirement. Offered every semester. Offered in the College for Women.

Prerequisite: EXSS 3700 and instructor permission.

EXSS 3750 Care and Prevention of Athletic Injuries — 2 credits
An overview of problems (recognition, principles and responsibilities) related to athletic injuries to both upper and lower body. Emphasis on prevention, immediate care and rehabilitation. Does not meet the health and fitness liberal arts core requirement. Offered fall semester every year. Offered in the College for Women.

Prerequisites: BIOL 2610 and BIOL 2620.
EXSS 4300 Advanced Biomechanics — 2 credits
This course is designed to give experience in the equipment and methodologies used in the field of biomechanics and kinesiology. Topic areas include the use of video data collection and reduction methods, force platform, electromyography, gait studies, anthropometric studies and other research in the field. Does not meet the health and fitness liberal arts core requirement. Offered in the College for Women.
Prerequisite: EXSS 3350.

EXSS 4602 Internship — 2 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

EXSS 4604 Internship — 4 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

EXSS 4612 Fieldwork — 2 credits
Exercise Science students registered for a 2 credit fieldwork program complete a structured out-of-class learning experience that takes place on- or off-campus and includes a substantial work component. Fieldwork involves students in a particular profession in an exploratory way to test careers and potential. To initiate a fieldwork experience, meet with the Director of Fieldwork. A semester long curricular component is part of this course and focuses on furthering the professional development of students in the Exercise Science program, particularly with respect to career development in fitness and wellness. The fieldwork experience allows students to engage in preparation for future opportunities and employment through shadowing and working with certified/licensed professionals practicing in the field. Offered in the College for Women.
Prerequisites: EXSS 3350, EXSS 3450, EXSS 3500, and EXSS 3550 plus approval from the director of fieldwork.

EXSS 4614 Fieldwork — 4 credits
Exercise Science students registered for a 4 credit fieldwork program complete a structured out-of-class learning experience that takes place on- or off-campus and includes a substantial work component. Fieldwork involves students in a particular profession in an exploratory way to test careers and potential. To initiate a fieldwork experience, meet with the Director of Fieldwork. A semester long curricular component is part of this course and focuses on furthering the professional development of students in the Exercise Science program, particularly with respect to career development in fitness and wellness. The fieldwork experience allows students to engage in preparation for future work experiences and employment through resume and cover letter writing, development of interviewing and presentation skills, job search strategies, professional writing, discussion of current key topics within the industry and a variety of other professional experiences. Offered in the College for Women.
Prerequisites: EXSS 3350, EXSS 3450, EXSS 3500, and EXSS 3550 plus approval from the director of fieldwork.

EXSS 4682 Directed Study — 2 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

EXSS 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

EXSS 4752 Practicum — 2 credits
A practicum is a brief period of work during which students practice a profession in a training status. Often required for licensing or entry into a profession. Offered in the College for Women.
Prerequisites: Instructor and department chair approval.

EXSS 4754 Practicum — 4 credits
A practicum is a brief period of work during which students practice a profession in a training status. Often required for licensing or entry into a profession.
Prerequisites: Instructor and department chair approval.

EXSS 4850 Capstone — 1 credit
A capstone course for seniors in the Exercise and Sport Science program, this course is designed to help students prepare for their future as professionals in the field.
Prerequisites: EXSS 2650, Senior status.

EXSS 4951 Independent Study — 1 credit
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

EXSS 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

EXSS 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.
EXSS 4992 Topics — 2 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

EXSS 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

FSNU 2300 Nutrition Foundations — 4 credits
Introduction to the scientific principles of nutrition, including macro- and micro-nutrient functions and effects of nutrient deficiency and excess. This course emphasizes the role food plays in the health of individuals and families throughout the life cycle. The course includes a personal diet analysis, healthy diet planning, concepts of weight management/metabolism, and the relationship between food and the environment. Offered in the College for Women.
Recommended: High school biology and chemistry.

FSNU 2800 Intercultural and Community Nutrition with Lab — 4 credits
This course covers food patterns and foodways of various cultures around the world and in our community. Agricultural, social, nutrition, economic, religious, and cultural issues are discussed with a cultural sensitivity lens. Emphasis is placed on understanding the populations served through nutrition policy, community programming, and healthcare systems. Lecture and laboratory. Offered in the spring of even years.

FSNU 2900 Food Science — 4 credits
This course provides an introduction to food science and technology. The chemical and physical composition of foods will be examined along with the major principles of food processing, preservation and storage. Students will gain hands-on experience applying the technology of various food products in the lab, and conducting an investigation of current issues related to food and health through special project work. Lecture and laboratory. Offered in the College for Women.
Prerequisite: CHEM 1010 or CHEM 1110 or equivalent.

FSNU 3000 Nutrition — 4 credits
Scientific principles of nutrition, including the study of nutrient functions and interrelationships, effects of deficiencies, dietary allowances and application to food selection and meals of individuals and families throughout the life cycle are covered.
Prerequisite: CHEM 1010 or CHEM 1120 with a grade of C- or above.
Prerequisite with concurrency: BIOL 1720 or BIOL 2520 with a grade of C- or above, or permission of instructor.

FSNU 3150 Food Systems and Policy — 4 credits
The course provides a critical look into our food system and how food evolves from seed to grocery store shelves. It evaluates the way nutrition policies and recommendations are set, and how they may be influenced by the current food system. Offered in the College for Women.
Prerequisite: FSNU 2300.

FSNU 3250 Sports Nutrition — 2 credits
This course involves the study of the effect of nutrient intake on human energy and athletic performance; current use of ergogenics and dietary supplements; review of current literature, teaching resources and consumer publications. Nutritional recommendations for athletes through the life cycle. Offered fall semester. Offered in the College for Women and the College for Adults.
Recommended: FSNU 2300.

FSNU 3350 Lifelong Nutrition — 4 credits
This course includes an in-depth exploration into nutrition recommendations and concerns throughout the lifecycle. Topics covered include nutrition for pre-conception, pregnancy, lactation, infancy, childhood, adolescence, adulthood, and aging. This course also covers discussion of common chronic diseases and appropriate nutrition interventions. Offered in the College for Women.
Prerequisite: FSNU 2300.

FSNU 3550 Food and Nutrition Management — 4 credits
This course focuses on 4 main content areas: (1) design, layout and equipment for the institutional kitchen; (2) organization and management; (3) human resource management; and (4) financial resource management. Principles of marketing, entrepreneurship, and business plans are covered. Offered alternate years.

FSNU 3600 Foodservice Operations Management with Lab — 4 credits
Application of principles of food production and service to institutional practice: considerations of quality and quantity in volume feeding, methods of purchasing food for institutions, menu planning, recipe standardization, and portion control. Lecture, laboratory and field trips. This course includes approximately 45 hours of hands-on training in a variety of institutional settings. Offered in the College for Women.
Prerequisite: FSNU 2900.

FSNU 3770 Nutrition Education and Counseling — 4 credits
This course is designed to develop effective skills for presentations to a variety of audiences throughout the life cycle. Educational theory and techniques are emphasized. Students also learn and practice techniques for interviewing, counseling and group process. Use of media and preparation of written educational materials are included. Students design, develop and present various forms of nutrition education for a variety of audiences. Offered in the College for Women.
Prerequisite: FSNU 2300, Junior or Senior standing.

FSNU 3992 Topics — 2 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

FSNU 4100 Community Lifespan Nutrition — 4 credits
Study of the role of nutritionists in the community and the health and nutritional needs of individuals and groups within the different stages of the lifecycle. Nutrition concepts and interventions associated with each stage of the lifespan from pre-conception through older adulthood. Principles of epidemiology, the healthcare system, and the political process are explored. Planning, assessment, evaluation and legislative regulation of food and nutrition programs in the community are discussed. Students volunteer in and observe food and nutrition programs in the community. Lecture and laboratory. Offered in the College for Women.
Prerequisites: FSNU 2900, FSNU 2300, PSYC 2025.

FSNU 4220 Sensory Evaluation — 2 credits
This course involves sensory evaluation, theory and practice, psychophysics of the senses, sensory tests and data analysis. Oral presentations and written papers are required. Lecture and laboratory. Offered as needed.
Prerequisites: FSNU 2900 and a statistics course.
FSNU 4270 Current Issues in Foods and Nutrition — 4 credits
The focus of this course will be to research, evaluate, debate and think critically about the rapidly changing current issues in food, nutrition science, and health. This course will look at these issues from a variety of professional perspectives to gain a holistic view of the factors that influence and force change. Using contradictory statements and data from the scientific and lay sources we will carefully draw and defend arguments, in small and large debate formats, using multiple technologies to create engaging and informative content. Offered in the College for Women.
Prerequisite: FSNU 2900.
Prerequisite with concurrency: FSNU 2300.

FSNU 4300 Advanced Nutrition — 4 credits
This course includes digestion, transport and absorption of nutrients; hormonal aspects of nutrition; biochemical and physiological functions of nutrients; body composition, obesity and fad diets; herbs and supplements; critical analysis techniques for evaluation of scientific and popular literature in nutrition. Offered in the College for Women.
Prerequisite: FSNU 2300.

FSNU 4310W Experimental Foods and Nutrition with Lab — 4 credits
This course provides an introduction to the use of statistics and computers in food and nutrition research. Students will develop an original research project using sensory, physical and survey measurements. Oral scientific presentations and written papers required. The course contains both lecture and laboratory components. Offered in alternate years. Offered in the College for Women.
Prerequisites: FSNU 2900 and one statistics course.

FSNU 4350 Medical Nutrition Therapy I — 4 credits
This course involves principles of nutritional care related to clinical situations, including nutrition as therapy in selected diseases and application of these principles to daily living for prevention of disease and maintenance of health. Lecture and laboratory. Offered in the College for Women.
Prerequisite: FSNU 2300.
Prerequisites with concurrency: CHEM 2400 or CHEM 4400, or permission of instructor.

FSNU 4375 Medical Nutrition Therapy II with Lab — 4 credits
In this course students will discuss principles of nutritional care related to clinical situations, including nutrition as therapy in selected diseases and application of these principles to daily living for prevention of disease and maintenance of health. Lecture and laboratory. Offered in the College for Women.
Prerequisites: FSNU 2300, FSNU 4350.

FSNU 4602 Internship — 2 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

FSNU 4604 Internship — 4 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

FSNU 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

FSNU 4752 Practicum: Diabetes Education — 2 credits
This is an interdisciplinary study of diabetes mellitus. Attend the workshop at the International Diabetes Center and complete several written assignments. Offered in the College for Women.
Prerequisites: FSNU 2300, faculty and department chair approval.

FSNU 4754 Practicum — 4 credits
FSNU 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

FSNU 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

FSNU 4992 Topics — 2 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

FSNU 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

Applied Science in Exercise Science - BA, BS
Students studying exercise and sport science may apply their liberal arts education in the field of physical therapy or public health through two dual degree programs. The Master of Arts in Occupational Therapy (MAOT), Doctor of Occupational Therapy - Entry Level (OTD EL) and Master of Public Health (MPH), and Doctor of Physical Therapy (DPT) programs offer students the opportunity to enter the graduate program as undergraduate students in their senior year. Students complete their bachelor’s degree while pursuing the graduate degree.

Exercise Science/Doctor of Physical Therapy
As an applied science in exercise science major, students will complete the exercise science pre-physical therapy sequence of courses and supporting work for the DPT program. This includes courses in biology, anatomy, physiology, chemistry, physics, psychology, statistics and mathematics, while providing a special emphasis in exercise science.
The exercise science courses focus on developing an understanding of human movement, including the assessment of fitness levels, individual capabilities, movement and injury. In addition to DPT prerequisite courses, students will take classes in areas such as exercise physiology, kinesiology, research methods, and the care and prevention of athletic injuries. If students choose to complete the fourth-year course work prior to applying for the DPT program they will be prepared to work in a variety of areas of the health and fitness industry, as well as in graduate programs in athletic training, exercise physiology and biomechanics.

To enroll in this program, students apply to the DPT program during their junior year. If they are admitted to the DPT program, they receive a B.A. or B.S. (the student’s choice) in applied science in exercise science upon completion of the first year of the DPT program. The curriculum for the applied science in exercise science major is listed in the Pre-Professional Programs, Pre-Physical Therapy (http://catalog.stkate.edu/undergraduate/preprofessional-programs/prephysical-therapy/) section of this catalog.

Exercise Science/Master of Public Health
As an applied science in exercise science major, students will complete the exercise science pre-MPH therapy sequence of courses and supporting work for the MPH program. This includes courses in biology, anatomy, physiology, chemistry, and statistics, while providing a special emphasis in exercise science.

The exercise science courses focus on developing an understanding of human movement, including the assessment of fitness levels, individual capabilities, movement and injury. In addition to MPH prerequisite courses, students will take classes in areas such as exercise physiology, kinesiology, research methods, and the care and prevention of athletic injuries. If students choose to complete the fourth-year course work prior to applying for the MPH program they will be prepared to work in a variety of areas of the health and fitness industry, as well as in graduate programs in athletic training, exercise physiology and biomechanics.

To enroll in this program, students apply to the MPH program during their junior year. If they are admitted to the MPH program, they receive a B.A. or B.S. (the student’s choice) in applied science in exercise science upon completion of the first year of the MPH program. The curriculum for the applied science in exercise science major is listed in the Pre-Professional Programs, Pre-Occupational Therapy Masters (p. 31) section of this catalog.

Exercise Science/Doctor of Occupational Therapy-Entry Level
As an applied science in exercise science major, students will complete the exercise science pre-occupational therapy sequence of courses and supporting work for the OTD EL program. This includes courses in biology, anatomy, physiology, psychology, and statistics, while providing a special emphasis in exercise science.

The exercise science courses focus on developing an understanding of human movement, including the assessment of fitness levels, individual capabilities, movement and injury. In addition to OTD EL prerequisite courses, students will take classes in areas such as exercise physiology, kinesiology, research methods, and the care and prevention of athletic injuries. If students choose to complete the fourth-year course work prior to applying for the OTD EL program they will be prepared to work in a variety of areas of the health and fitness industry, as well as in graduate programs in athletic training, exercise physiology and biomechanics.

To enroll in this program, students apply to the OTD EL program during their junior year. If they are admitted to the OTD EL program, they receive a B.A. or B.S. (the student’s choice) in applied science in exercise science upon completion of the first year of the OTD EL program. The curriculum for the applied science in exercise science major is listed in the Pre-Professional Programs, Pre-Occupational Therapy Doctoral (p. 27) section of this catalog.

Applied Science in Nutrition Science - BA, BS

Applied Science in Nutrition Science/Master of Public Health
St. Kate’s offers the opportunity to apply a student’s liberal arts education to the field of public health through a unique 3+2 dual-degree program. The 3+2 program is completed in 5 years and offers students the opportunity to complete their bachelor’s degree in applied science in nutrition science while pursuing the master of public health degree (MPH) with a global health focus.

The applied science in nutrition science program develops scientifically literate professionals who can confidently articulate the integration of food, nutrition, health, and societal issues. The foundation of the applied science in nutrition science program includes chemistry, biochemistry, and physiology courses. These science-based courses serve as a gateway into the advanced nutrition courses, while also meeting the necessary requirements for admission into future graduate or professional programs. The applied science in nutrition science students also complete the pre-public health sequence of courses and supporting work for the MPH program. This includes courses in global health and statistics.

To enroll in this 3+2 program, students apply to the MPH program during their junior year. If they are admitted to the MPH program, they receive a B.A. or B.S. (the student’s choice) in applied science in nutrition science upon completion of the first year of the MPH program. If students choose to complete the fourth-year course work for a nutrition science degree
prior to applying for the MPH program, they will also be prepared for a variety of entry-level jobs. The curriculum for the applied science in nutrition studies major is listed in the Pre-Professional Programs, Pre-Public health (p. 40) section of this catalog.

Coaching - Minor

This minor is offered in the College for Women only.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSS 3700</td>
<td>Theory, Techniques and Psychology of Coaching Women’s Sports</td>
<td>2</td>
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<tr>
<td>EXSS 3720</td>
<td>The Coaching Practicum</td>
<td>2</td>
</tr>
<tr>
<td>EXSS 3400</td>
<td>Foundations of Sport Psychology</td>
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</tr>
<tr>
<td>FSNU 3250</td>
<td>Sports Nutrition</td>
<td>2</td>
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<tr>
<td>Electives (must take at least 10 credits/three courses from the following):</td>
<td>10</td>
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</tr>
<tr>
<td>EXSS 3350</td>
<td>Kinesiology and Biomechanics with Lab 1</td>
<td></td>
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<tr>
<td>EXSS 3450</td>
<td>Exercise Physiology with Lab 1</td>
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<tr>
<td>EXSS 3500</td>
<td>Methods of Strength Training and Conditioning</td>
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<td>EXSS 3750</td>
<td>Care and Prevention of Athletic Injuries</td>
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<td>Total Credits</td>
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</tbody>
</table>

1 BIOL 2610 is a prerequisite for these courses

Students must show proof of current certification in First Aid and CPR upon completion of the minor.

Dietetics - BA, BS

St. Catherine’s dietetics major offers students a solid foundation in food and nutrition that develops out of studies in chemistry, biochemistry, and social sciences. The practice of dietetics continues to expand as more and more research is conducted on the complex relationships between food, our environments, and health.

The registered dietitian/registered dietitian nutritionist (RD/RDN) is often at the forefront of health promotion and disease prevention. Students who have an interest in food and nutrition, and who want to work with the public to promote and optimize health or to help individuals with existing medical conditions are excellent candidates for this field of study. The RD/RDN credential qualifies an individual to serve as the food and nutrition expert.

RD/RDNs work in a variety of settings, including healthcare, business and industry, community/public health, education, research, government agencies, and private practice. Many work environments, especially those in healthcare settings, require the RD/RDN credential.

Completing the dietetics degree at St. Catherine University prepares students to obtain the RD/RDN credential, which is available after completion of an accredited dietetic internship and the registration examination. Please note, beginning January 1, 2024, a graduate degree will be required for anyone who wishes to take the registration exam to become an RD/RDN. For more information, please visit: https://www.cdrnet.org/new-graduate-degree-eligibility-requirement-effective-january-1-2024. St. Catherine’s dietetics program is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, Illinois 60606, (312) 899-0040.

The dietetics degree also prepares students to pursue a variety of graduate programs or to work in various entry-level jobs.

Acceptance into the dietetics major depends on the following criteria:

The student must:

1. Have completed at least 40 semester credits of college work accepted by St. Catherine University at the time of application.
2. Have and maintain an overall GPA of at least 3.0 on a 4.0 scale.
3. Achieve and maintain compliance with requirements for the Henrietta Schmoll School of Health. This includes all required immunizations and background checks.

Dietetic students should consider participating in undergraduate research with faculty. These research experiences are designed to be collaborative in nature, meaningful to both students and faculty, and contribute to success as a scholar and future professional.

See also: Nutrition Science (p. 112), Exercise Science and Nutrition (p. 110)

This major is offered in the College for Women only.

Curriculum

Related work experience is required for dietetics students who wish to apply for a dietetic internship. All dietetics students are required to complete a senior portfolio.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FSNU 2300</td>
<td>Nutrition Foundations</td>
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<td>FSNU 2800</td>
<td>Intercultural and Community Nutrition with Lab 1</td>
<td>4</td>
</tr>
<tr>
<td>FSNU 2900</td>
<td>Food Science</td>
<td>4</td>
</tr>
<tr>
<td>FSNU 3550</td>
<td>Food and Nutrition Management 1</td>
<td>4</td>
</tr>
<tr>
<td>FSNU 3600</td>
<td>Foodservice Operations Management with Lab</td>
<td>4</td>
</tr>
<tr>
<td>FSNU 3770</td>
<td>Nutrition Education and Counseling</td>
<td>4</td>
</tr>
<tr>
<td>FSNU 4100</td>
<td>Community Lifespan Nutrition</td>
<td>4</td>
</tr>
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<td>FSNU 4270</td>
<td>Current Issues in Foods and Nutrition</td>
<td>4</td>
</tr>
<tr>
<td>FSNU 4300</td>
<td>Advanced Nutrition</td>
<td>4</td>
</tr>
<tr>
<td>FSNU 4310W</td>
<td>Experimental Foods and Nutrition with Lab 1</td>
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<tr>
<td>FSNU 4350</td>
<td>Medical Nutrition Therapy I</td>
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<td>BIOL 2620</td>
<td>Human Anatomy and Physiology II with Lab</td>
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<td>CHEM 1110</td>
<td>General Chemistry I with Lab</td>
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</tr>
<tr>
<td>CHEM 1120</td>
<td>General Chemistry II with Lab</td>
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Required Supporting Courses
Curriculum

Exercise and Sport Science Courses

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<th>Code</th>
<th>Title</th>
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<td>EXSS 2650</td>
<td>Introduction to Exercise and Sport Science</td>
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<td>EXSS 2800W</td>
<td>Introduction to Research Methods in Exercise Science</td>
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<td>EXSS 3200</td>
<td>Health Behavior Psychology</td>
<td>4</td>
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<td>EXSS 3350</td>
<td>Kinesiology and Biomechanics with Lab</td>
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<td>EXSS 3450</td>
<td>Exercise Physiology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>EXSS 3500</td>
<td>Methods of Strength Training and Conditioning</td>
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<td>EXSS 3550</td>
<td>Exercise Testing and Prescription with Lab</td>
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<td>EXSS 4850</td>
<td>Capstone</td>
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Nutrition Courses

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<tr>
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<td>FSNU 2300</td>
<td>Nutrition Foundations</td>
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<td>FSNU 2900</td>
<td>Food Science</td>
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<td>FSNU 3250</td>
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<td>Nutrition Education and Counseling</td>
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<tr>
<td>FSNU 4270</td>
<td>Current Issues in Foods and Nutrition</td>
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</tbody>
</table>

Select one from:

- EXSS 4602 | Internship                                  
- EXSS 4604 | Internship                                  
- FSNU 2800 | Intercultural and Community Nutrition with Lab |
- FSNU 3600 | Foodservice Operations Management with Lab   |
- FSNU 4602 | Internship                                  
- FSNU 4604 | Internship                                  

All exercise science and nutrition students are required to complete a senior portfolio.

Total Credits: 50-52

Exercise Science and Nutrition - BA, BS

This unique major provides an excellent overview of both exercise science and nutrition. It is an ideal choice for students who want to deepen their knowledge of fitness and wellness. Exercise science and nutrition graduates are well-suited to work in health clubs, corporate or community wellness programs, or as wellness entrepreneurs. This major is also excellent preparation for graduate studies in exercise physiology, sports medicine, public health, and many other health sciences.

This program includes fundamental courses from both the exercise and sport science and nutrition science curriculums. Some courses in this program also prepare students for additional nationally recognized certifications. For example, Exercise Testing and Prescription prepares students to sit for the American College of Sports Medicine Certified Clinical Exercise Physiologist (CEP) exam.

Exercise science and nutrition majors will have access to a wide range of potential internship sites. Students work with their advisor to develop required internships that meet their career goals. Internship experiences include fitness centers, corporate fitness organizations, and school nutrition programs, just to name a few.

See also: Dietetics (p. 109), Nutrition Science (p. 112), Exercise and Sport Science (p. 111)

This major is offered in the College for Women only.

Related work experience is required for dietetics students who wish to apply for a dietetic internship. All dietetic students are required to complete a portfolio.

Transfer students may need to complete more than six courses (24 credits) in the major field in residence in order to complete the didactic program in dietetics.

Dietetics majors satisfy the Writing Requirement for Majors by completing FSNU 4310W Experimental Foods and Nutrition with Lab. They complete the Liberal Arts and Sciences Core Writing Requirement with three other writing-intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, CORE 3990W Global Search for Justice, and another writing-intensive course in this or another department).

1 Courses offered alternate years.
Exercise science and nutrition majors satisfy the Writing Requirement for Majors and the fourth writing requirement by completing EXSS 2800W Introduction to Research Methods and IPE 4200W Healthcare Teams - Evidence-Based Practice. They complete the Liberal Arts and Sciences Core Writing Requirement with two other writing-intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, and CORE 3990W Global Search for Justice).

**Exercise and Sport Science - BA, BS**

The exercise and sport science major is fully accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) ([http://caahep.org](http://caahep.org)). St. Kate’s is one of the few programs in the Midwest and the only one in the state of Minnesota that has attained this accreditation. The St. Kate’s exercise and sport science major will help build a practical framework for careers in a variety of settings and serve as preparation for continued education at the graduate level. Students will learn about exercise physiology, exercise testing and prescription, biomechanics, sports medicine, performance analysis, and behavioral health. Women’s health and wellness issues are now moving to the forefront of research, education and practice. As a women’s institution, St. Kate’s is on the leading edge of this trend.

A major in exercise and sport science can prepare students for careers in physical therapy, occupational therapy, physicians’ assistant, nutrition, health promotion, fitness consulting, cardiac rehabilitation, coaching, research, athletic training, sporting equipment design/sales, sports psychology, and corporate fitness and wellness.

During the spring semester, exercise and sport science majors have the chance to work as personal trainers. This 10-week experience, part of the EXSS 3550 Exercise Testing and Prescription with Lab course, includes conducting fitness assessments and exercise testing, and prescribing an exercise regime for participating faculty and staff members.

St. Kate’s exercise and sport science majors have access to a tremendous range of fieldwork sites. Students will work with their advisor to develop a fieldwork that meets their career goals. Fieldwork experiences include fitness centers, corporate health, personal training and physical therapy rehabilitation centers, just to name a few.

**See also:** Applied Science in Exercise Science (p. 107), Exercise Science and Nutrition (p. 110), Pre-Physical Therapy (p. 36)

**Curriculum**

This major is offered in the College for Women only.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</tr>
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<tbody>
<tr>
<td>EXSS 2650</td>
<td>Introduction to Exercise and Sport Science</td>
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</tr>
<tr>
<td>EXSS 2800W</td>
<td>Introduction to Research Methods in Exercise Science</td>
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<tr>
<td>EXSS 3200</td>
<td>Health Behavior Psychology</td>
<td>4</td>
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<tr>
<td>EXSS 3350</td>
<td>Kinesiology and Biomechanics with Lab</td>
<td>4</td>
</tr>
<tr>
<td>EXSS 3400</td>
<td>Foundations of Sport Psychology</td>
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<tr>
<td>EXSS 3450</td>
<td>Exercise Physiology with Lab</td>
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</tr>
<tr>
<td>EXSS 3500</td>
<td>Methods of Strength Training and Conditioning</td>
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<td>EXSS 3550</td>
<td>Exercise Testing and Prescription with Lab</td>
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</table>

**Exercise and Sport Science - Minor**

This minor is offered in the College for Women only.

**Curriculum**

This minor is offered in the College for Women only.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<td>EXSS 2750</td>
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<tr>
<td>EXSS 3350</td>
<td>Kinesiology and Biomechanics with Lab</td>
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<td>EXSS 3450</td>
<td>Exercise Physiology with Lab</td>
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<td>EXSS 3550</td>
<td>Exercise Testing and Prescription with Lab</td>
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<td>EXSS 3750</td>
<td>Care and Prevention of Athletic Injuries</td>
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<tr>
<td>FSNU 2300</td>
<td>Nutrition Foundations</td>
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**Required Supporting Courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>BIOL 2610</td>
<td>Human Anatomy and Physiology I with Lab</td>
<td>4</td>
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<tr>
<td>BIOL 2620</td>
<td>Human Anatomy and Physiology II with Lab</td>
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</table>
Foods - Minor
This minor is offered in the College for Women only.

Curriculum

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>FSNU 2300</td>
<td>Nutrition Foundations</td>
<td>4</td>
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<td>FSNU 2900</td>
<td>Food Science</td>
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Select 12 credits from the following:

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<th>Title</th>
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<tbody>
<tr>
<td>FSNU 2800</td>
<td>Intercultural and Community Nutrition with Lab</td>
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</tr>
<tr>
<td>FSNU 3150</td>
<td>Food Systems and Policy</td>
<td></td>
</tr>
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<td>FSNU 3350</td>
<td>Lifelong Nutrition</td>
<td></td>
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<tr>
<td>FSNU 3550</td>
<td>Food and Nutrition Management</td>
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</tr>
<tr>
<td>FSNU 3600</td>
<td>Foodservice Operations Management with Lab</td>
<td></td>
</tr>
<tr>
<td>FSNU 4270</td>
<td>Current Issues in Foods and Nutrition</td>
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</tr>
<tr>
<td>FSNU 4310W</td>
<td>Experimental Foods and Nutrition with Lab</td>
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Total Credits 20

Nutrition - Minor
This minor is offered in the College for Women only.

Curriculum

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FSNU 2300</td>
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<td>FSNU 2900</td>
<td>Food Science</td>
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Select 12 credits from the following:

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<thead>
<tr>
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</thead>
<tbody>
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</tr>
<tr>
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<td>Food Systems and Policy</td>
<td></td>
</tr>
<tr>
<td>FSNU 3350</td>
<td>Lifelong Nutrition</td>
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<tr>
<td>FSNU 3770</td>
<td>Nutrition Education and Counseling</td>
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<tr>
<td>or EXSS 3200</td>
<td>Health Behavior Psychology</td>
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<td>FSNU 4270</td>
<td>Current Issues in Foods and Nutrition</td>
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<td>FSNU 4300</td>
<td>Advanced Nutrition</td>
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<td>FSNU 4350</td>
<td>Medical Nutrition Therapy I</td>
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<td>FSNU 4375</td>
<td>Medical Nutrition Therapy II with Lab</td>
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<tr>
<td>FSNU 4752</td>
<td>Practicum: Diabetes Education (2 credits)</td>
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Total Credits 20

Nutrition Science - BA, BS
The nutrition science program develops scientifically literate professionals who can confidently articulate the integration of food, nutrition, health, and societal issues. This flexible program pairs a rich nutrition foundation with interdisciplinary and research experiences.

The nutrition science program prepares students for a variety of entry-level jobs. It also serves as excellent preparation for graduate studies in nutrition, food science, and public health – and can also be considered as a foundation for advanced studies in fields such as health communication, biotechnology, or health care administration. Nutrition science also offers a natural transition into professional programs such as: medical, dental, physical therapy, occupational therapy, physician assistant, or chiropractic programs.

The foundation of the nutrition science degree includes biology, chemistry, biochemistry, and physiology courses. The science-based courses serve as a gateway into the advanced nutrition courses, while also meeting the necessary requirements for admission into most graduate and professional programs.

This curriculum keeps nutrition and food at its core while placing emphasis on health and policy related issues. The following courses are just a few highlights within the nutrition science program.

- **Food Systems and Policy** provides a critical look into how foods go from seeds to store shelves and the policies that influence food production and consumption.
- **Experimental Foods and Nutrition** allows students to complete an original research project.
- **Health Behavior Psychology** introduces theories and models used to explore an individual's health-related behaviors.

The nutrition science program can accommodate the needs and interests of many students including those interested in pursuing a minor program of study. For example, complementary studies in business, communication, or integrated marketing would be an excellent minor for a nutrition science student.

The nutrition science program encourages field work, volunteer, and/or internship positions that will help students network and identify career paths. As well, nutrition science students are encouraged to participate in undergraduate research with faculty. These research experiences are designed to be collaborative in nature, meaningful to both students and faculty.

See also: Dietetics (p. 109), Exercise Science and Nutrition (p. 110), 3 + 2 Master of Public Health program (p. 40)

This minor is offered in the College for Women only.

Curriculum

<table>
<thead>
<tr>
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<tbody>
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</tr>
<tr>
<td>FSNU 3250</td>
<td>Sports Nutrition</td>
<td></td>
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</tbody>
</table>
Occupational therapy is the study of human occupation — the activities humans do every day — across the lifespan and within different cultures. St. Catherine University’s occupational therapy programs prepare students to help people engage in productive occupations that contribute to their physical, psychological and spiritual health, well-being and overall quality of life.

Graduates of St. Catherine University’s occupational therapy programs will develop the skills to work with people of all ages and abilities in a variety of settings. These include hospitals, mental health programs, rehabilitation centers, long-term care facilities, community-based settings and public school systems.

The Occupational Therapy Department at St. Catherine University offers programs at the associate, master’s and doctoral levels. In addition, the University offers four pre-professional pre-occupational therapy degree programs.

### Associate
- Occupational Therapy Assistant - AAS (p. 115)

For descriptions of graduate level occupational therapy courses, see the Master of Arts in Occupational Therapy (graduate catalog). (http://catalog.stkate.edu/graduate/health/occupational-science-therapy/maot/)

**OSOT 1020 Role of the OTA — 2 credits**
This course explores the roles and responsibilities of the occupational therapy assistant as described for each of the elements of the occupational therapy process. Major topic areas include: the history of occupational therapy, theory of occupational performance and its relationship to basic need satisfaction and skill development, teaching and learning, documentation, ethics, official occupational therapy documents and publications including the Occupational Therapy Practice Framework, professional responsibilities and provides a broad overview of team members and areas of practice. Offered in the College for Adults.

**Corequisites:** OSOT 1030, OSOT 1050, OSOT 3250.

**OSOT 1030 Human Occupations I with Lab — 2 credits**
This course introduces the student to human occupation through the exploration and analysis of various occupations including basic knowledge and skills that underlie occupational therapy practice. Major topic areas include activity analysis, intrinsic values, actions in human occupations, creative and critical thinking, interpersonal communication, and an introduction to the use of professional language and the Occupational Therapy Practice Framework. Also included in this course is the introduction to the professional portfolio that will be developed throughout the program. Lessons are highly integrated with lab sessions. Offered in the College for Adults.

**Corequisites:** OSOT 1020, OSOT 1050, OSOT 3250.

**OSOT 1040 Clinical Conditions — 2 credits**
This course provides an introduction to common clinical conditions seen in occupational therapy practice. As an essential component to this course, participants will locate, read, and understand professional literature related to common clinical conditions utilizing best practice guidelines for evidence based evaluation. Major topic areas include an overview of various diagnoses including etiology, incidence, signs and symptoms, medical management, prognosis, and the impact of the illness on a person’s occupational performance. Offered in the College for Adults.

**Prerequisites:** OSOT 1020, OSOT 1030, OSOT 1050, OSOT 3250.

**Corequisites:** OSOT 1210 or OSOT 1215, OSOT 1250, OSOT 1270 or OSOT 1275, OSOT 1300 or OSOT 1305.

**OSOT 1050 Human Occupations II with Lab — 2 credits**
This course continues to build on human occupation through the exploration and analysis of occupation and use of professional language and Occupational Therapy Practice Framework with an emphasis on occupations at the community level. In addition, major topic areas include basic skills necessary for teaching activities to a learner while beginning to implement the therapeutic use of self, social justice, environmental factors that can impede occupational participation, and the role of health promotion and well-being. Lessons are highly integrated with lab sessions. Offered in the College for Adults.

**Corequisites:** OSOT 1020, OSOT 1030, OSOT 3250.
OSOT 1210 Client Support Skills with Lab — 3 credits
This course covers the basic skills necessary to interact with clients throughout the lifespan, regardless of specific diagnosis or client factors and how certain client factors and deficits in performance skills can interfere with daily occupations. The student will gain familiarity of the role of the occupational therapy assistant in the following areas: basic principles of problem identification, treatment implementation, activity adaptation and analysis, observation, assessment, professional documentation, inter-personal communication, and the use of assistive and adaptive technology. Major topic areas include safety, strength, endurance, prehension, range of motion, infection control, vital signs, body mechanics, work simplification, ergonomics, energy conservation techniques, assistive and adaptive technology, positioning and transportation of a client, ADL skills, IADL skills and home modifications. Lessons are highly integrated with lab sessions. Offered in the College for Adults.
Prerequisites: OSOT 1020, OSOT 1030, OSOT 1050, OSOT 3250.
Corequisites: OSOT 1040, OSOT 1250, OSOT 1275, OSOT 1305.

OSOT 1215 Client Support Skills — 4 credits
This course covers the basic skills necessary to interact with clients throughout the lifespan, regardless of specific diagnosis or client factors and how certain client factors and deficits in performance skills can interfere with daily occupations. The student will gain familiarity of the role of the occupational therapy assistant in the following areas: basic principles of problem identification, treatment implementation, activity adaptation and analysis, observation, assessment, professional documentation, inter-personal communication and the use of assistive and adaptive technology. Major topic areas include safety, strength, endurance, prehension, range of motion, infection control, vital signs, body mechanics, work simplification, ergonomics, energy conservation techniques, assistive and adaptive technology, positioning and transportation of a client, ADL skills, IADL skills and home modifications. Lessons are highly integrated with lab sessions. Offered in the College for Adults.
Prerequisites: OSOT 1020, OSOT 1030, OSOT 1050, OSOT 3250.
Corequisites: OSOT 1040, OSOT 1250, OSOT 1275, OSOT 1305.

OSOT 1250 Aging — 2 credits
This course explores the role of the occupational therapy assistant in working with the aging population. Major topic areas include the process of aging and the impact on occupational performance, treatment techniques for working with the elderly, guidelines for supervision and management of activities/recreation programs, death and dying, dementia, caregiving, aging in place and driving. Offered in the College for Adults.
Prerequisites: OSOT 1020, OSOT 1030, OSOT 1050, OSOT 3250.
Corequisites: OSOT 1040, OSOT 1250, OSOT 1275, OSOT 1305.

OSOT 1270 Level I Fieldwork — 1 credit
This course provides students with initial exposure to clinical settings in the community. An emphasis is placed on professional behaviors, teamwork, group facilitation, therapeutic use of self, and application of content learned in previous and current courses. In this course students will have opportunities to observe and have hands on experience with developmentally delayed and aging populations. Offered in the College for Adult and Applied Learning.
Prerequisites: OSOT 1020, OSOT 1030, OSOT 1050, OSOT 3250.
Corequisites: OSOT 1040, OSOT 1210 or OSOT 1215, OSOT 1250, OSOT 1300 or OSOT 1305.

OSOT 1275 Level I Fieldwork — 2 credits
In this course students learn and practice treatment techniques on campus for two weeks and are then assigned to two different fieldwork sites in the community. The course meets two days per week on Tuesdays and Thursdays and the students will observe and have hands on experience with individuals with disabilities on Tuesdays and will work with the aging population on Thursdays. This is a field experience course taught in conjunction with OSOT 1305 AND OSOT 1250. The content from these courses is applied within the fieldwork settings. Offered in the College for Adults.
Prerequisites: OSOT 1020, OSOT 1030, OSOT 1050, OSOT 3250.
Corequisites: OSOT 1040, OSOT 1210 or OSOT 1215, OSOT 1250, OSOT 1300 or OSOT 1305.

OSOT 1300 Therapeutic Applications I with Lab — 2 credits
This course begins with a review of normal growth and development followed with service delivery models, theory and therapeutic intervention strategies for client factors/performance skill deficits typically associated with this population. Major topic areas include current treatment theories and the role of the OTA in the areas of assessment, program planning, program intervention/re-evaluation, and discontinuation. Offered in the College for Adults.
Prerequisites: OSOT 1020, OSOT 1030, OSOT 1050, OSOT 3250; BIOL 2000 or BIOL 2400.
Prerequisite with concurrency: PSYC 2020.
Corequisites: OSOT 1040, OSOT 1210 or OSOT 1215, OSOT 1250, OSOT 1270 or OSOT 1275.

OSOT 1305 Therapeutic Applications II with Lab — 3 credits
This course is the first of three therapeutic applications courses concentrating on treatment approaches used with the developmentally delayed population. The course begins with a review of normal growth and development followed with service delivery models, theory and therapeutic intervention strategies for client factors/performance skill deficits typically associated with this population. Current treatment theories and the role of the OTA in the areas of assessment, program planning, program intervention/re-evaluation, and discontinuation are presented. Teaching methods include supplemental readings, lecture, experiential labs, case studies, assignments, role plays, technology, guest speakers, and audio visual materials. This course is taught in conjunction with the Level I Fieldwork. If a student is unsuccessful in this course she or he will have to withdraw from the fieldwork experience that coordinates with it. Offered in the College for Adults.
Prerequisites: OSOT 1020, OSOT 1030, OSOT 1050, OSOT 3250; BIOL 2400.
Prerequisite with concurrency: PSYC 2020.
Corequisites: OSOT 1040, OSOT 1210 or OSOT 1215, OSOT 1250, OSOT 1270 OR OSOT 1275.

OSOT 2300 Therapeutic Applications III — 2 credits
This course focuses on intervention for performance skill issues due to client factors associated with impaired motor and process skills issues such as mental functioning, sensory processing, and neuromusculoskeletal functions. Major topic areas include: current treatment theories and the role of the OTA in the areas of assessment, planning, implementation of treatment programs, program discontinuation, service management, continuing education and public relations are presented. Emphasis is on use of meaningful occupation and understanding of individual performance contexts and patterns. Lessons are highly integrated with lab sessions. Offered in the College for Adult and Applied Learning.
Prerequisites: OSOT 2330, OSOT 2360, OSOT 2400.
Corequisites: OSOT 2350, OSOT 2410.
OSOT 2305 Therapeutic Applications III — 3 credits
This course focuses on intervention for performance skill issues due to client factors associated with impaired motor and process skills issues such as mental functioning, sensory processing, and neuromusculoskeletal functions. Current treatment theories and the role of the OTA in the areas of assessment, planning, implementation of treatment programs, program discontinuation, service management, continuing education and public relations are presented. Emphasis is on use of meaningful occupation and understanding of individual performance contexts and patterns. Throughout the course, class activities and role-play experiences provide opportunities to integrate these concepts and theories. This course is followed by a Level II Fieldwork experience. Offered in the College for Adults.
Prerequisites with concurrency: OSOT 2330, OSOT 2400, OSOT 2410.

OSOT 2330 Therapeutic Applications II — 2 credits
This course is an introduction to the use of occupational therapy for clients with psychosocial dysfunction. Emphasis is on the use of client centered, meaningful occupation for skill development and enhancement and the prevention of decline in occupational performance across the lifespan. Current treatment theories, clinical reasoning and the role of the OTA in assessment, program planning, intervention and discontinuation with this population are presented. Offered in the College for Adults.
Prerequisites: OSOT 1040, OSOT 1210 or OSOT 1215, OSOT 1250, OSOT 1270 or OSOT 1275, OSOT 1300, PSYC 1000.

OSOT 2350 Level II Fieldwork — 6 credits
This course is designed to give students the opportunity for practical application of content in the area of physical disabilities. Students are assigned to appropriate settings in the community under the supervision of an approved occupational therapy fieldwork educator for eight weeks per Accreditation Counsel for Occupational Education (ACOTE). Level II Fieldwork provides students the opportunity to transmit the values and beliefs of occupational therapy into ethical practice and to develop professionalism and competence as ongoing career responsibilities. Students will apply the elements of the occupational therapy process including assessment, treatment intervention, discharge planning, and documentation with clients. In addition, students will continue to develop and apply skills in group dynamics, leadership, inter and intra-professional interactions and activity analysis. Students will be evaluated using the American Occupational Therapy Association Performance Evaluation per ACOTE guidelines. Offered in the College for Adults.
Prerequisites: OSOT 2330, OSOT 2400.

OSOT 2360 Level II Fieldwork — 6 credits
This course is designed to give students the opportunity for practical application of content in the areas of mental health, behavioral health and/or psychosocial settings. Students are assigned to appropriate settings in the community under the supervision of an approved occupational therapy fieldwork educator for eight weeks per Accreditation Counsel for Occupational Education (ACOTE). Level II Fieldwork provides students the opportunity to transmit the values and beliefs of occupational therapy into ethical practice and to develop professionalism and competence as ongoing career responsibilities. Students will apply the elements of the occupational therapy process including assessment, treatment intervention, discharge planning, and documentation with clients. In addition, students will continue to develop and apply skills in group dynamics, leadership, inter and intra-professional interactions and activity analysis. Students will be evaluated using the American Occupational Therapy Association Performance Evaluation per ACOTE guidelines. Offered in the College for Adults.
Prerequisites with concurrency: OSOT 2330, OSOT 2400.

OSOT 2400 Practice Models and Professional Issues I — 1 credit
This course explores a variety of occupational therapy service delivery models, specialty practice settings and/or in emerging practice. Topics vary and may include, but are not limited to: community mental health settings, Clubhouse Model, homeless populations, torture survivors and programs in shelters and support agencies. The course addresses professional issues related to evidence based practice, leadership, ethics, advocacy, reimbursement, and program evaluation in the context of current global social issues. Offered in the College for Adults.
Prerequisites: OSOT 1040, OSOT 1210 or OSOT 1215, OSOT 1250, OSOT 1270 or OSOT 1275, OSOT 1300 or OSOT 1305.

OSOT 2410 Practice Models and Professional Issues II — 1 credit
This course explores a variety of occupational therapy practice settings including specialty and/or emerging practice. Topics vary and may include but are not limited to: lifestyle balance/health promotion, life coaching, hand therapy including use of superficial thermal and mechanical modalities, community programs, home modification, industrial work programs/ergonomics, and driving programs. The course addresses professional issues related to leadership and followership as well as information on job seeking including résumé writing. National requirements for credentialing and requirements for licensure, certification, or registration under state laws are also covered. Offered in the College for Adults.
Prerequisites with concurrency: OSOT 2330, OSOT 2400.

OSOT 2682 Directed Study — 2 credits
OSOT 2686 Directed Study: — 6 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

OSOT 3250 Group Dynamics and Leadership — 2 credits
This course explores a variety of occupational therapy service delivery models, specialty practice settings and/or in emerging practice. Topics vary and may include, but are not limited to: community mental health settings, Clubhouse Model, homeless populations, torture survivors and programs in shelters and support agencies. The course addresses professional issues related to evidence based practice, leadership, ethics, advocacy, reimbursement, and program evaluation in the context of current global social issues. Offered in the College for Adults.
Prerequisites with concurrency: OSOT 2330, OSOT 2400.

Occupational Therapy Assistant - AAS

St. Catherine University founded the first two-year occupational therapy assistant (OTA) program in the country more than 50 years ago and has a long history of successfully educating certified occupational therapy assistants (COTAs). Our associate of science degree program offers a 2-year (4 semester) campus-based track, which will be admitting its final students Fall 2019. We also offer a 16-month (4 consecutive semesters) online track with face-to-face labs in Virginia, Texas, California, and beginning Winter 2020 in Minnesota. These program lengths are the shortest period of time a student may take to complete the OTA portion of the program. The program is designed to help students master occupational therapy skills and develop and refine leadership, interpersonal, and communication skills.

Students will benefit from personal attention in their didactic, lab, and fieldwork experiences. Each student completes more than 700 hours of
directed fieldwork experience in a variety of healthcare and community settings. Students have practical experience opportunities within traveling distance of their homes as well as within most states.

Certified occupational therapy assistants make a difference in people’s lives. Occupational therapy assistants work in collaboration and cooperation with registered occupational therapists to help people engage in human occupations or “day-to-day” activities that contribute to their physical, psychological and spiritual health, well-being and overall quality of life.

Students can interact with individuals and groups, including well populations and those with physical, psycho-social or developmental disabilities; work in a variety of settings, including hospitals, nursing homes, schools, rehabilitation facilities, community centers and clients’ homes; and practice their profession in collaboration with other healthcare team members.

All St. Catherine University students enrolled in a health care program must meet minimum immunization requirements and remain compliant throughout their tenure with St. Catherine University. These requirements are defined by the terms of our clinical/fieldwork contracts and are standardized across programs. OTA program students must also complete Basic Life Safety for Healthcare Providers (BLS). This must be an American Heart Association or American Red Cross certification and must be completed prior to the first Level I fieldwork. Options other than these must be approved by a Compliance Administrator in the Clinical Clearance office.

Most states have regulations that require that all students going into a clinical setting have a criminal background check. Background checks are done prior to classes starting or within the first two weeks of class each year and the University provides all forms. Any identified problems on a background check may have an impact on a student’s ability to attend labs or participate in fieldwork, and therefore progress in the program.

Graduates of the OTA program are able to sit for the national certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT). NBCOT is located at One Bank Street, Suite 300, Gaithersburg, MD, 20878. The phone number for NBCOT is (301) 990-7979, email is info@nbcot.org, and the website is www.nbcot.org. After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant. Many states have some form of regulation in order to practice. Generally, state regulations are based on the successful completion of the NBCOT certification examination.

When graduates apply to take the certification examination with the NBCOT, they are asked to answer questions related to felony convictions. Graduates will also be asked questions about felony convictions as they apply for state licensure. A felony conviction may affect a graduate’s ability to complete fieldwork experiences, sit for the NBCOT certification examination, or attain state licensure. For further information on these limitations, contact NBCOT or your state licensing board.

Students interested in entering the OTA program typically come to the University as Liberal Arts and Sciences (LAS) occupational therapy assistant students one or two semesters before beginning the OTA sequence of courses. LAS occupational therapy assistant students take prerequisite requirements and complete most of their liberal arts and science core requirements before beginning OTA program courses.

Students are strongly encouraged to research and understand the profession before beginning the program. Information regarding the profession and career options can be found on the American Occupational Therapy Association (AOTA) website www.aota.org.

Accreditation - Campus-based and Online Tracks
St. Catherine University’s occupational therapy assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE’s telephone number at c/o AOTA is (301) 652-2682 and its web address is www.acoteonline.org.

Time to Completion - Campus-Based Track
In the campus-based track, students make take as few as two years (4 semesters) to complete their professional (OTA) course sequence. No more than two LAS courses may be taken concurrently with OTA courses. Level II Fieldwork is completed in the final semester in accordance with the curriculum design and the program policies. The campus-based track will be admitting its final cohort of students Fall 2019.

Time to Completion - Online Track with Face-to-Face Labs
In the online track, students complete their professional (OTA) course sequence in as few as 16 months (4 consecutive semesters). No more than two LAS courses may be taken concurrently with OTA courses. Level II Fieldwork is completed in the final semester in accordance with the curriculum design and the program policies.

Eligibility Requirements to Begin the Professional Sequence of Courses:
After admission to the University, students in both tracks must meet the following requirements to be eligible to begin the professional sequence of courses.

- An overall GPA of 2.5
- A cumulative prerequisite GPA of 2.5
- No more than two liberal arts and science courses remaining to be completed
- All prerequisite courses must be taken for a letter grade, except Medical Terminology which may be taken S/U. (All courses must be taken at an accredited school).

Curriculum
Prerequisite Requirements
At least two of the following courses must be completed at the time of application. Any remaining courses must be in process at the time of application, and must be completed with a grade of C or better (except Medical Terminology which may be taken S/U) prior to beginning the professional sequence of courses. A minimum prerequisite and cumulative GPA of 2.5 is required. These requirements apply to both online and campus-based tracks.

Any of the four courses in which a grade less than a C is earned must be repeated.

Students should strive for more than the minimum grade of C for all prerequisites; earning C in all courses will not meet the 2.5 prerequisite GPA requirement.
Prerequisites; earning C in all courses will not meet the 2.5 prerequisite. Students should strive for more than the minimum grade of C for all repeated. Any of the four courses in which a grade less than a C is earned must be repeated. These requirements apply to both online and campus-based programs. A minimum cumulative GPA of 2.5 is required. These requirements apply to both online and campus-based tracks. Failure to meet any one of these requirements will result in a student being placed on probation. Students placed on probation for a second time will be dismissed from the program. Specific and detailed progression policies are available to admitted students.

**Academic Progression**

In order to successfully complete the OTA Program (online or campus), the student must meet the following requirements:

- Earn a C or better in every Liberal Arts and Sciences, prerequisite, and OTA program course.
- Earn a term grade point average of 2.5 every term.
- Maintain an institutional grade point average of 2.5 throughout the program.

Failure to meet any one of these requirements will result in a student being placed on probation. Specific and detailed progression policies are available to admitted students.

**See also:** Master of Arts in Occupational Therapy (http://catalog.stkate.edu/graduate/health/occupational-science-therapy/maot/) (graduate catalog) (http://catalog.stkate.edu/graduate/health/occupational-science-therapy/maot/)

**Curriculum**

**Prerequisite Requirements**

At least two of the following courses must be completed at the time of application. Any remaining courses must be in process at the time of application, and must be completed with a grade of C or better (except Medical Terminology which may be taken S/U) prior to beginning the professional sequence of courses. A minimum cumulative GPA of 2.5 is required. These requirements apply to both online and campus-based tracks.

Any of the four courses in which a grade less than a C is earned must be repeated.

Students should strive for more than the minimum grade of C for all prerequisites; earning C in all courses will not meet the 2.5 prerequisite GPA requirement.

**Required OTA Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2400</td>
<td>General Anatomy and Physiology with Lab 1</td>
<td>4</td>
</tr>
<tr>
<td>IPE 1020</td>
<td>Medical Terminology</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 1000</td>
<td>General Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 2020</td>
<td>Lifespan Developmental Psychology 1</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits**

1 Must have been completed no more than five years prior to entering the University to be considered for transfer.

**Liberal Arts and Sciences Core Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE 1000W</td>
<td>The Reflective Woman 2</td>
<td>4</td>
</tr>
<tr>
<td>ECOL 2000</td>
<td>Human Ecology (or any liberal arts and science course)</td>
<td>2</td>
</tr>
<tr>
<td>ENGL 2100 or ENGL 2500</td>
<td>Prose and Poetry (or any literature course)</td>
<td>2</td>
</tr>
<tr>
<td>PHIL 2030W</td>
<td>Healthcare Ethics</td>
<td>3</td>
</tr>
<tr>
<td>SSCE 2040W</td>
<td>Power, Inequality and Social Change</td>
<td>4</td>
</tr>
<tr>
<td>THEO 2040W</td>
<td>The Sacramental Life</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits**

2 Must be completed no later than the first semester of OTA program courses.

Students are strongly encouraged to research and understand the profession before beginning the program. Information regarding the profession and career options can be found on the American Occupational Therapy Association (AOTA) website www.aota.org (http://www.aota.org).

**Physical Therapist Assistant**

St. Catherine University’s Physical Therapist Assistant department promotes a supportive yet challenging environment that encourages reflective thinking, questioning, decision-making and personal growth. Consideration is given to individual differences in learning style through varied learning methodologies. The PTA program faculty are committed to the concept of adult learning where instructors serve as facilitators of the process of learning, not solely as dispensers of knowledge. The PTA department affirms that it is the instructor’s responsibility to create an environment that stimulates student learning, provides timely feedback, and seeks to support students to realize their full potential. Within this
environment, students are expected to accept the responsibility to be an active participant in the learning experience.

Students receive an educational foundation in the liberal arts and sciences as well as in the professional discipline to become effective physical therapist assistants. The department prepares students to master complex intervention and assessment skills while viewing themselves and the people with whom they work as multi-faceted human beings affected by spiritual, physical, psychological and sociological influences. This perspective encourages students to broaden their understanding of themselves, the profession of physical therapy and the world in which they live.

Graduates of St. Catherine University's PTA program will be competent generalists and continuing learners, capable of being contributing members and leaders within the physical therapy profession and their community.

**Associate**

- Physical Therapist Assistant - AAS (p. 120)

**PTA 1010 Patient Handling Techniques — 2 credits**

In this course, students will study the principles of normal movement and physical therapy's role in preventing the complications of immobility. Movement principles will then be applied to patient handling techniques such as bed positioning, manual/mechanical lifting, wheelchair mobility and transfers. Students will develop competency in how to utilize proper body mechanics, monitor vital signs, prevent skin breakdown and follow appropriate infection control and aseptic technique procedures, in order to effectively promote patient and caregiver safety during the delivery of PT interventions. Offered in the College for Adults.

**PTA 1020 Physical Therapy Intervention Techniques — 2 credits**

This course offers you opportunities to build a base of knowledge of the physical and physiological principles of physical agents which include thermotherapy, cryotherapy, hydrotherapy, mechanical pressure, electromagnetic radiation therapy and electrotherapy. Students are exposed to the theoretical principles and evidence for physical therapy interventions within these categories, to enable critical analysis of the benefits of each for their patients. Emphasis will also be placed on the student's ability to communicate appropriate information to the patient/client regarding these interventions (e.g. rationale related to diagnosis, physiological effects, and contraindications). Students will be required to demonstrate competency in the application of hydrocollator packs, cold packs/ice massage, ultrasound, and electrical stimulation for pain control. This includes determining proper positioning, selecting appropriate parameters based on desired outcomes and the plan of care, proper use/adjustment of equipment and modifications to the intervention based on patient response. Offered in the College for Adults. **Prerequisite:** PTA 1010.

**PTA 1040 Musculoskeletal Anatomy and Measurement Techniques — 3 credits**

Throughout this course, students will be invited to delve into the world of bones and muscles and learn how they function in the human body. Included in this content are bony landmarks, basic neuroanatomy as it relates to muscle function, muscle attachments, innervation and actions. Specific skills taught and evaluated for competency include palpation of muscles, ligaments and bony landmarks, goniometry and manual muscle testing. By course end, students will have the foundation needed to understand how the body musculature and bones move and how that information is necessary to know and apply in the field of physical therapy. The application of principles and techniques occur in lecture and laboratory settings. Offered in the College for Adults.

**PTA 1050 Orientation to Physical Therapy/Role of the Physical Therapist Assistant — 2 credits**

This course introduces students to the health care system and the roles of the physical therapist and physical therapist assistant within that system. Students will learn about the responsibilities of the physical therapist and physical therapist assistant as members of a professional team, the use of communication, documentation and evidence-based practice in physical therapy, and an overview of the ethical and legal framework in which physical therapy is provided. In this course, students will develop a greater awareness of the philosophical and psychosocial aspects of delivering physical therapy interventions, and an understanding of how values, culture, attitudes and expectations impact the relationships between PTs and PTAs, and between PTs/PTAs and patients. A three-day introductory clinical experience will allow students to apply these concepts via supervised interaction with patients, physical therapy clinicians and other health care providers. Offered in the College for Adults.

**PTA 1170 Foundation, Pathology and Application of Musculoskeletal Physical Therapy — 6 credits**

This course offers the learner opportunities to advance their knowledge of the musculoskeletal system, movement as it applies to the major joint complexes of the upper and lower extremities and spine, and the relationship between normal musculoskeletal movement and pathology/injury. Students are introduced to the foundational principles for therapeutic exercise and physical therapy intervention techniques for typical musculoskeletal conditions. A focus is placed on developing the ability to choose, teach and implement appropriate exercises. The students will become competent in the technical skills of electrotherapy modalities, mechanical spinal traction, soft tissue mobilization, and ambulation. Additional interventions discussed include joint mobilization, aquatic therapy, and lymphedema interventions. The application of principles and techniques occur in lecture and laboratory settings. **Prerequisites:** PTA 1020, PTA 1040, PTA 1050.
PTA 1310 Clinical Experience I — 2 credits
This course is a six-week (20 hours per week) experience in the clinical setting which provides opportunity for the student to begin development of observation, communication and reporting skills and to apply, under the supervision of a physical therapist, the principles and techniques that have been learned in the curriculum to this point. Clinical experiences will be performed in a variety of settings under the direction of clinical instructors (CIs) representing a diverse range of knowledge and experience. Students will have an opportunity to utilize the skills, techniques and modalities learned in the first year under the supervision and critique of a physical therapist or PT/PTA team in the clinical setting. Students are expected to demonstrate competency on all skills learned in the first year curriculum and utilize appropriate interpersonal communication skills. Offered in the College for Adults.
Prerequisite: PTA 1350.

PTA 1350 Healthcare Delivery System — 1 credit
This course expands the students' understanding of the American health care system, and the social, political, and economic forces that continue to shape health care today. Course components include the basic structure of the health care system, recent initiatives for health care reform, billing and payment for physical therapy services, and assessment of quality in health care. Emphasis is on linking these components to the daily practice environment of health practitioners. Using the principles of Catholic Social Teaching, the Core Values of physical therapy, and the Standards of Ethical Conduct for the Physical Therapist Assistant, students will more clearly define their role as care providers and as advocates for patients and the profession. Offered in the College for Adults.
Prerequisite: PTA 1170.

PTA 2000 Physical Therapy Intervention Techniques III — 8 credits
This course offers the learner opportunities to build a base of knowledge of principles related to: therapeutic exercise including the basic physiology of techniques and their application; equipment utilization, specific techniques and their application to patients with various disabilities; integration of manual muscle testing and goniometry relating to the PTA role in assisting with, recording and reading the results of these evaluation processes; study of the principles and techniques related to ambulation including measurement and fitting of ambulation aids; pre-ambulation exercise and mat programs; gait patterns and drills; study of normal posture and gait, commonly treated mobility disorders; implication of sensory and motor impairment on ambulation; study of the rationale for and specific techniques employed in the rehabilitation of persons with long term disabilities, i.e. hemiplegia, spinal cord injury, amputation, multiple sclerosis, traumatic injury and respiratory disease; study of the roles and goals of the "rehabilitation team" as individual specialists and team members; and introduction to orthotics and prosthetics. The application of principles and techniques occur in lecture and laboratory settings. Offered in the College for Adults.
Prerequisites: PTA 1310, PTA 2020.

PTA 2010 Introductory Concepts in Pediatric Physical Therapy — 1 credit
Common pediatric disorders will be discussed and include the effects of the disorder and current rehabilitative management. The study of pediatric concepts will include optimal development as compared to non-optimal development. A knowledge base for intervention will be provided and will include handling techniques and physical management. Discussion of modulation of states, signs of self-regulation and distress will be included. The effect of disability on psychosocial status and communication skills used in interacting and teaching parents and children will be studied. Discussion of family, health and education issues, as well as payer sources, community resources and the need for referral will be incorporated. Direct observation of pediatric clinical settings will be incorporated. Discussion with a parent of a non-optimally developing child will also be included. Offered in the College for Adults.
Prerequisites: PTA 1310, PTA 2020, program director approval.

PTA 2020 Concepts in Geriatric Physical Therapy — 1 credit
This hybrid course (combination of in-class sessions and online activity) is designed to give students more in-depth knowledge of the physiological and psychological aspects of normal and pathological aging. In addition, the socioeconomic and cultural aspects of aging and their impact on rehabilitation will be discussed. The primary goal of this course is to help PTA students recognize how and why physical therapy interventions may need modification when working with geriatric clients, and to assist the student in eliminating biases about working with this group of clients, especially those who live in the skilled nursing facility setting. Offered in College for Adults.
Prerequisite: PTA 1170.
Corequisite: PTA 1350.

PTA 2100 Clinical Experience II — 3 credits
Clinical Experience II occurs during January and February of the second year in the PTA program and includes six weeks of full days (40 hours per week) in the clinical setting, using skills acquired throughout the program. Clinical experiences will be performed in a variety of settings under the direction of clinical instructors (CIs) representing a diverse range of knowledge and experience. The purpose of this course is to solidify the data collection techniques and technical intervention skills learned in the fall semester of the second year, in addition to building upon those skills learned in the first year and practiced in PTA 1310. This clinical provides the student with full-time hands-on practice in a physical therapy department, encouraging integration of previous classroom knowledge. It promotes the student's understanding of the health-care system, allows the student to participate as an active, cooperative member of the health care team, and encourages development of an ethical, holistic practitioner with regard for the whole person in all interactions. Because this is a full-time commitment, students are expected to actively participate in patient/client care conferences, PT staff meetings and in-service opportunities at their clinical sites. Students are expected to learn about and participate appropriately in the facilities' reimbursement and documentation systems. Offered in the College for Adults.
Prerequisite: PTA 2000.
PTA 2210 Clinical Experience III — 3 credits
Clinical Experience III occurs immediately after Clinical Experience II, from late February to early April of the second year. It consists of six weeks of full-time (40 hours per week) hands-on practice in a physical therapy department, encouraging further integration and refinement of knowledge, techniques and interpersonal skills acquired throughout their two-year PTA educational program. Clinical experiences will be performed in a variety of settings under the direction of clinical instructors (CIs) representing a diverse range of knowledge and experience. Students are expected to utilize clinical decision-making strategies, problem-solving skills and effective communication toward the goal of functioning as an entry-level member of the health care team. Students are expected to demonstrate clinical decision-making strategies and problem-solving skills of increasing frequency and complexity. Just as importantly, they must consistently demonstrate professionalism, confidence, initiative and effective interpersonal skills at levels that allow them to function as an effective member of the health-care team. This clinical promotes the student’s understanding of the health-care system, allows the student to participate as an active, cooperative member of the health care team, and encourages development of an ethical, holistic practitioner with regard for the whole person in all interactions. Students are expected to actively participate in patient/client care conferences, PT staff meetings and in-service opportunities at their clinical sites. Students are expected to learn about and participate appropriately in the facilities’ reimbursement and documentation systems. Objectives are designed to evaluate the student’s ability to function competently, utilizing the competencies specified for an entry-level physical therapist assistant. Offered in the College for Adults.
Prerequisite: PTA 2000.

PTA 2260 Learning and Service Through Immersion — 1 credit
This is a three week course with a focus on experiential learning in community settings that include vulnerable or underserved populations and/or lack of access to comprehensive health care services. The length of the immersion experience into the community may vary depending on the location of the course. Students will be exposed to an interdisciplinary experience with the participating doctor of physical therapy students. Students will participate in preparatory and reflection activities prior to, during and following the immersion experience. Offered in the College for Adults.
Prerequisite: PTA 2210 or instructor approval.

PTA 2410 Capstone Seminar and Project — 2 credits
This course provides a capstone experience for students to reflect and explore the application of the common elements of the PTA program’s curriculum: ethical decision-making, critical-thinking, understanding the patient/client as a whole, collaborative and applied learning, and leadership. Special emphasis is placed on ethical frameworks, spirituality and its role in healing, principles of Catholic social teaching and the Physical Therapy Core Values. Preparation for entering the physical therapy clinical community includes preparation for the licensure exam and emphasis on professionalism, leadership behaviors and life-long learning. The completion and presentation of a case study project and a final program comprehensive exam are included in this course.
Prerequisite: PTA 2000.

PTA 2681 Directed Study — 1 credit
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

PTA 2683 Directed Study — 3 credits
PTA 2684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, program director and dean approval.

Physical Therapist Assistant - AAS
St. Catherine University's physical therapist assistant (PTA) program prepares students to work as skilled clinical practitioners who perform physical therapy interventions and related duties under the direction of licensed physical therapists. PTAs perform interventions intended to help people of all ages recover physical function lost through diseases, injury or other causes.

St. Kate's physical therapist assistant program was the first of its kind in the nation and offers a careful blend of theory and practice for students to master physical therapy concepts and techniques.

As part of the educational process students will have a variety of clinical experiences that may include acute care, skilled nursing facility/ rehabilitative, or outpatient settings. The program has an extensive clinical network in the immediate Twin Cities area, the state and nationally. The PTA program and the Doctor of Physical Therapy (DPT) program are housed together, providing opportunities for collaborative learning through activities such as blended tutorial learning, cadaver lab reviews, joint service learning courses and joint co-curricular activities. These provide PTA and DPT students with invaluable learning of each others’ roles in the clinical setting.

See also: Doctor of Physical Therapy (http://catalog.stkate.edu/graduate/health/physical-therapy/dpt/) (graduate catalog) (http://catalog.stkate.edu/graduate/health/physical-therapy/dpt/)

This major is offered in the College for Adults only.

Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Physical Therapist Assistant Courses (minimum grade of C required)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PTA 1010</td>
<td>Patient Handling Techniques</td>
<td>2</td>
</tr>
<tr>
<td>PTA 1020</td>
<td>Physical Therapy Intervention Techniques</td>
<td>2</td>
</tr>
<tr>
<td>PTA 1040</td>
<td>Musculoskeletal Anatomy and Measurement Techniques</td>
<td>3</td>
</tr>
<tr>
<td>PTA 1050</td>
<td>Orientation to Physical Therapy/Role of the Physical Therapist Assistant</td>
<td>2</td>
</tr>
<tr>
<td>PTA 1170</td>
<td>Foundation, Pathology and Application of Musculoskeletal Physical Therapy</td>
<td>6</td>
</tr>
<tr>
<td>PTA 1310</td>
<td>Clinical Experience I</td>
<td>2</td>
</tr>
<tr>
<td>PTA 1350</td>
<td>Healthcare Delivery System</td>
<td>1</td>
</tr>
<tr>
<td>PTA 2000</td>
<td>Physical Therapy Intervention Techniques III</td>
<td>8</td>
</tr>
<tr>
<td>PTA 2010</td>
<td>Introductory Concepts in Pediatric Physical Therapy</td>
<td>1</td>
</tr>
<tr>
<td>PTA 2020</td>
<td>Concepts in Geriatric Physical Therapy</td>
<td>1</td>
</tr>
<tr>
<td>PTA 2100</td>
<td>Clinical Experience II</td>
<td>3</td>
</tr>
</tbody>
</table>
PTA 2210 Clinical Experience III 3
PTA 2260 Learning and Service Through Immersion 1
PTA 2410 Capstone Seminar and Project 2

**Prerequisites to professional courses (minimum grade of C required)**

BIOL 2400 General Anatomy and Physiology with Lab 4

**Supporting Courses (minimum grade of C- required)**

BIOL 2420 Human Disease 2
IPE 1020 Medical Terminology 1
PSYC 1000 General Psychology 4
PSYC 1080 Abnormal Psychology Seminar 1
PSYC 2027 Lifespan Development: Adolescence, Adulthood and Death 2

**Liberal Arts and Sciences Requirements (minimum grade of C- required)**

ENGL 2100 Prose and Poetry (or other literature course) 2
PHIL 2030W Healthcare Ethics 3
SSCS 2040W Power, Inequality and Social Change 4
THEO 2040W The Sacramental Life 3

**Total Credits** 67

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**Public Health**

**Mission Statement:** The Public Health Department and programs draw upon the liberal arts and sciences to understand and analyze the determinants of health and prepare students to be leaders in the global context. The core of public health is concerned with social responsibility for population health and ethical and social justice issues related to the health of diverse and global populations.

Public health is about influencing the behavior and attitudes of society for long-term change through education, health promotion and policy. Students who study public health at St. Kate’s are ethical, patient and creative problem solvers. They’re eager and excited to solve complex health issues that affect us in an increasingly global world, such as access to healthcare, maternal and child health, nutrition, refugee and immigrant health, non-communicable and infectious diseases, water pollution and sanitation, gender issues, to name a few.

A major in public health at St. Kate’s provides the knowledge and skills to actively reduce health disparities around the world and in surrounding communities by:

- Researching emerging disease patterns and critical global health issues
- Working toward containing the spread of disease and facilitate disease eradication
- Promoting health behavior change
- Designing, implementing and evaluating global health programs and policies
- Strengthening health systems through innovation and technology

**Major**

- Public Health - BA, BS (p. 128)
- Public Health Dual Degree Programs - BA, BS (p. 130)

**Certificate**

- Community Health Worker - Certificate (p. 127)

**HLTH 1020 Role, Advocacy and Outreach — 2 credits**

This course focuses on the role of the Community Health Worker (CHW). Students learn the scope of practice for the CHW. The other topics that are taught are personal safety, self care and personal wellness. The course also addresses outreach and advocacy for clients. Lecture, class discussion and small group work enable students to develop an understanding of the CHW profession.  

**Corequisites:** HLTH 1050, HLTH 1070, HLTH 1100, HLTH 2010. Offered in the College for Women and the College for Adults.

**HLTH 1050 Organization and Resources: Community and Personal Strategies — 2 credits**

The course focuses on the community health worker’s knowledge of the community and the ability to prioritize and organize work. Emphasis is on the use of and critical analysis of resources and on problem solving. Students will compile a resource manual in this class. Teaching/learning methods include lecture and small group discussion.  

**Corequisites:** HLTH 1020, HLTH 1070, HLTH 1100, HLTH 2010. Offered in the College for Women and the College for Adults.

**HLTH 1070 Teaching and Building Capacity — 2 credits**

This course focuses on the community health worker’s role in teaching and increasing the capacity of the community and of the client to access the health care system. Emphasis is on teaching clients about healthy lifestyles and helping the client to establish a healthy lifestyle. Students learn about and practice methods for planning, developing and implementing plans with clients to promote wellness. Health promotion activities will also be discussed.  

**Corequisites:** HLTH 1020, HLTH 1050, HLTH 1100, HLTH 2010. Offered in the College for Women and the College for Adults.

**HLTH 1090 Biostatistics — 4 credits**

This course is an introductory statistics course with an emphasis on medical, biological and public health data analysis. Statistical topics covered in the course will include hypothesis testing, nonparametric statistics, and introductory regression models. Students will also learn complementary skills in using statistical software, searching public health data sources, data cleaning and methods of reporting findings. Statistical methods will be paired with discussions about inclusion and exclusion criteria, sampling methods, experimental design, and interpretation and display of results for the purposes of public health communications. Offered in the College for Women.

**Prerequisites:** High school higher algebra and one of: appropriate level on mathematics/statistics placement assessment, ACT math score, a grade of C- or better in MATH 1010, or college algebra. Credit is given for only one of the following courses: ECON 1080, ECON 1090, HLTH 1090, STAT 1090 or PSYC 1090.
HLTH 1100 Coordination, Documentation and Reporting — 1 credit
This course focuses on the importance and ability of the Community Health Worker to gather, document, and report on client visits and other activities. The emphasis is on appropriate, accurate and clear documentation with consideration of legal and agency requirements.
Corequisites: HLTH 1020, HLTH 1050, HLTH 1070, HLTH 2010. Offered in the College for Women and the College for Adults.

HLTH 2020 Legal and Ethical Responsibilities — 1 credit
This course focuses on the legal and ethical dimensions of the community health worker’s (CHW) role. Included are boundaries of the CHW position, agency policies, confidentiality, liability, mandatory reporting and cultural issues that can influence legal and ethical responsibilities. The CHW is concerned with social responsibility for population health and ethical and social justice issues related to the health of diverse and global populations. This course is a combination of lecture, class discussion, and small group work.
Corequisites: HLTH 1020, HLTH 1050, HLTH 1070, HLTH 1100. Offered in the College for Women and the College for Adults.

HLTH 2030 Role of Community Health Worker - Field Internship — 2 credits
In this course, students will be provided the content and skills in communication to assist the community health worker in effectively interacting with a variety of clients, their families and a range of healthcare providers. Included are verbal/non-verbal communication, listening and interviewing skills, networking, building trust and working in teams. Communication skills are grounded within the context of the community’s culture and the cultural implications that can affect client communication.
Prerequisite: HLTH 1020.
Corequisites: HLTH 2030, HLTH 2045. Offered in the College for Women and the College for Adults.

HLTH 2040 Health Promotion Competencies — 3 credits
This course provides knowledge and skills a community health worker (CHW) needs to assist clients in the follow specific areas: healthy lifestyles, heart and stroke, maternal child and teens, diabetes, cancer, oral health, and mental health. Topics within those areas include strategies for CHWs to work with clients on prevention, achieving healthy lifestyles and accessing needed resources. Teaching methods include lecture, small group discussion and case studies. The course will be a combination of lecture, class/small group discussion, cases studies and presentations. Offered in the College for Women and the College for Adults.
Prerequisite: HLTH 1050.
Corequisites: HLTH 2020, HLTH 2030.

HLTH 2045 Health Promotion Competencies — 4 credits
This course provides fundamental knowledge about predominant concerns in community health and skills for working with clients around those topics. Topics include: healthy lifestyle, heart disease and stroke, maternal and child health, diabetes, cancer, oral health, and mental health. Within each topic, students learn basic information, prevention and management strategies (where applicable), community resources, skills for communicating and working with clients and communities. Students also learn the fundamentals of healthy lifestyles and skills to supporting clients to achieve a healthy lifestyle.
Corequisites: HLTH 2020, HLTH 2030.

HLTH 2050 Foundations in Public Health — 4 credits
This course provides an overview of public health in the U.S. with emphasis on the population perspective and the ecological nature of public health including the impact on the healthcare system and specific needs of subpopulations. The history of public health will provide an understanding of how healthcare evolved globally and within the U.S. The influence of the social environment, race, gender, and class on the health of populations will be examined. Current ethical public health dilemmas will be explored, including how the rights of the individual versus the rights of society come into conflict.
Prerequisite with concurrency: CORE 1000W or CORE 2000W.

HLTH 2400 Health Promotion Planning and Management — 4 credits
This course introduces students to a variety of health promotion methods. The course is designed to help students develop the necessary skills and strategies to carry out effective program planning. We will also explore the ethics and standards of the health promotion profession. It will focus on various ways health educators and promoters effectively communicate messages to various populations. Students will practice strategies involving health communication, advocacy, education, social marketing, and group facilitation. Students will be engaged in critical thinking exercises, experiential learning activities, and professional preparation assignments. A major portion of the class will be developing a presentation for the service learning site.

HLTH 2450 Critical Issues in Health Promotion — 4 credits
Public health professionals are expected to critically evaluate many different health-related issues, make well-informed assessments of controversial health topics, and convey unbiased health information to the public. This course is designed to give students the opportunity to explore and research a variety of contemporary health-related issues. Techniques for identifying and researching the issues plus appropriate teaching and communication strategies will be addressed along with effective health and wellness promotional strategies. The course emphasizes mastery of health communication including the development of fact sheets on public health topics. The course will provide a platform for identifying and addressing health promotion’s most important “critical issues,” including those that are at the heart of health promotion practice/research, and those that are contested within the health promotion community, and in broader fields related to public health in general. It will provide students the opportunity to learn about the multiple ways to view the topics in public health.
HLTH 2602 Internship — 2 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience and obtain a registration permit, meet with the internship coordinator in the Career Development Office. Classroom learning supplements the internship experience in this course. Students meet with the instructor and a cohort of students to discuss, reflect on and learn from internship experiences and participate in professional development activities. The instructor serves as the internship advisor and completes a site visit with each student and the site supervisor. 2 Credits = work at least 80 total hours (approx 5-6 hrs/wk) at internship site.
Prerequisites: an internship plan approved by the instructor and the department chair or designated academic advisor in the major.

HLTH 2720 Social Determinants of Health in the Caribbean — 4 credits
The overarching goal for this course is to develop leaders in healthcare with a sense of social responsibility and required skills to respond to the complex healthcare needs of our increasingly diverse communities. Through cultural immersion, field visits, guided reflection, and seminars, students will gain a global understanding of health and healthcare delivery so that they can contribute to the creation of more effective and inclusive healthcare practices and systems. The course will take place in the Dominican Republic and Cuba. These countries are the focus of this course because of their geographic proximity and because each have distinct cultures and healthcare systems. In the Dominican Republic, the focus of the learning will be about healthcare in an under-resourced country. In Cuba, we will learn about socialized healthcare. Throughout the course, we will learn about how culture, geography, politics, and economics influence how health and healthcare are defined, experienced, and distributed.
Prerequisite: Enrolled in an HSSH degree program.

HLTH 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

HLTH 3150 Epidemiology — 4 credits
Epidemiology is the study of the distribution and determinants of health and disease in populations. This course introduces the history, philosophy and methodology of epidemiology as well as ethical issues in the discipline. We will review key concepts such as causation, study design, and bias; an understanding of which will aid in uncovering factors that contribute to our understanding of population health. Students will discuss applications of epidemiology to promote prevention by designing interventions and policy that improve health outcomes. The primary learning goal for this course will be for students to be able to collect, interpret, and communicate epidemiologic data and study results. A case method approach and applied learning lab is used to facilitate learning. Offered in the College for Women and the College for Adults.
Prerequisite: HLTH 2050 with a minimum grade of C.
Prerequisite with concurrency: One course in statistics (HLTH 1090, ECON 1080, ECON 1090, PSYC 1090, STAT 1090) with a minimum grade of C.

HLTH 3250 Global Health — 4 credits
This course examines the main concepts of public health from a global perspective and the critical links between public health and social, political, environmental, and economic factors. Specific issues in global health will be discussed, including population trends, pandemics, nutrition, work, environment, women's and children's health, and infectious and chronic diseases. Media reports and other information sources will be used to learn about global health issues. Opportunities and responsibilities for taking action to address global disparities will be emphasized. Students will critically analyze and present a current global health issue. Offered in the College for Women and the College for Adults.
Prerequisite: HLTH 2050.

HLTH 3350 Environmental Health — 4 credits
This course is designed to provide students with an introduction to and overview of the key areas of environmental health. Using the perspectives of the population and community, the course will cover factors associated with the development of environmental health problems. Students will gain an understanding of the interaction of individuals and communities with the environment, the potential impact on health of environmental agents, and specific applications of concepts of environmental health. The course will cover principles derived from core environmental health disciplines. The sequence of major topics begins with background material and “tools of the trade” (environmental epidemiology, environmental toxicology, and environmental policy and regulation). The course then covers specific agents of environmental diseases (e.g., microbial agents, ionizing and nonionizing radiation). Finally, applications and domains of environmental health are addressed (e.g., water and air quality, food safety, waste disposal, and occupational health).
Prerequisite: HLTH 2050.

HLTH 3720 Social Determinants of Health in the Caribbean — 4 credits
The overarching goal for this course is to develop leaders in healthcare with a sense of social responsibility and required skills to respond to the complex healthcare needs of our increasingly diverse communities. Through cultural immersion, field visits, guided reflection, and seminars, students will gain a global understanding of health and healthcare delivery so that they can contribute to the creation of more effective and inclusive healthcare practices and systems. The course will take place in the Dominican Republic and Cuba. These countries are the focus of this course because of their geographic proximity and because each have distinct cultures and healthcare systems. In the Dominican Republic, the focus of the learning will be about healthcare in an under-resourced country. In Cuba, we will learn about socialized healthcare. Throughout the course, we will learn about how culture, geography, politics, and economics influence how health and healthcare are defined, experienced, and distributed.
Prerequisite: Enrolled in an HSSH degree program.
HLTH 4602 Internship — 2 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience and obtain a registration permit, meet with the internship coordinator in the Career Development Office. Classroom learning supplements the internship experience in this course. Students meet with the instructor and a cohort of students to discuss, reflect on and learn from internship experiences and participate in professional development activities. The instructor serves as the internship advisor and completes a site visit with each student and the site supervisor. 2 Credits = work at least 80 total hours (approx 5-6 hrs/wk) at internship site. 4 Credits = work 160 total hours (approx 10-12 hrs/wk) at internship site.
Prerequisites: HLTH 2050, HLTH 3150, HLTH 3250; an internship plan approved by the instructor and the department chair or designated academic advisor in the major.

HLTH 4604 Internship — 4 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience and obtain a registration permit, meet with the internship coordinator in the Career Development Office. Classroom learning supplements the internship experience in this course. Students meet with the instructor and a cohort of students to discuss, reflect on and learn from internship experiences and participate in professional development activities. The instructor serves as the internship advisor and completes a site visit with each student and the site supervisor. 2 Credits = work at least 80 total hours (approx 5-6 hrs/wk) at internship site. 4 Credits = work 160 total hours (approx 10-12 hrs/wk) at internship site. Offered in the College for Women and the College for Adults.
Prerequisites: HLTH 2050, HLTH 3150, HLTH 3250; an internship plan approved by the instructor and the department chair or designated academic advisor in the major.

HLTH 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

HLTH 4754 Practicum — 4 credits
In this course students will participate in a structured group setting to process and reflect on their own practicum experience. Participants will learn through the integration of classroom theory and real life career related experience. A site visit conducted by the instructor, including an evaluation meeting, will provide additional feed back to the student and build a connection between the University and employer. This course will support practicums that allow students in the public health major to explore and develop initial career paths.
Prerequisites: HLTH 2050, HLTH 3150, HLTH 3250. Corequisite: HLTH 4800.

HLTH 4800W Senior Seminar in Public Health — 4 credits
This writing-intensive course examines critical and current issues in public health using a case based approach and the liberal arts themes of ethics and social justice, diversity and global perspectives, and critical and creative inquiry. Students complete a senior project that integrates the public health core courses with the selected concentration area for the major and demonstrates leadership and collaboration, disciplined-based competence, effective communication, and commitment to lifelong learning. Offered in the College for Women and the College for Adults.
Prerequisites: HLTH 2050, HLTH 3150, HLTH 3250, instructor permission.

HLTH 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

HLTH 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

HLTH 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

HLTH 6000 Critical Issues in Global Public Health — 3 credits
This course is an introduction to public health issues both locally and globally. The course will introduce students to the main concepts of the global health field. It is divided into four main parts: principles and goals of global health; cross-cutting global health issues; the burden of disease; and, cooperating to improve global health. The course will examine current issues and challenges that face mainly developing and middle income countries. We will analyze the impact of political, social, cultural, economic and environmental factors on global health, including globalization, poverty, governance, trade and ethics.
Prerequisite: Admission to the MPH program.

HLTH 6010 Principles of Epidemiology and Biostatistics I — 3 credits
This is the first half of a course that introduces the basic concepts of epidemiology and biostatics as applied to public health problems. Emphasis is placed on the principles and methods of epidemiologic investigation, appropriate summaries and displays of data, and the use of classical statistical approaches to describe the health of populations. Topics include the dynamic behavior of disease; usage of rates, ratios and proportions; methods of direct and indirect adjustment, and clinical life table which measures and describes the extent of disease problems. Various epidemiologic study designs for investigating associations between risk factors and disease outcomes are also introduced, culminating with criteria for causal inferences. The application of these disciplines in the areas of health services, screening, genetics, and environment policy are presented. The influence of epidemiology and biostatics on legal and ethical issues are also discussed.
HLTH 6020 Principles of Epidemiology and Biostatistics II — 3 credits
Epidemiology is the study of the distribution and determinants of health and disease in populations. This course covers concepts of epidemiologic study design and biostatistics from hypothesis testing to study design analysis. The primary learning goals for this course will be for students to interpret and communicate epidemiologic data and study results as well as design observational and experimental studies and conduct statistical calculations using statistical software. A combination of didactic lecture, case method approach and applied learning lab is used to facilitate learning.
Prerequisite: HLTH 6010.

HLTH 6030 Design and Implementation of Global Health Programs — 3 credits
This course will introduce students to the major concepts, principles, and methods used to design and implement global health programs. During the first half of the course we will discuss how to design effective global health programs in low- and middle-income countries as well as with refugee and immigrant communities in high-income countries. Students will learn to conduct community assessments, characterize and define a health problem, and identify and adapt evidence-based interventions for new health issues and settings. During the second half of the course we will focus on the implementation of global health programs, which will enable students to gain practical skills in program management and budgeting. This course will include a service learning component.
Prerequisite: Acceptance into the MPH program.

HLTH 6040 Global Health Policy and Governance — 3 credits
This course examines the design and structure of health policies and systems by state and non-state actors in both the U.S. and globally. The course begins with an introduction to the U.S. health system and structure and key actors in policy making and governance. We compare and contrast a number of health systems around the world. Then we review the history of global governance and how current forces of globalization are shaping the new global health infrastructure, agenda-setting, decision-making and implementation processes. Key actors such as the United Nations agencies, foundations, pharmaceutical companies, public-private partnerships, transnational corporations, and non-governmental organizations will be reviewed and critiqued through case studies of diseases such as HIV/AIDS, SARS, tobacco-related diseases, Ebola, and maternal mortality. The conflicts around Trade Related Intellectual Property Rights (TRIPs) and regulatory bodies and their influence on governments and population health will be explored as well. Students will develop practical strategies and skills in critiquing global health policies, identifying key actors, and identifying agenda-setting strategies to positively influence outcomes to achieve the United Nation’s health related Sustainable Development Goals. Prequisite: HLTH 6000.

HLTH 6050 Monitoring and Evaluation of Global Health Programs — 3 credits
This course is intended to be taken after students have successfully completed Design and Implementation of Global Health Programs (HLTH 6030). In this course students will be introduced to key concepts and methods used to design and conduct program monitoring and evaluation (M&E) in low- and middle-income countries and with refugee and immigrant communities in high-income countries. Class sessions will introduce students to evaluation designs, conceptual frameworks, objectives and indicators, data sources, and data collection and analysis. Students will gain practical skills through in-class exercises and course assignments, including the development of a monitoring and evaluation plan.
Prerequisite: HLTH 6030.

HLTH 6100 Ethics and Human Rights for Global Health — 1 credit
This course is an overview of ethics and human rights for global health. This course will provide a background of the theory pertaining to ethics and human rights and practical application through case study discussion and training in ethical conduct of research. Students will explore power structures, challenges of global health, negative effects of good intentions and the use of foundational documents to guide the students in ethical reasoning.
Prerequisite: Acceptance into the MPH program.

HLTH 6110 International Perspectives in Environmental Health Sciences — 3 credits
This course explores the inter-connectedness of environmental factors (e.g., air pollution, asbestos exposure, oil spills, and occupational health hazards) and how human and/or animal exposures to these affect human health. State, local, federal, regional and international policies and regulations that monitor and protect human, animal and ecological health will be explored. Country policy analyses will be conducted to compare how different nations mitigate, prevent and cope with the effects of climate change on agriculture, insect, animal and human health and the implementation of “one health” strategies. Students will develop an understanding of environmental agents and mechanisms of exposure to environmental hazards. Various topics in environmental health will be explored; students will identify some of the specific readings. Multiple environmental risk assessment tools will be reviewed and critiqued for their role in public health planning and policy making. In addition, students will conduct a case analysis of a non-governmental organization (NGO), coalition, foundation, or public-private partnership actively engaged in environmental health advocacy, education or policy making.
Prerequisites: HLTH 6010, HLTH 6020.

HLTH 6130 Social and Behavioral Health Theories and Applications — 3 credits
The behavioral and social sciences in public health address the behavioral, social and cultural factors related to individual and population health and health disparities over the life course. In this course, students will be introduced to various theories and frameworks used to guide the design, implementation and evaluation of public health programs and policies. Using case studies, students will critique the application of these theories and identify cultural and environmental factors that must be considered to assure the value and appropriateness of the application. Students will develop skills in the identification of individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions. By the end of the course, students will be able to compare and contrast the unique qualities of individual, organizational, community and ecological theories and how their applications create and define a public health intervention.

HLTH 6210 Health Communication — 3 credits
Effective health communication interventions are an essential component of public health programming. Research shows that theory-driven, interactive communication that follows a proven process for design and implementation can increase knowledge, shift attitudes and norms, and produce changes in a wide range of behaviors. This course introduces students to the field of health communication theory and practice, and its key action areas. It prepares students to design, implement and evaluate health communication interventions within a systematic, participatory, engaging, process-oriented, and multidisciplinary framework that aims at behavioral, social, and organizational results and ultimately, improved public health outcomes.
HLTH 6220 Qualitative Research Methods — 3 credits
This course focuses on qualitative research methods starting with the conception of qualitative research questions and ending with the dissemination of qualitative research findings. Students will be exposed to a variety of frameworks through which qualitative research can be approached including specific paradigms, theories, and models. By the end of the semester, students will develop mastery in a variety of practical techniques in conducting and analyzing data from in-depth interviews, focus group discussions, and observations. Please note that this course requires an extensive amount of group work.
Prerequisite: Admission to MPH program.

HLTH 6240 Quantitative Data Analysis — 3 credits
Quantitative secondary data analysis skills are important for program evaluation and public health research projects. Public data is widely available in the U.S. and abroad. Specifically, the Demographic and Health Survey data is a key source for prevalence estimates, trend analysis and evaluation in low and middle income countries. Students will learn how to import data, data management and analysis with Stata Statistical Software. Databases freely available will be introduced, students will have in class experiences and out of class requirements to gain practical data management and analysis skills using software while answering a specific research question. Complex sampling design considerations will be introduced.
Prerequisites: HLTH 6000, HLTH 6010.
Prerequisite with concurrency: HLTH 6020.

HLTH 6310 Refugee and Immigrant Health — 2 credits
This course defines and describes the status of refugees globally, including policies and practices, definitions and consequences. The physical and psychosocial aspects of being a refugee will be explored and analyzed. Time will be spent focused on historical refugee and immigration patterns as well as current events worldwide.
Prerequisite: Acceptance into MPH program.

HLTH 6320 Global Issues in Women's Health — 2 credits
This course will cover some of the most pressing health issues that women face globally. A life course perspective will be taken and health issues that affect women from childhood through late adulthood will be explored. Both biological and social determinants of women's health will be examined and promising programmatic and policy responses to improving women's health will be discussed.
Prerequisite: Acceptance in the MPH program.

HLTH 6330 Public Health in Conflict and Humanitarian Emergencies — 2 credits
This course covers the principles that are the basis of planning, implementing, and evaluating health programs for populations in conflicts and emergencies. It covers a range of humanitarian settings, including conflict, post-conflict, natural disasters, refugee camps, and internally displaced persons in both acute and protracted contexts. The course includes modules on assessment, technical program design, surveillance, evaluation, and sector integration. Drawing on current events for discussion and context, it will focus on international standards/thresholds for and control/management of communicable disease, nutrition, and reproductive health in emergencies. The course will include classroom visits and Skype video lectures with practitioners from the field.
Prerequisite: Acceptance into MPH program.

HLTH 6335 Water, Sanitation, and Hygiene (WaSH) in Public Health — 2 credits
This course will serve as an introduction to major water, sanitation, and hygiene (WaSH) themes and will examine WaSH issues on local, national, and global scales. The course will examine linkages between public health and WaSH and contrast programming and policy approaches for delivering WaSH services. Research methods for investigating WaSH access, its health effects, and its policy implications will be evaluated through discussion and written assignments. Current events and development of WaSH policies will be featured. The course content will be delivered via in-person lectures and online materials including videos, forum discussions, and readings.
Prerequisite: Acceptance into the MPH program.

HLTH 6340 Infectious Diseases — 2 credits
This course will introduce students to infectious diseases that are common in low and middle income countries. A focus will be placed on the descriptive epidemiology of these diseases, their mechanisms for transmissions, and opportunities for intervention. Students will also learn the components of the SIR model and be exposed to the assumptions of modeling the spread of infectious disease in a community. Both biological and social determinants of the burden of infectious disease will be discussed within each weekly topic.
Prerequisite: Acceptance into the MPH Program.

HLTH 6350 Nutrition in Low- and Middle-Income Countries — 2 credits
This course will cover some of the key definitions, risk factors, interventions and policies related to malnutrition and its prevention in low- and middle-income countries.
Prerequisite: Acceptance into the MPH program.

HLTH 6360 Violence as a Public Health Issue — 2 credits
This course examines violence from a public health perspective in the United States and globally. It covers topics on homicide, suicide, and non-fatal violence and the approaches to violence prevention. This course is an introduction to the problem of violence from a public health perspective. The course will address the various types of violence and their prevalence in the United States as well as globally. The course will cover topics related to homicide, suicide, and non-fatal violence including youth violence, intimate partner violence, child maltreatment, collective violence, self-directed violence, elder abuse, fire-arm related violence, sexual violence, gender-based violence and workplace violence. The course will also examine the various approaches to violence prevention and focus on the interdisciplinary nature of the public health framework including the ecological model. Students will also address the policy dimension of violence prevention including the economic impact, capacity building, violence-related injury surveillance, care and services for victims and survivors, community based advocacy and the interrelationship of factors that affect policy at the national as well as the international levels.
Prerequisite: Acceptance into the MPH program.
HLTH 6370 Gender, Health, and Globalization - Program and Policy Perspectives — 2 credits
This course is designed to examine the intersection of gender, health and the forces of globalization and how each influences the other. The course will use theoretical and practice frameworks such as gender-based economic theories, gender analysis, and the capabilities and human rights approaches to guide a critique and discussion of various globalization forces. At the same time, it will analyze how globalization changes such as international labor migration or trade liberalization policies influence changes in gender roles and the implications for health. Examples of issues and topics will be taken from across the globe, with particular attention to the unique historical, political, social and cultural factors that shape women's and men's roles and health within that context.
Prerequisite with concurrency: HLTH 6040.

HLTH 6390 Global Noncommunicable Diseases — 2 credits
This course will focus on the growing global burden of disease due to chronic diseases, mental health, substance use (alcohol, tobacco and other drugs), risk factors (obesity, lack of physical activity, stress) and injuries within the developing world. The course presents methods for measuring the burden of noncommunicable diseases; program and service delivery; and the success and challenge of addressing policy in places where acute and chronic conditions co-occur. Finally, the course will explore and analyze the WHO voluntary global noncommunicable disease targets and future direction.
Prerequisite: Acceptance into the MPH program.

HLTH 6500 Child Family Health International Global Education Program — 3 credits
This course provides students with an international, public health oriented experience in a low- or middle-income country as a topic based elective. Collaborating with Child Family Health International provides five options. See program director for details.
Prerequisite: Program director approval required.

HLTH 6683 Directed Study — 3 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, program director and dean approval.

HLTH 6684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, program director and dean approval.

HLTH 6720 Social Determinants of Health in the Caribbean — 3 credits
The overarching goal for this course is to develop leaders in healthcare with a sense of social responsibility and required skills to respond to the complex healthcare needs of our increasingly diverse communities. Through cultural immersion, field visits, guided reflection, and seminars, students will gain a global understanding of health and healthcare delivery so that they can contribute to the creation of more effective and inclusive health care practices and systems. The course will take place in the Dominican Republic and Cuba. These countries are the focus of this course because of their geographic proximity and because each have distinct cultures and healthcare systems. In the Dominican Republic, the focus of the learning will be about health care in an under-resourced country. In Cuba, we will learn about socialized health care. Throughout the course, we will learn about how culture, geography, politics, and economics influence how health and healthcare are defined, experienced, and distributed.
Prerequisite: Enrolled in a degree program offered in the Henrietta Schmool School of Health.

HLTH 6952 Independent Study — 2 credits
HLTH 6992 Topics — 2 credits
HLTH 6993 Topics — 3 credits
HLTH 7100 200-Hour Practicum — 4 credits
In this course students will apply their classroom based knowledge in a domestic or international setting, in low- and middle-income countries and with refugee and immigrant communities in high-income countries. Supervision will be provided on site and student activities will be mutually agreed on prior to the beginning of the internship. Activities may include, but not be limited to, program development and implementation, program evaluation, assistance with surveillance and grant writing, research project participation and/or policy analysis.
Prerequisites: HLTH 6000, HLTH 6010, HLTH 6020, HLTH 6030, HLTH 6050, compliance paperwork complete. Instructor approval.

HLTH 7101 50-Hour Practicum — 1 credit
Prerequisite: HLTH 7103.

HLTH 7103 150-Hour Practicum — 3 credits
Prerequisites: HLTH 6000, HLTH 6010, HLTH 6020, HLTH 6030, HLTH 6050, completion of compliance paperwork. Program director approval.

HLTH 7200 Capstone — 3 credits
The MPH Capstone course provides an opportunity for students to demonstrate their synthesis and integration of the core global public health competencies through a culminating experience. Prior to the start of the course, students will write a 3-page proposal of their project topic and its format that is approved by their academic advisor and the MPH Coordinator. The proposal includes identification of one other reader for content expertise (e.g., other university faculty, adjunct faculty or preceptor). A maximum of six projects or up to 10 students may register for each course. Students will give a 15-minute oral presentation of their capstone projects at a public forum.
Prerequisites: HLTH 6040, HLTH 6100, HLTH 6110 and HLTH 6130, HLTH 7100, three HLTH electives, an international experience, and program director approval. S/U grading.

Community Health Worker - Certificate
Community Health Workers (CHW) are members of a distinct community who work and build trust at the grassroots level. They play an important role in bridging the gap between cultures and health care systems. CHWs
help clients navigate through the system and community services and help diverse populations overcome barriers that prevent them from accessing and benefiting from health services. CHWs serve as advocates, facilitators, motivators, culture brokers and resources, with the overall goal of mentoring and empowering clients, communities and health systems to achieve positive outcomes and to reach the optimal level of wellness for everyone.

The stand-alone community health worker certificate is only available in the College for Adult and Applied Learning. A community health worker certificate can also be earned by completing the CHW concentration with a major in public health in the College for Women or the College for Adult and Applied Learning.

**Federal Gainful Employment Disclosure Requirement for Certificates**

Federal regulations require that all institutions disclose certain information and statistics regarding non-degree, certificate programs. Click on the link(s) below for the data provided by St. Kate’s for this program of study.

Community Health Worker Certificate (http://www.stkate.edu/gainful-employment/community-health-worker-ewo/Gedt.html)

**Curriculum**

The stand-alone community health worker certificate is only available in the College for Adults. A community health worker certificate can also be earned by completing the CHW concentration with a major in public health in the College for Women or the College for Adults.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<td>Role, Advocacy and Outreach</td>
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<td>HLTH 1050</td>
<td>Organization and Resources: Community and Personal Strategies</td>
<td>2</td>
</tr>
<tr>
<td>HLTH 1070</td>
<td>Teaching and Building Capacity</td>
<td>2</td>
</tr>
<tr>
<td>HLTH 1100</td>
<td>Coordination, Documentation and Reporting</td>
<td>1</td>
</tr>
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<td>HLTH 2010</td>
<td>Legal and Ethical Responsibilities</td>
<td>1</td>
</tr>
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<td>HLTH 2020</td>
<td>Communication and Cultural Competence</td>
<td>2</td>
</tr>
<tr>
<td>HLTH 2030</td>
<td>Role of Community Health Worker - Field Internship</td>
<td>2</td>
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<tr>
<td>HLTH 2045</td>
<td>Health Promotion Competencies</td>
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<td>IPE 1020</td>
<td>Medical Terminology</td>
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<tr>
<td><strong>Total Credits</strong></td>
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</table>

**Public Health - BA, BS**

St. Kate’s offers four concentrations for the public health major to provide students with opportunities to integrate and apply core knowledge in public health to a specific area of study. A major in public health prepares students for employment in public health, strengthens the background of health professionals who are interested in public health practice areas, and provides an excellent foundation for students who are interested in pursuing graduate study in public health, pre-professional degrees (e.g. pre-Med, pre-PA) or related areas. Students will have opportunities for service learning, practicum, capstone projects, structured research and study abroad courses.

Public health majors will get a strong foundation in public health and liberal arts, select a concentration that fits their unique interests, and prepare for a career or graduate study through internship and seminar experiences. St. Kate’s was selected to participate in the first joint collaboration of the Association of American Colleges & Universities (AACU) and the Association for Prevention Teaching and Research (APTR) to support development of three public health courses into the liberal arts curriculum. The public health major emphasizes working with academic, community and global partners to make a difference. Examples of our initial collaborations include the University of St. Thomas and the Health Education Industry Partnership. The public health major was developed over several years and in response to student interests. The curriculum will help students develop knowledge and skills to improve health through education, health promotion and research. The strength of the public health major will be built upon the varied interests and backgrounds of students in the major. The design of the major also makes it possible to obtain a double major or a minor in another discipline.

Public health at St. Kate’s is an interdepartmental major. Students will complete six core public health courses and a minimum of six additional courses in a specific concentration. St. Kate’s offers four concentrations for the public health major: health sciences, public policy, health promotion and education, and community health worker.

Courses for a concentration are selected in consultation with an advisor, with a minimum of half of major courses numbered at the 3000 level or above. Students may take approved ACTC courses to fulfill some requirements for the concentration. Transfer courses, substitutions and other ACTC courses require the approval of the department. Recommended courses for each concentration will be published on an annual basis. Students who want a double major or minor must meet with an advisor in both departments. Students must refer to specific planning guides for each concentration, available from the department.

A minimum grade of a C is required for major courses and supporting courses. A minimum cumulative GPA of 2.5 is required in the major, including supporting courses.

<table>
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<tr>
<th>Code</th>
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<tr>
<td>HLTH 2050</td>
<td>Foundations in Public Health</td>
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<tr>
<td>HLTH 3150</td>
<td>Epidemiology</td>
<td>4</td>
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<tr>
<td>HLTH 3250</td>
<td>Global Health</td>
<td>4</td>
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<tr>
<td>HLTH 3350</td>
<td>Environmental Health</td>
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<tr>
<td>HLTH 4754</td>
<td>Practicum</td>
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<tr>
<td>HLTH 4800W</td>
<td>Senior Seminar in Public Health</td>
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<td><strong>Total Credits</strong></td>
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**Code**

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<tr>
<td>Medical Terminology</td>
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<tr>
<td>Healthcare Teams Foundations and Medical Terminology</td>
<td>2</td>
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<tr>
<td>Select one of the following statistics courses:</td>
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<tr>
<td>Biostatistics</td>
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<tr>
<td>Statistical Analysis for the Social Sciences</td>
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<tr>
<td>Statistical Analysis for Decision Making</td>
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<tr>
<td>Statistical Methods in Psychology</td>
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<tr>
<td>Statistical Analysis with Corequisite</td>
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</tbody>
</table>
This major is offered in the College for Women and the College for Adults (CFA). NOTE: Not all of the courses are available in CFA. Students should consult their academic advisor.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 2200</td>
<td>Introduction to Microbiology with Lab</td>
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<tr>
<td>BIOL 2610</td>
<td>Human Anatomy and Physiology I with Lab</td>
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<tr>
<td>BIOL 2620</td>
<td>Human Anatomy and Physiology II with Lab</td>
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<tr>
<td>BIOL 2650</td>
<td>Understanding Medical Research: Drugs, Devices and Complementary Therapies</td>
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<tr>
<td>BIOL 2710</td>
<td>Foundations of Biology III with Lab</td>
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<tr>
<td>BIOL 3120</td>
<td>Comparative Vertebrate Anatomy with Lab</td>
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<tr>
<td>BIOL 3140</td>
<td>Comparative Animal Physiology with Lab</td>
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<tr>
<td>BIOL 3210</td>
<td>Biology of Microorganisms with Lab</td>
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<td>BIOL 3224</td>
<td>Cell Biology with Lab</td>
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<tr>
<td>BIOL 3250</td>
<td>Histology with Lab</td>
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<tr>
<td>BIOL 3850</td>
<td>Biopsychology with Lab</td>
<td></td>
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<tr>
<td>BIOL 4220</td>
<td>Immunology with Lab</td>
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<tr>
<td>CHEM 2010</td>
<td>Organic Chemistry I with Lab</td>
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<td>CHEM 2020</td>
<td>Organic Chemistry II with Lab</td>
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<td>CHEM 2400</td>
<td>Nutritional Biochemistry</td>
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<tr>
<td>CHEM 4400</td>
<td>Biochemistry</td>
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<tr>
<td>FSNU 2300</td>
<td>Nutrition Foundations</td>
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<tr>
<td>CRST 2050W</td>
<td>Foundations of Critical Studies of Race and Ethnicity</td>
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<td>CRST 3450</td>
<td>Women's Issues from Global Perspectives</td>
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<tr>
<td>PHIL 2200W</td>
<td>Ethics</td>
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<tr>
<td>PHIL 2300</td>
<td>Social and Political Philosophy</td>
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<td>PHIL 3400</td>
<td>Biomedical Ethics</td>
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<td>PSYC 2025</td>
<td>Lifespan Developmental Psychology</td>
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<td>PSYC 3010</td>
<td>Understanding Psychological Disorders</td>
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<td>PSYC 3030</td>
<td>Health Psychology with Lab</td>
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<tr>
<td>PSYC 3150</td>
<td>Psychology of Adulthood and Aging</td>
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<tr>
<td>SOCI 2150</td>
<td>Challenging Oppressions, Civic Engagement and Change</td>
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<td>SOCI 2300</td>
<td>Sociology of Health and Medicine</td>
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<tr>
<td>SOCI 2500</td>
<td>Rule-makers and Rule-breakers: Deviance and Social Control</td>
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<tr>
<td>SOCI 2700</td>
<td>Social Movements-Social Change</td>
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<tr>
<td>SOCI 3160</td>
<td>Migration, Citizenship, Community</td>
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<tr>
<td>SOCI 3250</td>
<td>Cultural Anthropology</td>
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<td>SOCI 3510</td>
<td>Sociology of Race and Ethnicity</td>
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<tr>
<td>SOWK 3400</td>
<td>Human Behavior and the Social Environment</td>
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<td>SOWK 3910</td>
<td>Social Policy for Social Change</td>
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<tr>
<td>WOST 2050W</td>
<td>Foundations in Women's Studies</td>
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<tr>
<td>WOST 2910</td>
<td>The Anatomy of Violence</td>
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<tr>
<td>COMM 1020</td>
<td>Interpersonal Communication</td>
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<td>COMM 1030</td>
<td>Speaking to Lead and Influence</td>
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<tr>
<td>COMM 2000</td>
<td>Foundations in Leadership</td>
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<tr>
<td>COMM 2050</td>
<td>Media, Culture and Society</td>
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<td>COMM 2090</td>
<td>Small Group Communication</td>
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<td>COMM 3030</td>
<td>Rhetoric, Civic Participation and Social Justice</td>
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<td>COMM 3090</td>
<td>Communication in Organizations</td>
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<td>COMM 3100</td>
<td>Communicating across Cultures, Identities and Differences</td>
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<tr>
<td>COMM 4600</td>
<td>Leadership and the Art of Persuasion</td>
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<tr>
<td>ECON 2610</td>
<td>Principles of Microeconomics</td>
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<tr>
<td>ECON 2620</td>
<td>Principles of Macroeconomics</td>
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<tr>
<td>ECON 2900</td>
<td>Topics in Healthcare Economics</td>
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<tr>
<td>ECON 3450W</td>
<td>Development Economics: Examining Poverty and Inequality</td>
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<tr>
<td>ECON 3460W</td>
<td>Global Financial Issues</td>
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</tbody>
</table>

1 See course options under Public Policy Concentration below (or departmental approval)
Community Health Worker Concentration

Designed for:
1. students with linguistic and cultural competency in a community and interest in serving as advocates in health and community systems
2. students who want to obtain a credential as a community health worker and have a background in public health

This major is offered in the College for Women and the College for Adults.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<td>BIOL 1120</td>
<td>Biology of Women with Lab</td>
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<td>HLTH 1020</td>
<td>Role, Advocacy and Outreach</td>
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<tr>
<td>HLTH 1050</td>
<td>Organization and Resources: Community and Personal Strategies</td>
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<td>HLTH 1070</td>
<td>Teaching and Building Capacity</td>
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<td>HLTH 1100</td>
<td>Coordination, Documentation and Reporting</td>
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<td>HLTH 2010</td>
<td>Legal and Ethical Responsibilities</td>
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<td>Communication and Cultural Competence</td>
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<tr>
<td>HLTH 2045</td>
<td>Health Promotion Competencies</td>
<td>4</td>
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</table>

One elective course 2000 level or higher. See recommended list of courses under the Public Policy Concentration.

Total Credits 22

Public health majors satisfy the Writing Requirement for Majors by completing HLTH 4800W Senior Seminar in Public Health. They complete the Liberal Arts and Sciences Core Writing Requirement with three other writing-intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, CORE 3990W Global Search for Justice, and any other writing-intensive course in another department).

Public Health Dual Degree Programs - BA, BS

Students studying public health may apply their liberal arts education in the field of physical therapy or advanced study in public health through five dual degree programs. The Master of Arts in Holistic Health Studies, Master of Arts in Occupational Therapy (MAOT), Doctor of Occupational Therapy-Entry Level (OTD EL), Master of Public Health (MPH) and Doctor of Physical Therapy (DPT) programs offer students the opportunity to enter the graduate program as undergraduate students in their senior year. Students complete their bachelor’s degree while pursuing the graduate degree.

Public Health: Public Policy/Master of Arts in Holistic Health Studies (MAHS)

St. Kate’s offers the opportunity to apply a liberal arts education to the growing field of Holistic Health Studies through a unique 3+2 dual-degree program in applied science in Public Health: Public Policy/Master of Arts in Holistic Health Studies (MAHS). The dual-degree program allows students to complete their bachelor’s degree while pursuing the MAHS degree. Students graduate in five years with an undergraduate degree in biology and a master’s degree in Holistic Health Studies.

The MAHS opens doors of insight into new paradigms of health and healing that integrate mind, body and spirit. This emerging model draws from the best of modern scientific medicine and cross-cultural healing wisdom passed down over centuries. The program offers
opportunities for personal empowerment, skill development and spiritual transformation and will prepare students to face today's health and wellness challenges, and lead in the advancement of health and healing.

The public health: public policy courses focus on the core disciplinary areas of study in public health. Students will take classes in areas such as behavioral/social science, biostatistics and epidemiology, global health, environmental health, administration and management, maternal and child health, nutrition, and biomedical/health sciences. If students choose to complete the fourth-year course work prior to applying for the MAOHS program they will be prepared for employment in public health, and will have strengthened their background for work as health professionals in public health practice areas.

To enroll in this program, students apply to the MAOHS program during their junior year. If they are admitted to the MAOHS program, they receive a B.A. or B.S. (the student's choice) in public health: public policy upon completion of the first year of the MAOHS program. The curriculum for this dual degree program option is listed in the Pre-Professional Programs, Pre-Holistic Health Studies (p. 24) section of this catalog.

Public Health: Public Policy/Master of Arts in Occupational Therapy

Public health majors who select the public policy concentration will complete the public health: public policy pre-occupational therapy sequence of courses and supporting work for the MAOT program. This includes courses in biology, anatomy, physiology, psychology, and statistics, while providing a special emphasis in public health: public policy.

The public health: public policy courses focus on the core disciplinary areas of study in public health. In addition to MAOT prerequisite courses, students will take classes in areas such as behavioral/social science, biostatistics and epidemiology, global health, environmental health, administration and management, maternal and child health, nutrition, and biomedical/health sciences. If students choose to complete the fourth-year course work prior to applying for the MAOT program they will be prepared for employment in public health, and will have strengthened their background for work as health professionals in public health practice areas.

To enroll in this program, students apply to the MAOT program during their junior year. If they are admitted to the MAOT program, they receive a B.A. or B.S. (the student's choice) in public health: public policy upon completion of the first year of the MAOT program. The curriculum for this dual degree program option is listed in the Pre-Professional Programs, Pre-Occupational Therapy Masters (p. 31) section of this catalog.

Public Health: Public Policy/Doctor of Occupational Therapy-Entry Level

Public health majors who select the public policy concentration will complete the public health: public policy pre-occupational therapy sequence of courses and supporting work for the OTD EL program. This includes courses in biology, anatomy, physiology, psychology, and statistics, while providing a special emphasis in public health: public policy.

The public health: public policy courses focus on the core disciplinary areas of study in public health. In addition to OTD EL prerequisite courses, students will take classes in areas such as behavioral/social science, biostatistics and epidemiology, global health, environmental health, administration and management, maternal and child health, nutrition, and biomedical/health sciences. If students choose to complete the fourth-year course work prior to applying for the OTD EL program they will be prepared for employment in public health, and will have strengthened their background for work as health professionals in public health practice areas.

To enroll in this program, students apply to the OTD EL program during their junior year. If they are admitted to the OTD EL program, they receive a B.A. or B.S. (the student's choice) in public health: public policy upon completion of the first year of the OTD EL program. The curriculum for this dual degree program option is listed in the Pre-Professional Programs, Pre-Occupational Therapy Doctoral (p. 27) section of this catalog.

Public Health/Master of Public Health

Public health majors (with any of the four concentrations: health sciences, public policy, health promotion and education, or community health worker) will complete the public health sequence of courses and supporting work for the MPH program. This includes courses in global health, statistics, biology and/or chemistry and statistics, while providing a special emphasis in public health.

Public health is about influencing the behavior and attitudes of society for long-term change through education, health promotion and policy. Students who major in public health at St. Kate's are ethical, patient and creative problem solvers. They're eager and excited to solve complex health issues that affect us in an increasingly global world, such as access to healthcare, infectious diseases, water pollution and genetically modified foods. If students choose to complete the fourth-year course work prior to applying for the MPH program they will be prepared to work in a variety of areas of the public health discipline.

To enroll in this program, students apply to the MPH program during their junior year. If they are admitted to the MPH program, they receive a B.A. or B.S. (the student's choice) in public health upon completion of the first year of the MPH program. The curriculum for the public health major is listed in the Pre-Professional Programs, Pre-Public health (p. 40) section of this catalog.

Public Health: Health Sciences/Doctor of Physical Therapy

Public health majors who select the health sciences concentration will complete the exercise science pre-physical therapy sequence of courses and supporting work for the DPT program. This includes courses in biology, anatomy, physiology, chemistry, physics, psychology, statistics and mathematics, while providing a special emphasis in public health: health sciences.

The public health: health sciences courses focus on the core disciplinary areas of study in public health. In addition to DPT prerequisite courses, students will take classes in areas such as behavioral/social science, biostatistics and epidemiology, global health, environmental health, administration and management, maternal and child health, nutrition, and biomedical/health sciences. If students choose to complete the fourth-year course work prior to applying for the DPT program they will be prepared for employment in public health, and will have strengthened their background for work as health professionals in public health practice areas.

To enroll in this program, students apply to the DPT program during their junior year. If they are admitted to the DPT program, they receive a B.A. or B.S. (the student's choice) in public health: health sciences upon completion of the first year of the DPT program. The curriculum for this
dual degree program option is listed in the Pre-Professional Programs, Pre-Physical Therapy (p. 36) section of this catalog.

**Radiography**

St. Catherine University’s radiography department is dedicated to high quality patient care and is widely respected within Minnesota’s healthcare community. The department’s focus on the liberal arts ensures that students will learn the communication and critical-thinking skills needed to work effectively in healthcare teams, preparing them to become leaders in their field.

St. Catherine University radiography students will develop their skills through professional courses and gain clinical experience throughout their educational program. Small class and lab sizes will ensure students get individualized attention to prepare them for their new career.

Students will learn about anatomy and physiology and human disease along with radiographic sciences. Through rigorous classroom instruction and hands-on clinical experiences, students gain a thorough understanding of radiographic procedures and patient care.

**Associate**

- Radiography - AAS (p. 133)

**RAD 1010 Introduction to Radiography — 2 credits**

This course provides an introduction to the profession of radiologic technology. An overview of the structure of the healthcare environment, imaging equipment, and radiation protection is included. Human diversity, professional ethics, and medicolegal issues will also be explored. Offered in the College for Adults.

**Prerequisite:** Admission to program.

**Corequisite:** RAD 1020.

**RAD 1020 Introduction to Patient Care — 2 credits**

This course is designed to provide the basic concepts of patient care, including consideration for the physical and psychological needs of the patient and family. Routine and emergency patient care procedures are described, as well as infection control procedures utilizing standard precautions. The role of the radiographer in patient education is identified. Offered in the College for Adults.

**Prerequisite:** Admission to program.

**Corequisite:** RAD 1010.

**RAD 1115 Radiographic Procedures I — 2 credits**

This course provides an introduction to radiographic procedures and evaluation of radiographs. Positioning of the chest, abdomen and extremities is included. This class includes practice and testing in the lab setting. Offered in the College for Adults.

**Prerequisite:** RAD 1010.

**RAD 1120 Radiographic Procedures II — 2 credits**

Instruction in radiographic procedures and evaluation of radiographs continues in this class. Positioning of the spine and pelvis is included. Offered in the College for Adults.

**Prerequisite:** RAD 1115.

**RAD 1130 Radiographic Procedures III — 2 credits**

Instruction in radiographic procedures and evaluation of radiographs continues in this class. Positioning of the skull and facial bones is included. Offered in the College for Adults.

**Prerequisite:** RAD 1120.

**RAD 1215 Exposure I — 2 credits**

This course will provide instruction in digital imaging. Topics covered will include image processing, quality assurance, components of digital imaging, and quality control for imaging equipment. Offered in the College for Adults.

**Prerequisite:** RAD 1115.

**RAD 1225 Exposure II — 2 credits**

This course is designed to establish a knowledge base in the construction of the x-ray tube; the factors that govern and influence the production of x-rays; and principles that govern x-ray quality and quantity. Offered in the College for Adults.

**Prerequisite:** RAD 1215.

**RAD 1315 Introduction to Clinical — 2 credits**

This course will be taught primarily in the radiography lab (two days/week). Students will view demonstrations, practice their positioning skills, and will be tested for technical competency as well as communication skills. This course prepares students to transition to working with patients and other healthcare team members. Offered in the College for Adults. Concurrent courses: RAD 1010, RAD 1020.

**RAD 2015 Radiation Physics — 2 credits**

This course presents the principles of radiographic physics, incorporating the principles underlying the operation of X-ray equipment. Topics include electricity, electromagnetism, equipment, and the factors affecting radiographic quality. Offered in the College for Adults.

**Prerequisite:** RAD 1225.

**RAD 2020 Radiation Biology — 2 credits**

This course provides instruction in the principles of radiobiology and protection. It emphasizes procedures to minimize radiation exposure to patients, personnel and the general public. Historical and ethical issues will be analyzed during this course. Offered in the College for Adults.

**Prerequisite:** RAD 1220 or RAD 1225.

**RAD 2130 Topics I — 2 credits**

This course will provide instruction in pediatric imaging, special radiographic procedures, trauma, mobile, fluoroscopy, and surgical radiography. Special imaging modalities and equipment is also included. Offered in the College for Adults.

**Prerequisite:** RAD 1130.

**RAD 2140 Topics II — 2 credits**

This course contains a variety of topics, including pathology, diversity, and communication. Students will also start preparation for the registry exam with frequent testing. Offered in the College for Adults.

**Prerequisite:** RAD 1130.

**RAD 2150 Topics III — 2 credits**

This course provides an in-depth synthesis of concepts related to Equipment Operation, Image Acquisition, Imaging Procedures and Patient Care. Students will continue their registry review and testing. Offered in the College for Adults.

**Prerequisite:** RAD 2140.

**RAD 2301 Clinical — 1 credit**

This J-term clinical practicum course provides learning opportunities to apply the concepts learned in the classroom/lab in a radiology department. Interpersonal communication skills and cultural sensitivity are emphasized and practiced. Students will have the opportunity to observe and participate in radiographic procedures in a hospital or clinical setting (3 days/week). Offered in the College for Adults.

**Prerequisite:** (Fall start) RAD 2304, (Spring start) RAD 2303.
Radiography - AAS

A degree from St. Kate’s will give students the best possible professional preparation for a satisfying, rewarding and successful career in radiography. St. Kate’s specializes in educating healthcare professionals and has an outstanding reputation in the healthcare community as the metro area’s leading healthcare educator, including an extensive clinical network where students will gain training in real-world conditions.

Being a radiographer means caring about people and helping them with their health problems. Radiographers take X-ray images of all parts of the human body to help physicians diagnose broken bones, disease and injury. They obtain detailed images through skilled operation of high-tech equipment combined with patient-care methods and their knowledge of human anatomy.

Radiographers work in a variety of settings, including hospitals, clinics and outpatient centers. Students in the radiography program will acquire critical-thinking skills and an excellent understanding of human anatomy, interact with a variety of patients, gain experience in cutting-edge radiologic technology, and develop skills in safe radiologic procedures, body positions and patient care. Students may specialize in many different areas immediately after graduation, such as computerized tomography, magnetic resonance imaging and vascular procedures. They may also continue their education in fields such as ultrasound, nuclear medicine and radiation therapy.

St. Kate’s expertise ensures students master the skills they need. Our program prepares students to begin an exciting radiography career through a challenging blend of liberal arts studies, professional courses and clinical experiences. Students spend about one-third of their time working and learning in a variety of hospital and clinical settings.

St. Kate’s program prepares students to earn a two-year associate of applied science degree and to take the national certification exam offered by the American Registry of Radiologic Technologists (ARRT). The radiography program is accredited by the Joint Review Committee on Education in Radiologic Technology located at 20 N. Wacker Drive, Suite 2850, Chicago, IL, 60606, (312) 704-5300.

The radiography program is two years in length. Students may take one year of liberal arts and science courses before starting the professional sequence of courses.

Eligibility Requirements to Begin the Professional Sequence of Courses:

After admission to the University, students must meet the following requirements by the published deadline to begin the professional sequence of courses.

- Students should review the Physical Capability Requirements Document, which is located on the Radiography Program website, to be certain that they can meet all physical requirements of the profession.
- Status as an active associate degree radiography student taking courses at the University when ready to begin the professional sequence of courses.
- An overall minimum GPA of 2.5
- The following course must have been completed with a grade of C or better.
  - BIOL 2400 General Anatomy and Physiology with Lab
- The following courses must have been completed with a grade of C or better, or be in progress at the time of application. Courses in progress at the time of application must be completed with a grade of C or better by the end of the application term.

RAD 2303 Clinical — 3 credits
This clinical practicum will build on the previous clinical courses. The focus is on continuing to develop skills to become highly skilled, compassionate, health care professionals. This portion of the program allows the opportunity to participate in routine radiographic procedures and observe in many of the specialty areas of a radiology department. Meets two days per week. Offered Fall and Spring in the College for Adults.
Prerequisite: RAD 1315.

RAD 2304 Clinical — 4 credits
This clinical practicum will build on the previous clinical courses. The focus is on continuing to develop skills to become highly skilled, compassionate, health care professionals. This portion of the program allows the opportunity to participate in routine radiographic procedures and observe in many of the specialty areas of a radiology department (three days/week). Offered Fall and Spring in the College for Adults.
Prerequisite: (Fall start) RAD 2403, (Spring start) RAD 2301.

RAD 2350 Clinical V — 5 credits
Clinical Radiography III-V build on the previous clinical courses. The focus is on continuing to develop skills to become highly skilled, compassionate, health care professionals. This portion of the program allows the opportunity to participate in routine radiographic procedures and observe in many of the specialty areas of a radiology department (three days/week). Offered in the College for Adults.
Prerequisite: RAD 2340.

RAD 2403 Clinical — 3 credits
This clinical practicum will build on the previous clinical courses. The focus is on continuing to develop skills to become highly skilled, compassionate, health care professionals. This portion of the program allows the opportunity to participate in routine radiographic procedures and observe in many of the specialty areas of a radiology department (three days/week). Offered in the College for Adults.
Prerequisite: RAD 2403.

RAD 2404 Clinical — 4 credits
This clinical practicum will build on the previous clinical courses. The focus is on continuing to develop skills to become highly skilled, compassionate, health care professionals. This portion of the program allows the opportunity to participate in routine radiographic procedures and observe in many of the specialty areas of a radiology department (three days/week). Offered Fall and Spring in the College for Adults.
Prerequisite: (Fall start) RAD 2303, (Spring start) RAD 2304.

RAD 2684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

RAD 2685 Directed Study — 5 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.
• BIOL 2420 Human Disease
• IPE 1020 Medical Terminology
• MATH 1201 College Algebra for the Health Sciences I or Math elective
• Successful completion of the above prerequisite courses is defined as:
  • A grade of C or better is required.
  • General Anatomy and Physiology, Human Disease and the Math Elective may each only be repeated once.
  • A grade of "W" is considered a repeat.
  • A cumulative prerequisite GPA of 2.5 or above is required.

To be competitive, students should strive for more than the minimum grade of C for all coursework. Students should plan to complete most of the LAS courses prior to beginning the professional sequence of courses. Students will not be allowed to begin the professional course sequence with more than eight LAS credits remaining.

Radiography Program Progression Policy
To advance from one term to the next, students are required to show satisfactory academic performance to meet requirements of their program and to fulfill all financial obligations to the University. Policies for progression within programs are available from the program director and may be more stringent than this policy.

A. Curriculum and Level of Achievement

1. A minimum grade of C is required for all Radiography courses and the five prerequisite to program courses. A maximum of two C- grades will be accepted in all remaining liberal arts and science courses.
2. BIOL 2400, BIOL 2420 and the Math Elective may only be repeated one time and the repeated grade must be at least a C.
3. A grade of "W" is considered a repeat.

B. Conditions of Probation

University probation results if the student’s cumulative institutional GPA falls below 2.00

C. Conditions for Removal from Probation

To be removed from probation, the student’s cumulative institutional GPA must be 2.00 or above.

D. Conditions for Program Dismissal

Program dismissal will result as a consequence of the following:

1. Earning a grade lower than C in any Radiography course.
2. Earning a grade lower than C in any clinical Radiography course. If a student receives an F before the end of the semester, the student must immediately withdraw from all Radiography courses.

E. Conditions for Readmission to the Radiography Program

1. A student who has discontinued coursework for any reason, academic disqualification or personal reasons, must apply for re-enrollment through the Registrar’s Office.
2. Students who are readmitted will come in under the current catalog requirements.

3. As part of the readmission process the student must meet with the Program Director to plan the sequence of coursework.
4. The program must be completed within three (3) years of enrollment in the first radiography course.
5. Students will be considered for one readmission to the radiography program.
6. Readmission is not guaranteed.
7. The student will be on probationary admission status during the first semester.

This major is offered in the College for Adults only.

Curriculum

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credits</th>
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<td>RAD 2404</td>
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<td>BIOL 2400</td>
<td>General Anatomy and Physiology with Lab</td>
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<td>BIOL 2420</td>
<td>Human Disease</td>
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<td>CORE 1000W</td>
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<td>IPE 1020</td>
<td>Medical Terminology</td>
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<tr>
<td>PHIL 2030W</td>
<td>Healthcare Ethics</td>
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<td>PSYC 1000</td>
<td>General Psychology</td>
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<td>Power, Inequality and Social Change</td>
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<td>THEO 2040W</td>
<td>The Sacramental Life</td>
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<tr>
<td>Liberal arts and science elective</td>
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1 These courses must have been completed no more than five years prior to entering the University to be considered for transfer.
Radiography courses from other institutions are not eligible for transfer.

This major is offered in the College for Adults only.

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**Prerequisite Courses (minimum grade of C required)**

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**Radiologic Studies**

The mission of St. Catherine University’s radiologic studies department is to develop ethically responsible highly skilled radiation therapists instilled with a sense of professionalism, compassion and sensitivity.

Radiation therapy students are provided a coordinated and comprehensive didactic and clinical environment designed to maximize each student’s educational experience. Small class size and individualized hands-on training prepare students in a wide variety of treatment and imaging techniques using state of the art technology.

Critical thinking and communication skills necessary to understand and apply concepts related to the art and science of radiation therapy and multidisciplinary cancer care prepare students for successful career opportunities.

**Bachelor’s Degree**

- **Radiation Therapy - BA, BS (p. 137)**
  
  **RTT 3010 Introduction to Radiation Therapy — 2 credits**
  This course is designed to provide the student with a basic overview of radiation therapy and its role in medicine. Students will be oriented to academic and administrative structures, department personnel and physical structure, common medical terminology, hospital and departmental safety procedures, medical law and ethics, and to the profession as a whole. Treatment and simulation equipment and methods, including CT simulation and various imaging technologies will be reviewed and discussed in terms of its application to radiation oncology.

  **Prerequisite:** Admission into the radiation therapy major.

  **RTT 3015 Principles of Oncology I — 3 credits**
  The radiation therapist must be knowledgeable in the concepts important to the practice of radiation therapy. These include the cancer process and radiation therapy interventions. This course examines concepts related specifically to cancer treatment with a focus on methods of improving therapeutic advantage. Technical aspects of simulation and treatment delivery are expanded upon. Treatment related side effects and their management as well as issues relative to caring for the cancer patient.

  **Prerequisite:** Acceptance into the radiation therapy major.

  **RTT 3022 Radiation Therapy Physics I — 2 credits**
  This course will instruct students the principles of radiation physics and its medical uses. This includes discussion of structure of matter, x-ray production, imaging in radiation therapy, clinical x-ray generators and external beam radiation therapy units, interactions of radiation with matter, measurement and calculation of absorbed dose, dose distribution and scatter analysis, radiation protection/safety and quality assurance. Pertinent mathematics and basic physics will be reviewed.

  **Prerequisite:** Acceptance into the Radiation Therapy Program.

  **RTT 3025 Pathology — 2 credits**
  This course will enhance the student’s knowledge of general immunology and pathology combined with disease concepts, theories of disease causation and system pathophysiologic disorders most frequently encountered in radiation therapy clinical practice.

  **Prerequisite:** Admission into the radiation therapy major.

  **RTT 3030 Patient Care in Radiation Oncology — 2 credits**
  This course provides the student with basic concepts of patient care, including physical and psychological concerns. Vital sign determination, emergency procedures, asepsis, infection control, and tube management will be discussed. Other influencing factors of patient health will be identified. Medical terminology relative to radiation oncology is included as well.

  **Prerequisite:** Acceptance into the Radiation Therapy Program.
RTT 3035 Clinical Practicum I — 3 credits
This course provides hands-on training in the clinical aspects of radiation therapy. This includes treatment procedures and the operation of state-of-the-art radiotherapy equipment to deliver radiation safely and accurately. It will begin to develop the student’s skills toward competency as an entry-level radiation therapist. Students will learn to interact professionally, ethically and responsibly with staff and patients.
Prerequisite: Admission to the radiation therapy major.

RTT 4015W Principles of Oncology II — 3 credits
This course examines concepts related specifically to cancer treatment with a focus on methods of improving therapeutic advantage. Technical aspects of simulation and treatment delivery are expanded upon. Treatment related side effects and their management as well as issues relative to caring for the cancer patient will be discussed. Students will complete writing assignments tailored to radiation oncology, including a research paper to enhance their professional growth via inquiry and evaluation of an issue or therapeutic approach.
Prerequisites: RTT 3015, RTT 3020 or RTT 3022, RTT 3025, RTT 3030, RTT 3035. Offered in the College for Adults.

RTT 4022 Radiation Therapy Physics II — 4 credits
This course will cover different radiation therapy-medical physics applications. This will include ongoing discussion of x ray production and medical imaging such as CT, PET and MRI. This course will instruct students in the aspects of central axis, 2D and 3D dose distribution. Concepts related to dose calculation and the calibration of megavoltage treatment units will be discussed. Students will learn to apply the principles of physics discussed in their respective programs in the areas of monitor unit calculations and external beam treatment planning, brachytherapy, and special procedures. Also offered under PHYS 4022. Prerequisites for RTT students: RTT 3010, RTT 3015, RTT 3020 or 3022, RTT 3025, RTT 3030, RTT 3035. Prerequisites for PHYS students: PHYS 1110, PHYS 1120, PHYS 2250, MATH 1140.

RTT 4025 Dosimetry and Treatment Planning — 2 credits
This course is designed to instruct students regarding the factors that influence and govern clinical planning of patient radiation treatment. Included are isodose descriptions, patient contouring, dosimetric calculations, compensation and clinical application of treatment beams. Optimal treatment planning is emphasized along with particle beams. Advanced radiation oncology technology processes and procedures are discussed.
Prerequisites: RTT 3015, RTT 3020 or RTT 3022, RTT 3025, RTT 3030, RTT 3035. Offered in the College for Adults.

RTT 4030 Sectional Anatomy — 2 credits
This course is designed to identify the location and unique structures of each cranial/facial bone. Students will do all of the following: List and describe sections of the brain. List and identify sections of the spine. Identify the structures of the atlas, axis, cervical, thoracic, and lumbar vertebrae, sacrum and coccyx. List and identify structures with in the thoracic, abdominal and pelvic cavities. Identify branches of the abdominal aorta. Identify and describe the anatomy of the upper and lower extremities.
Prerequisites: RTT 3010, RTT 3015, RTT 3020 or RTT 3022, RTT 3025, RTT 3035.

RTT 4035 Radiobiology - Protection — 2 credits
This course provides the student with the principle of cellular, tissue and whole body response to radiation and the principles of radiation protection. Discussion will include such influencing factors as tissue sensitivity and environmental factors.
Prerequisites: RTT 3010, RTT 3015, RTT 3020, RTT 3025, RTT 3035.

RTT 4040 Topics in Radiation Therapy — 3 credits
This course is designed to provide a variety of subjects of importance to radiation therapists. Research methodology and human participant research will be covered. Operational issues, Quality Management, Billing and Coding in radiation therapy will be presented. HIPAA and confidentiality in healthcare will be discussed. Students will participate in a review of radiation therapy material and examinations designed to enhance the student’s knowledge in preparation for the ARRT national board exam. Resumes, interviewing skills and job preparedness will be presented and practiced.
Prerequisites: RTT 4015W, RTT 4020 or RTT 4022, RTT 4025, RTT 4030, RTT 4035, RTT 4045.

RTT 4041 Clinical Practicum II J-Term — 1 credit
This course provides hands-on training in the clinical aspects of radiation therapy. This includes treatment procedures and the operation of state-of-the-art radiotherapy equipment to deliver radiation safely and accurately. It will begin to develop the student’s skills toward competency as an entry-level radiation therapist. Students will learn to interact professionally, ethically, and responsibly with staff and patients.
Prerequisites: RTT 3010, RTT 3015, RTT 3020, RTT 3025, RTT 3030, RTT 3035. Offered in the College for Adults.

RTT 4043 Clinical Practicum II — 3 credits
This course provides hands-on training in the clinical aspects of radiation therapy. This includes treatment procedures and the operation of state-of-the-art radiotherapy equipment to deliver radiation safely and accurately. It will begin to develop the student’s skills toward competency as an entry-level radiation therapist. Students will learn to interact professionally, ethically, and responsibly with staff and patients.
Prerequisites: RTT 3010, RTT 3015, RTT 3020, RTT 3025, RTT 3030, RTT 3035. Offered in the College for Adults.

RTT 4045 Clinical Practicum II — 4 credits
This course provides hands-on training in the clinical aspects of radiation therapy. This includes treatment procedures and the operation of state-of-the-art radiotherapy equipment to deliver radiation safely and accurately. It will begin to develop the student’s skills toward competency as an entry-level radiation therapist. Students will learn to interact professionally, ethically, and responsibly with staff and patients.
Prerequisites: RTT 3015, RTT 3020 or RTT 3022, RTT 3025, RTT 3030, RTT 3035. Offered in the College for Adults.

RTT 4050 Clinical Practicum III — 5 credits
This course provides hands-on training in the clinical aspects of radiation therapy. This includes treatment procedures and the operation of state-of-the-art radiotherapy equipment to deliver radiation safely and accurately. It will begin to develop the student’s skills toward competency as an entry-level radiation therapist. Students will learn to interact professionally, ethically, and responsibly with staff and patients.
Prerequisites: RTT 4015W, RTT 4020 or RTT 4022, RTT 4025, RTT 4030, RTT 4035, RTT 4045.

RTT 4055 Clinical Practicum III — 6 credits
This course provides hands-on training in the clinical aspects of radiation therapy. This includes treatment procedures and the operation of state-of-the-art radiotherapy equipment to deliver radiation safely and accurately. It will begin to develop the student’s skills toward competency as an entry-level radiation therapist. Students will learn to interact professionally, ethically and responsibly with staff and patients. Students will complete a portfolio project containing several artifacts to demonstrate growth over time in the program and present it to faculty and the class.
Prerequisites: RTT 4015W, RTT 4022, RTT 4025, RTT 4030, RTT 4035, RTT 4045.
RTT 4681 Directed Study — 1 credit
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

Radiation Therapy - BA, BS

A degree from St. Kate's will prepare students for their role as a radiation therapist in a highly technical and patient focused environment. Students will learn to become an essential member of a treatment team which includes radiation oncologists, nurses, medical physicists, dosimetrists and others.

Radiation therapists operate high energy radiation producing equipment such as linear accelerators with advanced computer systems to administer precise ionizing radiation treatment to patients diagnosed with various diseases, mainly cancer. Radiation therapists are responsible for accurate radiation delivery, patient communication, monitoring and assessment over a treatment course of several weeks.

Radiation therapists also work with diagnostic imaging equipment to simulate and plan treatment to ensure daily accuracy in patient positioning. This includes CT scanning, Cone beam computed tomography and x-rays.

Successful radiation therapists must listen and communicate well, adapt to a variety of patients and treatment procedures, think critically, behave ethically and above all demonstrate compassion and sensitivity to patients at a vulnerable time in their lives. The radiation therapy program will complement St. Kate's values and educational mission to develop these qualities in its students.

Students will learn about the many faces of cancer and its impact on the body through studies in oncology, pathology and various multidisciplinary approaches for its treatment. Radiation physics, radiobiology and radiation safety, dose calculation and treatment planning will be taught as well as patient care focused on the physical, emotional and spiritual aspects of cancer care. Off campus, students will participate in a cancer support group and a community service project which highlights patient and family interaction outside of the clinical and didactic setting.

St. Kate’s radiation therapy program students will gain competency in a variety of treatment procedures via a comprehensive real-world clinical education with its many clinical partners. During the program, they will complete a portfolio project which includes didactic and clinical artifacts as well as reflections to demonstrate professional growth over time.

Graduates will receive a baccalaureate degree in Radiation Therapy, the first in Minnesota, and are eligible to sit for the ARRT national certification examination.

Career advancement in the field of radiation therapy includes lead therapist, department manager, dosimetrist, and educator.

Accreditation
St. Kate’s Radiation Therapy Program is accredited by the Joint Review Committee on Education in Radiology Technology, 20 N. Wacker Drive, Suite 2850, Chicago, IL 60606, (312) 704-5300, JRCERT.org.

Admission Requirements
Acceptance into the radiation therapy major depends on the following criteria. The student must:

- Have completed an accredited associate or bachelor’s degree in radiography with a minimum cumulative grade point average of 2.7 on a 4.0 scale
- Have passed the American Registry of Radiologic Technologists (ARRT) certification exam for radiography
- Have completed all core liberal arts courses and elective courses (i.e., all non-major courses)

Students admitted to the major begin the 12-month radiation therapy major course sequence in September.

Effective Fall 2018:
Students who earned a bachelor’s degree with a major other than radiography prior to entering St. Kate’s may apply to the Radiation Therapy major if they successfully complete all prerequisite course work, meet the threshold prerequisite GPA and have an overall cumulative GPA of 2.75 or higher.

Prerequisite Courses for Students with a Previous Bachelor’s Degree
Prerequisite college level courses must be completed before the fall start date for the radiation therapy program.

 Applicants must achieve a C+ or higher in each course and a cumulative prerequisite GPA of 3.00 or higher.

- Human Anatomy and Physiology I & II
- Medical Terminology
- College Algebra or higher
- General Psychology
- Medical Ethics or Ethics

NOTE: Students who enter St. Kate’s with a bachelor’s degree with a major other than radiography must complete the prerequisite courses listed at the end of this section (p. 138), earn a minimum of a C+ in each course, earn a minimum prerequisite GPA of 3.0, and earn a minimum overall GPA of 2.75 to be eligible to apply for admission to the major. If admitted to the major, the students complete all RTT courses listed below.

The curriculum listed below is for students entering St. Kate’s with a previous associate or bachelor’s degree in radiography. This major is offered in the College for Adults only.

Curriculum

<table>
<thead>
<tr>
<th>Code</th>
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<td>PHIL 3400</td>
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<td>or PHIL 2200W</td>
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<td>College algebra (not offered at St. Kate’s)</td>
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diagnostic procedures, respiratory therapists promote cardiopulmonary disorders. In addition to performing therapeutic and manage patients of all ages with respiratory illnesses and other
interdisciplinary healthcare team, respiratory therapists evaluate, treat for advanced-level practice as respiratory therapists. As members of an
St. Catherine University’s respiratory care department prepares students
Respiratory Care

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<tr>
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<tr>
<td>RTT 3015</td>
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<td>Radiation Therapy Physics I</td>
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<td>RTT 3025</td>
<td>Pathology</td>
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<td>RTT 3030</td>
<td>Patient Care in Radiation Oncology</td>
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<td>RTT 3035</td>
<td>Clinical Practicum I</td>
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<td>Principles of Oncology II</td>
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<td>Radiation Therapy Physics II</td>
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<td>Dosimetry and Treatment Planning</td>
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<td>Sectional Anatomy</td>
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<td>RTT 4035</td>
<td>Radiobiology - Protection</td>
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<td>RTT 4040</td>
<td>Topics in Radiation Therapy</td>
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Total Credits: 40

**Prerequisite Courses for Students with a Previous Bachelor’s Degree in a Major other than Radiography**

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<td>or IPE 1030</td>
<td>Healthcare Teams Foundations and Medical Terminology</td>
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<tr>
<td>PHIL 3400</td>
<td>Biomedical Ethics</td>
<td>4</td>
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<td>or PHIL 2200</td>
<td>Ethics</td>
<td>4</td>
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<tr>
<td>PSYC 1000</td>
<td>General Psychology</td>
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<tr>
<td>Select one from:</td>
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</tr>
<tr>
<td>MATH 1090</td>
<td>Precalculus</td>
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<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>STAT 1090</td>
<td>Statistical Analysis (or other statistics course)</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 18

1. Minimum grade of C required
2. Minimum grade of C required
3. Minimum grade of C+ required

Radiation therapy majors satisfy the Writing Requirement for Majors by completing RTT 4015W Principles of Oncology II. They complete the Liberal Arts and Sciences Core Writing Requirement with three other writing-intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, CORE 3990W Global Search for Justice, and another writing-intensive course in another department).

Respiratory Care

St. Catherine University’s respiratory care department prepares students for advanced-level practice as respiratory therapists. As members of an interdisciplinary healthcare team, respiratory therapists evaluate, treat and manage patients of all ages with respiratory illnesses and other cardiopulmonary disorders. In addition to performing therapeutic and diagnostic procedures, respiratory therapists promote cardiopulmonary wellness, disease prevention and management; provide patient, family and community education; participate in life-support activities and are involved in clinical decision-making.

Respiratory care students at St. Catherine University will develop skills to assume leadership positions within the profession. The advanced-level respiratory therapy knowledge and patient care skills acquired will be comprehensive, holistic and ethical.

The respiratory care faculty are highly qualified and utilize various teaching methodologies in presenting course content. The emphasis of faculty expertise is in the areas of critical care, biomedical ethics, pulmonary diagnostics and administration. Respiratory care faculty members are active in medical and community settings and in national professional organizations.

**Major**

- Respiratory Care - BA, BS (p. 140)

**RESP 1160 Respiratory Patient Care and Assessment — 2 credits**

The course emphasizes respiratory care specific assessment and patient care skills, such as auscultation, basic pulmonary function testing and arterial blood gas interpretation. This course includes onsite orientation to the healthcare system and patient care unit. There are opportunities for supervised clinical practice of the skills and techniques learned in IND 1150, RESP 2100 and RESP 2200. Offered in the College for Women.

**Prerequisites:** RESP 2100, IND 1150 (C or Better grades) and current certification in AHA CPR for HCPs.

**Corequisite:** RESP 2200.

**RESP 2100 Introduction to Respiratory Care with Lab — 4 credits**

This course introduces students to the historical development of the profession of respiratory care. Teaching-learning principles and considerations related to patient/therapist safety issues are addressed. Theory and skills relating to oxygen, aerosol, humidity and lung recruitment therapy are practiced in conjunction with beginning clinical decision-making. Offered in the College for Women.

**Prerequisite:** Admission to the major.

**RESP 2200 Principles of Patient Management with Lab — 4 credits**

This course focuses on the development of knowledge and skills in basic respiratory care. Principles and practice related to airway care, chest physiotherapy mechanical aids to lung expansion and non-invasive positive pressure ventilation are addressed. Offered in the College for Women.

**Prerequisite:** RESP 2100.

**Corequisite:** RESP 1160.

**RESP 3100 Principles of Ventilation with Lab — 4 credits**

The focus of this course is mechanical ventilation theory and techniques using various adult ventilators. Blood gas interpretation and its relationship to respiratory care are addressed using lecture/discussion and computer-assisted instruction modules. Intervention strategies used in the management of critically ill patients on life-support are presented, as are advanced skills in pulmonary function diagnostic testing. Critical analysis and problem-solving skills are practiced using patient management situations and case scenarios. Ethical issues related to the management and respiratory care of critically ill patients are discussed. Offered in the College for Women.

**Prerequisites:** RESP 2200, BIOL 2200, BIOL 2610, BIOL 2620 with a minimum grade of C.

**Corequisites:** RESP 3110, RESP 3120.
RESP 3110 Clinical Applications I — 2 credits
This clinical experience focuses on clinical applications of gas therapy, chest physiotherapy and hyperinflation techniques with a diverse patient population. Students utilize cognitive, interactive and psychomotor skills in the assessment process. Students travel to clinical experiences one day per week in hospitals and clinics around the Twin Cities. Interpersonal communication skills and cultural sensitivity between student, patient, family and other healthcare team members are emphasized and practiced. Offered in the College for Women.
**Prerequisites:** RESP 2200, current AHA BLS for HCPs, INDI 1150, RESP 1160.
**Corequisites:** RESP 3100, RESP 3120.

RESP 3120 Pathophysiology in Critical Care I — 2 credits
This course presents an in-depth overview of advanced cardiopulmonary anatomy, physiology and pathology from the medical perspective. Communication skills used to facilitate the coordination of patient care with physicians and other healthcare professionals are emphasized through interaction with pulmonologists and/or other respiratory care experts. Offered in the College for Women.
**Prerequisites:** BIOL 2200, BIOL 2610, BIOL 2620 or permission of the department chair.
**Corequisites:** RESP 3100, RESP 3110.

RESP 3200W Advanced Therapeutics with Lab — 4 credits
This course is designed to orient students to hemodynamic monitoring, electrocardiographic interpretation and arrhythmia recognition. Neonatal/pediatric respiratory care modalities, including ventilation and monitoring alternatives, are discussed. Research methods in respiratory care are presented in conjunction with a student project. Pulmonary rehabilitation and home care strategies are reviewed with emphasis on patient’s quality of life. Intervention strategies are used to maximize communication with patients. This course is a designated writing intensive course. A variety of writing assignments are incorporated, including a formal research paper in accordance with Respiratory Care Journal publication guidelines.
**Prerequisite:** RESP 3100 with minimum C grade.
**Corequisites:** RESP 3210, RESP 3220.

RESP 3210 Clinical Applications II — 4 credits
This course focuses on the clinical application of higher-level skills in the emergency and critical care settings. The primary emphasis of this clinical experience is on the ventilator management of patients across the lifespan (including neonatal, pediatric and adult patient populations). Students travel to clinical experiences two days per week in hospitals and clinics around the Twin Cities. Concepts related to critical thinking, ethics, interpersonal relationships, cultural diversity, and death and dying are integrated and addressed throughout this course. Principles of case management and the holistic assessment of total patient needs are emphasized using bedside patient rounds.
**Prerequisites:** RESP 3110, INDI 3150, current AHA BLS for HCPs.
**Corequisites:** RESP 3200W, RESP 3220.

RESP 3220 Pathophysiology in Critical Care II — 2 credits
This course is a continuation of RESP 3120. This course presents an in-depth overview of advanced cardiopulmonary anatomy, physiology and pathology from the medical perspective. Communication skills used to facilitate the coordination of patient care with physicians and other healthcare professionals are emphasized through interaction with pulmonologists and/or other primary care physicians. Offered in the College for Women.
**Prerequisite:** RESP 3120.
**Corequisites:** RESP 3200W, RESP 3210.

RESP 3310 Clinical Applications III — 6 credits
This is a continuation of RESP 3210 clinical activities. A lecture/discussion component addresses clinical topics and reviews content relevant to national board examinations.
**Prerequisites:** RESP 3200W, RESP 3210, RESP 3220 with a minimum grade of C, current AHA BLS for HCPs.

RESP 4100 Advanced Critical Care with Lab — 4 credits
Using the Advanced Resuscitation and Intervention guidelines from the American Heart Association, emergency cardiopulmonary care for the adult, pediatric and neonatal patient are addressed. Interpretation of clinical case data promotes evidence-based analysis, critical thinking and clinical decision making in respiratory care. Respiratory care department management structure and responsibilities are discussed with review of standards required for accreditation. Offered in the College for Women.
**Prerequisites:** RESP 3200W, RESP 3220, RESP 3310 with a minimum grade of C.

RESP 4115 Clinical Specialty I — 4 credits
Students focus on a specialty option within respiratory care. Specialty options include adult critical care, pediatric critical care, neonatal critical care, management, education, cardiopulmonary diagnostics, hemodynamics, research, polysomnography, pulmonary rehabilitation and home care. Principles of communication, team building, critical analysis, teaching/learning, cultural sensitivity and professional role development are emphasized in each of these areas of clinical focus. Students consult with the program clinical director to make a specialty track selection. This required clinical specialty option may be completed in RESP 4115 or RESP 4225. This course may be taken multiple times in different clinical specialties.
**Prerequisites:** RESP 3310 and current AHA BLS CPR for HCPs.

RESP 4225 Clinical Specialty II — 4 credits
Students focus on a specialty option within respiratory care. Specialty options include adult care, pediatric care, neonatal care, management, education, cardiopulmonary diagnostics, hemodynamics, research, polysomnography, pulmonary rehabilitation and home care. Principles of communication, team building, critical analysis, teaching/learning, cultural sensitivity and professional role development are emphasized in each of these areas of clinical focus. Students consult with the program clinical director to make a specialty track selection. This required clinical specialty option may be completed in RESP 4115 or RESP 4225. This course may be taken multiple times in different clinical specialties.
**Prerequisites:** RESP 3310 and current AHA BLS CPR for HCPs.

RESP 4601 Internship — 1 credit
This is a structured out-of-class learning experience that takes place on or off-campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
**Prerequisites:** Faculty sponsorship and approval by department chair.

RESP 4602 Internship — 2 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves you in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
**Prerequisites:** Faculty sponsorship and approval by department chair.
RESP 4800W Senior Seminar – 4 credits
This capstone course provides an opportunity for students to refine their knowledge and abilities to access and critically evaluate the professional literature in respiratory care for evidence-based practice. Seminar topics address professional role development as advanced respiratory care practitioners. Students conduct an in-depth review of current topics and materials in preparation for their comprehensive program examination and national board examination. A student project integrates research methods used in respiratory care. This course is a designated writing intensive course. A variety of writing assignments are incorporated, including a final research paper in accordance with Respiratory Care Journal publication guidelines. 
Prerequisite: RESP 4100 with a minimum grade of C.

Respiratory Care - BA, BS

St. Catherine University is one of the few institutions in the upper Midwest to offer a bachelor's degree in the field of respiratory care. The Respiratory Care Major is offered in six consecutive semesters and one summer session for students in the College for Women. The Respiratory Care Major is also available to students matriculating in other Associated Colleges of the Twin Cities (ACTC). Respiratory Care Majors receive individualized advising to facilitate timely completion of their professional and liberal arts and science courses.

The respiratory care curriculum integrates the respiratory care courses with a liberal arts and science background to provide students with a well-balanced depth of knowledge. This diverse foundation will prepare students to function as a competent professional in their daily interactions with clients in various healthcare settings. Students will learn the essential knowledge and skills required of the respiratory care practitioner in courses such as the following:

- Respiratory care theory and laboratory courses (series of courses)
- Pathophysiology in Respiratory Care I & II
- Respiratory Care Clinical Applications (series of courses)
- Respiratory Care Clinical Specialties

With approximately 900 hours of clinical experiences in critical care, newborn and pediatric intensive care, home care, pulmonary diagnostics and rehabilitation, students will actively collaborate with faculty and clinicians to develop respiratory care skills, critical thinking and professional communication. The program utilizes a preceptor model for teaching and many of the clinical experiences feature one-to-one student-to-preceptor ratios. Clinical practicums are scheduled at several nationally renowned metropolitan healthcare facilities affiliated with HealthEast, Fairview/M Health, Park Nicollet, HealthPartners, Allina, North Memorial Medical Center, Hennepin Health, and Children's Hospitals of Minnesota.

St. Kate's respiratory care graduates are prepared to provide excellent patient care, influence the quality of healthcare services, promote cardiopulmonary health, and assume leadership positions in the profession. Upon graduation, most respiratory therapists are employed in acute care hospitals. Graduates are eligible to take the National Board for Respiratory Care (NBRC) credentialing exams.

Upon receiving low threshold score on the NBRC Therapist Multiple Choice Exam, graduates are awarded the Certified Respiratory Therapist (CRT) credential. This allows graduates to apply to the Minnesota Board of Medical Practice to work as a licensed respiratory therapist in the state of Minnesota. Upon receiving high threshold score, graduates are awarded the Registered Respiratory Therapist (RRT) credential, signifying advanced professional achievement.

The St. Catherine University Respiratory Care Baccalaureate Degree Major (St Paul, Minnesota) is accredited by the Commission on Accreditation for Respiratory Care (www.coarc.com (http://www.coarc.com/)).

The Respiratory Care Department requires that students apply to enter the Respiratory Care Major. Applications are accepted between September 15th and July 1st (or until the program is full) in the year proceeding the year a student wishes to begin the program of study.

Admission to the Respiratory Care Major is contingent upon admission to St. Catherine University in the College for Women, completion of at least 30 college credits, completing the prerequisite courses at the designated levels of success (C or above/and no prerequisite courses may be taken S/U). Students who have been St. Kate's students since the beginning of their college experience are given first access to available seats in the program.

This major is offered in the College for Women only.

Curriculum
A minimum grade of C is required for all courses: respiratory care courses, prerequisites, and required supporting courses.

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<td>Respiratory Patient Care and Assessment</td>
<td>2</td>
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<tr>
<td>RESP 2100</td>
<td>Introduction to Respiratory Care with Lab</td>
<td>4</td>
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<td>RESP 2200</td>
<td>Principles of Patient Management with Lab</td>
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<td>RESP 3100</td>
<td>Principles of Ventilation with Lab</td>
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<td>Clinical Applications I</td>
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<td>Pathophysiology in Critical Care I</td>
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<td>Advanced Therapeutics with Lab</td>
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<td>Clinical Applications II</td>
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<td>Clinical Applications III</td>
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<td>RESP 4100</td>
<td>Advanced Critical Care with Lab</td>
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<td>RESP 4115</td>
<td>Clinical Specialty I</td>
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<tr>
<td>or RESP 4225</td>
<td>Clinical Specialty II</td>
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<tr>
<td>RESP 4800W</td>
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<tr>
<td>CHEM 1010</td>
<td>General Chemistry for Health Sciences with Lab</td>
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<tr>
<td>CHEM 1110 &amp; CHEM 1120</td>
<td>General Chemistry I with Lab and General Chemistry II with Lab (recommended)</td>
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<td>Select one of the following:</td>
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<tr>
<td>ECON 1090</td>
<td>Statistical Analysis for Decision Making</td>
<td></td>
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<tr>
<td>HLTH 1090</td>
<td>Biostatistics</td>
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<tr>
<td>PSYC 1090</td>
<td>Statistical Methods in Psychology</td>
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</table>
The Department of Social Work at St. Catherine University offers social work degrees at the undergraduate (BSW) and graduate level (MSW).

The Department offers an undergraduate degree in Social Work (B.S. or B.A.) and minors in Social Welfare; Chemical Dependency Counseling; Addiction and Recovery; and Social Services Management.

The Master of Social Work (MSW) provides advanced professional study for women and men in social work. The program prepares social work practitioners for clinical social work practice and leadership.

**Major**
- Social Work - BA, BS (p. 145)

**Minors**
- Chemical Dependency Counseling: Addiction and Recovery - Minor (p. 144)

**Social Work**

**SOWK 2100 Relationship, Intimacy, Sexuality — 4 credits**
This course addresses three major areas: exploring values and societal influence on relationships, intimacy and sexuality — the influence of culture, religion, family and friends; understanding self-worth, communication patterns and the effect of family and other significant relationships on the development of one's needs/wants in relationships, intimacy and sexuality; discovering the basic attributes, purposes and powers of significant relationships, intimacy and sexuality. Participation in a structured small-group discussion is required. Open to non-majors. SOWK 2100 at St. Catherine University is the same course as SOWK 210 at the University of St. Thomas.

**SOWK 2810 Introduction to Social Work — 4 credits**
This course introduces the student to the profession of social work within the context of the social welfare system. It provides an overview of an integrative approach to generalist social work practice which emphasizes intervention on individual, community and societal levels. Special emphasis is placed on values, human diversity, social justice and social work fields of practice. SOWK 2810 at St. Catherine University is the same course as SOWK 281 at the University of St. Thomas.

**SOWK 3400 Human Behavior and the Social Environment — 4 credits**
The primary focus of this course is to investigate how humans interact with their social environments. This is a theory-heavy course focusing on metacognition—training students to think about the way we think. The course provides students with knowledge of theories of the social environments and how they impact, as well as are impacted, by human behavior. Further, theories on human behavior are examined through the multidimensional framework constituting biological, psychological, spiritual, socio-cultural, political, and economic factors. Emphasis is on the role of and interaction between these multiple factors at the level of various systems: the individual, family, small group, organization, community, and society, including political and economic systems. The course consists of five modules: interpersonal relations and empowerment; social systems; political and economic systems; justice; and multiculturalism. The course investigates the multiple dimensions and intersections of diversity including gender, race/ethnicity, age, religion, ability, sexual orientation, nationality, and global and international perspectives. Students leave the class with a holistic understanding of the human experience within the environments that surround them. SOWK 3400 at St. Catherine University is the same course as SOWK 340 at the University of St. Thomas.

**Prerequisites:** PSYC 2025 (202 at UST), BIOL 1120 (105 or 106 at UST) or consent of the program director.

**Prerequisite with concurrency:** SOWK 2810 (281 at UST).
SOWK 3550 Communication and Interviewing Skills — 4 credits
This course is the first of a four-course practice sequence. The primary focus is on communication theory and skills as applied to social work with individuals, families, small groups, communities and organizations. There is an emphasis on self-awareness, beginning assessment skills and diversity issues. An integrative approach to generalist social work practice provides the context for intervention on individual, environmental and societal levels. SOWK 3550 at St. Catherine University is the same course as SOWK 355 at University of St. Thomas. SOWK 3550/355 is taken with SOWK 3750/375 (or 3780/378) in the fall for students in the College for Women at St. Catherine University. College for Adults bachelor’s students take SOWK 3550 in the fall and SOWK 3780 in the spring.
Prerequisites with concurrency: SOWK 2810 (281 at UST) and SOWK 3400 (340 at UST) or by consent of the program director.

SOWK 3750 Junior Field Placement and Integrative Seminar — 2 credits
Junior Fieldwork complements students’ academic work through practical experience in a social work agency, institution or department. Under the supervision of an agency field instructor, the student learns beginning social work tasks and functions while applying theory to actual social work situations. Students participate in an on-campus seminar with other junior social work majors while in placement. The placement is 10–12 hours per week throughout two consecutive terms (fall and spring semesters) for College for Women social work students. SOWK 3750 at St. Catherine University is the same course as SOWK 375 at University of St. Thomas. Prerequisites with concurrency: SOWK 2810/281 and SOWK 3400/340. SOWK 3780/378 (4 credits) is designed for College for Women students taking a semester abroad in their junior year and for College for Adults students. It combines SOWK 3750/375 and SOWK 3760/376 into a single semester. College for Women students must consult with the department chair before registering for this course. 201610.

SOWK 3760 Junior Field Placement and Integrative Seminar — 2 credits
Junior Fieldwork complements students’ academic work through practical experience in a social work agency, institution or department. Under the supervision of an agency field instructor, the student learns beginning social work tasks and functions while applying theory to actual social work situations. Students participate in an on-campus seminar with other junior social work majors while in placement. The placement is 10–12 hours per week throughout two consecutive terms (fall and spring semesters) for College for Women social work students. SOWK 3760 at St. Catherine University is the same course as SOWK 376 at University of St. Thomas. Prerequisite: SOWK 3750/375. SOWK 3780/378 (4 credits) is designed for students taking a semester abroad in their junior year and for College for Adults students. It combines SOWK 3750/375 and SOWK 3760/376 into a single semester. Students must consult with the department chair before registering for this course.

SOWK 3780 Junior Field Placement and Integrative Seminar — 4 credits
Junior Fieldwork complements students’ academic work through practical experience in a social work agency, institution or department. Under the supervision of an agency field instructor, the student learns beginning social work tasks and functions while applying theory to actual social work situations. Students participate in an on-campus seminar with other junior social work majors while in placement. The placement is 12-16 hours per week over one term. College for Adults students take SOWK 3780 (4 credits) in the spring of their junior year. College for Women students are only eligible for SOWK 3780/378 if they are taking a semester abroad in their junior year and can register in the fall or the spring. It combines SOWK 3750/375 and SOWK 3760/376 into a single semester. College for Women students must consult with the department chair before registering for this course. SOWK 3780 at St. Catherine University is the same course as SOWK 378 at University of St. Thomas.
Prerequisites with concurrency: SOWK 2810/281 and SOWK 3400/340.

SOWK 3800W Social Work Research — 4 credits
This course fosters competence in the research skills needed for generalist social work practice. Students will gain knowledge in the steps of conducting research; practice evaluation; conducting research with vulnerable participants; locating and critically evaluating relevant research to inform practice; and evidence-based practice. They will learn values of ethical research practice, using the Belmont Report and the NASW Code of Ethics as guidelines. Particular emphasis is placed on protecting vulnerable research participants. Students will also gain skills in writing and presenting a literature review, developing a research proposal, and applying relevant research to practice. This course serves as the writing intensive course in the major.
Prerequisites: SOWK 2810 and junior status or consent of the program director.

SOWK 3850 Group Work Skills — 4 credits
This course is the second of the four-course practice sequence. The primary focus of the course is on the study of human behavior in groups with emphasis on the use of groups in generalist social work practice to accomplish individual, family, organizational and/or community goals. This course provides experiential learning opportunities to integrate knowledge, values and skills as both a group leader and a group member. The effects of diversity on group interaction are stressed. SOWK 3850 is the same course as SOWK 385 at University of St. Thomas. SOWK 3850 is taken with 3760 for College for Women students or 3780 for College for Adults students in the spring semester. Prerequisite: SOWK 3550 (355 at UST) or consent of the Program Director. 201610.

SOWK 3910 Social Policy for Social Change — 4 credits
This course equips students to understand and critically analyze current and past social policies. Policy alternatives are explored with a focus on the values and attitudes as well as the societal, economic and political dynamics from which they originate. Roles and responsibilities of citizens and professionals in formulating and implementing policies responsive to actual social needs are addressed. SOWK 3910 is the same course as SOWK 391 at the University of St. Thomas.
Prerequisite: SOWK 2810 (281 at UST) or consent of the Program Director.
SOWK 4010 Generalist Practice I: Small Client Systems — 4 credits
This is the third course in the four-part practice sequence. This course prepares students for generalist social work practice with individuals, families and groups in the context of their social environments with emphasis on aspects of diversity. A primary focus is the application of social work knowledge through increased development of skills. The overall goal of the course is integration and application of the stages of the generalist social work method. SOWK 4010 is taken with SOWK 4050 in the fall by seniors. SOWK 4010 is the same course as SOWK 401 at the University of St. Thomas.

Prerequisites: SOWK 3550 (355 at UST) and SOWK 3850 (385 at UST) and senior status in the major.
Corequisite: SOWK 4050 (405 at UST).

SOWK 4020 Generalist Practice II: Large Client Systems — 4 credits
This course is a continuation of SOWK 4010 and the final of four courses in the practice sequence of the social work curriculum. The focus is on prevention/intervention methods based on generalist social work knowledge that can be applied to client systems of all sizes. A special emphasis is placed on effecting planned change in groups, organizations, communities, and national and global society toward the pursuit of social justice. A combination of lecture, discussion, experiential learning, and small group activities provides students with knowledge and skills for client advocacy and social change. SOWK 4020 is taken with 4060 in the spring semester. SOWK 4020 is the same course as SOWK 402 at the University of St. Thomas.

Prerequisite: SOWK 4010 (401 at UST).
Corequisite: SOWK 4060 (406 at UST).

SOWK 4050 Senior Field Placement and Integrative Seminar — 4 credits
Senior Fieldwork complements the student's academic work through practical experiences in a social work agency, institution or department. Under the supervision of an agency field instructor, the student learns social work tasks and functions while applying theory to actual social work situations. Students participate in an on-campus seminar with other senior social work majors while in placement. The placement is approximately 15-20 hours per week throughout two consecutive terms (fall and spring semesters). Offered fall semester. SOWK 4050 is the same course as SOWK 405 at the University of St. Thomas.
Corequisite: SOWK 4010 (401 at UST).

SOWK 4060 Senior Field Placement and Integrative Seminar — 4 credits
Senior Fieldwork complements the student's academic work through practical experiences in a social work agency, institution or department. Under the supervision of an agency field instructor, the student learns social work tasks and functions while applying theory to actual social work situations. Students participate in an on-campus seminar with other senior social work majors while in placement. The placement is approximately 15-20 hours per week throughout two consecutive terms (fall and spring semesters). Offered spring semester. SOWK 4060 is the same course as SOWK 406 at the University of St. Thomas.
Corequisite: SOWK 4020 (402 at UST).

SOWK 4140 School Social Work — 4 credits
This course examines the school as a social institution which serves to educate and socialize children into American society and the role of the Social Worker in such a setting. Emphasis is placed on discovering similarities and differences between social work and education values and tasks and the process of integrating social work values into a school setting. Social work with special and at-risk populations is discussed. This course also examines specific handicaps to learning and the role of the social worker in helping students, schools and families adjust to and cope with special needs. Emphasis will be placed on evaluation of school social work practice. Interventions with children which fit within a school setting are included.

SOWK 4300 Development and Fundraising for Social Service Organizations — 4 credits
The purpose of this class is to provide students with an overview of key elements of supporting and expanding social service programs in nonprofit and public agencies. Topics covered include nonprofit governance and administrative structures, fundraising, program design and development, philanthropy, supervision of paid staff and volunteers, and grant-writing and program evaluation. An emphasis will be placed on linking agency work and agency mission. The course will emphasize application and synthesis of course concepts through community-based projects.

SOWK 4602 Internship — 2 credits
This course is a structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. It is not to be confused with the required internships for juniors and seniors who are majoring in social work. An internship involves you in the profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office. Also offered in Evening/Weekend/Online Program.

Prerequisites: Faculty sponsorship and approval by department chair.

SOWK 4604 Internship — 4 credits
This course is a structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. It is not to be confused with the required internships for juniors and seniors who are majoring in social work. An internship involves you in the profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office. Also offered in Evening/Weekend/Online Program.

Prerequisites: Faculty sponsorship and approval by department chair.

SOWK 4850 Seminar — 4 credits
This is an opportunity to explore advanced areas of the social work profession in small groups under departmental supervision.

Prerequisites: Admission to the major or permission of the instructor.

SOWK 4952 Independent Study — 2 credits
Independent study is also offered in Evening/Weekend/Online Program.

Prerequisites: Permission of the instructor and department chair.

SOWK 4954 Independent Study — 4 credits
Independent study is also offered in Evening/Weekend/Online Program.

Prerequisites: Permission of the instructor and department chair.

SOWK 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Also offered in Evening/Weekend/Online Program.
Chemical Dependency Counseling: Addiction and Recovery - Minor

This minor provides students preparing for work in a variety of settings (social work, health care, criminal justice, etc.) with a foundational understanding of addiction and recovery and their impact on multiple areas of life, how to identify abuse and addiction, beginning steps in assisting, advocating for, and referring people who have chemical health concerns.

Minor Objectives

- Understand addiction and recovery and their impact on multiple areas of life.
- Understand the interdisciplinary approach to addiction and recovery counseling.
- Pharmacology of substance abuse disorders and the dynamics of addiction including co-occurring disorders.
- Screening, intake, assessment, and treatment planning
- Understand and apply counseling theory and practice, models of treatment, and crisis intervention.
- Develop skills in case management, consultation, referral, treatment planning, reporting, record keeping.
- Understand professional and ethical responsibilities.
- Identify and respond to multicultural considerations of addiction and recovery.

This minor is offered in the College for Women and College for Adults.

Curriculum

Note: Students are advised to check prerequisite requirements prior to registering for classes.

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<td>Chemical Dependency/Addiction and Recovery - Assessment and Intervention</td>
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<td>CDC 3050</td>
<td>Chemical Dependency/Addiction and Recovery - Families and Cultural Diversity</td>
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<td>SOWK 3550</td>
<td>Communication and Interviewing Skills</td>
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Choose one of the following: 4-8

- CDC 4350 Co-Occurring Disorders and Pharmacology
- PSYC 3010 Understanding Psychological Disorders (and PSYC 207T Drugs and Behavior)

Total Credits 16-20

Social Welfare - Minor

The Social Welfare minor provides a comprehensive understanding of the social issues facing clients, social systems, policy, and social constructs impacting the welfare of people in the U.S. and abroad. The minor will expand students' knowledge of the societal and structural values and practices that impact the welfare of people. Students learn about practice issues facing social workers in the coming years related to social welfare. A minor in social welfare is not accepted by the Council on Social Work Education as preparation for beginning level generalist social work practice. A minor is offered for a student's own learning in the area of social welfare and social services. Students are advised to speak to a member of the Department of Social Work for more information.

This minor is offered in the College for Women and College for Adults.

Curriculum

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<td>SOWK 2810</td>
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<tr>
<td>SOWK 3910</td>
<td>Social Policy for Social Change</td>
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<td>SOWK 4300</td>
<td>Development and Fundraising for Social Service Organizations</td>
<td>4</td>
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<tr>
<td>ACCT 2112</td>
<td>Financial Accounting I</td>
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<tr>
<td>MGMT 2400</td>
<td>Principles of Management</td>
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Total Credits 20-22

Social Services Management - Minor

The ability to administer programs, raise funds and write grants is increasingly important in social service and nonprofit work. The purpose of this minor is to prepare students for administrative, management or fundraising roles with nonprofits and social service agencies. Students will be introduced to social work and social services, gain an understanding of the impact of social policies on the provision and scope of social services in the United States as well as gain tangible skills, such as fundraising, grant writing, management, program evaluation, and accounting or marketing, for work in social services management. Students will learn critical leadership skills necessary for effective management. Upon completion of the minor, students will have enhanced skills that will help to position them to be successful advocates, administrators, and managers within social service and nonprofit agencies.

Objectives of the Minor

- Gain a broad understanding of social work and social services in the United States
- Understand the impact of social policies and government programs on the scope of and provision of social services in the United States
- Develop marketable skills in fundraising, grant writing, leadership, evaluation, and development for nonprofit agencies and programs
- Build a strong core of business skills, knowledge, and management ethics that will enhance students’ work in social service and nonprofit agencies

This minor is offered in the College for Women and College for Adults.

Curriculum

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<td>SOWK 2810</td>
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<tr>
<td>SOWK 3400</td>
<td>Human Behavior and the Social Environment</td>
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<tr>
<td>SOWK 3910</td>
<td>Social Policy for Social Change</td>
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Select two of the following: 8

- PSYC 2025 Lifespan Developmental Psychology
- PSYC 3150 Psychology of Adulthood and Aging
- SOCI 3450 Women's Issues from Global Perspectives
- SOCI 3510 Sociology of Race and Ethnicity
Social Work - BA, BS

Your spark of idealism, belief in social justice and love of working with people, together with a degree from our accredited social work program, will prepare you for one of the fastest growing careers of the future. At St. Kate’s, you’ll acquire professional knowledge, values and skills that will empower you for a challenging and rewarding career in social work.

St. Kate’s social work major prepares students for work in a wide range of settings. Recent graduates have been hired in diverse places such as hospitals, community centers, human services departments, public schools, women’s shelters, nursing homes and mental health centers. Other graduates find work in private industry, group homes, state and local government, chemical dependency programs, programs for the elderly, and privately supported family and children’s agencies, just to name a few.

The curriculum is rooted in a philosophy of social responsibility and respect for individuals’ rights. Drawing from the Judeo-Christian traditions of social caring, we prepare students to use social work knowledge, values and skills to demonstrate the intrinsic value of all humankind as they serve those in need and promote social justice and human rights. Rooted in educational justice and community engagement, our program prepares generalist social workers committed to professional ethics and values, service, social justice and human rights. Our comprehensive program integrates theory, research, field and personal growth components. Social work majors also take courses in biology of women, introduction to sociology, general psychology and lifespan developmental psychology.

Courses in the social work major will prepare students for generalist social work practice and for graduate study. The program is accredited by the Council on Social Work Education at the baccalaureate level and qualifies graduates to take the examination for licensure at the licensed social worker (LSW) level.

Majors will expand their knowledge of social work beyond the boundaries of the classroom by completing two field education placements. During their junior and senior years, students will complete a total of 600 hours of field practice experience (200 hours as Juniors, 400 hours as Seniors), engaging them in hands-on learning opportunities in a variety of settings.

We have developed strong agency partners and guide students through the process of interviewing and placement with these agencies. Field placements include opportunities such as case management, shelter advocacy, supervised visitation for families, community education and organizing, school social work, senior housing, research and grant writing, and county social work.

Field placements complement the academic work through integration of theory and practice. With this exceptional hands-on practice experience and meaningful course work, the vast majority of our social work graduates secure positions in their field within six months of graduation.

The Department of Social Work includes faculty who are recognized for their teaching excellence and scholarship and are eager to lend their expertise concerning academic and professional issues. Our faculty members hold leadership positions in local, regional and national professional organizations and have expertise in areas such as medical social work, school social work, social policy, child welfare, community organizing, and international social work. Our professors will enthusiastically challenge students and encourage them to reach their full potential.

The Department of Social Work is recognized as a national leader for its strong commitment to social justice. Social Work for Social Justice: Ten Principles, developed by the program and used in the baccalaureate and graduate programs, have been adopted by programs across the country. The social work program also has an active Social Work Club and Honor Society, Delta Epsilon Zeta.

The Social Work program requires students to be formally admitted to the major. This process takes place in February of the junior year. Prospective majors must have a cumulative grade point average of 2.25 and must be interviewed by the Department of Social Work faculty.

St. Kate’s master’s and bachelor of social work programs are accredited by the Council on Social Work Education’s (CSWE) (http://www.cswe.org/) Commission on Accreditation.

Accreditation of a baccalaureate or master’s social work program by the Council on Social Work Education’s Commission on Accreditation indicates that it meets or exceeds criteria for the assessment of program quality evaluated through a peer review process. An accredited program has sufficient resources to meet its mission and goals and the Commission on Accreditation has verified that it demonstrates compliance with all sections of the Educational Policy and Accreditation Standards.

Accreditation applies to all program sites and program delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

St. Catherine University is accredited by the Higher Learning Commission and is a member of the North Central Association: www.ncahlc.org.

There are three social work minors available to all majors: Social Welfare, Chemical Dependency Counseling: Addiction and Recovery, and Social Services Management. Minors are additional courses that can be completed concurrently with the BSW major. Minors are also available to students outside of the BSW major. The minors are not accredited by the Council of Social Work Education. Students who do not major in Social Work will not be able to apply to take the ASWB Licensing Exam for licensure as a LSW (Licensed Social Worker).

Social Work Honor Society

Delta Epsilon Zeta, the campus chapter of Phi Alpha National Social Work Honor Society, was established at St. Catherine University in 2002. The purpose of this organization is to advance excellence in social work practice and to encourage, stimulate and maintain scholarship of the individual members.

As a social work major, students are eligible for membership after achieving a junior or senior standing, earning a minimum of six semester hours or equivalent in social work, achieving an overall grade point average of 3.0 or above, and a social work grade point average of 3.50 or above.

Justice Team

The Department of Social Work club supports a student social work club consisting of both Bachelor and Master’s students. The club focuses on
social justice issues and is called the Justice Team. The club is advised by faculty from the Department of Social Work.

See also: Master of Social Work (http://catalog.stkate.edu/graduate/health/social-work/) (graduate catalog)

This major is offered in the College for Women and the College for Adults.

**Curriculum**

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<td>Introduction to Social Work</td>
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<tr>
<td>SOWK 3400</td>
<td>Human Behavior and the Social Environment</td>
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<td>SOWK 3550</td>
<td>Communication and Interviewing Skills</td>
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<tr>
<td>SOWK 3750</td>
<td>Junior Field Placement and Integrative Seminar</td>
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<td>SOWK 3760</td>
<td>Junior Field Placement and Integrative Seminar</td>
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CFA students take SOWK 3780 in place of SOWK 3750/3760. CFU students studying abroad fall or spring semester should take SOWK 3780.

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<td>Junior Field Placement and Integrative Seminar</td>
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<td>SOWK 3800W</td>
<td>Social Work Research</td>
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<td>SOWK 3850</td>
<td>Group Work Skills</td>
<td>4</td>
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<tr>
<td>SOWK 3910</td>
<td>Social Policy for Social Change</td>
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<tr>
<td>SOWK 4010</td>
<td>Generalist Practice I: Small Client Systems</td>
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<td>SOWK 4020</td>
<td>Generalist Practice II: Large Client Systems</td>
<td>4</td>
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<tr>
<td>SOWK 4050 &amp; SOWK 4060</td>
<td>Senior Field Placement and Integrative Seminar</td>
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<td>PSYC 1001</td>
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<td>CDC 3550</td>
<td>Practicum and Seminar I</td>
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<td>Addiction and Recovery. Practicum and Seminar II</td>
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<td>CDC 4350</td>
<td>Co-Occurring Disorders and Pharmacology</td>
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<td>INDI 2910</td>
<td>The Anatomy of Violence</td>
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<td>SOWK 2100</td>
<td>Relationship, Intimacy, Sexuality</td>
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<tr>
<td>SOWK 4300</td>
<td>Development and Fundraising for Social Service Organizations</td>
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**Required Fieldwork Placement**

The Fieldwork Placements are arranged by the Department of Social Work. They provide practical learning in social work agencies to complement the student’s academic work through integration of theory and practice.

Junior year: Two semesters of approximately 8-10 hours per week off campus totaling 200 hours, plus weekly seminar groups on campus.

Senior year: Two semesters of approximately 15-20 hours per week off campus totaling 400 hours, plus weekly seminar groups on campus.

Social work majors satisfy the Writing Requirement for Majors in SOWK 3800W Social Work Research. They complete the Liberal Arts and Sciences Core Writing Requirement with three other writing-intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, CORE 3990W Global Search for Justice, and any other writing-intensive course in another department).

**Sonography**

St. Catherine University’s sonography department is grounded in the liberal arts and a commitment to compassion, community and caring.

Students will be led into a fascinating profession that challenges their analytical ability and in-depth knowledge of the human body. Students will develop their skills through a combination of professional courses and clinical training. Small class and lab sizes ensure students get individualized attention to prepare them for their career.

**Majors**

- Echocardiology · BA, BS (p. 148)
- Sonography · BA, BS (p. 149)

The courses listed below apply to the associate of applied science program, which is no longer admitting students. The courses for the baccalaureate program are in development and will be posted when approved by faculty committee.

**SON 1500 Communication for the Sonography Professional — 2 credits**

This course is designed to help students understand the theory and develop the skills necessary for effective communication. The course explores verbal/non-verbal communication, interpersonal listening and feedback, passive and active listening, team development, and managing conflict. Offered in the College for Adults.

**SON 1605 Abdomen I — 4 credits**

This course is the beginning anatomy/physiology and pathology of the abdomen sequence. This course will provide the beginning student with an understanding of the anatomy and pathology of the liver, gallbladder, and biliary systems.

**SON 1615 Abdominal I Lab — 1 credit**

This course is an introduction to scanning the anatomy of the liver, gallbladder, pancreas and kidney. Students will gain experience through participation in scanning labs. Offered in the College for Women.
SON 1620 Embryology of the Heart — 4 credits
This course will provide the student with an understanding of basic embryology of the heart, fetal development, and anomalies that may present with abnormal development.
Prerequisite: BIOL 2620. Offered in the College for Women.

SON 1630 Cardiovascular Principles — 4 credits
This course will provide the student with an understanding of identifying cardiac structures in the cardiovascular system. Emphasis is placed on understanding the basic cardiac anatomy, terminology, and hemodynamics of the heart. Students will learn basic cardiac function, heart sounds, and basic electrophysiology.
Prerequisite: BIOL 2620. Offered in the College for Women.

SON 1635 Cardiovascular Principles Lab — 1 credit
This course will provide the student with an understanding of the basic cardiac ultrasound windows, proper ergonomics, and how to optimize echo images.
Prerequisite: BIOL 2620. Offered in the College for Women.

SON 1705 Reproductive Systems in Sonography — 4 credits
In this course, the student will learn the foundational knowledge of the male and female reproductive anatomy, physiology and pathology. The student will learn identification and location of pelvic structures and surrounding landmarks commonly imaged on Ultrasound.
Corequisite: SON 1715.

SON 1715 Reproductive Systems Skills Lab — 1 credit
This course establishes the basic foundation for the imaging technique and interpretation of the female pelvis. Students will gain experience through lab participation. Offered in the College for Women.

SON 1805 Abdomen II — 4 credits
This course will provide the intermediate student with an understanding of the anatomy and pathology of the pancreas, spleen, urinary system, and abdominal vasculature. This is a continuation of the skills and knowledge acquired in Abdominal I (SON 1605).
Prerequisite: SON 1605.
Corequisite: SON 1815.

SON 1815 Abdominal II Lab — 1 credit
This course provides students with greater understanding of scanning the abdominal section. This is a continuation of the skills and knowledge acquired in SON 1610. Students will gain greater experience and knowledge through participation in the scanning labs. Offered in the College for Women.
Prerequisites: SON 1615, SON 2015.
Corequisite: SON 1805.

SON 2015 Ultrasound Physics and Instrumentation — 4 credits
This course will focus on the underlying principles of physics and basic concepts critical for developing skills in the use of diagnostic ultrasound. Emphasis will be on basic acoustical physics and acoustical waves in human tissue, ultrasound transmission in soft tissues, attenuation of sound energy, parameters affecting sound transmission, and resolution of sound beams. Also discussed will be image artifacts, Doppler, ultrasound bio-effects, safety, and quality assurance.
Prerequisite: PHYS 1050.

SON 2205 Obstetrical-Neonatal Sonography — 4 credits
This course builds upon the knowledge gained in Reproductive Systems. It will begin with discussions and materials presented on first, second, and third trimester normal fetal and maternal anatomy as it applies to ultrasound.
Prerequisite: SON 1705.

SON 2210 Obstetrical/Neonatal Skills Lab — 1 credit
This course will provide the intermediate student with the knowledge to scan an obstetric patient. Scanning the fetus will be discussed as it relates to patient history and laboratory data, transducer selection, and scanning protocols. This is a continuation of the skills and knowledge acquired in Reproductive Systems in Sonography.
Prerequisite: SON 1705.

SON 2305 Elementary of Vascular Sonography — 4 credits
This course will introduce students to the foundational discipline-based knowledge and skills necessary to practice vascular ultrasound. Foundational knowledge in vascular physics, Doppler and hemodynamics will be introduced. Knowledge of lower and upper extremity vasculature, cerebrovascular structures, abdominal and transplant vascular will be discussed and practiced, in conjunction with SON 2310 Elements of Vascular Sonography Lab. This includes arterial and venous anatomy, physiology and pathology of both upper and lower extremities, cerebrovascular, abdominal vascular, transplant structures, and arterial-venous fistulas.
Prerequisite: Successful completion of all previous sonography courses.
Corequisite: SON 2310.

SON 2310 Elements of Vascular Sonography Skills Lab — 1 credit
This course provides students with comprehensive scanning skills in all areas of the arterial and venous circulation systems. Noninvasive vascular instrumentation, protocols and techniques are introduced. Students will optimize their scanning abilities through participation in the labs. Offered in the College for Adults.
Prerequisite: SON 2015.

SON 2610 Clinical Ultrasound I — 3 credits
These courses provide the opportunity to apply didactic knowledge to the clinical environment. Students will work under the guidance of registered sonographers in hands-on ultrasound scanning in abdominal, OB/GYN, vascular and superficial parts ultrasound. Students will be at their clinical internships three days per week in SON 2610, four days per week in SON 2620 and five days per week in SON 2630. Offered in the College for Adults.
Prerequisites: Admission to the sonography program and successful completion of prior courses in the program progression. Courses must be taken in this order: SON 2610, SON 2620, SON 2630.

SON 2620 Clinical Ultrasound II — 4 credits
These courses provide the opportunity to apply didactic knowledge to the clinical environment. Students will work under the guidance of registered sonographers in hands-on ultrasound scanning in abdominal, OB/GYN, vascular and superficial parts ultrasound. Students will be at their clinical internships three days per week in SON 2610, four days per week in SON 2620 and five days per week in SON 2630. Offered in the College for Adults.
Prerequisites: Admission to the sonography program and successful completion of prior courses in the program progression. Courses must be taken in this order: SON 2610, SON 2620, SON 2630.

SON 2630 Clinical Ultrasound III — 6 credits
These courses provide the opportunity to apply didactic knowledge to the clinical environment. Students will work under the guidance of registered sonographers in hands-on ultrasound scanning in abdominal, OB/GYN, vascular and superficial parts ultrasound. Students will be at their clinical internships three days per week in SON 2610, four days per week in SON 2620 and five days per week in SON 2630. Offered in the College for Adults.
Prerequisites: Admission to the sonography program and successful completion of prior courses in the program progression. Courses must be taken in this order: SON 2610, SON 2620, SON 2630.
SON 2681 Directed Study — 1 credit
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.

SON 2682 Directed Study — 2 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.

SON 2683 Directed Study — 3 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.

SON 2684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.

SON 2993 Topics — 3 credits

SON 3300 Clinical Practicum I — 8 credits
The clinical internship provides the opportunity to apply didactic knowledge to the clinical environment. Students will work at off-campus clinical sites under the guidance of registered Sonographers.

SON 3305 Small Parts — 1 credit
This course will introduce you to the sonographic anatomy, physiology and pathology of the thyroid, breast, and GI tract. Musculoskeletal ultrasound will be introduced. Knowledge of these structures will be discussed and practiced in conjunction with SON 3310 Small Parts Lab.

Prerequisite: SON 1805.

SON 3310 Small Parts Lab — 1 credit
This course will introduce you to the scanning principles, techniques and protocols of the thyroid, breast, and GI tract. Musculoskeletal ultrasound will be introduced. Knowledge of these structures will be discussed and practiced in conjunction with SON 3305 Small Parts lecture.

Prerequisite: SON 1810.

SON 3400 Clinical Practicum II — 10 credits
The clinical internship provides the opportunity to apply didactic knowledge to the clinical environment. Students will work at off-campus clinical sites under the guidance of registered Sonographers.

SON 3405 Clinical Practicum II — 2 credits
The clinical internship provides the opportunity to apply didactic knowledge to the clinical environment. Students will work at off-campus clinical sites under the guidance of registered sonographers.

SON 3410 Clinical Practicum II — 8 credits
The clinical internship provides the opportunity to apply didactic knowledge to the clinical environment. Students will work at off-campus clinical sites under the guidance of registered sonographers.

SON 4010 Capstone Project — 1 credit
This course will provide the senior student the ability to apply the knowledge and skills learned in the previous courses and clinical internships that comprise the sonography program. The student's project will have a theoretical/academic and applied components.

Prerequisite: IPE 4200W.

SON 4681 Directed Study — 1 credit
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.

Prerequisites: Faculty, department chair and dean approval.

SON 4682 Directed Study — 2 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.

Prerequisites: Faculty, department chair and dean approval.

**Echocardiology - BA, BS**

A degree from St. Kate's will give students the best possible professional preparation for a satisfying, rewarding and successful career in sonography. St. Kate's specializes in educating healthcare professionals - we've been leading the way since 1905. St. Kate's has an outstanding reputation in the healthcare community as the metro area's leading healthcare educator - and an extensive clinical network where students will gain training in real-world conditions.

Sonographers have extensive, direct patient contact that may include performing some invasive procedures. They must be able to interact compassionately and effectively with people who range from healthy to critically ill.

Cardiac sonographers, also known as echocardiographers, use ultrasound to examine the heart's chambers, walls, valves, and vessels. The sonographer uses sophisticated diagnostic ultrasound imaging machines and transducers which use high-frequency sound waves to produce dynamic visual images to complete detailed images and aid in the diagnosis of the patient.

A typical day includes reviewing the patient's history, performing the echo examination along with blood pressures, and presenting the echo findings to the physician and other allied health staff. Sonographers in this field work directly with healthy and critically ill inpatients and outpatients of all ages in predominantly noninvasive procedures.

An echocardiographer must be organized and able to function independently. They must possess strong human relation and communication skills, able to cope with high stress situations, and have the ability to accurately document patient information.

The program is four years in length. Students following this track take two years of liberal arts and sciences courses prior to starting the major courses. St. Catherine University offers a rigorous and comprehensive academic program that can give you credentials and knowledge you can use to work towards becoming a leader in your field.

Clinical experience is a vital part of the program. We offer clinicals in the Twin Cities and out-state locations. These experiences allow students to
work alongside experts in the field and practice cardiac sonography in a wide range of medical situations.

Upon completion of the program, graduates are awarded a Bachelor of Science in Echocardiography and are eligible to take the national registry exams in sonography principles and instrumentation (SPI) and Adult Echocardiography.

St. Catherine University is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS).

Commission on Accreditation of Allied Health Education Programs
25400 US Hwy. 19 North, Suite 158
Clearwater, FL 33763
727-210-2350
www.caahep.org

Acceptance to Major

Admission to the echocardiography major is expected to be competitive. Students will be considered for admission in two groups:

1. Students may apply for the Guaranteed Admission Program (GAP) during their senior year of high school. Students who apply to St. Catherine on or before February 15 of their senior year will be given priority consideration for early admission. Students who apply on or after February 16 will be considered on a space-available basis.

2. Students who meet the minimum criteria below will be considered.

First-year, transfer and second major students will be considered in one pool, and admission is contingent upon the number of positions available.

- Successful completion of prerequisite courses (C or above)
- Prerequisite GPA of 3.25 or above
- Overall cumulative GPA of 3.25 or above
- If a prerequisite course grade is C- or lower, this course (or an alternative course approved by the program coordinator) must be repeated no more than once. Students may have only one withdrawal (W) in a prerequisite course.
- Meet physical requirements
- Current certification as a certified nursing assistant (CNA) in the State of Minnesota

Students are strongly advised to complete college algebra, BIOL 2610 and BIOL 2620 no more than five years prior to entering St. Kate's. Prospective students search/?P=BIOL%202610/ and Physiology I with Lab and PHYS 1080 (or PHYS 1090, OR PHYS 1110 and PHYS 1120)

This major is offered in the College for Women only.

### Curriculum

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<td>IPE 1030</td>
<td>Healthcare Teams Foundations and Medical Terminology</td>
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<td>Healthcare Teams and Quality Outcomes</td>
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<td>PHYS 1050</td>
<td>Conceptual Physics (OR PHYS 1080 and PHYS 1090, OR PHYS 1110 and PHYS 1120)</td>
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<td>SON 1500</td>
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Total Credits 50

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Total Credits 16

1 Minimum grade of C required
2 Students are strongly advised to complete college algebra, BIOL 2610 and BIOL 2620 no more than five years prior to entering St. Kate's.

Echocardiography majors satisfy the Writing Requirement for Majors by completing IPE 4200W Research Methods. They complete the Liberal Arts and Sciences Core Writing Requirement with three other writing-intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, CORE 3990W Global Search for Justice, and another writing-intensive course in another department).

### Sonography - BA, BS

A degree from St. Kate’s will give students the best possible professional preparation for a satisfying, rewarding and successful career in sonography. St. Kate's specializes in educating healthcare professionals

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<td>SON 2XXX</td>
<td>Adult Echo</td>
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<td>SON 2XXX</td>
<td>Adult Echo Lab</td>
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<td>Fetal-Pediatric Echo</td>
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<td>SON 2XXX</td>
<td>Stress Echo</td>
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Total Credits 50

1 Minimum grade of C required
2 Students are strongly advised to complete college algebra, BIOL 2610 and BIOL 2620 no more than five years prior to entering St. Kate’s.
Sonographers have extensive, direct patient contact that may include performing some invasive procedures. They must be able to interact compassionately and effectively with people who range from healthy to critically ill.

A diagnostic medical sonographer is a highly skilled professional using specialized equipment to evaluate and create images of structures within the human body. These images are assessed by a Radiologist (physician) to make a medical diagnosis. Sonographers' work is highly technical and involves a high degree of independence and responsibility, as well as the ability to relate comfortably to patients and to communicate complicated information clearly to physicians.

The sonography program is four years in length. Students following this track take two years of liberal arts and sciences courses prior to starting the sonography program. St. Catherine University offers a rigorous and comprehensive academic program that can give you credentials and knowledge you can use to work towards becoming a leader in your field.

Clinical experience is a vital part of the program. We offer clinicals in the Twin Cities and out-state locations. These experiences allow students to work alongside experts in the field and practice sonography in a wide range of medical situations.

Upon completion of the program, graduates are awarded a Bachelor of Science in Sonography and are eligible to take the national registry exams in ultrasound physics, abdominal ultrasound and obstetrical and gynecological ultrasound.

St. Catherine University is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS).

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<td>IPE 1030</td>
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<td>PHYS 1050</td>
<td>Conceptual Physics (OR PHYS 1080 and PHYS 1090, OR PHYS 1110 and PHYS 1120)</td>
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</table>

This major is offered in the College for Women only.

### Acceptance to Major

Admission to the sonography major is expected to be competitive. Students will be considered for admission in two groups:

1. Students may apply for the Guaranteed Admission Program (GAP) during their senior year of high school. Students who apply to St. Catherine on or before February 15 of their senior year will be given priority consideration for early admission. Students who apply on or after February 16 will be considered on a space-available basis.

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- Successful completion of prerequisite courses (C or above)
- Prerequisite GPA of 3.25 or above
- Overall cumulative GPA of 3.25 or above
- If a prerequisite course grade is C- or lower, this course (or an alternative course approved by the program coordinator) must be repeated no more than once. Students may have only one withdrawal (W) in a prerequisite course.
- Meet physical requirements
- Current certification as a certified nursing assistant (CNA) in the State of Minnesota

Students are strongly advised to complete college algebra, BIOL 2610 Human Anatomy and Physiology I with Lab and BIOL 2620 Human Anatomy and Physiology II with Lab no more than five years prior to entering St. Kate's. Prospective students are advised to contact their admissions counselor for more information. Enrolled students are advised to contact the sonography program director for more information.

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<td>SON 2305</td>
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<td>Clinical Practicum I</td>
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<td>SON 3305</td>
<td>Small Parts</td>
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<td>SON 3310</td>
<td>Small Parts Lab</td>
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<td>SON 3400</td>
<td>Clinical Practicum II</td>
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<tr>
<td>SON 4010</td>
<td>Capstone Project</td>
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Total Credits 50
SON 1500  Communication for the Sonography  2
College level algebra/statistics or higher  2  4
Total Credits  22

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<td>Healthcare Teams - Evidence-Based Practice</td>
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<tr>
<td>MGMT 3460</td>
<td>Managing a Diverse Workforce</td>
<td>4</td>
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<tr>
<td>PHIL 3400</td>
<td>Biomedical Ethics</td>
<td>4</td>
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<tr>
<td></td>
<td>Total Credits</td>
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</table>

1 Minimum grade of C required
2 Students are strongly advised to complete college algebra, BIOL 2610 and BIOL 2620 no more than five years prior to entering St. Kate’s.

Sonography majors satisfy the Writing Requirement for Majors by completing IPE 4200W Research Methods. They complete the Liberal Arts and Sciences Core Writing Requirement with three other writing-intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, CORE 3990W Global Search for Justice, and another writing-intensive course in another department).

School of Humanities, Arts and Sciences

The School of Humanities, Arts, and Sciences is named for its three academic foci: the Humanities; the Visual, Media, and Performing Arts; and the Natural and Social Sciences. All three areas of study play an equally important role in the education of students. These three areas, taken together, comprise the liberal arts, a foundational element of the historic College of St. Catherine and one major component of the university’s three-part mission.

The Humanities explore crucial questions about what it means to be a thinking, imaginative, and creative human being. The Arts provide students and the university community with opportunities to develop their creative potential. Scientific literacy is crucial for our 21st-century global environment and economy, and the departments in the natural and social sciences help students become scientifically literate citizens. Overall, the School of Humanities, Arts, and Sciences prepares students with the knowledge and skills to be successful in a wide variety of careers and in graduate and professional programs. Students learn to understand deeply, analyze critically, explore and judge available solutions, and take effective, ethical action in increasingly complex and ever-changing global communities.

The School offers more than 30 majors and 35 minors, including some of the most popular majors for students: psychology, English, and biology. The School houses St. Kate’s first-ever graduate program, the Master of Arts in Theology, as well as the Master of Arts in Interpreting Studies and Communication Equity program, the Master of Library and Information Science programs, and pre- and post-licensure graduate Education programs, including Montessori.

American Sign Language and Interpreting

St. Catherine University’s American Sign Language and Interpreting department educates students to be linguistically and culturally prepared to function as members of the Deaf Community.

The ASL and interpreting faculty and staff believe that language and communication are at the heart of the human experience, and that ASL and English are dynamic languages that serve as vehicles for communicating the values, beliefs and world-views of diverse populations. The department is committed to utilizing holistic, innovative, learning-centered approaches that connect theory with application as well as establishing safe, engaging and challenging learning environments, supporting students with academic advising, and providing service-learning and internship opportunities. The ASL and interpreting faculty engage in research and ongoing professional development to stay current in and make contributions to the fields of ASL instruction, interpreting and interpreter education.

St. Catherine University’s ASL and interpreting graduates are fluent in ASL, strongly appreciate and value Deaf Culture, are critical thinkers, ethical decision-makers, allies in the Deaf Community, leaders in the interpreting field, and prepared for appropriate credentials.

Majors

- American Sign Language - BA (p. 154)
- Interpreting - BA (p. 155)

Minor

- American Sign Language - Minor (p. 154)

ASL 1110 Beginning American Sign Language I — 4 credits

In this introductory course students will engage in receptive and expressive language readiness activities as well as learn vocabulary, basic use of ASL grammatical structure and signing space, conversational regulators, fingerspelling and introductory aspects. Offered in the College for Women and the College for Adults.

ASL 1120 Beginning American Sign Language II — 4 credits

Students will continue to study ASL grammatical structure, vocabulary, fingerspelling, use of signing space, conversational regulators and introductory aspects of Deaf culture. Offered in the College for Women and the College for Adults.

Prerequisite: ASL 1110.

ASL 2110 Introduction to American Deaf Culture — 4 credits

In this course students will study the culture of the American Deaf community. Issues raised include the relationship between language and culture, the history of Deaf education, the Deaf President Now revolution and the collective goals and values of the Deaf community. Offered in the College for Women.

Prerequisite with concurrency: ASL 2110.

ASL 2110 Intermediate American Sign Language I — 4 credits

Students will learn how to express abstract concepts in ASL using appropriate grammatical structure, signing space, vocabulary, fingerspelling and nonmanual markers. The course also features continued development of conversational regulators and aspects of Deaf culture. Offered in the College for Women and the College for Adults.

Prerequisite: ASL 1120.
ASL 2120 Intermediate American Sign Language II — 4 credits
This course is designed to expand students’ ability to express abstract concepts in ASL and to further develop their vocabulary and their receptive and expressive fluency. Students will also continue to read and discuss topics related to Deaf culture. Deaf community interaction required. Offered in the College for Women.
Prerequisite: ASL 2110.

ASL 2500 Fingerspelling Lab — 1 credit
In this course students will focus on the comprehension and production of lexicalized, rapid and careful fingerspelling. Phonological analysis of fingerspelling is also covered. Offered in the College for Women.
Prerequisite: ASL 2120, JR or SR status.

ASL 2681 Directed Study — 1 credit
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

ASL 3110 Advanced American Sign Language I — 4 credits
Designed as a lecture/lab course to expand students’ vocabulary and develop their language skills and conversational fluency. Students will identify and apply strategies needed to give instructions, explanations, and provide factual information. Students will also learn how to discuss more complex topics such as finance and to effectively use persuasion in discussions that require decision making. Deaf community interaction required. Offered in the College for Women.
Prerequisite: ASL 2120.

ASL 3120 Advanced American Sign Language II — 4 credits
A continuation of ASL 3110, with an additional focus on narrative skills. Deaf community interaction required. Offered in the College for Women.
Prerequisite: ASL 3110.

ASL 3130 Conversational ASL — 4 credits
Build receptive and expressive conversational skills through small group work and videotape. Emphasis on sign variation across gender, age, ethnicity and region. Offered in the College for Women.
Prerequisite with concurrency: ASL 3110.

ASL 3330 ASL Classifiers — 4 credits
In this course students will analyze semantic classifiers, size and shape specifications (SASSs) and handling or instrument classifiers (HCLs or ICLs). The interaction of SASSs with movement roots to trace the size and shape of objects is examined, as well as the use of HCL handshapes to represent how objects are handled and the role they play in marking causation and agency. The complex morphology of classifiers is the focus of students’ learning in this course, with examples of usage in formal and informal discourse. Offered in the College for Women.
Prerequisite: JR or SR status.
Prerequisite with concurrency: ASL 3120.

ASL 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

ASL 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

ASL 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

INTP 2020 Introduction to the Interpreting Profession — 2 credits
Students will be introduced to the profession of interpreting in this survey course through lecture, interviews, readings and projects. Students will use the Demand/Control Schema as a tool for analyzing different specialty areas, such as medical, educational and performing arts interpreting. Topics include an overview of the history of the profession as well as an introduction to linguistic, ethical, cultural and situational issues in the field. Offered in the College for Women.
Prerequisite: ASL 2110.

INTP 2682 Directed Study — 2 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

INTP 3050 American Sign Language and English Text Analysis — 4 credits
In this lecture/lab course, students will analyze spoken and signed texts intralingually for both meaning and form. Through lecture, discussion and small group work students will develop the knowledge and competencies to compare and contrast the differences between ASL and English texts with an emphasis on discourse markers, register, topic shift, tense, pronominalization and affect. Offered in the College for Women.
Prerequisite with concurrency: ASL 3110.

INTP 3060 American Sign Language/English Translation — 4 credits
In this lecture/lab course students will build on the knowledge and competencies developed in INTP 3050. Through lecture, discussion and small group work students will examine theories of meaning transfer, with application to a variety of ASL and English texts. Offered in the College for Women.
Prerequisite: INTP 3050.
Prerequisite with concurrency: ASL 3120.
INTP 3210 Ethics and Decision-Making — 4 credits
This course will help guide students in clarifying their own values and then integrating that knowledge in the tasks of ethical decision making and problem solving as it pertains to interpreting. Readings, discussions and activities focus on developing their "ethical fitness" as a professional interpreter. Students will analyze the current codes of ethics for interpreters in the U.S. and Canada as well as compare various professional codes from other disciplines and identify underlying values. Case studies are used to integrate and apply knowledge learned in the course. Offered in the College for Women.
Prerequisite: INTP 2020.
Prerequisite with concurrency: PHIL 2200W.

INTP 4002 Pre-Internship Seminar — 2 credits
This course will help prepare ASL/English Interpreting majors for internship, which is completed the following semester during J-term and spring semester. The two major components of internship include 1) fieldwork under the supervision of a host interpreter and 2) additional requirements such as the development of professional development goals, a professional website and business plan. Fieldwork allows students to work in the "real world" in a safe, supportive environment. Pre-Internship Seminar allows students to begin the work of preparation – by reading and discussing current events and topics within the field, begin the development of your professional portfolio and website, including resume, work samples, internship and professional development goals, and business plan. Students will also prepare for and take the National Interpreter Certification written exam as well as confirm arrangements for their fieldwork placement. Offered in the College for Women.
Prerequisites with concurrency: INTP 3210, INTP 4050.

INTP 4050 ASL/English Interpreting I — 4 credits
In this lecture/lab course, students will build on the knowledge gained in INTP 3050 and 3060. Using primarily a discourse-based approach, students will prepare for and consecutively interpret a variety of texts. Interpretations are analyzed, and students will identify linguistic, cultural, textual and situational factors influencing their choices to achieve meaning transfer. The efficacy of the consecutive format is also examined. Peer review and self analysis strategies are developed throughout this course. Offered in the College for Women.
Prerequisite: INTP 3060.

INTP 4060 ASL/English Interpreting II — 4 credits
In this lecture/lab course, students will develop knowledge and competencies for interpreting in a simultaneous format. A variety of texts and situations are presented for analysis and interpretation. Offered in the College for Women.
Prerequisite: INTP 4050.

INTP 4210W Senior Seminar — 2 credits
In this course, students will read and discuss research that has been completed in the area of ASL and interpreting. Students will determine a research topic and complete a literature review. The course culminates with students giving presentations on their topics. Offered in the College for Women.
Prerequisite: Senior standing in the major.

INTP 4310 Healthcare Interpreting — 4 credits
In this course students will analyze medical discourse and learn techniques for interpreting during healthcare interviews. Interpreting theory is applied through the use of videos and mock medical situations. Topics covered include the team approach to professional healthcare provision, pre- and post-sessions with the practitioner(s), ethics, role and boundaries, how to appropriately adapt the environment as needed, teaming with deaf interpreters and the use of translation, and consecutive and simultaneous interpreting in healthcare settings. Students will also build their medical vocabulary in ASL. Offered in the College for Women.
Prerequisite: INDI 2220 or HIMP 1050.
Prerequisite with concurrency: INTP 3050 or permission of instructor.

INTP 4410 Educational Interpreting — 4 credits
In this course students will develop knowledge, skills and strategies for interpreting in educational settings, pre-K through post-secondary. Linguistic, educational, developmental and interpreting issues are explored, as well as techniques for preparation and working as a member of an educational team. Other topics include: the educational system and values, the educational team, classroom accessibility, the IEP process, problem solving and decision making. Classroom observation required. Offered in the College for Women.
Prerequisite with concurrency: INTP 4050 or permission of instructor.

INTP 4602 Internship — 2 credits
Internship complements students’ academic work through practical experiences in a community setting. Students will observe their host interpreter(s), and also interpret with direct supervision. The internship also requires that students attend internship salons, mentoring sessions and develop a portfolio.
Prerequisite with concurrency: INTP 4060. Permission of instructor granted by assessment.

INTP 4604 Internship — 4 credits
Internship complements students’ academic work through practical experiences in a community setting. Students will observe their host interpreter(s), and also interpret with direct supervision. The internship also requires that students attend internship salons, mentoring sessions and develop a portfolio. Offered in the College for Women.
Prerequisite with concurrency: INTP 4060.

INTP 4682 Directed Study — 2 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

INTP 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.
INTP 4952 Independent Study — 2 credits

INTP 4954 Independent Study — 4 credits

Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.

Prerequisites: Permission of the faculty and department chair or program director.

INTP 4992 Topics — 2 credits

The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

American Sign Language - BA

The ASL major at St. Kate’s allows students to study the language and culture of American Deaf people. As an ASL major, students will constantly strive to increase communicative competence in ASL as well as their ability to comprehend and appreciate ASL literature. Students will also study principles of translation, working from written texts and video texts. All courses students take with an ASL prefix will be taught in ASL, without the use of spoken English. As an ASL major, students are strongly encouraged to pursue a double major or a minor in a discipline that supports their interest in working with the Deaf Community. Students are also encouraged to participate in a study abroad program to further their knowledge of language and culture. Many ASL majors choose to double major in communication studies, education, nursing or psychology or pursue a master’s degree in ASL or a related field.

While at St. Kate’s, students will find many opportunities to use what they learn, both on and off campus. On campus, students may participate in the ASL Club, which organizes cultural and social events on campus such as ASL poetry readings or theatrical performances. They may also choose to live in the ASL Living and Learning Community (LLC), a residence hall floor for students interested in living in an environment that promotes the use of ASL. Students have also participated in the Assistantship Mentoring Program as research assistants, program assistants and teaching assistants. Off campus, students have found volunteer and Community Service opportunities at local Deaf schools, government agencies, theatrical venues, community organizations and political organizations. Nationally, students have attended and volunteered at conferences and internationally, they have participated in volunteer efforts in countries such as Kenya and Jamaica.

In their senior year, students may complete a community-based internship, which may take place in a variety of settings, including education, government, non-profit, human services or performing arts. Students help determine their placement, working in a setting where they are actively using ASL in meaningful work or pursuing a project related to ASL linguistics or other related topics.

The ability to communicate in ASL and in English is critical to both professional responsibilities and personal relationships, therefore:

A minimum grade of B- (2.667) is required for all prerequisite courses to be considered for admission into the major.

A minimum grade of B- (2.667) is required for an ASL or INTP course to be counted toward the major.

If a student does not receive a minimum grade of B- (2.667), credit toward the major may be gained only by repeating the course and not by proficiency exam. Courses may be repeated once.

A minor in ASL is also available.

See also: Interpreting (p. 155).

This major is offered in the College for Women only.

Curriculum

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>ASL 2010</td>
<td>Introduction to American Deaf Culture</td>
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<tr>
<td>ASL 2500</td>
<td>Fingerspelling Lab</td>
<td>1</td>
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<tr>
<td>ASL 3110</td>
<td>Advanced American Sign Language I</td>
<td>4</td>
</tr>
<tr>
<td>ASL 3120</td>
<td>Advanced American Sign Language II</td>
<td>4</td>
</tr>
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<td>ASL 3130</td>
<td>Conversational ASL</td>
<td>4</td>
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<td>ASL 3330</td>
<td>ASL Classifiers</td>
<td>4</td>
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<td>INTP 3050</td>
<td>American Sign Language and English Text</td>
<td>4</td>
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<td>Analysis</td>
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<td>INTP 3060</td>
<td>American Sign Language/English Translation</td>
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<td>INTP 4210W</td>
<td>Senior Seminar</td>
<td>2</td>
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<td>An additional course or learning activity with departmental advisor</td>
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Prerequisite Course Work

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<td>Beginning American Sign Language I and Beginning American Sign Language II</td>
<td>8</td>
</tr>
<tr>
<td>ASL 2110 &amp; ASL 2120</td>
<td>Intermediate American Sign Language I and Intermediate American Sign Language II</td>
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Required Supporting Course Work

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<th>Code</th>
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<td>ENGL 2402</td>
<td>Language in Society</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3400W</td>
<td>Language as Power</td>
<td>4</td>
</tr>
<tr>
<td>COMM 1020</td>
<td>Interpersonal Communication (or one other course selected with a department advisor)</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3250 or SOCI 1000</td>
<td>Cultural Anthropology or Principles and Concepts of Sociology</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 67

1 Second degree ASL students do not need to complete the required supporting courses.

2 Or equivalent course to SOCI 3250 or SOCI 1000

American Sign Language majors satisfy the Writing Requirement for Majors and the fourth writing requirement by completing INTP 4210W Senior Seminar and the two writing-intensive supporting English courses. They complete the Liberal Arts and Sciences Core Writing Requirement with two other writing-intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, and CORE 3990W Global Search for Justice).

American Sign Language - Minor

This minor is offered in the College for Women only.
Students have also participated in the Assistantship Mentoring Program floor for students of ASL who wish to live in an ASL environment. To live on the ASL Living Learning Community (LLC), a residence hall, students of ASL can participate in ASL poetry readings or theatrical performances. They may choose to live in the ASL Club, which organizes cultural and social events such as concerts, theater and city council meetings. There is also a rapidly increased demand for well-educated, professional interpreters. Majors are also encouraged to pursue a minor in language studies and/or participate in a study abroad program to further their knowledge of language and culture. A strong liberal arts background is also crucial in order for students to develop the knowledge and competencies they will need to work in the interpreting field.

The interpreting major helps students develop a specialized ability to support communication access for the Deaf community, with the goal of passing the national interpreting certification exam. As an interpreting major, students will be constantly striving to increase their language proficiency and range, both in ASL and English. All courses students take with an ASL prefix will be taught in ASL, without the use of spoken English. Majors are also encouraged to pursue a minor in language studies and/or participate in a study abroad program to further their knowledge of language and culture.

The push for greater access for Deaf and Hard-of-Hearing people has increased the demand for well-educated, professional interpreters. When students graduate with a major in interpreting, they may find career opportunities in a variety of settings. Interpreters are needed in many settings, such as healthcare, government, non-profit, rehabilitation or human services. Interpreting students help determine their placement and have completed their internships in agencies across Minnesota as well as in Iowa, California, Arizona, Wisconsin, Florida, Washington state and Washington D.C.

In their senior year, students will complete a community-based internship, which may take place in a variety of settings, including education, healthcare, government, non-profit, rehabilitation or human services. Interpreting students help determine their placement and have completed their internships in agencies across Minnesota as well as in Iowa, California, Arizona, Wisconsin, Florida, Washington state and Washington D.C.

St. Kate’s is a leader in interpreter education and has received grant funding from the U.S. Department of Education, Rehabilitation Services Administration to advance interpreter education since 1999. If students are interested in a discipline that includes the study of language, culture, ethics, critical thinking and communication, interpreting may be for them!

The ability to communicate in ASL and in English is critical to both professional responsibilities and personal relationships, therefore:

A minimum grade of B- (2.667) is required for all prerequisite courses to be considered for admission into the major.

A minimum grade of B- (2.667) is required for an ASL or INTP course to be counted toward the major.

If a student does not receive a minimum grade of B- (2.667), credit toward the major may be gained only by repeating the course and not by proficiency exam. Courses may be repeated once.

See also: American Sign Language (p. 154)

This major is offered in the College for Women only.

### Interpreting - BA

St. Kate’s offers students a nationally recognized education in ASL-English interpretation. As an interpreter, students will need excellent analytical skills, ethical decision-making skills and communication skills, as well as in-depth cultural and linguistic knowledge. A strong liberal arts background is also crucial in order for students to develop the knowledge and competencies they will need to work in the interpreting field.

The interpreting major helps students develop a specialized ability to support communication access for the Deaf community, with the goal of passing the national interpreting certification exam. As an interpreting major, students will be constantly striving to increase their language proficiency and range, both in ASL and English. All courses students take with an ASL prefix will be taught in ASL, without the use of spoken English. Majors are also encouraged to pursue a minor in language studies and/or participate in a study abroad program to further their knowledge of language and culture.

The push for greater access for Deaf and Hard-of-Hearing people has increased the demand for well-educated, professional interpreters. When students graduate with a major in interpreting, they may find career opportunities in a variety of settings. Interpreters are needed in many settings, including professional meetings, prenatal classes, medical appointments, parent-teacher conferences, counseling, job interviews, concerts, theater and city council meetings. There is also a rapidly expanding job market for video relay interpreting.

While at St. Kate’s, students will find many opportunities to use what they learn, both on and off campus. On campus, students may participate in the ASL Club, which organizes cultural and social events such as ASL poetry readings or theatrical performances. They may choose to live on the ASL Living Learning Community (LLC), a residence hall floor for students of ASL who wish to live in an ASL environment. Students have also participated in the Assistantship Mentoring Program as research assistants, program assistants and teaching assistants. Off campus, students have found volunteer and Community Service Learning opportunities at local Deaf schools, government agencies, theatrical venues, community organizations and political organizations. Nationally, students have attended and volunteered at conferences and internationally, they have participated in volunteer efforts in countries such as Kenya and Jamaica.

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A minimum grade of B- (2.667) is required for an ASL or INTP course to be counted toward the major.

If a student does not receive a minimum grade of B- (2.667), credit toward the major may be gained only by repeating the course and not by proficiency exam. Courses may be repeated once.

See also: American Sign Language (p. 154)

This major is offered in the College for Women only.
Art and Art History

The department of art and art history offers courses that provide students with skills in artistic expression and appreciation, and teaches a critical understanding of the contributions of visual art to culture. Students are guided to explore their personal vision, combining studio work with academic studies in art history, with the liberal arts integrated in all courses.

Art and art history faculty and staff are committed to the development of women artists, designers and art educators, providing the breadth of traditional liberal arts education with an emphasis on women’s art practice and feminist art history.

The art and art history department is located in the Visual Arts Building which houses first-class facilities and studios, including traditional ceramic, painting, drawing, printmaking, and sculpture studios, as well as a photography and computer lab. The Visual Resources Library has access to over a million digital images for research and study and also offers students an opportunity for work, capturing and cataloging artwork.

St. Catherine University is located in the heart of the vibrant Twin Cities arts community, ranked ninth among mid-sized U.S. cities in terms of the arts, including the visual arts. Major museums in the Twin Cities include the Minneapolis Institute of Arts and the Walker Art Center, both within minutes of the University. There are also many smaller museums, galleries and sculpture parks in the area for students to visit.

Majors

- Art History - BA (p. 161)
- Studio Art - BA (p. 162)

Minors

- Art History - Minor (p. 162)
- Studio Art Design - Minor (p. 163)
- Studio Art Graphic Design - Minor (p. 163)
- Studio Art Painting and Drawing - Minor (p. 163)
- Studio Art Photography - Minor (p. 164)
- Studio Art Printmaking - Minor (p. 164)
- Studio Art Three-Dimensional - Minor (p. 164)

ART 1000 Two-Dimensional Design — 4 credits
Introduction to the basic elements, principles and dynamics of visual art. Course features studio exercises and projects with exploration of two-dimensional art media and class critiques of studio work. Image-illustrated lectures, gallery visits, readings and critical writings supplement assigned studio problems as means of understanding concepts and acquiring skills in visual literacy and two-dimensional design. Required foundation course for studio art, visual art education majors and apparel design majors. Offered every semester. Offered in the College for Women.

ART 1010 Three-Dimensional Design — 4 credits
This foundation course is an introduction to the creation and understanding of three-dimensional form. Studio projects emphasize basic visual aesthetics, the principles and elements of spatial design and the processes and materials used to create sculptural forms. Three-dimensional design is also a preliminary course of study for architecture, furniture or product design, theater design, fashion design and many other disciplines. Image lectures, readings, critiques, gallery visits and written assignments supplement the course. Required foundation course for studio art, visual art education majors and apparel design majors. Offered every semester. Offered in the College for Women.

ART 1050 Art in the Twin Cities — 4 credits
Basic introduction to the study of visual art for non-majors. This art appreciation course emphasizes experiencing art directly and in-depth at museums and venues throughout the Twin Cities. Lectures will focus on themes and issues related to art including: the artist, the process of art and an overview of art history, visual culture and contemporary issues in art. Image lectures, discussions, readings, museum visits and written assignments. Offered in Evening/Weekend/Online Program.

ART 1200 Drawing — 4 credits
Introduction to drawing focuses on drawing from observation and mastery of essential skills that includes a section on drawing from the human figure. Course presents art theory and studio practice leading to competence at the foundation level. Studio exercises, critiques and sketchbook assignments, supplemented by image lectures and readings. Required foundation course for studio art, visual art education majors and apparel design majors. Offered every semester. Offered in the College for Women.
ART 1370 Making Better Photographs: Essential Principles of Photography — 4 credits
This fine arts course offers an introduction to fundamental digital photography tools, processes, and aesthetic principles. Emphasis is placed on the use of photography as a tool for developing creativity and heightened visual awareness. Image-based assignments address core technical and aesthetic decisions at every stage in the photographic process including camera controls, image editing and manipulation, compositional strategies, and preparing images for final display. Access to a digital camera is required for the duration of the course. Although a digital SLR (DSLR) or similar camera is recommended and offers the greatest flexibility and creative control, it is not required. The course can be successfully completed using any digital camera from cell phones to DSLRs. (Required for online sections only: Adobe Lightroom CC Classic editing software installed on a personal computer is required for the duration of the online offering of the course. The education version of Adobe Lightroom Classic may be purchased on a subscription basis through Adobe Creative Cloud.) Offered in the College for Women and the College for Adults.

ART 2000 Jewelry — 4 credits
Introduction to the use of metal as an art medium and of three-dimensional design as applied to jewelry. Emphasis on developing skill with metalsmithing tools and basic techniques in fabrication. Formal and conceptual development will be explored within the context of historical and contemporary jewelry and metalwork production. Offered in the summer.

ART 2150 Color — 4 credits
Basic principles and theories of color are explored in a hands-on sequence of assignments. Using paint as the primary medium, and introducing digital processes, color mixing skills are acquired that are important to the fine artist and designer, as well as to anyone interested in understanding the influence of color on the human psyche. Class procedures include demonstrations, illustrated lectures and critiques. Offered annually. Offered in the College for Women.

ART 2250 Art and Technology — 4 credits
This course is an introduction to computers as a tool and digital culture as a medium for creative expression and communication. Students will gain a hands-on understanding of graphic software and hardware in both object- and pixel-oriented programs. The class will consider the impact of computer technology on visual art and culture by means of online research and discussion. Using the computer as an art-making tool, students undertake projects that incorporate their own artistic expression. Class procedures include demonstrations, illustrated lectures and critiques. Required course for studio art, visual art education and art history majors. Offered every semester. Offered in the College for Women.

ART 2300 Painting: Oil — 4 credits
This course is an exploration of the processes of painting with oil on canvas and other supports. The subject matter stresses practical knowledge of materials and experience in the use of the art elements, especially color, light and volume in compositions that employ various subject matter. This course exposes students to a variety of traditional and contemporary techniques in order to encourage the development of a personal vision. Image lectures, critiques. Offered annually. Offered in the College for Women.

ART 2310 Painting: Acrylic — 4 credits
This course is an exploration of the processes of painting with acrylic on canvas and other supports. The subject matter stresses practical knowledge of materials and experience in the use of the art elements, especially color, light and volume in compositions that employ various subject matter. This course exposes students to a variety of traditional and contemporary techniques in order to encourage the development of a personal vision. Image lectures, critiques. Offered annually. Offered in the College for Women.

ART 2320 Painting: Watercolor — 4 credits
Explore the methods of painting transparent watercolors on a variety of papers. Students learn how to manipulate design elements and principles, especially color, in painting a variety of subjects. Personal expression and strong compositional strategies are emphasized. Offered in the summer.

ART 2340 Printmaking — 4 credits
Discover the world of multiple copies of the same image through printmaking. Students will investigate woodcut, etching, and other printing techniques on a variety of surfaces to explore drawn images, pattern and surface design. Traditional and contemporary approaches and techniques will develop students’ ideas and personal imagery. Offered occasionally.

ART 2360 Introduction to Black and White Photography — 4 credits
This course offers an introduction to the basic skills of black and white photography, emphasizing both technique and the development of a creative visual vocabulary. Structured assignments develop a working knowledge of the camera and of the elements and principles of design. Both digital and darkroom processes will be explored. A self-directed final project encourages individual creativity. Some film and paper supplies are required. Cameras will be available for checkout. Offered every spring semester. Offered in the College for Women.

ART 2370 Photography and Digital Storytelling — 4 credits
This course is an introduction to Digital Storytelling, an art form that emphasizes personal expression and the use of multimedia production tools to tell true stories. In the course students will produce short movies (under three minutes) using still images and sound to explore the many ways in which small stories convey big ideas. Students will learn how to capture, edit and sequence digital photographs and sound to create self-contained videos that can be viewed by a wide audience on a variety of platforms, including the internet and many mobile devices. No prior photography experience is necessary. A digital camera is required equipment for the course. Offered in the College for Women.

ART 2400 Wheel-Thrown Pottery — 4 credits
In this introduction to the use of clay on the potter’s wheel, pottery form and a range of surface treatments will be explored. Students are given a historical, aesthetic and technical foundation for working with clay on the potter’s wheel. Offered annually. Offered in the College for Women.

ART 2450 Ceramics — 4 credits
An introductory ceramics course, this class explores the possibilities of artistic expression in clay through hands-on experience. This course will review the history of ceramics as well as look at contemporary artists as students learn a variety of hand-building techniques. Students will be encouraged to go beyond learning the techniques toward developing their personal expression. Offered annually. Offered in the College for Women.
ART 2500 Sculpture — 4 credits
Sculpture is the study of form, formation and transformation. In this class, students will learn about sculptural form and space and the infinite possibilities of material, process and inspiration. Students will be instructed in clay, wood, plaster, metal and mixed media as well as installation and time-based art. Along with developing three-dimensional skills, students will be encouraged to begin developing their own sculptural aesthetic. Image lectures, field trips and readings. Offered annually.
Recommended: ART 1010.

ART 2550 Sculpture: Metal — 4 credits
In this introduction to the materials, processes, and forms of welded and cast sculpture, students will learn fabrication processes including welding, brazing, cutting, bending and metal casting, as well as finishing processes such as grinding and surface treatment. The possibility for sculptural exploration throughout the process will be emphasized as students work on independent projects. Studio work is supplemented with technical demonstrations, image lectures, readings, field trips and critical discussions. Offered occasionally.
Recommended: ART 1010.

ART 2600 Figure Drawing — 4 credits
In-depth study in drawing the human figure, featuring concepts, anatomy, vocabulary and process, with exploration of materials and techniques and consideration of aesthetic and cultural issues in depicting the human body. Studio work is supplemented by readings and discussion, illustrated lectures, critiques, critical writing assignment and class visits to galleries and museums. Offered in the College for Women and the College for Adults.
Prerequisite: Some previous drawing experience.

ART 2952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

ART 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Topics may be either studio art courses or art history courses. Offered in the College for Women and the College for Adults.

ART 3150 Publication Design — 4 credits
This graphic design course offers hands-on computer experience in the major forms of printed communications: books, newspapers and magazines. Typography and the principles of visual communication integrating images and text are explored through exercises and projects. Students are introduced to historical aspects and contemporary issues in the field as well as current software for layout design. Class procedures include demonstrations, illustrated lectures, critiques and field trips. Offered in rotation every third semester. Offered in the College for Women. Recommended: ART 2250.

ART 3180 Illustration Design — 4 credits
This graphic design course explores the concepts and techniques of communicating with images. Using appropriate software, students complete exercises and projects that introduce them to commercial practices, as well as develop their personal vision and style. Class procedures include demonstrations, illustrated lectures and critiques. Offered in rotation every third semester. Offered in the College for Women. Recommended: ART 2250 and/or ART 1000 or ART 1200.

ART 3200 Graphic and Web Design — 4 credits
Graphic design is the application of art and communication skills to the needs of society. Using computer software, the first part of the course is a comprehensive foundation in the conceptual, aesthetic and technical aspects of graphic design, including graphic identity. The second part builds on these skills to explore designing for the internet using appropriate software. Students execute exercises and projects. Class procedures include demonstrations, illustrated lectures and critiques. Offered in rotation every third semester.
Recommended: ART 2250.

ART 3310 Advanced Painting — 4 credits
Continuation of ART 2300, 2310 or 2320 with greater independence, emphasizing development of a personal vision and style in painting. Offered every semester in conjunction with above courses. Offered in the College for Women.
Prerequisites: ART 2300, ART 2310 or ART 2320.

ART 3350 Advanced Printmaking — 4 credits
Advanced work in printmaking processes, investigating techniques learned in ART 2340 with photo applications and color printing. The development of a personal visual style will be encouraged along with traditional print editions. Offered in conjunction with ART 2340.
Prerequisite: ART 2340.

ART 3360 Advanced Ceramics — 4 credits
Continued exploration of ceramic concepts, processes and techniques. Students will develop their ideas more deeply and in virtually any medium, as well as refine their conceptual skills and content introduced in ART 2500 or ART 2550. Students will explore their ideas more deeply and in virtually any medium, as well as refine their vocabulary and knowledge of contemporary sculptural practice. Image lectures, critiques, readings and writing assignments supplement the course. Offered annually in conjunction with ART 2500.
Prerequisite: ART 2500 or ART 2550.
ART 4200 Women's Art Institute Summer Studio Intensive — 3 credits
A resurgence of activity and discussion around the issues of women and art has galvanized contemporary women artists to ask new questions. Structured around questions that the participants themselves bring, this innovative and rigorous course focuses on investigating ideas and creating art that arise through the combination of open studio work, intense individual tutoring, inspiring conversation and critiques, and presentations from guest artists, critics and art historians. This intensive four-week studio program is designed for individuals who have mastered basic skills and now wish to pursue deeper levels of understanding and expression in their work. Disciplines explored include painting, drawing, collage, photography, sculpture, digital art, installation and performance. Students are assigned a preliminary project and are expected to produce a major portfolio of work by the end of the course for class critique. Also offered as WOST 4200.
Prerequisite: Instructor permission.

ART 4602 Internship — 2 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, students must meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

ART 4604 Internship — 4 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, students must meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

ART 4681 Directed Study - Studio Art — 1 credit
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

ART 4684 Directed Study - Studio Art — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

ART 4800 Senior Seminar for Studio Art Majors — 4 credits
Senior Seminar for Studio Art Majors is a study of the resources and opportunities available to artists and designers to aid in their development as working professionals. Topics that will be addressed include career planning, resume writing, portfolio preparation, non-profit resources, graduate studies, and other strategies for making a living as an artist or designer. Course content will take the form of lectures, demonstrations, studio work, discussions, readings, visiting artist lectures, studio visits, and student presentations. There will be class presentations by working artists and professionals to acquaint students with a range of challenges and opportunities faced by artists and designers working in several disciplines. During the course, students will also be required to produce a self directed art project, and to critically examine their own work and the work of other students in order to clarify career goals and identify potential opportunities. Required course for studio art majors. Offered in the College for Women.
Prerequisite: Successful completion of Portfolio Review II, approval of department chair.

ART 4850 Senior Exhibition — 1 credit
Preparation and exhibition of graduating studio art majors' artwork in the Catherine G. Murphy Gallery. Represents the culmination of major study for studio art majors, including those studying visual arts education. Students must complete the Senior Exhibition within four years of finishing the other requirements for the studio art major. Offered spring semester only.
Prerequisites: Successful completion of Portfolio Review II and approval of department chair.

ART 4950 Internship — 1 credit
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, students must meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and the department chair approval.

ART 4951 Independent Study — 1 credit
Independent studies presuppose a measure of experience in the area of study and the intent to go beyond the content of scheduled classes.
Prerequisites: Faculty sponsorship and the department chair approval.

ART 4952 Independent Study - Studio Art — 2 credits
Independent studies presuppose a measure of experience in the area of study and the intent to go beyond the content of scheduled classes.
Prerequisites: Faculty sponsorship and the department chair approval.

ART 4954 Independent Study - Studio Art — 4 credits
Independent studies presuppose a measure of experience in the area of study and the intent to go beyond the content of scheduled classes.
Prerequisites: Faculty sponsorship and the department chair approval.

ART 4993 Topics — 3 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

ART 4994 Studio Art Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.
ARTH 1100 Introduction to Art History: Ancient Through Medieval — 4 credits
This course is an introduction to the history of Western art from prehistory through the Middle Ages. Beginning with the cave paintings of prehistoric France and Spain, this course surveys the visual arts and architecture of ancient Egypt and the ancient Near East, the Classical Greek and Roman worlds, and finally medieval Europe. It considers a variety of media (sculpture, pottery, wall painting, mosaics, and manuscripts as well as architecture) as meaningful expressions of their historical contexts. Questions surrounding how art and architecture function in society are explored throughout, and the basic principles of visual analysis are taught and utilized. Offered in alternate years. Offered in the College for Women.

ARTH 1110 Introduction to Art History: Renaissance through Modern — 4 credits
This course is an introduction to the history of Western art from the early Renaissance in Europe to the present in Europe and the U.S. It surveys the artists, architects, and art movements that constitute the canon of Western art since the Renaissance with an eye to examining how society influences artistic production and vice versa. The role of patronage, individual artistic personalities, religion, war and peace, and attitudes about gender are explored throughout. The basic principles of visual analysis are taught and utilized; students are also introduced to fundamental methods of art history such as iconography, formalism, and social art history. This course also includes a visit to, and analysis of an artwork in, the Minneapolis Institute of Arts. Offered in alternate years. Offered in the College for Women.

ARTH 1150 Ways of Seeing — 4 credits
The way we see things is affected by what we know or what we believe." John Berger made this claim in 1972, when he published a thin, but hugely influential book called Ways of Seeing. This course intends to bring Berger's statement — and the insights of his book — to bear on our own experiences of art, history, and visual culture in the early 21st century. An introduction to the history of art and visual culture, this course considers local and global case studies that implicate images, image makers, and viewers. These are explored according to themes that cut across historical and geographical boundaries, themes that include, but are not limited to art and ideology, beauty and art, the female body and the male gaze, iconoclasm, piety and religious spaces, museums, popular and consumer culture, and social change. Offered annually. Offered in the College for Women.

ARTH 2650W Modern Art — 4 credits
This course offers students an introduction to some of the major artists, movements, and ideas of modern art as it flourished in continental Europe in the early 20th century. It also equips students with the skill of close looking and the ability to conduct original research on a single work of art. This writing-intensive course asks each student to conduct a semester-long research project on a work of modern art in the collection of the Minneapolis Institute of Arts. Concurrent with their research, students learn about the broader socio-historical context that made modern art possible. Beginning around 1880 and ending in the early 1940s, this course covers phenomena and movements including primitivism and abstraction as well as Cubism, Constructivism, and Surrealism. It also examines how concepts of race and ethnicity, class and gender shaped artistic production while considering the impact of WWI and WWII on modern art. This writing-intensive course is required for students majoring in art history, studio art, and/or art education. Offered annually. Offered in the College for Women.

ARTH 2670 Contemporary Art — 4 credits
This course examines key ideas and select episodes in the art of the past fifty, or so, years. It assumes that artists working today are keenly aware of and engaged with potent cultural mythologies that shape our ways of being in the world. How, then, do contemporary artists respond to such mythologies (or value systems)? How do their modes of visualizing this engagement with society manifest themselves in performance, film, video, installation, and conceptual art as well as in more traditional media such as painting and sculpture? Consideration of primary sources (i.e. artworks, artist’s statements and interviews) and secondary sources (i.e. art criticism and art historical texts) will be central to course content and discussion. Fieldtrips and visits with artists are also integrated into the course schedule and assignments. Offered in alternate years.

ARTH 2994 Art History Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

ARTH 3630 Gender, Art, and Society — 4 credits
This course considers the artworks, lives, and voices of historically marginalized artists, who identify as cisgender women, transgender women, or non-binary, across history, geography, and society. As an art history course, it is alert to the ways in which these artists have been marginalized by master narratives. It also challenges the single stories that essentialize the study of gender and art (e.g. the overlooked woman artist, the forgotten maverick) by emphasizing, as much as possible, the artists’ lived experiences as well as the formal integrity of their work. Organized in three parts — history/literature, theory, practice — this class includes lectures and discussions, individual and group work, films and videos, as well as visits with practicing artists and feminist scholars. The capstone assignment in the course is participation in an Art + Feminism Wikipedia Edit-a-thon. Students will learn how to edit Wikipedia. Each student will select an artist (cis-woman, trans-woman, or non-binary) to research in order to amend that artist's existing page or create a new one. Also offered as WOST 3630. Offered in the College for Women.

ARTH 3700 Renaissance And Baroque — 4 credits
This course traces developments in painting, sculpture and architecture in Italy from the 14th century to the 17th century. The lives and works of Giotto, Donatello, Brunelleschi, Botticelli, da Vinci and Michelangelo are considered in advance of their creative offspring in the Baroque period, artists and architects such as Caravaggio, Gentileschi, Bernini and Borromini. Discussion of these artists and their creations will center on their materials and methods, reception, patronage and functions in society. The impact of the Reformation and Counter-Reformation on the visual and plastic arts of these periods will also figure prominently. Offered in alternate years.
ARTH 4000 Methods and Theories of Art History — 4 credits
This course is both an introduction to the methods of art history and also a thought experiment in speculative fiction. Students in this course will create a toolbox of methodologies and theories that enhance our understanding of art and its history. Potential texts will consider traditional object-based methods of art history such as formalism and iconography as well as newer approaches that stress the various contexts in which artworks are created and understood. These include: social art history (including Postcolonial, Marxist and Feminist approaches), hermeneutics, psychoanalysis and reception theory. The speculative-fiction framework for this course is Octavia E. Butler’s 1993 novel Parable of the Sower, which will help us to envision the future of art and art history beyond survival. We will imagine a lost chapter of the novel that describes the burning of a museum. Faced with the opportunity to salvage artworks from the museum’s galleries, the book’s protagonist Lauren Olamina and her band of survivors must quickly determine what to save for the future of humanity. By thinking with Butler, and her Earthseed tenets, we will each select an artwork in the Minneapolis Institute of Art to save and interpret with tools provided by a dying discipline known as art history. How will the central questions of the discipline change in this post-apocalyptic world? How will it change Lauren’s first Earthseed community? How will the artworks they’ve chosen, remnants of lost societies and survivors of modern institutions that could not, at last, be sustained, function in Acorn and beyond?

ARTH 4684 Directed Study - Art History — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

ARTH 4952 Independent Study - Art History — 2 credits
Independent studies presuppose a measure of experience in the area of study and the intent to go beyond the content of scheduled classes.
Prerequisites: Faculty sponsorship and department chair approval.

ARTH 4954 Independent Study - Art History — 4 credits
Independent studies presuppose a measure of experience in the area of study and the intent to go beyond the content of scheduled classes.
Prerequisites: Faculty sponsorship and department chair approval.

ARTH 4994 Art History Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

Art History - BA
A St. Kate’s art history major covers the depth and breadth of Western art history, specializing in contemporary issues in art and the work of women. Students will study and analyze visual art from ancient times through contemporary art, engaging with questions about the role of art and critically reflecting on the contributions of visual art in our culture.
St. Kate’s offers classes that focus on modern and contemporary art, such as Modern Art History, Contemporary Art in the United States, Latin American Art and Women in Art. In this program, students combine academic studies in art history with foundation studies in studio art.
This major prepares students for gallery and museum work and graduate work in art history and museum studies.
As an art history major, students will be encouraged to participate in activities at the Catherine G. Murphy Gallery. Located in the Visual Arts Building on the St. Paul campus, it features national and regional artists, with an emphasis on the work of women. The gallery functions as a community resource offering special workshops and lectures for students in conjunction with most exhibitions. The culmination of each exhibition season is the annual Senior Exhibition, showing the best work of graduating studio art majors.
The same vibrant arts community that makes the Twin Cities a great place to view first-rate art also makes this a great place when it comes to finding an internship or a first professional position. Art history interns have the opportunity to observe and help with appraisals of fine art and antiques, research and many other activities related to the art market. The Catherine G. Murphy Gallery is an excellent internship for art history majors wishing to work with exhibiting artists or researching historical shows.
A minimum cumulative grade point average of B (3.0) must be earned for course work in the art history major. Transfer courses, substitutions, courses taken in foreign studies programs and at other colleges in the ACTC require the approval of the department chair.
Courses considered for transfer credit must be comparable in content, purpose and standards to courses offered by the department. Transfer students submit their academic transcript for evaluation of their record. Final determinations of transfer credits that apply to a student’s major and placement are made by the department faculty at that time.

Petitioning to the Major
The art history applicant petitions for admission to the major during her sophomore year.

See also: Studio Art (p. 162)
This major is offered in the College for Women only.

Curriculum

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<th>Code</th>
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<td>Required Art History Courses</td>
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<td>Introduction to Art History: Ancient Through Medieval</td>
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<td>ARTH 1110</td>
<td>Introduction to Art History: Renaissance through Modern</td>
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<td>ARTH 1150</td>
<td>Ways of Seeing</td>
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<td>ARTH 2650W</td>
<td>Modern Art</td>
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<td>ARTH 3700</td>
<td>Renaissance And Baroque</td>
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<tr>
<td>ARTH 4000</td>
<td>Methods and Theories of Art History</td>
<td>4</td>
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| Required Supporting Studio Art Courses          |         |
| Must be taken for a letter grade              |         |
| ART 1000 | Two-Dimensional Design                      | 4       |
| ART 1010 | Three-Dimensional Design                    | 4       |
| ART 2250 | Art and Technology                          | 4       |

| Required Supporting Course                     |         |
| Select one of the following:                   |         |
| PHIL 2900 | Philosophy of the Arts (also fulfills the liberal arts core requirement in philosophy) | 4       |

Total Arts through the HECUA Program

Total Credits 44
Recommended course:
ART 4604 Slide Library Internship

Art history majors satisfy the Writing Requirement for Majors by completing ARTH 2650W Modern Art. They complete the Liberal Arts and Sciences Core Writing Requirement with three other writing-intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, CORE 3990W Global Search for Justice, and any other writing-intensive course in another department).

Art History - Minor

This minor is offered in the College for Women only.

Curriculum

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<td>or ART 1010</td>
<td>Three-Dimensional Design</td>
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<tr>
<td>ARTH 1100</td>
<td>Introduction to Art History: Ancient</td>
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<tr>
<td>or ARTH 1110</td>
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<td>Modern Art</td>
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<tr>
<td>ARTH 1150</td>
<td>Ways of Seeing</td>
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<tr>
<td>ARTH 2670</td>
<td>Contemporary Art</td>
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<td>ARTH 3630</td>
<td>Gender, Art, and Society</td>
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Total Credits 20

Studio Art - BA

A studio arts major at St. Kate’s will give students a solid foundation for a career as a fine artist, graphic designer, illustrator or photographer, as well as contribute to their personal enrichment. If a student chooses to pursue graduate education in studio art, art history, museum studies or art therapy, they will find their St. Kate’s degree to be excellent preparation. Our program can also be tailored to teaching art in the public schools (see Education - Visual Arts with K-12 Teaching Licensure). St. Catherine University is committed to the development of women artists, designers and art educators and provide an environment especially supportive for women as they develop their talents.

Studio art majors work closely with the art faculty to determine their course of study and develop their portfolios in areas such as painting, drawing, graphic design, ceramics, photography, and sculpture. All St. Kate’s studio art faculty are active artists, exhibiting professionally across the country and internationally. These St. Kate’s faculty and others will serve as mentors, sharing their own backgrounds and skills with the student. They will help students build the portfolio they need to pursue their career and identify other resources for them. Visiting artists will work with students to further develop both their technique and creativity.

At St. Kate’s, students will have access to facilities including a computer lab for executing graphic design and creating digital images; photography darkrooms and digital lab; sculpture studios for working in wood, metal, ceramics and jewelry; painting, drawing and printmaking studios.

Students will be encouraged to participate in the activities of the Catherine G. Murphy Gallery. Located in the Visual Arts Building on the St. Paul campus, it features national and regional artists, with an emphasis on the work of women. The gallery functions as a community resource offering special workshops and lectures for students in conjunction with most exhibitions. The culmination of each exhibition season is the annual Senior Exhibition, showing the best work of graduating studio art majors.

The same vibrant arts community that makes the Twin Cities a great place to view first-rate art also makes this a great place when it comes to finding an internship or a first professional position. For example, the Twin Cities graphic design industry is the third largest in the nation, and job opportunities are there for talented visual artists beginning their careers. Graphic design students have had internships in publication offices, nonprofit organizations, design and advertising firms, state agencies and other locations where they can hone their design and technical skills in a hands-on work environment. Internships at museums, galleries and non-profit arts organizations are available for fine artists and photographers.

Courses considered for transfer credit must be comparable in content, purpose and standards to courses offered by the department. As a transfer student, students submit their academic transcript and their transfer course work for faculty evaluation of their record and competencies in visual art. Final determinations of transfer credits that apply to a student’s major and placement are made by the department faculty at that time.

A minimum cumulative grade point average of B (3.0) must be earned for course work in the major field. Transfer courses, substitutions, courses taken in foreign studies programs and at other colleges in the ACTC require the approval of the department chair.

See also: Art History (p. 161)

This major is offered in the College for Women only.

Within the studio art major, students may specialize in one or more of the following areas: painting, drawing, photography, graphic design, sculpture or ceramics.

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<td>4</td>
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<tr>
<td>ART 1010</td>
<td>Three-Dimensional Design</td>
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<td>ART 1200</td>
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<td>ART 2250</td>
<td>Art and Technology</td>
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<tr>
<td>ART 4800</td>
<td>Senior Seminar for Studio Art Majors</td>
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<tr>
<td>ART 4850</td>
<td>Senior Exhibition</td>
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<tr>
<td>Select five studio art electives of which three must be in the area of specialization</td>
<td>20</td>
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<tr>
<td>Portfolio Reviews I and II (see below)</td>
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Total Credits 41

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<tr>
<th>Code</th>
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<tr>
<td>Required Supporting Art History Courses (minimum average grade of B - 3.0 - required)</td>
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<tr>
<td>Select one of the following:</td>
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<tr>
<td>ARTH 1100</td>
<td>Introduction to Art History: Ancient</td>
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<td>or</td>
<td>Through Medieval</td>
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The following courses are required:

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<tbody>
<tr>
<td>ARTH 1110</td>
<td>Introduction to Art History: Renaissance</td>
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<td>through Modern</td>
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<tr>
<td>ARTH 1150</td>
<td>Ways of Seeing</td>
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<tr>
<td>ARTH 2650</td>
<td>Modern Art</td>
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<tr>
<td>ARTH XXXX</td>
<td>Art History elective (2000 level or above)</td>
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<td><strong>Total Credits</strong></td>
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### Recommended Supporting Course

Select one of the following:

- PHIL 2900 Philosophy of the Arts (also fulfills the liberal arts core requirement in philosophy)

### City Arts through the HECUA Program

To determine which additional courses best suit the student's learning needs and career objectives, she will follow the advisement of the art faculty in her portfolio reviews.

### Portfolio Reviews I and II

During the student's sophomore year, she will submit her work to faculty review in order to be admitted as a major. In this first review of the student's portfolio, the faculty assesses the student’s mastery of basic visual art skills and advises a program of further studies that supports the student's development needs and career goals. To be eligible for participation in the first portfolio review, the student must have completed or be currently enrolled in foundation studies:

- ART 1000 Two-Dimensional Design
- ART 1010 Three-Dimensional Design
- ARTH 1110 Introduction to Art History: Renaissance through Modern
- or ARTH 1150 Ways of Seeing
- ART 1200 Drawing
- ART 2150 Color
- ART 2250 Art and Technology

**Total Credits**: 24

During the student's junior year, she will submit to faculty review the work she has done since her first portfolio review. In this second review of the student's portfolio, the faculty evaluates the student’s progress in an area of specialization, determines an emerging personal vision and direction in the student's work and advises the student for the Senior Exhibition. Participation in and passing this second review is a prerequisite to registering for ART 4850 Senior Exhibition and ART 4800 Senior Seminar for Studio Art Majors.

Students must complete the second portfolio review no later than the semester prior to the senior exhibition.

### ART 4850 Senior Exhibition

During the spring semester of the student's last year in the program, the student submits a cohesive body of her artwork to be juried by the faculty for the Senior Exhibition. The Senior Exhibition provides a professional experience of preparing and exhibiting visual art in the Catherine G. Murphy Gallery and represents the culmination of the student's development and work in the major. To be eligible for participation in the Senior Exhibition, the student must have completed all other requirements for the studio art major. Students must complete the Senior Exhibition within four years of finishing the other requirements for the studio art major.

Studio art majors satisfy the Writing Requirement for Majors by completing ARTH 2650W Modern Art. They complete the Liberal Arts and Sciences Core Writing Requirement with three other writing-intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, CORE 3990W Global Search for Justice, and any other writing-intensive course in another department).

### Studio Art Design - Minor

This minor is offered in the College for Women only.

#### Curriculum

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<tr>
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<tr>
<td>ART 2150</td>
<td>Color</td>
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<tr>
<td>ART 2250</td>
<td>Art and Technology</td>
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**Total Credits**: 24

### Studio Art Graphic Design - Minor

This minor is offered in the College for Women only.

#### Curriculum

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<td>ART 2250</td>
<td>Art and Technology</td>
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<tr>
<td>ART 3180</td>
<td>Illustration Design</td>
<td>4</td>
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<tr>
<td>or ART 3200</td>
<td>Graphic and Web Design</td>
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**Total Credits**: 20

### Studio Art Painting and Drawing - Minor

This minor is offered in the College for Women only.

#### Curriculum

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<td>ART 3150</td>
<td>Publication Design</td>
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<td>ART 3200</td>
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**Total Credits**: 20
Studio Art Photography - Minor

This minor is offered in the College for Women only.

Curriculum

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<tr>
<td>Select one of the following:</td>
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<tr>
<td>ARTH 1100</td>
<td>Introduction to Art History: Ancient Through Medieval</td>
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<tr>
<td>ARTH 1110</td>
<td>Introduction to Art History: Renaissance through Modern</td>
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<td>ARTH 1150</td>
<td>Ways of Seeing</td>
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<td>ART 1370</td>
<td>Making Better Photographs: Essential Principles of Photography</td>
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<tr>
<td>ART 2360</td>
<td>Introduction to Black and White Photography</td>
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<tr>
<td>ART 2370</td>
<td>Photography and Digital Storytelling</td>
<td>4</td>
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<tr>
<td>Total Credits</td>
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BIOL 1100 The Mississippi River — 4 credits

In this introductory science course, students will learn principles of environmental science and gain an understanding of complex systems by examining multiple disciplines (chemistry, geology, biology, ecology, etc). The Upper Mississippi River System and the Mississippi River Gorge will be utilized as a unique, local resource throughout the course as students explore the complex interactions within this ecosystem. The lecture and lab are fully online. This course has no prerequisites. Offered in the College for Women and the College for Adults.
BIOL 1110 Environmental Biology with Lab — 4 credits
A study of the nature of scientific inquiry and basic biological, chemical, ecological and earth science principles in the context of environmental issues. Areas of study may include biodiversity, global climate change, acid rain, agriculture and the environment, air and water pollution, and the role of economics, politics and ethics in environmental concerns. Three hours of class and two hours of laboratory per week. Designed for non-majors and the STEM minor. Offered annually. Offered in the College for Women and the College for Adults.

BIOL 1120 Biology of Women with Lab — 4 credits
A study of the nature of scientific inquiry and basic biological principles in the context of issues relevant to women. Areas of study include reproductive anatomy and physiology, the cardiovascular system, genetics and sexual differentiation, women and cancer, sexually transmitted diseases, pregnancy, infertility, contraception, menopause, women and exercise, women and nutrition, and women and aging. Three hours of class and two hours of laboratory per week. Designed for non-majors. Also offered as WOST 1120. Offered in the College for Women and the College for Adults.

BIOL 1140 Race, Class, Gender and the Environment with Lab — 4 credits
This course is designed to acquaint students with the nature of scientific inquiry, the science behind current environmental issues, and how environmental issues have differentially affected various groups in society. In addition, what affected groups have done to address these issues and what we can do are addressed. Three hours of class and two hours of laboratory per week. Designed for non-majors and to satisfy the CRST core requirement. Also offered as CRST 1140. Offered in alternate years. Offered in the College for Women.

BIOL 1180 Human Genetics — 4 credits
A study of classical and molecular genetics in the context of human genetic analysis, with particular emphasis on issues relevant to women. Topics covered include Mendelian genetics, human pedigree analysis, human genetic disease, gene and chromosome structure, gene expression, regulation of gene expression, mechanisms of genetic variability, cancer genetics, and genomics technology. The course also looks at the ethical, legal, economic and political dimensions of modern genetic technologies such as gene therapy, prenatal genetic screening, and sequencing. Three hours of lecture and two hours of laboratory per week. Designed for non-majors. Offered in the College for Women, as well as the College for Adults.

BIOL 1710 Foundations of Biology I with Lab — 4 credits
This course is the first in a three-semester sequence of introductory biology courses. It is required of all biology majors and designed for students majoring in the sciences as well as those preparing for graduate school in the sciences or professional programs such as medicine, physical therapy, dentistry, veterinary medicine, or psychology. BIOL 1710 is an introduction to biology from the perspective of cells—how molecules interact to organize the structure and function of cells and how the resulting specialization of cells produces functional organs and well-regulated organisms. The concepts will be constructed through analysis of biological processes such as cellular respiration, photosynthesis, signal transduction, plant protective mechanisms, basic inheritance of traits, and plasticity of organisms within environments, epigenetics, gene expression, and regulatory mechanisms. Broad questions and scenarios will highlight various aspects of biology, including medicine, evolutionary paths/adaptations, environmental connections, and structure-function relationships. Students will become proficient in a variety of cellular, molecular and physiological techniques and will learn how and when to apply them to answer biological questions. Class meets three hours a week for an exploration of biological concepts and three hours a week for laboratory experiences. Offered in the College for Women.

BIOL 1170 Foundations of Biology II with Lab — 4 credits
This course is the second in a three-semester sequence of introductory biology courses. It is required of all biology majors and designed for students majoring in the sciences as well as those preparing for graduate school in the sciences or professional programs such as medicine, physical therapy, dentistry, veterinary medicine, or psychology. BIOL 1720 is an introduction to biology from the perspective of cells—how molecules interact to organize the structure and function of cells and how the resulting specialization of cells produces functional organs and well-regulated organisms. The concepts will be constructed through analysis of biological processes such as cellular respiration, photosynthesis, signal transduction, plant protective mechanisms, basic inheritance of traits, and plasticity of organisms within environments, epigenetics, gene expression, and regulatory mechanisms. Broad questions and scenarios will highlight various aspects of biology, including medicine, evolutionary paths/adaptations, environmental connections, and structure-function relationships. Students will become proficient in a variety of cellular, molecular and physiological techniques and will learn how and when to apply them to answer biological questions. Class meets three hours a week for an exploration of biological concepts and three hours a week for laboratory experiences. Offered in the College for Women.

BIOL 2200 Introduction to Microbiology with Lab — 4 credits
Study of microorganisms with special reference to those that cause disease. Topics include microbial structure, physiology, growth, genetics, mechanisms of pathogenicity, host defenses, and bacterial, viral, protozoan and fungal diseases. Three hours of class and two hours of laboratory per week. Intended for majors in health professions and foods and nutrition. Does not fulfill the requirements for the biology major. Offered fall semester, spring semester and during the summer. Offered in the College for Women.

BIOL 2610 Human Anatomy and Physiology I with Lab — 4 credits
This course covers the core principles of human anatomy and physiology, as well as the specific anatomical structure and physiologic function of the cell, tissues, integumentary system, skeletal system, joints, muscular system, central and peripheral nervous systems, and the ear and eye. This course does not fulfill the requirements for the biology major. Three lecture hours and two laboratory hours per week, with additional time for lab practicals. The course is offered fall semester and during first summer session. Offered in the College for Women and the College for Adults.

BIOL 2620 Human Anatomy and Physiology II with Lab — 4 credits
This course covers the core principles of human anatomy and physiology, as well as the specific anatomical structure and physiologic function of the autonomic system, endocrine system, cardiovascular system, lymphatic system, respiratory system, digestive system, urinary system, and reproductive system. This course does not fulfill the requirements for the biology major. Three lecture hours and two laboratory hours per week, with additional time for lab practicals. The course is offered spring semester and during second summer session. Offered in the College for Women and the College for Adults.

Prerequisites: BIOL 2610 and at least sophomore standing.
BIOL 2650 Understanding Medical Research: Drugs, Devices and Complementary Therapies — 4 credits
This course deals with the basics of clinical research and how the efficacy and effectiveness of drugs, devices and other medical therapies are tested. The course also includes a section on drug physiology and reviews the specific physiology underlying representative clinical trials. Students should be able to critically evaluate clinical trial literature at the end of the course. Not recommended for majors. One three-hour lecture session per week. Does not meet core lab science requirement. Offered in the College for Women and the College for Adults.
Prerequisite with concurrency: BIOL 2610 or BIOL 1120.

BIOL 2710 Foundations of Biology III with Lab — 4 credits
This is the third course in a foundational sequence for biology majors and is intended to familiarize students with concepts in the modern sciences of ecology, evolution and behavioral biology, providing a solid foundation in the genetics, evolution and dynamics of populations, behavioral ecology, the ecology of interacting species and communities, element cycling and ecosystem dynamics. Experimental design and quantitative analysis are key components of both class and lab. Class meets three hours per week and involves lecture, discussion and case studies. Laboratory involves investigative field research projects conducted by teams of students and meets for three hours each week with additional time as needed. Offered fall semester. Liberal Arts Distribution Requirement: Although this is a lab science course, it does not meet the core liberal arts and sciences laboratory science requirement. Offered in the College for Women.
Prerequisites: Satisfactory completion of BIOL 1710 and BIOL 1720 (C- or better) or permission of instructor.

BIOL 2720 Sophomore Seminar — 2 credits
Sophomore Seminar is required of all biology majors. Each section of the course will focus on a current topic, and students will learn the biology necessary to understand it, read articles to evaluate evidence for multiple perspectives on the issue, and discuss the social context of the problem. Students will read and discuss primary literature, learn to process and synthesize information, build an argument based on evidence, and write a scientific review paper. Students will also hone oral presentation skills. This course and BIOL 4850 together constitute the Writing Intensive Course in the Biology Major. The course will emphasize the process of writing in a formal scientific style as well as the quality of the final product. Informal writing will be used as a learning tool to reflect on concepts and respond to issues. Class meets twice per week. Offered spring semester. Offered in the College for Women.
Prerequisites: BIOL 1710, BIOL 1720, BIOL 2710 (each with a C- or better).

BIOL 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

BIOL 3050 Ecology with Lab — 4 credits
Study of the interrelationships between organisms and their environment within the framework of the various levels of ecology: organismal (including physiological and behavioral ecology), population, community and ecosystem ecology. Course topics studied in depth will vary from semester to semester. Laboratory involves investigative field research projects conducted by teams. Three class and three laboratory hours per week, with additional time for field trips. A course in statistics is recommended. Offered fall semester in alternate years.
Prerequisite: BIOL 2720.

BIOL 3100 Plant Biology with Lab — 4 credits
A study of plants in which all representatives of the kingdom are included with special emphasis on flowering plants. Such areas as physiology, morphology, reproduction, life cycles and ecological implications are covered in depth. Three class and three laboratory hours per week. Offered fall semester in alternate years with BIOL 3450. Offered in the College for Women.
Prerequisite: BIOL 1720.

BIOL 3120 Comparative Vertebrate Anatomy with Lab — 4 credits
Class covers variations in vertebrate structure, phylogenetic history of the vertebrates, anatomical principles and a dissection laboratory. Three lectures and three laboratory hours per week. Offered in alternate years with BIOL 3140.
Prerequisites: BIOL 1720, BIOL 2710.
Prerequisite with concurrency: BIOL 2720.

BIOL 3140 Comparative Animal Physiology with Lab — 4 credits
Exploration of fundamental themes in physiology (homeostasis, structure-function relationships, consequences of scale, feedback systems) in an integrative and comparative context. Students learn through case-based work in teams and individual competencies (3 hours per week). Laboratory time (3 hours per week) provides hands-on, experimental engagement with organismal level physiological questions. Offered in alternate fall semesters.
Prerequisite: BIOL 1720.
Prerequisite with concurrency: BIOL 2710.

BIOL 3200 Animal Behavior — 4 credits
A study of animal behavior, including behavioral development, physiological mechanisms of behavior, the adaptive value of behavior and the evolution of behavior. Class periods are a mixture of lecture, discussion and small group work based on text readings and current literature. Laboratory focuses on developing skills in observation, description, measurement and analysis of behavior in a variety of animals. Three class and three laboratory hours per week. Offered alternate years.
Prerequisite: BIOL 2710.
Prerequisite with concurrency: BIOL 2720.

BIOL 3210 Biology of Microorganisms with Lab — 4 credits
A study of microbial diversity, structure, physiology, growth and control of growth, with particular emphasis on bacteria, fungi and viruses. Topics include genetics, biotechnology, pathogenicity, microbial diseases and host responses. Microbiological concepts and laboratory techniques are integrated in a hands-on, interactive approach to learning. Two three-hour sessions per week. Offered in alternate years in spring semester.
Prerequisite: BIOL 2710.
Prerequisite with concurrency: BIOL 2720.

BIOL 3220 Cell Biology — 2 credits
Using a seminar format, this course will explore the structure and function of plant, animal and bacterial cells, cellular organelles and compartmentalization, properties of cell membranes, signal transduction, intracellular processing and transport of macromolecules, intracellular junctions, cytoskeleton, extracellular matrix, cell cycle and control of cell division. Course topics studied in depth will vary from semester to semester. Two class sessions per week. Offered in the College for Women.
Prerequisites: Satisfactory completion of BIOL 1720 or CHEM 4400 and two CHEM courses (C- or better).
BIOL 3224 Cell Biology with Lab — 4 credits
Study of the structure and function of plant, animal and bacterial cells, cellular organelles and compartmentalization, properties of cell membranes, signal transduction, intracellular processing and transport of macromolecules, intercellular junctions, cytoskeleton, extracellular matrix, cell cycle and control of cell division. Course topics studied in depth will vary from semester to semester. Three class and three laboratory hours per week.
Prerequisites: Satisfactory completion of BIOL 1720 or CHEM 4400 and two CHEM courses (C- or better).

BIOL 3250 Histology with Lab — 4 credits
Microscopic anatomy of vertebrate tissues and organs with emphasis on humans. Includes discussions on tissue function and histogenesis. Laboratory includes processing tissue samples for examination as well as a microscopic survey of tissues in organ systems. Three class and three laboratory hours per week. Offered alternate years. Offered in the College for Women.
Prerequisite: BIOL 2710.
Prerequisite with concurrency: BIOL 2720.

BIOL 3300 Evolutionary Biology with Lab — 4 credits
A study of the patterns and processes of evolution. Major topics include evolutionary history, variation in natural populations, mechanisms of evolution (population and quantitative genetics) and adaptation. Laboratory work may include experimental analysis of mechanisms of evolution, interpretation of evolutionary patterns found in the fossil record and experimental study of molecular evolution. Three class and three laboratory hours per week. Offered spring semester. Offered in the College for Women.
Prerequisite: BIOL 2710.

BIOL 3352 Molecular Biology — 2 credits
Using a seminar format, this course explores problem-based learning about cell structure and function at a molecular level. Topics will vary from semester to semester, focusing on cutting-edge topics in structural and functional genomics, transcriptomics, protein conformation and functional domains, post-translational modification of proteins, proteomics, and molecular applications in medicine and forensics. Molecular techniques including Western blotting, PCR, DNA sequencing, bioinformatics, and protein purification will be applied to research questions. Two class sessions per week.
Prerequisites: Satisfactory completion of BIOL 1720 or CHEM 4400 and two CHEM courses (C- or better).

BIOL 3444 Genetics with Lab — 4 credits
A study of the transmission of genetic information between generations of organisms, and of the mechanisms of expression of information within an individual organism. The main emphasis will be on the molecular basis of heredity, mutational and functional analysis of the genetic material, gene regulation, and genome structure and variation. Course topics studied in depth will vary from semester to semester. Three class and three laboratory hours per week. Offered in the College for Women.
Prerequisites: Satisfactory completion of BIOL 1720 and two CHEM courses (C- or better).

BIOL 3450 Plant Physiology And Biochemistry — 4 credits
This class offers an in-depth look into the fascinating world of plant function, including why plants make so many chemicals that humans use (spices, herbs, perfumes, medicines . . . ). Students will gain insight into plant metabolism and biochemistry relating to growth, development, protection, and responses to the environment. Three class and three laboratory hours per week. This course is offered intermittently instead of Plant Biology BIOL 3100 (offered every other year).
Prerequisite: BIOL 2710.

BIOL 3502 Contemporary Biology — 2 credits
A seminar-style course in contemporary biology designed for biology majors who have completed at least their first semester of sophomore biology major courses. The subject matter of this course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Course may be discussion or lab focused. Offered in the College for Women.
Prerequisites: BIOL 1710, BIOL 1720, BIOL 2710.
Prerequisite with concurrency: BIOL 2720.

BIOL 3504 Contemporary Biology with Lab — 4 credits
A course in contemporary biology designed for biology majors who have completed at least their first semester of sophomore biology major courses. The subject matter of this course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.
Prerequisites: BIOL 1710, BIOL 1720, BIOL 2710 with a minimum grade of C-.
Prerequisite with concurrency: BIOL 2720.

BIOL 3580 Biopsychology with Lab — 4 credits
The study of biological mechanisms underlying behavior. Examines the anatomy, physiology and pharmacology of the nervous system in relation to sensation, movement and cognition. Three hours of lecture and three hours of laboratory (including independent student research) each week. Also offered as PSYC 3850. Offered in alternate years. Offered in the College for Women.
Prerequisite: BIOL 1720.
Prerequisite with concurrency: a course in statistics.

BIOL 3994 Topics — 4 credits

BIOL 4220 Immunology with Lab — 4 credits
Problem-based learning about the cells and tissues of the immune system and how they interact to generate an immune response. Topics include antibody structure and function, nature of antigens, innate immunity, humoral and cellular immunity, immunological responses to transplantation and tumors, immunopathology, immunodeficiencies, hypersensitivity and immunological technologies. Techniques discussed and applied to research questions in the laboratory include Western blotting, ELISA, agglutination assays, immunofluorescence, immunohistochemistry, and flow cytometry. Three class and three laboratory hours per week.
BIOL 4354 Molecular Biology with Lab — 4 credits
Problem-based learning about cell structure and function at a molecular level. Topics will vary from semester to semester, focusing on cutting-edge topics in structural and functional genomics, transcriptomics, protein conformation and functional domains, post-translational modification of proteins, proteomics, and molecular applications in medicine and forensics. Molecular techniques including Western blotting, PCR, DNA sequencing, bioinformatics, and protein purification will be applied to research questions. Three class and three laboratory hours per week. Offered in the College for Women.
Prerequisites: Satisfactory completion of BIOL 1720 or CHEM 4400 and two CHEM courses (C- or better).

BIOL 4502 Advanced Contemporary Biology — 2 credits
An advanced seminar-style course in contemporary biology designed for biology majors in their junior or senior year. This course will deepen students' understanding of a current issue in biology and will develop leadership and independence. The subject matter of this course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Course may be discussion or lab focused.
Prerequisites: BIOL 1710, BIOL 1720, BIOL 2710, BIOL 2720, one 3000-level BIOL course.

BIOL 4504 Advanced Contemporary Biology with Lab — 4 credits
An advanced course in contemporary biology designed for biology majors in their junior or senior year. This course will deepen students' understanding of a current issue in biology and will develop leadership and independence. The subject matter of this course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.
Prerequisites: BIOL 1710, BIOL 1720, BIOL 2710, BIOL 2720, one 3000-level biology course.

BIOL 4602 Internship — 2 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, students need to meet with the internship coordinator in the Career Development Office and then with their faculty advisor. It is highly recommended that students complete the internship prior to January of their senior year.
Prerequisites: Instructor and department chair permission.

BIOL 4604 Internship — 4 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, students need to meet with the internship director in the Career Development Office and then with their faculty advisor. It is highly recommended that students complete the internship prior to January of their senior year.
Prerequisites: Instructor and department chair permission.

BIOL 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

BIOL 4850W Senior Seminar — 2 credits
A capstone course designed to refine students' ability to access and critically read scientific literature, hone abilities in scientific writing through informal assignments and preparation of a research proposal based on extensive review of the literature, and further develop oral presentation skills. Topics vary but encompass areas of current biological research. Offered fall semester, spring semester and during the summer. Offered in the College for Women.
Prerequisites: Senior standing and two BIOL courses at the 3000 level or permission of instructor.

BIOL 4912 Research — 2 credits
Research-based learning experience designed in collaboration with a faculty member.
Prerequisites: Faculty and department chair approval.

BIOL 4914 Research — 4 credits
Research-based learning experience designed in collaboration with a faculty member.
Prerequisites: Faculty and department chair approval.

BIOL 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

BIOL 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

BIOL 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.
Prerequisites: BIOL 1710, BIOL 1720.

Applied Science in Biology (Dual Degree) - BA, BS

Biology/Master of Public Health (MPH)
St. Kate's offers the opportunity to apply a liberal arts education in the field of public health through a unique 3+2 dual-degree program in applied science in biology/master of public health (MPH). The dual-degree program allows students to complete their bachelor's degree while pursuing the MPH degree.

As an applied science in biology major, students will complete the biology pre-public health sequence of courses and supporting work for the MPH program. This includes courses in biology, chemistry, and statistics, while providing a special emphasis in biology.

The applied science in biology major provides an understanding of the major principles of biology and encourages the development of critical thinking skills. Faculty members encourage students to take an
active role in their educational experiences and foster a cooperative, rather than competitive, learning environment. Along with the first-year introductory sequence taken by all pre-MPH students, applied science biology students take the sophomore biology sequence along with our comparative courses which emphasize the “whys” of anatomy and physiology. While preparing students for graduate work in public health, a biology major also prepares them for careers in industry, government and education, and for graduate work in research, medicine, dentistry, and other health professions.

To enroll in this program, students apply to the MPH program during their junior year. If they are admitted to the MPH program, students receive a B.A. or B.S. (the student’s choice) in applied science in biology upon completion of the first year of the MPH program. The curriculum for the applied science in biology major is listed in the Pre-Professional Programs, Pre-Public Health (p. 40) section of this catalog.

**Biology/Master of Arts in Holistic Health Studies (MAHS)**

St. Kate’s offers the opportunity to apply a liberal arts education to the growing field of Holistic Health Studies through a unique 3+2 dual-degree program in applied science in biology/Master of Holistic Health Studies (MAHS). The dual-degree program allows students to complete their bachelor’s degree while pursuing the MAHS degree. Students graduate in five years with an undergraduate degree in biology and a master’s degree in Holistic Health Studies.

The MAHS opens doors of insight into new paradigms of health and healing that integrate mind, body and spirit. This emerging model draws from the best of modern scientific medicine and cross-cultural healing wisdom passed down over centuries. The program offers opportunities for personal empowerment, skill development and spiritual transformation and will prepare students to face today’s health and wellness challenges, and lead in the advancement of health and healing.

The applied science in biology major provides an understanding of the major principles of biology and encourages the development of critical thinking skills. Faculty members encourage students to take an active role in their educational experiences and foster a cooperative, rather than competitive, learning environment.

As an applied science in biology major, students will complete the biology pre-Holistic Health Studies sequence of courses and supporting work for the MAHS program. Students will complete the core biology requirements, two undergraduate Holistic Health Studies courses and can customize their learning by choosing electives that provide a foundation for more advanced study in the Holistic Health Studies program for example, biopsychology, plant biology, evolutionary biology, immunology or other contemporary topics courses.

This unique dual degree in biology and holistic health prepares students for work in health care, education, community activism, non-profits and research.

**Biology/Doctor of Physical Therapy (DPT)**

St. Kate’s offers the opportunity to apply a liberal arts education in the field of physical therapy through a unique 3+3 dual-degree program in applied science in biology/doctor of physical therapy (DPT). The dual-degree program allows students to complete their bachelor’s degree while pursuing the DPT degree.

As an applied science in biology major, students will complete the biology pre-physical therapy sequence of courses and supporting work for the DPT program. This includes courses in biology, anatomy, physiology, chemistry, physics, psychology, statistics and mathematics, while providing a special emphasis in biology.

The applied science in biology major provides an understanding of the major principles of biology and encourages the development of critical thinking skills. Faculty members encourage students to take an active role in their educational experiences and foster a cooperative, rather than competitive, learning environment. Along with the first-year introductory sequence taken by all pre-PT students, applied science biology students take the sophomore biology sequence along with our comparative courses which emphasize the “whys” of anatomy and physiology. While preparing students for graduate work in physical therapy, a biology major also prepares them for careers in industry, government and education, and for graduate work in research, medicine, dentistry, and other health professions.

To enroll in this program, students apply to the DPT program during their junior year. If they are admitted to the DPT program, students receive a B.A. or B.S. (the student’s choice) in applied science in biology upon completion of the first year of the DPT program. The curriculum for the applied science in biology major is listed in the Pre-Professional Programs, Pre-Physical Therapy (p. 36) section of this catalog.

**Biology - BA**

The St. Kate’s biology major gives students an understanding of the major principles of biology in a manner that encourages the development of critical-thinking skills. Faculty members encourage students to take an active role in their own educational experiences and foster a cooperative - rather than competitive - learning environment in which women thrive. Students receive hands-on experience with advanced biological techniques and instrumentation.

The biology curriculum provides a solid foundation of first- and second-year courses followed by a variety of advanced courses in topics spanning the discipline. Students frequently use electronic databases to access the scientific literature and professional software programs to analyze data. Students often collaborate with faculty on research projects and have access to an on-site cadaver, tissue culture facilities and modern biological instrumentation for laboratory and field work.

A St. Kate’s biology major prepares students for a wide range of careers in the biological sciences, including graduate research in ecology and environmental science, cellular and molecular biology, genetics, plant and animal physiology, behavior, public health, and forensic science and for professional programs in medicine, physician assistant, dentistry, veterinary medicine, physical therapy, optometry, pharmacy and medical technology. St. Kate’s biology graduates go on to lead and influence as professionals in healthcare, teaching (grades 9-12 teaching licensure), non-profit organizations, industry, and government.

Students have many opportunities to explore career options, including internships that allow them to explore their specific interests. Internships at off-campus sites expose students to the day-to-day activities of professionals ranging from physicians, field biologists, teachers, and basic researchers to industrial biotechnologists.

Students also have opportunities to explore their creative, intellectual, and scientific potentials through research projects done in collaboration with faculty. This type of experience allows students to discover the dynamic nature of the scientific process, to experience autonomy in their thinking while seeing how collaboration enhances scientific creativity and productivity, and to learn the value of perseverance...
through the frustrations that often accompany conducting and trouble-shooting experiments. Together with faculty mentors, students pose original research questions and are involved in experimental design, data gathering, and in interpretation of results. Through conference presentations and publications, students share their research results with the larger scientific community. Participation in research activities as an undergraduate helps some students decide if research is an appropriate career path and enhances their chances of being accepted into graduate programs. For example, one student recently worked with faculty on a field study of wetlands, which not only enriched her education but made her better prepared for graduate school. Another student performed genetic analysis of bacteria, giving her the lab experiences she needed to pursue a Ph.D. in molecular biology. Students may receive stipends to support their research activities through the Summer Scholars Program, the Assistantship Mentoring Program, and Faculty/Student Collaborative 3M STEM Grants.

See also: Applied Science in Biology (p. 168), Education - Life Science with Grades 9-12 Teaching Licensure, (p. 215) Pre-Physical Therapy (p. 36), Pre-Public Health (p. 40), Pre-Holistic Health Studies (p. 24).

This major is offered in the College for Women only.

**Curriculum**

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<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
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<td>BIOL 1720</td>
<td>Foundations of Biology II with Lab</td>
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</tr>
<tr>
<td>BIOL 2710</td>
<td>Foundations of Biology III with Lab</td>
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<td>BIOL 2720</td>
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<tr>
<td>BIOL 4602</td>
<td>Internship</td>
<td>2</td>
</tr>
<tr>
<td>or BIOL 4912</td>
<td>Research</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 4850W</td>
<td>Senior Seminar</td>
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</tbody>
</table>

**Biology Electives**

18 additional credits in biology are required to complete the major. These credits must include:

- Three 4-credit courses at the 3000 level or above (at least one lab and one field course)
- At least four elective credits at the 4000 level (which may include 4-credit laboratory or field courses and/or 2-credit topics courses)

Total Credits: 36

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<td>Internship</td>
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<tr>
<td>or BIOL 4912</td>
<td>Research</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 4850W</td>
<td>Senior Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>

**Biology - Minor**

A minor in biology supports and strengthens majors in fields such as public health, chemistry, psychology, and economics. In addition, the minor should be considered by students in pre-professional programs such as pre-physical therapy, pre-dentistry, pre-medicine, pre-optometry and pre-pharmacy if they are pursuing a major in a discipline other than biology.

This minor is offered in the College for Women only.

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<tr>
<td>or BIOL 4912</td>
<td>Research</td>
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</tr>
<tr>
<td>BIOL 4850W</td>
<td>Senior Seminar</td>
<td>2</td>
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</tbody>
</table>

Total Credits: 20

Biology minors can be tailored to the interests of students:

1. Students interested in environmental biology would take BIOL 2710 Foundations in Biology III with lab and then select additional upper level 4-credit courses ranging from Ecology or Plant Biology to 2-credit courses such as Algae as Bioindicators. The prerequisite, BIOL 2720 Sophomore Seminar, for these courses will be waived after students submit a requisite override when registering.

2. Students majoring in public health could select upper level courses including Biology of Microorganisms, Comparative Physiology, Comparative Anatomy, Immunology and Cell Biology. The prerequisites, BIOL 2710 Foundations in Biology III and BIOL 2720 Sophomore Seminar, for these courses will be waived after students submit a requisite override when registering.
Chemistry and Biochemistry

St. Catherine University’s chemistry department offers three different major tracks: an American Chemical Society (ACS)-approved concentration, a core chemistry concentration and a biochemistry concentration.

The American Chemical Society (ACS)-approved concentration provides for a certified program defining the graduate as a professional chemist with respect to employment, graduate study and membership in the professional organization - the American Chemical Society - upon graduation. The biochemistry concentration is excellent preparation for careers in medicine, dentistry, veterinary medicine, pharmacy and medical technology. The core chemistry concentration gives students a more interdisciplinary foundation for pursuing physical sciences or graduate study.

Students may also receive certification to teach chemistry (grades 5–12 or grades 9-12) by completing a chemistry major and additional coursework in science and education. The department also offers a minor in chemistry.

St. Catherine University’s chemistry faculty are enthusiastic teachers and diligent researchers with doctorates from nationally recognized chemistry programs in analytical, biochemical, inorganic, organic and physical chemistry. The majority of our faculty are women. All have research programs designed to offer students an opportunity for laboratory experience in investigative projects.

Major

- Chemistry - BA, BS (p. 173)

Minor

- Chemistry - Minor (p. 174)

CHEM 1000 Chemistry of Life with Lab — 4 credits
Principles associated with the chemistry of the human body and its environment are discussed in this course, including food, radiation, energy, textiles, polymers, dyes, water, air, drugs, medications, cosmetics and cleaning agents. The focus is on physical, social and environmental concerns of modern society. This course fulfills the lab science requirement and is required for the STEM certificate and minor. The class time block includes both lecture and lab work. Offered fall semester in the College for Adults and alternating spring semesters in the College for Women.

CHEM 1010 General Chemistry for Health Sciences with Lab — 4 credits
A one-term course designed for non-majors providing an overview of general, organic and biological chemistry. Study of basic concepts related to atomic and molecular structure, bonding, gas laws, chemical thermodynamics and chemical kinetics; survey of the structure and properties of representative organic molecules and functional groups; survey of the structure and function of biologically important molecules including proteins, carbohydrates, lipids and nucleic acids; overview of intermediary metabolic processes related to carbohydrate and fat metabolism; and an overview of molecular genetics. Offered in the College for Women.

Prerequisite: Appropriate score on math/stats placement assessment or ACT math score or college algebra.

CHEM 1110 General Chemistry I with Lab — 4 credits
The first course in a two semester sequence designed to provide a comprehensive introduction of modern chemical principles. Topics include stoichiometry; modern theories of atomic structure and chemical bonding; chemical periodicity; and the properties of gases, liquids and solids. Lectures and three laboratory hours per week. Offered in the College for Women.

Prerequisite: Appropriate level on math placement assessment.

CHEM 1120 General Chemistry II with Lab — 4 credits
Continuation of CHEM 1110. Topics include properties of solutions; the principles of chemical equilibrium and chemical kinetics; applications to aqueous equilibria including acid-base and solubility equilibria; and the principles and applications of electrochemistry. Lectures and three laboratory hours per week. Offered in the College for Women.

Prerequisite: Minimum grade of C- in CHEM 1110 or permission of instructor.

CHEM 2010 Organic Chemistry I with Lab — 4 credits
Course includes aliphatic and aromatic hydrocarbons, alcohols and ethers and their derivatives; structure, nomenclature and properties of molecules; mechanisms for important classes of organic reactions; energy considerations in molecular structure, conformation and reactions; and separation and analytical techniques. Lectures and four laboratory hours per week. Offered in the College for Women.

Prerequisite: Minimum grade of C- in CHEM 1120.

CHEM 2020 Organic Chemistry II with Lab — 4 credits
A continuation of CHEM 2010, this course involves the chemistry of organic molecules containing oxygen, halogen and nitrogen atoms; reaction mechanisms, infrared, nuclear magnetic resonance and ultraviolet spectra; synthetic and analytical techniques; and structure and chemistry of bio-organic molecules. Lectures and four laboratory hours per week. Offered in the College for Women.

Prerequisite: Minimum grade of C- in CHEM 2010.

CHEM 2150 Environmental Science: A Path to Sustainability — 4 credits
This course is designed to provide an introduction to modern concepts of environmental science and principles of sustainability. Sustainability as the major umbrella will include five sub-themes of natural capital, natural capital degradation, solutions, trade-offs, and individual matter. Accompanying the lecture will be an extensive hands-on laboratory involving GPS, environmental footprint assessment, and environmental monitoring experiments that are computer based. Lecture and three hours of laboratory per week.

Prerequisites: Two courses in science and/or math in any of the following combinations – two STEM courses, two biology courses, two chemistry courses, or one math (above 1050) and one science course.

CHEM 2400 Nutritional Biochemistry — 4 credits
With a focus on human metabolism, this course explores biochemical functioning as it relates to physiology, incorporating examples from nutritional and health sciences. Topics include protein structure and function, biochemistry of lipids, carbohydrate metabolism, and the role of DNA and RNA in protein synthesis. Included is a discussion of techniques in molecular biology and how the use of these techniques relates to the nutritional and medical fields. This course is offered every other year during the fall semester. Offered in the College for Women.

Prerequisite: CHEM 2010 with grade of C- or above.

CHEM 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.
CHEM 3000 Quantitative Analysis with Lab — 4 credits
Practical approach to data analysis and experimental error. Covers solubility, acid-base and complexation equilibria, the practice of gravimetric and volumetric analysis; an introduction to spectrophotometric and electrochemical methods of analysis. Lectures and four laboratory hours per week. Offered in the College for Women.
Prerequisite: CHEM 1120.

CHEM 3310 Physical Chemistry I with Lab — 4 credits
Equilibrium chemical thermodynamics with a focus on the laws of thermodynamics and their mathematical formulation in terms of equilibrium state functions. Applications to phase equilibria, material equilibria and electrochemistry. Lectures and three hours of laboratory per week. Offered in the College for Women.
Prerequisites: PHYS 1120, MATH 1140, CHEM 2020.

CHEM 3320 Physical Chemistry II — 4 credits
This course is a continuation of CHEM 3310. It covers physics of atomic and molecular systems; quantum mechanics of atoms and simple molecules; Hückel molecular orbital theory, atomic and molecular spectroscopy; statistical mechanics and chemical kinetics. Lectures and three hours of laboratory per week. Offered in the College for Women.
Prerequisite: CHEM 3310.

CHEM 4000W Advanced Inorganic Chemistry with Lab — 4 credits
A modern study of structure, bonding, methods of synthesis and characterization, and mechanisms of reaction of inorganic compounds. The coordination chemistry of transition metals is emphasized; group theory, thermodynamics and molecular orbital theory serve as unifying concepts. Lectures and three hours of laboratory per week. Offered in the College for Women.
Prerequisite: CHEM 3000.

CHEM 4400 Biochemistry — 4 credits
This course is designed to provide an introduction to modern concepts and principles of biochemistry in terms of structure/function, mechanistic, and energetic relationships. Lectures and four-and-one-half hours of laboratory per week. Offered in the College for Women.
Prerequisite: CHEM 4400.

CHEM 4500W Advanced Biochemistry with Lab — 4 credits
This course is designed to be an in-depth survey in modern concepts and principles of biochemistry exploring nucleic acids, mechanisms of gene regulation, and biochemical signaling. The laboratory for the course will cover a semester-long capstone project that will cover major techniques in biotechnology. Offered in the College for Women.
Prerequisite: CHEM 4400.

CHEM 4602 Internship — 2 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves you in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

CHEM 4604 Internship — 4 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

CHEM 4681 Directed Study — 1 credit
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

CHEM 4682 Directed Study — 2 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

CHEM 4850 Seminar — 0 credits
Weekly presentations from students, faculty and guest speakers on a range of topics from throughout the discipline of chemistry. Instruction and practice in library and online literature searching and the preparation and presentation of a scientific/technical talk. Offered in the College for Women.
Prerequisite: CHEM 2020 with grade of C- or above.

CHEM 4911 Research — 1 credit
Work on a problem under the direction of a member of the staff.
Prerequisite: Permission of the department chair.

CHEM 4912 Research — 2 credits
Work on a problem under the direction of a member of the faculty.
Prerequisites: Permission of the department chair.

CHEM 4914 Research — 4 credits
Work on a problem under the direction of a member of the faculty.
Prerequisite: Permission of the department chair.

CHEM 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

CHEM 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.
Chemistry - BA, BS (ACS concentration only)

As a chemistry major at St. Kate's, students will study chemistry in an environment that stresses close student-faculty interaction and individual support. A student's chemistry education will prepare her for a wide variety of careers in chemistry, including those in industry, health science and teaching. The major also serves as a stepping stone to other professions, including medicine, dentistry, chemical engineering, medicinal chemistry, pharmacology, patent law, and technical writing.

Students will have the opportunity to work collaboratively in the laboratory on open-ended projects utilizing St. Kate's modern facilities and more than a half-million dollars worth of instrumentation. Students collaborate with faculty on research projects in such areas as organic and inorganic synthesis, computer simulations and molecular modeling, nanoscience and nanotechnology, bioanalytical chemistry, structural biology, and X-ray crystallography of organometallic complexes. Financial support for undergraduate research, including student stipends, is available through the St. Catherine's 3M Collaborative Research Endowed Fund and the Summer Scholars Program as well as external grant support to faculty.

Student-faculty research projects allow students to develop peer relationships with faculty and to do science, not just talk about it. In recent years, students have partnered with faculty on a wide variety of projects in the areas of electronic properties of nanomaterials, synthesis of bioactive molecules for disease treatment, NMR determination of protein structure, and natural products chemistry. Students have presented the results of their research at local, regional, and national meetings of the American Chemical Society, the Biophysical Society, and the Material Research Society.

In addition, St. Kate's is a member of the Green Chemistry Commitment. As a member of this commitment all chemistry graduates have training in chemical toxicology and green chemistry theory, applications, and practices.

The department's weekly chemistry seminars will introduce students to outside speakers who share their work and expertise in the discipline. These seminars also provide perspectives on careers in chemistry and our speakers often look to St. Kate's students for internships and job opportunities. Many chemistry majors obtain internships or technical assistant positions in local companies such as 3M, Ecolab, H.B. Fuller, Medtronic, and General Mills.

Chemistry majors are eligible for a variety of departmental scholarships. Some examples are the Sr. Marie James Gibbons Scholarship for a promising first-year student interested in chemistry as a major and the Sr. Mary Thompson Scholarship for a chemistry major planning a career in science or medicine. Multiple Helen Steinfurt Jordan Scholarships are available to support talented junior and senior chemistry majors who also demonstrate financial need.

Chemistry majors who complete the core or biochemistry concentration earn the B.A. degree. Chemistry majors who complete the American Chemical Society (ACS) concentration may elect to receive either the B.A. or B.S. degree.

See also: Education-Chemistry with Grades 9 (p. 215) -12 Teaching Licensure

This major is offered in the College for Women only.

Curriculum

Core Chemistry Concentration

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<td>CHEM 2010</td>
<td>Organic Chemistry I with Lab</td>
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<td>CHEM 3000</td>
<td>Quantitative Analysis with Lab</td>
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<td>Physical Chemistry I with Lab</td>
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<td>CHEM 4000W</td>
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<td>CHEM 4200</td>
<td>Advanced Analytical Chemistry with Lab</td>
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<td>CHEM 4400</td>
<td>Biochemistry</td>
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<tr>
<td>&amp; MATH 1140</td>
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Total Credits: 56

American Chemical Society (ACS) Approved Concentration

To satisfy the requirements for the ACS concentration, students must complete the following courses in addition to the major and required supporting courses listed above for the core chemistry concentration:

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Total Credits: 62-64

Biochemistry Concentration

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<td>CHEM 2010</td>
<td>Organic Chemistry I with Lab</td>
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<tr>
<td>&amp; CHEM 2020</td>
<td>Organic Chemistry II with Lab</td>
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</tr>
<tr>
<td>CHEM 3000</td>
<td>Quantitative Analysis with Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 3310</td>
<td>Physical Chemistry I with Lab</td>
<td>4</td>
</tr>
</tbody>
</table>
Chemistry - Minor

The minor in chemistry is intended for students majoring in related fields such as biology, physics, foods and nutrition, and nursing. In addition, the minor may be considered by those in other preprofessional fields such as business administration where a background in chemistry may be beneficial to career goals.

This minor is offered in the College for Women only.

Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 3320</td>
<td>Physical Chemistry II</td>
<td>4</td>
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<tr>
<td>or CHEM 4200</td>
<td>Advanced Analytical Chemistry with Lab</td>
<td></td>
</tr>
<tr>
<td>CHEM 4400</td>
<td>Biochemistry</td>
<td>4</td>
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<tr>
<td>CHEM 4500W</td>
<td>Advanced Biochemistry with Lab</td>
<td>4</td>
</tr>
<tr>
<td>(Advanced Biochemistry)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 4850</td>
<td>Seminar (4 semesters)</td>
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<tr>
<td>BIOL 1710 &amp; BIOL 1720</td>
<td>Foundations of Biology I with Lab and Foundations of Biology II with Lab</td>
<td>8</td>
</tr>
<tr>
<td>One additional upper division Biology course approved by the chemistry department chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting Courses (minimum grade of C- required)</td>
<td></td>
<td></td>
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<tr>
<td>PHYS 1110 &amp; PHYS 1120</td>
<td>Introductory Physics I and Introductory Physics II</td>
<td>8</td>
</tr>
<tr>
<td>MATH 1130 &amp; MATH 1140</td>
<td>Calculus I and Calculus II</td>
<td>8</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>64</td>
</tr>
</tbody>
</table>

Chemistry majors satisfy the Writing Requirement for Majors by completing CHEM 4000W Advanced Inorganic Chemistry with Lab or CHEM 4500W Advanced Biochemistry with Lab. They complete the Liberal Arts and Sciences Core Writing Requirement with three additional writing-intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, CORE 3990W Global Search for Justice, and any other writing-intensive course in another department).

Communication Studies

Communication skills — speaking, writing and listening — are key to success in any career. A communication degree from St. Catherine University prepares students for successful careers in fields as diverse as broadcasting, business, education, government, journalism, law, ministry, publishing and teaching.

The communication studies department helps students develop powers of clear explanation and persuasion. This curriculum combines theoretical analysis, research, ethics, practical application and personal assessment.

Majors

• Communication Studies - BA, BS (p. 178)
• Communication: Oral - BA (p. 178)
• Electronic Media Studies - BA, BS (p. 179)
• Applied Science in Communication Studies (Dual degree) - BA, BS (p. 177)

Minors

• Communication Studies - Minor (p. 178)
• Promotional Communication - Minor (p. 180)

COMM 1000W Introduction to Communication: Women and Social Change — 4 credits

This course teaches key concepts in communication studies through the lens of women's suffrage. Students will explore concepts within major areas of the discipline of communication studies including, gender identity, small group theory, rhetorical analysis, critical theory and media criticism. After developing a skill set in this area, students will apply learned concepts to develop a richer understanding of the role played by communication practices in women's history. Also offered as WOST 1000W. Writing intensive. Offered in the College for Women and the College for Adults.

COMM 1020 Interpersonal Communication — 4 credits

Relationships are fundamental to achieving a good quality of life. This course explores the development of personal identity and highlights key communication factors like listening, language, and nonverbal behaviors to examine how communication impacts our relationships with other people. The influence of gender and culture is always present in relationships, and students will learn to think critically about how gender and culture shape interactions. Students will gain and demonstrate an advanced understanding of the dynamics that are fundamental to communication as they apply what they learn in class to approach their communication interactions in new and original ways. Offered in the College for Women and the College for Adults.

COMM 1030 Speaking to Lead and Influence — 4 credits

How is writing a speech different from writing a paper? Why does public speaking seem to come naturally to some, but not to others — or does it? Why are you so nervous? How do gendered norms impact your credibility as a female speaker? Undoubtedly, the ability to speak eloquently in a variety of settings is a vital component of contemporary leadership. This course is designed to introduce students to the skills needed to communicate effectively in a variety of public settings — from interview situations and boardroom meetings to public speeches and social contexts. The course will focus on the practical application of rhetorical concepts, while maintaining an emphasis on self-empowerment and civic engagement. Readings and assignments are designed to foster the following skills: choosing effective speech topics, writing, outlining, and editing speech text, delivery and eloquence, audience analysis, ethics, language and structure, evaluation and criticism of speech texts. Offered in the College for Women and the College for Adults.
COMM 2000 Foundations in Leadership — 4 credits
Grounded in the St. Catherine University Leadership Statement, this course explores historical and philosophical discussions of leadership as well as leadership theory as an interdisciplinary area of study. Students will be expected to comprehend and apply leadership theories and approaches through class exercises, case studies, and through working with a local organization. Self-reflection is a critical aspect of the course and as such students will complete multiple inventories as well as a series of reflections that will be compiled into personal portfolio. Finally, students will also compose a professional portfolio of their previous curricular and co-curricular leadership experience, their plan for continued leadership development, as well as the prospective challenges and/or opportunities. This is the introductory course to the minor in Leadership. Offered in the College for Women.
Prerequisite: CORE 1000W.

COMM 2050 Media, Culture and Society — 4 credits
Why does the Daily Show matter? How does the medium of the cell phone increase the quantity of communication while decreasing the quality? Why do we design our living rooms around the television? What is the responsibility of a media critic? How does cultural context impact meaning? How are issues of gender, race, sexuality and class negotiated in contemporary media? In what ways do media impact identity? Why study the media, anyway? These are some of the key questions guiding our exploration of media, culture and society. This class introduces some key concepts and theories for the study of media, provides a historical backdrop for the emergence of cultural critique, and surveys some of the current trends in media and cultural studies, promoting a critical consumption of the cultural texts that infiltrate our increasingly mediated lives. Also offered as WOST 2051. Offered in the College for Women and the College for Adults.

COMM 2090 Small Group Communication — 4 credits
Life is one long group project. Learning how to work effectively in a small group is fundamental to communicating well in work, community, and personal contexts. In this course, students will gain skills to effectively work with peers, combining talents and ideas to produce outcomes that are better than those created through individual efforts. As they both consider the theories of small group communication and experience the day-to-day interactions of working on a group project, students will apply course concepts to refine their own communication and behaviors as they interact skillfully with others. The class focuses on topics such as role emergence, decision-making, conflict resolution, and group culture. Offered in the College for Women.
Prerequisite: COMM 1030.

COMM 2684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

COMM 2994 Topics: — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

COMM 3030 Rhetoric, Civic Participation and Social Justice — 4 credits
What does it mean to be a citizen? What are your duties and responsibilities as citizens? How should you seek to actively engage the world around you? How can citizens participate in society in order to change society? This class answers these questions by examining the role of public discourse in constituting public decisions and public life. Students will examine how rhetorical practices contribute to the construction, maintenance and destruction of community. By the end of class students will have learned to become a more active and effective participant in our democratic culture through rhetorical action, and thereby to contribute to the improvement of civic discourse in our society. To achieve this overarching goal, class assignments will require students to research controversial public issues, develop their opinions in relation to those issues, and create strategic plans through which they can initiate social change. Offered in the College for Women.
Prerequisite: Junior standing.

COMM 3070W Gender and Rhetoric — 4 credits
This course takes a critical approach the study of gender and sex and, as such, explores not only the social construction of gender but also how these constructions are constructed, maintained, and/or transformed. Gender will be explored as it is constituted and functions in the institutions of education, religion, the workplace, and media. This course aims to develop the student's awareness of gender so as to be a more critical consumer of messages about gender and sex as well as conscientious of how one's own performances of gender intersect with and/or challenge cultural norms. Throughout, students are encouraged to also be a mindful of the role of social justice in the context of gender studies and gender equality. Students will engage in small and large-group discussion, informal writing, as well as a research paper. Also offered as WOST 3070W. Offered in the College for Women.
Prerequisites: COMM 1030 and COMM 2090 for COMM majors. For non-majors, instructor approval.

COMM 3090 Communication in Organizations — 4 credits
This course examines organizational communication as a liberal art and as a useful body of knowledge and practice. Students will gain a competent understanding of relevant foundational theory within the discipline regarding historical approaches to organizing, organizational culture, leadership communication, and identity in organizations. Students will apply both social scientific and interpretive/critical approaches in exercises and communication analyses to create and implement a vision for organizational change. This course strives to balance attention to descriptive knowledge—understanding and articulating why things work the way they do—and prescriptive knowledge—understanding how to improve communication and, ultimately, the organization. Offered in the College for Women.
Prerequisites: COMM 1030 and COMM 2090.
COMM 3100 Communicating across Cultures, Identities and Differences — 4 credits
In the 21st century, individuals continue to be marginalized because of their differences. The existence of racism, sexism, homophobia and religious discrimination indicate that the categories separating individuals from one another fuel acts of hatred, oppression and degradation. This class studies how communication plays a significant role in the construction of cultures, identities and differences. Through such an inquiry students will learn how social, political, economic, racial, sexual, cultural and geographic differences impact the process of communication and consequently, cause conflict between groups and individuals that belong to different social categories. Through studying how cultures, identities and differences impact communication, students will develop strategies for effectively and ethically participating in an increasingly diverse cultural landscape. Also offered as WOST 3101 and CRST 3101. Prerequisite: Junior standing or higher. Prerequisite: Junior standing or higher. Offered in the College for Women and the College for Adults.

COMM 3110 Communication Training and Development — 4 credits
This class will be of interest to anyone who wants to better understand how to assist individuals in organizations in communicating with others more effectively. In the first part of the class, students will learn how to design communication workshops for a variety of audiences. The second part of the course is designed to teach students how to assess communication problems in organizations. Finally, students learn how to intervene in situations to resolve communication-related problems. Prerequisites: COMM 1030, COMM 2090 or consent of instructor.

COMM 3200W Public Relations Writing — 4 credits
This course combines theory and practice from the Communication Studies discipline to give students the opportunity to develop skills to create effective promotional and public relations messages a professional context. Students will learn to analyze audiences and assess promotional goals to plan effective public relations messages. Students will also work collaboratively and individually to produce news releases, content for an online newsroom, promotion for an event, and a portfolio of collected work. Special issues related to promotional writing include planning and research, appropriate grammar and mechanics, and basic publication design principles. Offered in the College for Women. Prerequisite: Junior standing.

COMM 4000 Leadership Capstone — 2 credits
This is the capstone course to the minor in Leadership. As such, it requires students to organize and reflect on their leadership experiences in and outside of the classroom. Working with either CWL or the internship office, facilitated by the professor, students will participate in a leadership project outside of class in which they will be expected to apply and reflect on the leadership tools they have acquired. The leadership project will serve as the capstone project in the professional and personal portfolios. Students will also complete the Kouzes and Posner Leadership Assessment and compare and reflect on the assessments from the Foundations course (COMM 2000) as well as personal reflections completed as part of the course. Prerequisite: COMM 2000 and junior or senior status.

COMM 4600 Leadership and the Art of Persuasion — 4 credits
This course studies the practice of leadership communication from within the framework of persuasive, effective, ethical and enduring leadership. By studying the communication practices of female leaders in the cultural, political, business and intellectual sectors of society and by focusing on the unique challenges faced by these leaders as women in particular, this course provides practical examples of different forms of effective leadership particularly well-suited to the St. Kate's student. To provide students with a foundation through which they can begin to act as leaders in their daily lives, these practical examples are discussed in conjunction with theories of leadership, persuasion and argumentation. Also offered as CRST 4600 and WOST 4600. Offered in the College for Women and the College for Adults. Prerequisites: for majors: COMM 3070W, COMM 3090. For nonmajors: instructor permission. Senior standing for all students.

COMM 4602 Internship — 2 credits
This structured out-of-class learning experience takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office. Prerequisites: Faculty sponsorship and approval by department chair; COMM 1030, COMM 2090.

COMM 4604 Internship — 4 credits
This structured out-of-class learning experience takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office. Prerequisites: Faculty sponsorship and approval by department chair; COMM 1030, COMM 2090.

COMM 4682 Directed Study — 2 credits
COMM 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses. Prerequisites: Faculty, department chair and dean approval.

COMM 4850 Senior Seminar — 2 credits
Senior seminar invites students to explore the communication studies major, examining how their work has changed them personally and prepared them for professional life. Discussion and sharing among the participants of the seminar are stressed. A central goal of the course is for students to document how they meet departmental outcome goals. Students combine elements from previous portfolios (COMM 1030, COMM 4600, CORE 1000W and CORE 3990W) with new work (reflective essay, career development assessments, career plans, cover letters, resumes, etc.) in a culminating document that demonstrates competency in oral and written communication and information and technology proficiency. This senior seminar is required for communication studies majors. Offered in the College for Women and the College for Adults. Prerequisites: COMM 3070W and COMM 3090, Senior standing.

COMM 4952 Independent Study — 2 credits
Project may build upon experience gained in any course in the department. Prerequisites: Instructor and department chair permission; COMM 1030, COMM 2090.
COMM 4954 Independent Study — 4 credits
Project may build upon experience gained in any course in the department.  
Prerequisites: Instructor and department chair permission; COMM 1030, COMM 2090.

COMM 4992 Topics — 2 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

COMM 4994 Topics — 4 credits
Seminars invite students to explore a particular issue in depth. Students undertake a major research project under the supervision of the instructor. Discussion and sharing among the participants of the seminar is stressed. When offered, the specialized content area is highlighted in a subtitle, and the relevant prerequisites are listed in the course schedule. The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women and the College for Adults.

Applied Science in Communication Studies (Dual Degree)

Applied Science in Communication Studies/Master of Arts in Occupational Therapy
St. Kate’s offers the opportunity to apply a student’s liberal arts education in the field of occupational therapy through a unique 3+3 dual-degree program in applied science in communication studies/master of arts in occupational therapy (MAOT). The dual-degree program allows students to complete their bachelor’s degree while pursuing the MAOT degree.

As an applied science in communication studies major, students enrolled in the College for Women will complete the communication studies pre-occupational therapy sequence of courses and supporting work for the MAOT program. This includes courses in biology, anatomy, physiology, psychology, and statistics while providing a special emphasis in communication studies.

The communication studies courses focus on developing a theoretical understanding and practical skill in written, oral and electronic communication and dedication to the responsible use of communication - both verbal and nonverbal. The curriculum also offers students the opportunity to develop their powers of clear explanation and persuasion, which are the keys to success for professional communicators. If students choose to complete the fourth-year course work prior to applying for the OTD EL program they will be prepared to work in a variety of areas of the communication studies discipline.

To enroll in this program, students apply to the OTD EL program during their junior year. If they are admitted to the OTD EL program, they receive a B.A. or B.S. (the student’s choice) in applied science in communication studies upon completion of the first year of the OTD EL program. The curriculum for the applied science in communication studies major is listed in the Pre-Professional Programs, Pre-Occupational Therapy Doctoral (p. 27) section of this catalog.

Applied Science in Communication Studies/Master of Public Health
St. Kate’s offers the opportunity to apply a student’s liberal arts education in the field of public health through a unique 3+2 dual-degree program in applied science in communication studies/master of public health, global health focus (MPH). The dual-degree program allows students to complete their bachelor’s degree while pursuing the MPH degree.

As an applied science in communication studies major, students enrolled in the College for Women will complete the communication studies pre-public health sequence of courses and supporting work for the MPH program. This includes courses in global health, statistics, biology or chemistry and statistics while providing a special emphasis in communication studies.

The communication studies courses focus on developing a theoretical understanding and practical skill in written, oral and electronic communication and dedication to the responsible use of communication - both verbal and nonverbal. The curriculum also offers students the opportunity to develop their powers of clear explanation and persuasion, which are the keys to success for professional communicators. If students choose to complete the fourth-year course work prior to applying for the MPH program they will be prepared to work in a variety of areas of the communication studies discipline.

To enroll in this program, students apply to the MPH program during their junior year. If they are admitted to the MPH program, they receive a B.A. or B.S. (the student’s choice) in applied science in communication studies upon completion of the first year of the MPH program. The curriculum for the applied science in communication studies major is listed in the Pre-Professional Programs, Pre-Public health (p. 40) section of this catalog.
Communication Studies - BA, BS

Excellence in communication is a key to personal and professional success. A St. Kate’s communication studies major provides a student with theoretical understanding and practical skill in written, oral and electronic communication. Students’ instructors will share their genuine dedication to the responsible use of communication - both verbal and nonverbal - and will work with them to master their craft. The curriculum offers students the opportunity to develop their powers of clear explanation and persuasion, which are the keys to success for professional communicators.

As a communication studies major, students are encouraged to complete internships. Students intern in the communications offices of major corporations and at small businesses, nonprofits, government agencies, advertising and public relations agencies, and radio and television stations and networks. Recent internship sites include Best Buy, Bl Performance Services, Dynamark Corporation, Ecolab, Green Tree Financial, Medtronic, the Minnesota Department of Transportation, KMSP-TV, KDWB radio station, and the St. Paul Heritage and Festival Foundation.

This program prepares students for successful careers in fields as diverse as education, government, business, ministry, teaching and the law. Graduates are employed in personnel, human relations, human resources, volunteer coordination, organizational consulting, public relations, promotion and advertising, management, sales and a wide range of other positions within organizations. In order to assist students in choosing a career path that most suits their interests, the Communication Club - a student club - has begun a speaker series that allows students to ask graduates about how majoring in communication had an impact on their professional careers.

Communication studies majors demonstrate extraordinary leadership skills, activism and student involvement. For example, three out of four recent presidents of the senate (St. Kate’s student government organization) have been communication or communication studies majors. Students who display a commitment to the field and an excellent academic record are inducted yearly into Lambda Pi Eta, the National Communication Association’s student honor society. Through a combination of theoretical analysis, research, practical application and personal assessment, students will hone their communication skills. A special emphasis on communication ethics throughout the curriculum recognizes a commitment to ethical as well as effective leadership.

This major is one of two communications majors in the country that requires students to take a leadership communication course. This unique course provides opportunities for extensive self-assessment and delves into issues such as ethics, leadership style and personal strengths, all with a focus on women's leadership and following.

See also: Communication: Oral (p. 178), Electronic Media Studies (p. 179), Education - Communication Arts and Literature with Grades 5-12 Teaching Licensure (p. 215) (for those interested in teaching communication arts and literature in secondary schools)

This major is available in the College for Women only.

Curriculum

The major in communication studies requires completion of at least 42 credits:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 1000W</td>
<td>Introduction to Communication: Women and Social Change</td>
<td>4</td>
</tr>
<tr>
<td>COMM 1020</td>
<td>Interpersonal Communication</td>
<td>4</td>
</tr>
<tr>
<td>COMM 1030</td>
<td>Speaking to Lead and Influence</td>
<td>4</td>
</tr>
<tr>
<td>COMM 2050</td>
<td>Media, Culture and Society</td>
<td>4</td>
</tr>
<tr>
<td>COMM 2090</td>
<td>Small Group Communication</td>
<td>4</td>
</tr>
<tr>
<td>COMM 3070W</td>
<td>Gender and Rhetoric</td>
<td>4</td>
</tr>
<tr>
<td>COMM 3090</td>
<td>Communication in Organizations</td>
<td>4</td>
</tr>
<tr>
<td>COMM 3100</td>
<td>Communicating across Cultures, Identities and Differences</td>
<td>4</td>
</tr>
<tr>
<td>COMM 4600</td>
<td>Leadership and the Art of Persuasion</td>
<td>4</td>
</tr>
<tr>
<td>COMM 4850</td>
<td>Senior Seminar</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Select four credits from the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>One additional COMM course</td>
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<tr>
<td>THR 2190</td>
<td>Media Communication</td>
<td></td>
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<tr>
<td></td>
<td>Total Credits</td>
<td>42</td>
</tr>
</tbody>
</table>

Communication studies majors satisfy the Writing Requirement for Majors by completing COMM 1000W Introduction to Communication: Women and Social Change and COMM 3070W Gender and Rhetoric. They complete the Liberal Arts and Sciences Core Writing Requirement with two other writing-intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, and CORE 3990W Global Search for Justice).

Communication Studies - Minor

This minor is offered in the College for Women only.

Curriculum

The communication studies minor requires six courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 1000W</td>
<td>Introduction to Communication: Women and Social Change</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Five other COMM courses, at least two 3000 level</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>24</td>
</tr>
</tbody>
</table>

Communication: Oral - BA

Excellence in communication is a key to personal and professional success. A St. Kate’s communication: oral major provides a student with theoretical understanding and practical skill in oral communication. This is an interdisciplinary major offered by the English and Communication Studies Departments. Students’ instructors will share their genuine dedication to the responsible use of language in all its forms and work with them to master their craft. The curriculum offers students the opportunity to develop their powers of clear explanation and persuasion, which are the keys to success for professional communicators.

Internships are available and encouraged. Students intern in the communications offices of major corporations and at small businesses, nonprofits, government agencies, advertising and public relations
agencies, and radio and television stations and networks. Recent internship sites include Best Buy, BI Performance Services, Dynamark Corporation, Ecolab, Green Tree Financial, Medtronic, the Minnesota Department of Transportation, KMSP-TV, KDWB radio station and the St. Paul Heritage and Festival Foundation.

Students in this major demonstrate extraordinary leadership skills, activism and student involvement. For example, three out of four recent presidents of the senate (St. Kate’s student government organization) have been communication or communication studies majors.

The communication: oral major is ideal for students considering careers in human resources, human relations, organizational consulting, public relations, promotion and advertising, management, sales and a wide range of other positions within organizations. Students who choose this major work closely with faculty to design their program of study. Speech communication courses blend the traditions of rhetoric with contemporary communication theory to provide students with critical-thinking, speaking and listening skills necessary to become a successful and responsible leader.

In order to assist students in choosing a career path that most suits their interests, the Communication Club - a student club - has begun a speaker series that allows students to ask graduates about how majoring in communication had an impact on their professional careers.

See also: Communication Studies (p. 178), English (p. 223), Education - Communication Arts and Literature with Grades 5-12 Teaching Licensure (p. 215)(for those interested in teaching communication arts and literature in secondary schools)

This major is offered in the College for Women only.

**Curriculum**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENGL 2302W</td>
<td>Writing for Writers</td>
<td>4</td>
</tr>
<tr>
<td>or ENGL 3360W</td>
<td>Professional Writing</td>
<td></td>
</tr>
<tr>
<td>COMM 1030</td>
<td>Speaking to Lead and Influence</td>
<td>4</td>
</tr>
<tr>
<td>COMM 3090</td>
<td>Communication in Organizations</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3300</td>
<td>Ethics in Communication</td>
<td>4</td>
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<td>One Literature Course</td>
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<tr>
<td>Select minimum of one course from each of the following three categories:</td>
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<td></td>
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<tr>
<td><strong>Communicating Personally</strong></td>
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<td></td>
</tr>
<tr>
<td>COMM 1020</td>
<td>Interpersonal Communication</td>
<td></td>
</tr>
<tr>
<td>COMM 3100</td>
<td>Communicating across Cultures, Identities and Differences</td>
<td></td>
</tr>
<tr>
<td><strong>Communicating in Organizations and Groups</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMM 2090</td>
<td>Small Group Communication</td>
<td></td>
</tr>
<tr>
<td>COMM 3110</td>
<td>Communication Training and Development</td>
<td></td>
</tr>
<tr>
<td>COMM 4600</td>
<td>Leadership and the Art of Persuasion</td>
<td></td>
</tr>
<tr>
<td><strong>Communicating to Influence</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMM 2050</td>
<td>Media, Culture and Society</td>
<td></td>
</tr>
<tr>
<td>COMM 3030</td>
<td>Rhetoric, Civic Participation and Social Justice</td>
<td></td>
</tr>
<tr>
<td>COMM 3070W</td>
<td>Gender and Rhetoric</td>
<td></td>
</tr>
<tr>
<td>Two other courses from the Department of Communication Studies</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>One additional course from English</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMM 4604</td>
<td>Internship</td>
<td>4</td>
</tr>
<tr>
<td>or COMM 4954</td>
<td>Independent Study</td>
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<tr>
<td><strong>Total Credits</strong></td>
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<td>48</td>
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</tbody>
</table>

Communication majors satisfy the Writing Requirement for Majors by completing ENGL 2302W Writing for Writers or ENGL 3360W Professional Writing. They complete the Liberal Arts and Sciences Core Writing Requirement with three other writing intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, CORE 3990W Global Search for Justice, and any other writing-intensive course in this interdepartmental major or another department).

**Electronic Media Studies - BA, BS**

St. Catherine University’s electronic media studies major, offered jointly with the University of St. Thomas, provides students with both theoretical knowledge and practical skills in electronic communications. Instructors will share their genuine dedication to the responsible use of language in all its forms and work with them to master their craft. The curriculum offers students the opportunity to develop their powers of clear explanation and persuasion, which are the keys to success for professional communicators.

In addition to communication studies courses, students will study audio production, electronic media and society, videography and the documentary in American television. Students also will be required to take the leadership communications course, a unique St. Catherine University offering that provides opportunities for extensive self-assessment and delves into issues such as ethics, leadership style and personal strengths, all with a focus on women’s leadership and following.

Job opportunities in this field include programming/production, news, advertising sales, promotion and administration. Potential employers include radio and television networks, commercial and public broadcast stations, private television production, business and government.

Students will be encouraged to pursue one of the many internships available to electronic media studies majors, including opportunities in the communications offices of major corporations and at small businesses, nonprofits, government agencies, advertising and public relations agencies and radio and television stations and networks. Former students have had internships at Best Buy, BI Performance Services, Dynamark Corporation, Ecolab, Green Tree Financial, Medtronic, the Minnesota Department of Transportation, KMSP-TV, KDWB radio station and the St. Paul Heritage and Festival Foundation.

Students will also find several opportunities to get involved with other communications students on campus. Students who display a commitment to the field and an excellent academic record are inducted yearly into Lambda Pi Eta, the National Communication Association’s student honor society.

See also: Communication: Oral (p. 178), Communication Studies (p. 178), Education - Communication Arts and Literature with Grades 5-12 Teaching Licensure (p. 215) (for those interested in teaching communication arts and literature in secondary schools)

This major is offered in the College for Women only.
Curriculum

To earn a major in electronic media studies, students must successfully complete 40-48 credits in communication studies distributed in the following way.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Courses Taken at St.  Catherine University</td>
<td></td>
</tr>
<tr>
<td>COMM 1030</td>
<td>Speaking to Lead and Influence</td>
<td>4</td>
</tr>
<tr>
<td>COMM 2050</td>
<td>Media, Culture and Society</td>
<td>4</td>
</tr>
<tr>
<td>COMM 3030</td>
<td>Rhetoric, Civic Participation and Social Justice</td>
<td>4</td>
</tr>
<tr>
<td>COMM 3070W</td>
<td>Gender and Rhetoric</td>
<td>4</td>
</tr>
<tr>
<td>COMM 4600</td>
<td>Leadership and the Art of Persuasion</td>
<td>4</td>
</tr>
<tr>
<td>COMM 4604</td>
<td>Internship</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Courses Taken at the University of St. Thomas</td>
<td></td>
</tr>
<tr>
<td>COJO 260</td>
<td>Electronic Media Production</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Select at least two of the following courses:</td>
<td>8</td>
</tr>
<tr>
<td>COJO 230</td>
<td>Foundations in Media and Society</td>
<td></td>
</tr>
<tr>
<td>COJO 262</td>
<td>Radio Production</td>
<td></td>
</tr>
<tr>
<td>COJO 264</td>
<td>Media Communication Skills</td>
<td></td>
</tr>
<tr>
<td>COJO 332</td>
<td>Documentary in American Culture</td>
<td></td>
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<tr>
<td>COJO 360</td>
<td>Videography: Television Production in the Field</td>
<td></td>
</tr>
<tr>
<td>COJO 460</td>
<td>Advanced Video Production</td>
<td></td>
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<tr>
<td></td>
<td>Elective Courses</td>
<td></td>
</tr>
<tr>
<td>Students must select one and up to three additional elective classes from the Communication Studies Department at St. Catherine’s or from the supporting classes listed from the University of St. Thomas above.</td>
<td>4-12</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>40-48</td>
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</tbody>
</table>

Electronic media studies majors satisfy the Writing Requirement for Majors by completing COMM 3070W Gender and Rhetoric. They complete the Liberal Arts and Sciences Core Writing Requirement with three other writing-intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, CORE 3990W Global Search for Justice, and any other writing-intensive course in this or another department).

Promotional Communication - Minor

This minor is offered in the College for Women only.

Curriculum

To earn a promotional communication minor, a student must successfully complete five courses distributed in the following way.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 1030</td>
<td>Speaking to Lead and Influence</td>
<td>4</td>
</tr>
<tr>
<td>COMM 3030</td>
<td>Rhetoric, Civic Participation and Social Justice</td>
<td>4</td>
</tr>
<tr>
<td>COMM 4600</td>
<td>Leadership and the Art of Persuasion</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 2994</td>
<td>Topics (Cyber Literacy)</td>
<td>4</td>
</tr>
<tr>
<td>One additional course in the Communication Studies Department</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

Critical Studies of Race and Ethnicity

St. Catherine University’s critical studies of race and ethnicity department provides rigorous and comprehensive study with a broad perspective.

Critical studies of race and ethnicity students explore the implications of socially constructed identities and systems of power and privilege. Students will study and research a range of topics through the lens of race and ethnicity including media representations, the criminal justice system, immigration policy, hate crimes and legal responses, history and legacy of slavery, Black feminist thought, American Indians in the Southwest, and campus climate.

Critical studies of race and ethnicity courses are particularly relevant and useful for careers in health and human services, education, business, government, law, criminal justice or public policy. A CRST major or minor will complement majors in any of the professions or the liberal arts.

Major

- Critical Studies of Race and Ethnicity - BA (p. 185)
- Immigrants and Refugees - BA (p. 186)

Minors

- Critical Hmong Studies - Minor (p. 185)
- Critical Studies of Race and Ethnicity - Minor (p. 186)

CRST 1120 Economics of Social Issues — 4 credits

This course involves the study of important relationships between economic growth, equity and public policies. It offers an economic perspective on current domestic and global social problems. Topics include crime, discrimination, inequality, the welfare system, social security, education, poverty, unemployment, health care, international trade and globalization. Also offered as WOST 1121, ECON 1120. Offered in the College for Women.

CRST 1140 Race, Class, Gender and the Environment with Lab — 4 credits

This course is designed to acquaint students with the nature of scientific inquiry, the science behind current environmental issues, and how environmental issues have differentially affected various groups in society. In addition, what affected groups have done to address these issues and what we can do are addressed. Also offered as BIOL 1140. Offered in the College for Women.

CRST 1200 Survey of U.S. Political and Social History, 1600-1900 — 4 credits

This course is a survey of U.S. political and social history from the colonial era to 1900, with emphasis on the multiracial and multicultural aspects of the American experience. Also includes an overview of woman’s social and political roles and status from 1600 to the achievement of suffrage. Also offered as HIST 1200. Offered in the College for Women.
CRST 2050W Foundations of Critical Studies of Race and Ethnicity — 4 credits
This course provides an overview of the key concepts and issues in the interdisciplinary study of race/ethnicity. The course serves as an introduction to the complexity of diverse racial/ethnic groups in the U.S., issues of racial formation, white privilege, individual and institutional discrimination, multiple differences and intersecting oppressions, racial/ethnic identity and collective resistance, as well as the global dimensions of race/ethnicity. Course materials facilitate engagement in critical analysis of textual and statistical information from a variety of disciplinary sources. Offered every term. Offered in the College for Women.

CRST 2060 Freedom, Justice, and Liberation Theology Today — 4 credits
Theology is rooted in human experiences of encountering God in this world, and the particular experiences of various oppressed communities have given rise to a rich body of theological reflection. The many varieties of liberation theology all focus attention on how theological ideas are not limited to the church or the classroom, but affect our lives, our commitments, and our choices in powerful ways. In this course, we will explore how liberation theology, which starts from the perspective of the oppressed, presents theological ideas about God, Jesus, community, motherhood, creation/the ecological crisis, and other topics. Each offering of this course will focus on a particular variety of liberation theology, such as Black and womanist theology; Latino/a and mujerista theology; Asian and minjung theology; African theologies; or Native American theology. Students may earn credit under this course number more than once for different liberation theologies. Also offered as THEO 2060. Offered in the College for Women.

CRST 2120 The Immigrant Perspective in Literature — 4 credits
This course explores the issues of cultural adaptation and change and educational aspirations of immigrant women in the U.S. Students will read novels and memoirs written by and about immigrants in the U.S. and readings that provide the historical and socio-cultural context for each of them. Through the exploration of literary content that is personally meaningful, students will increase their fluency and comprehension in reading academic English and develop analytical and critical reading skills. Students will also develop confidence and ease contributing to class and group discussions. Meets liberal arts core requirement in literature. Offered in the College for Women.
Prerequisite: For non-native speakers of English by placement or instructor's permission only. Also offered as ENGL 2120.

CRST 2150 Challenging Oppressions, Civic Engagement and Change — 4 credits
This course provides an in-depth overview of the dynamics of inequality, intersecting oppressions, models of civic engagement and systemic social change. Classism, racism, sexism, heterosexism, ableism and speciesism are examined as systems of power and privilege that are socially constructed and subject to social change. This course bridges the classroom and the community, theory and practice through readings, discussions, guest speakers, visits to community partner agencies, and a community work and learning component. Also offered as SOCI 2150 and WOST 2150. Offered in the College for Women.

CRST 2151W Sociocultural Aspects of Dress — 4 credits
The course involves the study of social, psychological, cultural and aesthetic aspects of dress. Focus is on understanding multicultural diversity and broadening the perspective in which one views dress. Sustainable fashion as a cultural phenomenon is explored. This course includes cultural experience through a service learning component. Offered in the College for Women. Also offered as FASH 2150W.

CRST 2180 World Music — 4 credits
This course is designed to open up the vast global world of music to you, as well as demonstrate how the world of music also lives in the Twin Cities. We will study many major musical traditions in a range of styles (folk, classical, sacred, popular) practiced in Africa, Asia, the Americas, Europe, and the Middle East. We will explore music as an art as well as a social process that emerges from specific cultural contexts. In the course of our investigations, we will also discuss where and how music from across the globe has entered into U.S. popular culture. You will develop skills in active listening, music analysis, and ethnographic research and writing. Previous knowledge of musical instruments or notation is not required. Also offered as MUS 2180. Offered in the College for Women.

CRST 2200 People, Stories and Images: Qualitative Social Research — 4 credits
This hands-on seminar/practicum aims to familiarize students with principles of qualitative research and introduce them to various qualitative research methods used to examine social issues. Students will gain practical skills in designing and conducting qualitative research; they will also develop critical thinking skills in recognizing and negotiating the power dynamics and ethical dilemmas inherent in the research process. These skills are applicable in multiple disciplines and transferrable for lifelong learning and careers in a variety of settings, be it for government organizations or non-profits, dealing with domestic or international issues. Qualitative research skills also help us become a more reflective and engaging person! Also offered as SOCI 2200 and WOST 2200.

CRST 2220 Short Fiction — 4 credits
This introductory course explores short fiction, traditionally through the form of the short story. Varying by semester and instructor, some sections have investigated forms as various as the joke, the treaty, and the novella. Topics have included Reading Race, Fathers and Sons, and Fairy Tales for Adults. In each case, you closely investigate literary elements such as plot, character, theme and style along with the social significance of literature. Credit may be earned under this course number more than once for different emphases. Meets the liberal arts core requirement in literature.

CRST 2230 The Novel — 4 credits
An exploration of the novel, this course varies by instructor and semester. Topics may include Novels into Film, Six Degrees of Harry Potter, Oprah Books, Courtship and Marriage, and Lesbian Literature. Credit may be earned under this course number more than once for different emphases. Meets the liberal arts core requirement in literature. Also offered in Evening/Weekend/Online Program.

CRST 2240 Drama on the Page and on Stage — 4 credits
In order to truly appreciate the power of drama, students not only explore plays in their written form but also experience them as theatrical performances. As determined by instructor and semester, this course is organized around such themes as The Family Circle, Social Protest and Reform, Dreamers and Schemers, and the Self in Society. Credit may be earned under this course number more than once for different emphases. Meets the liberal arts core requirement in literature.
CRST 2250 Critical Hmong Studies — 4 credits
The Critical Hmong Studies course will engage students in a critical analysis of the changing nature of Hmong culture and identity worldwide. The course traces Hmong origin from China, and historical events to current time, including Hmong involvement in the Vietnam War, Hmong migration throughout the world, and Hmong life in host societies. Students will explore debates surrounding cultural identity, intergenerational conflict, changing traditions and cultural practices in host societies. In addition, students will examine gender issues, acculturation, the portrayal of Hmong in media, Hmong in education, and racism among others. Offered in the College for Women.

CRST 2280 Introduction to Literary Themes — 4 credits
Examine the cultural and historical themes of imaginative texts across multiple literary genres, including short and long fiction, nonfiction, poetry, and drama. Varying themes have included the Harlem Renaissance, Irish and Scottish Literature, Women on the Road, Portrayals of Native Americans in Poetry, Literature in Sickness and in Health, and Marriage and Family Relationships. Credit may be earned under this course number more than once for different emphases. Also offered in Evening/Weekend/Online Program. Meets the liberal arts core requirement in literature.

CRST 2350 Asian American Identities — 4 credits
The Asian American Identities course will engage students in a critical analysis of the multiple, fluid and intersecting identities of members of the Asian diaspora. Beginning with Asian immigration to the United States in the 1800s through the existence of multi-generational families in the present day, students will learn to interrogate how the perceived identities of Asian Americans has shaped these histories and experiences, and how agency in Asian American self-identification has served to empower them, challenge assumptions and create new realities. Offered in the College for Women. Also offered as SOCI 2350.

CRST 2500 Rule-makers and Rule-breakers: Deviance and Social Control — 4 credits
How does society create insiders and "deviant" outsiders? How are legal and medical labels created and applied? What role does race, class, gender, sexual orientation, age and ability play in the construction of deviance and the application of social control? Who is criminalized? Who is medicalized? How do these labels effect social opportunity and identity? The course includes study of the various types of deviance and social control, including formal/legal, medical/psychiatric labeling, and informal stigma with special attention to mass incarceration, the school-to-prison pipeline, and the medicalization of deviance. Offered in alternate years. Offered in the College for Women. Also offered as SOCI 2500 and WOST 2500.

CRST 2600 All are Welcome: Church as Beloved Community — 4 credits
How did the community of Jesus’ disciples become the Church as we know it? What is the source of the Church's vitality, and what is its mission? This course will look to historical texts and the experiences of the faith-community through the ages for its answers. Offered in the College for Women and the College for Adults. Also offered as THEO.

CRST 2684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.

Prerequisites: Faculty, department chair and dean approval.

CRST 2700 Social Movements-Social Change — 4 credits
Provides students with an in-depth understanding of the dynamics of collective behavior and social movements. A variety of social movements and counter movements are considered. The course emphasizes collective responses to inequality, and the role of race/ethnicity, class, gender and other differences in movements for social change. Offered alternate years. Also offered as SOCI 2700 and WOST 2700. Offered in the College for Women.

CRST 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

CRST 3101 Communicating across Cultures, Identities and Differences — 4 credits
In the 21st century individuals continue to be marginalized because of their differences. The existence of racism, sexism, homophobia, and religious discrimination indicate that the categories separating individuals from one another fuel acts of hatred, oppression, and degradation, but why? What makes such discrimination possible? How do categories of people come to be seen as “different”? How does being “different” affect people’s lived experience? What meaning does difference have at the level of the individual, social institution, or culture? What difference does difference make? This class will answer these questions by studying how communication plays a significant role in the construction of cultures identities and differences. Through such an inquiry students will learn how social, political, economic, racial, sexual, cultural and geographic differences impact the process of communication and consequently, cause conflict between groups and individuals that belong to different social categories. Through studying how cultures, identities and differences impact communication, students will develop strategies for effectively and ethically participating in an increasingly diverse cultural landscape. Also offered as WOST 3101 and COMM 3100. Offered in the College for Women and the College for Adults.

CRST 3160 Hispanics in the United States — 4 credits
Students will gain knowledge about the layered history and issues involving Hispanics and Latinos in the United States. As students discuss a number of materials, from writings, to film and documentaries, to the arts, to experiential learning tasks, students will increase their awareness of and experience with cross-cultural, bilingual ways of life, thinking, and being. Students will speak primarily in Spanish. Offered spring semester. Offered in the College for Women.

Prerequisite: SPAN 2110 or permission of instructor.

CRST 3162 Migration, Citizenship, Community — 4 credits
This course will help students cultivate sociological imagination around issues related to migration and immigration. Through reading theories and narratives of migration against each other, a successful student, at the end of the semester, should achieve a deeper understanding of the following questions: Why does mass migration happen? What are the social and political consequences of migration? What happens to people's cultures, identities, and sense of belonging when they cross national borders? What does the immigration debate reveal about the social fabric of the United States? Sociological understanding of these questions will help students make ethical decisions and assume leadership in their civic and political lives. Offered in the College for Women.

Recommended: SOCI 1000. Also offered as SOCI 3160.
CRST 3210 Family, Identity and Inequality — 4 credits
Family is an important social institution in which identities are formed and inequalities are reproduced. Highlights of this course include perspectives of families in poverty, LGBT families, transracial and transnational families. Students conduct research about family, identity, and inequality (race, class and gender) and consider strategies for social change and individual action. Offered alternate years. Also offered as SOCI 3210 and WOST 3210.

CRST 3250 History of Civil Liberties and Civil Rights in the U.S. — 4 credits
The origins and evolution of American civil liberties and civil rights are covered from the colonial era through the 20th century civil rights and women's rights movements. Course examines the U.S. Constitution and Bill of Rights and the roles of the Supreme Court, federal and state governments, and rights movements in the development of civil liberties and civil rights. Also offered as HIST 3250 and WOST 3251. Not open to first-year students.

CRST 3251 Cultural Anthropology — 4 credits
This is a survey of the evolution, integration and importance of culture. Students will develop an awareness of and appreciation for the variety of human cultural and subcultural adaptations, focusing on such institutions as economics, family, politics and religion. Ethnographic methods are also covered, as students learn to recognize and interpret cultural meaning. Also offered as SOCI 3250 and WOST 3250. Offered annually. Offered in the College for Women.

CRST 3300 Haves and Have-Nots — 4 credits
Students will study the causes of international inequality in the distribution of wealth to examine why some countries are rich and others are poor. Discussions critically examine contending theories of development and underdevelopment (modernization theory, dependency and world systems theories, cultural explanations and state-centric theories). Also offered as POSC 3300. Offered in the College for Women.

CRST 3340 Criminal Justice: From Policing to Punishment — 4 credits
The United States has more people in prison per capita than anywhere where in the world, with 2.3 million people in prison and jail and another 5 million on probation or parole. How does this happen? What is "the prison industrial complex"? What social factors shape our approach to policing and punishment? Who is criminalized and how? What role do race, class, and gender play in policing and punishment? This course analyzes the basic concepts and dynamics of the, including study of the personnel involved and experiences encountered in the system. This course offers students an in-depth look at the U.S. criminal justice system, and currently debated topics including police use of force and civilian killings, racial profiling, prosecutorial discretion, mass incarceration, use of solitary confinement, and the death penalty. Alternative approaches and social movements related to criminal justice reform for both juveniles and adults also will be explored. Also offered as SOCI 3340. Offered in alternate years. Offered in the College for Women.

CRST 3350 Nationalism and Ethnic Conflict — 4 credits
Students will study theories of nationalism and the aspirations of nationalist actors in both domestic and international contexts. Particular attention is given to problems of citizenship and state formation; ethnicity and nationalism; democratic institutional design and political representation; and ethnic conflict. Case studies are drawn from the industrial democracies and the developing world. Also offered as POSC 3350. Offered in the College for Women.

CRST 3340W Women's Issues from Global Perspectives — 4 credits
Students will study the causes of international inequality in the distribution of wealth to examine why some countries are rich and others are poor. Discussions critically examine contending theories of development and underdevelopment (modernization theory, dependency and world systems theories, cultural explanations and state-centric theories). Also offered as ENGL 3340W and WOST 3340W. This class counts as one of the four Writing Intensive courses required for graduation. Does not meet the liberal arts core requirement in literature.

Prerequisite: ENGL 2402. Offered in the College for Women and the College for Adults. Not open to first year students. Offered in the College for Women and the College for Adults. Not open to first year students. Offered in the College for Women and the College for Adults.

CRST 3400 Biomedical Ethics — 4 credits
Overview of normative ethical theory. Application to topics in biomedicine: the concept of health, the provider-patient relationship, informed consent and refusal of treatment, truth-telling and confidentiality, research involving human subjects, life-sustaining treatment and physician-assisted death, reproductive decisions and technologies, genetic screening and interventions, allocation of scarce resources. Offered every semester. Offered in the College for Women and the College for Adults. Also offered as PHIL 3400.

Recommended: PHIL 2200W. Open to students with no prior work in philosophy, but such students should consult with the instructor or department chair before registering.

CRST 3401W Language as Power — 4 credits
This class will take students into the complex and often hidden intersections of language and power, focusing on the many ways in which language serves as a tool of power. It will examine how people negotiate power on several levels, both individually and socially; how words imply more than they say (and thus can be used to manipulate); how language policies in education and other societal institutions privilege some groups while oppressing others; and how oppressed groups use language to resist their oppression. Because language is so intimately tied to the communities that use it, we will examine language use through the lenses of race/ethnicity and gender among others. Also offered as ENGL 3400W and WOST 3400W. This class counts as one of the four Writing Intensive courses required for graduation. Does not meet the liberal arts core requirement in literature.

Prerequisite: ENGL 2402. Offered in the College for Women and the College for Adults. Not open to first year students. Offered in the College for Women and the College for Adults. Not open to first year students. Offered in the College for Women and the College for Adults. Not open to first year students. Offered in the College for Women and the College for Adults.

CRST 3400 Biomedical Ethics — 4 credits
Overview of normative ethical theory. Application to topics in biomedicine: the concept of health, the provider-patient relationship, informed consent and refusal of treatment, truth-telling and confidentiality, research involving human subjects, life-sustaining treatment and physician-assisted death, reproductive decisions and technologies, genetic screening and interventions, allocation of scarce resources. Offered every semester. Offered in the College for Women and the College for Adults. Also offered as PHIL 3400.

Recommended: PHIL 2200W. Open to students with no prior work in philosophy, but such students should consult with the instructor or department chair before registering.

CRST 3401W Language as Power — 4 credits
This class will take students into the complex and often hidden intersections of language and power, focusing on the many ways in which language serves as a tool of power. It will examine how people negotiate power on several levels, both individually and socially; how words imply more than they say (and thus can be used to manipulate); how language policies in education and other societal institutions privilege some groups while oppressing others; and how oppressed groups use language to resist their oppression. Because language is so intimately tied to the communities that use it, we will examine language use through the lenses of race/ethnicity and gender among others. Also offered as ENGL 3400W and WOST 3400W. This class counts as one of the four Writing Intensive courses required for graduation. Does not meet the liberal arts core requirement in literature.

Prerequisite: ENGL 2402. Offered in the College for Women and the College for Adults. Not open to first year students. Offered in the College for Women and the College for Adults. Not open to first year students. Offered in the College for Women and the College for Adults. Not open to first year students. Offered in the College for Women and the College for Adults.

CRST 3400 Biomedical Ethics — 4 credits
Overview of normative ethical theory. Application to topics in biomedicine: the concept of health, the provider-patient relationship, informed consent and refusal of treatment, truth-telling and confidentiality, research involving human subjects, life-sustaining treatment and physician-assisted death, reproductive decisions and technologies, genetic screening and interventions, allocation of scarce resources. Offered every semester. Offered in the College for Women and the College for Adults. Also offered as PHIL 3400.

Recommended: PHIL 2200W. Open to students with no prior work in philosophy, but such students should consult with the instructor or department chair before registering.

CRST 3401W Language as Power — 4 credits
This class will take students into the complex and often hidden intersections of language and power, focusing on the many ways in which language serves as a tool of power. It will examine how people negotiate power on several levels, both individually and socially; how words imply more than they say (and thus can be used to manipulate); how language policies in education and other societal institutions privilege some groups while oppressing others; and how oppressed groups use language to resist their oppression. Because language is so intimately tied to the communities that use it, we will examine language use through the lenses of race/ethnicity and gender among others. Also offered as ENGL 3400W and WOST 3400W. This class counts as one of the four Writing Intensive courses required for graduation. Does not meet the liberal arts core requirement in literature.

Prerequisite: ENGL 2402. Offered in the College for Women and the College for Adults. Not open to first year students. Offered in the College for Women and the College for Adults. Not open to first year students. Offered in the College for Women and the College for Adults. Not open to first year students. Offered in the College for Women and the College for Adults.
CRST 3460 Managing a Diverse Workforce — 4 credits
This course provides a hands-on approach to understanding how to work with people from different cultures. Students are asked to examine their own values and perspectives, to become aware of their own biases, and through examining different cultural orientations, to work towards greater understanding and acceptance of difference. The course focuses on the impact of diverse cultures on the work environment and management practices that enhance the full utilization of human diversity. Students will learn about belief systems, attitudes and conditioning and how these cognitive processes interact with the management of a diverse workforce. The management functions, organization behavior, change and productivity are examined in relation to issues of diversity. Anyone planning to work outside the home, regardless of discipline or field, can benefit from this course. Offered in the College for Women and the College for Adults. Also offered as MGMT 3460.

CRST 3470 Sociology of the Law — 4 credits
In-depth understanding of the interplay between law and society. Emphasis is on U.S. law and legal systems, but consideration is given to historical, cross-cultural and international variations. Topics include: historical foundations and current directions of law in the U.S.; the organization of law and legal systems; sociological factors that shape the creation, interpretation, and application of the law; and law as a mechanism of social control and a tool for social change. Also offered as SOCI 3470. Offered alternate years.

CRST 3480 World Englishes: Past and Present — 4 credits
This course focuses on English as a global language, tracing its history from Old English to Early Modern English to its spread around the world and its subsequent pluralization into many unique and diverse Englishes, from Jamaica to India, Nigeria to Singapore. The course looks at how English has changed over time as well as how and why English spread. It examines the reasons for its spread and the forces that helped propel English to its current position, as well as shift the status of other languages, including standard language ideology, linguistic imperialism, and linguicism. The course also looks at the use of English today in education, health, science, business, and politics, both in its capacity as an official language in 88 countries as well as its role as an international lingua franca. It also examines various social justice issues resulting from its current status, such as unequal access to English language education, discriminatory attitudes toward localized varieties of English, and the endangered status of other languages. Finally, the course explores several seminal works in World Englishes literature that reflect localized varieties of English in different ways. Also offered as ENGL. Offered in the College for Women.

CRST 3490 Topics in Language Studies — 4 credits
The subject matter of this course varies. Topics may include: World Englishes; Linguistic Human Rights; Teaching English as a Second Language; Language, Race & Ethnicity; and Critical Discourse Analysis. Offered in alternate years.
Prerequisite: ENGL 2402. Offered in the College for Women. Also offered as ENGL 3490.

CRST 3510 Sociology of Race and Ethnicity — 4 credits
This course examines structured inequality related to race and ethnicity. The course focuses on current research and theory pertinent to the social construction of race/ethnicity, inter-group relationships, power, stereotyping, prejudice and discrimination, systemic racism, and the ways that race intersects with class, gender and other differences. Includes historical and contemporary experiences of racial and ethnic groups in the U.S. Offered alternate years. Also offered as SOCI 3510 and WOST 3510.

CRST 3560 Women in America to 1920 — 4 credits
Roles, status and expectations of women are covered from the colonial era to 1920; includes developments in family, sex, education, work, dress, politics; also covers the feminist movement of the 19th century. Also offered as HIST 3560 and WOST 3560. Offered in the College for Women.

CRST 3650 U.S. Women Since 1920 — 4 credits
This course covers roles, status and expectations of women in the United States from 1920 to the present; developments in family, sex, education, politics, work and dress; feminist ideologies, their social and intellectual contexts and opposition. Also offered as HIST 3650 and WOST 3650. Offered in the College for Women and the College for Adults.

CRST 3860 Neighborhoods, Cities and Inequality — 4 credits
Analysis of the emergence of cities, urban social systems, urbanization and urbanism with special attention to international urban patterns. Topics include patterns of suburbanization, city lifestyles and social environment of the cities, ethnic diversity, urban planning, housing programs and urban change, urban future. Includes a service-learning component. Also offered as SOCI 3860. Offered in alternate years. Offered in the College for Women.

CRST 3900 Feminist Philosophy — 4 credits
This course involves the exploration of feminist contributions in the traditional philosophical inquiries of metaphysics, epistemology, and ethics, as well as questions unique to feminist thought. Students will explore the social conception of the self, social constructions of knowledge, the objectivity and subjectivity debates, standpoint epistemologies, and the philosophic implications of multiple differences, including race, class, sexuality. Also offered as PHIL 3900 and WOST 3900. Offered annually. Offered in the College for Women.

CRST 4600 Leadership and the Art of Persuasion — 4 credits
This course studies the practice of leadership communication from within the framework of persuasive, effective, ethical and enduring leadership. By studying the communication practices of female leaders in the cultural, political, business and intellectual sectors of society and by focusing on the unique challenges faced by these leaders as women in particular, this course provides practical examples of different forms of effective leadership particularly well-suited to the St. Kate's student. To provide students with a foundation through which they can begin to act as leaders in their daily lives, these practical examples are discussed in conjunction with theories of leadership, persuasion and argumentation. Also offered as COMM 4600 and WOST 4600. Offered in the College for Women and the College for Adults.
Prerequisites: for majors: COMM 3070W, COMM 3090. For nonmajors: instructor permission. Senior standing for all students.

CRST 4602 Internship — 2 credits
An internship is a structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves the student in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience meet with the internship coordinator in the Career Development Office and then with a faculty advisor.
Prerequisites: Instructor and department chair permission and CRST 2050W.
Curriculum

Students are advised to check prerequisites for the courses listed below.

Critical Hmong Studies - Minor

This minor is offered in the College for Women only.

Students are advised to check prerequisites for the courses listed below.

Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRST 2050W</td>
<td>Foundations of Critical Studies of Race and Ethnicity</td>
<td>4</td>
</tr>
<tr>
<td>CRST 2250</td>
<td>Critical Hmong Studies</td>
<td>4</td>
</tr>
<tr>
<td>CRST 2350</td>
<td>Asian American Identities</td>
<td>4</td>
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<tr>
<td>Select twelve additional credits from the following:</td>
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<td></td>
</tr>
<tr>
<td>CRST 2994</td>
<td>Topics (Sociology of Immigration)</td>
<td></td>
</tr>
<tr>
<td>CRST 3162</td>
<td>Migration, Citizenship, Community</td>
<td></td>
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<tr>
<td>or SOCI 3160</td>
<td>Migration, Citizenship, Community</td>
<td></td>
</tr>
<tr>
<td>CRST 4954</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>or CRST 4604</td>
<td>Internship</td>
<td></td>
</tr>
</tbody>
</table>

Critical Studies of Race and Ethnicity - BA

St. Kate’s critical studies of race and ethnicity (CRST) major provides students with a framework for understanding race and ethnicity in historical, contemporary, national, and global contexts. This field of study uses the lens of race/ethnicity to critically examine texts, language, media, art, music, statistical records, social structure/systems, and the complete array of institutional arrangements. This exciting major is unique - one of few of its kind in the state. Growing racial and ethnic diversity in the State of Minnesota and St. Kate’s own diverse student body make this major increasingly relevant for all students and make St. Kate’s an excellent choice for those who wish to pursue this area of study.

As students study the diverse racial and ethnic groups within the United States, they will become aware of the extent to which class, race, ethnicity, gender, sexual orientation, age, and ability interact to magnify privilege/disadvantage. This major will help students to build the knowledge, skills and confidence to actively work to dismantle the structural and systemic inequities surrounding notions of race and ethnicity. Students’ course work, independent research, final portfolio and internship will give them the ability to work across lines of difference and engage in strategizing for social change.

As students study the diverse racial and ethnic groups within the United States, they will become aware of the extent to which class, race, ethnicity, gender, sexual orientation, age, and ability interact to magnify privilege/disadvantage. This major will help students to build the knowledge, skills and confidence to actively work to dismantle the structural and systemic inequities surrounding notions of race and ethnicity. Students’ course work, independent research, final portfolio and internship will give them the ability to work across lines of difference and engage in strategizing for social change.

This major is offered in the College for Women only.

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<tr>
<td>CRST 2050W</td>
<td>Foundations of Critical Studies of Race and Ethnicity</td>
<td>4</td>
</tr>
<tr>
<td>CRST 3510</td>
<td>Sociology of Race and Ethnicity</td>
<td>4</td>
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<tr>
<td>CRST 4604</td>
<td>Internship</td>
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<tr>
<td>CRST 4850W</td>
<td>Senior Seminar</td>
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<tr>
<td>One course from the WOST (women’s studies) course listing</td>
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<tr>
<td>Select 20 credits from the list of courses below:</td>
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</table>
Students are advised to check prerequisites prior to planning a program of study.

At least three courses must be at the 2000- or 3000-level.
One of the courses must be global.
Two must be from the arts and humanities.
Two must be from the sciences or social sciences.

BIOL 1140 Race, Class, Gender and the Environment with Lab
COMM 3100 Communicating across Cultures, Identities and Differences
COMM 4600 Leadership and the Art of Persuasion
CRST 4954 Independent Study
ECON 1120 Economics of Social Issues
ENGL 2220 Short Fiction (Reading Race and Ethnicity)
ENGL 2240 Drama: On the Page and on the Stage (Plays by August Wilson)
ENGL 2260 Literature in Translation
ENGL 2290 Women and Literature (Women Writers of Color)
ENGL 2290 Women and Literature (Literature and Social Structure)
ENGL 3400W Language as Power
FASH 2150W Sociocultural Aspects of Dress
HIST 1200 Survey of U.S. Political and Social History, 1600-1900
HIST 3250 History of Civil Liberties and Civil Rights in the U.S.
HIST 3560 Women in America to 1920
MUS 2180 World Music
PHIL 3400 Biomedical Ethics
PHIL 3900 Feminist Philosophy
POSC 3350 Nationalism and Ethnic Conflict
SOCI 2150 Challenging Oppressions, Civic Engagement and Change
SOCI 2500 Rule-makers and Rule-breakers: Deviance and Social Control
SOCI 2700 Social Movements-Social Change
SOCI 3210 Family, Identity and Inequality
SOCI 3250 Cultural Anthropology
SOCI 3340 Criminal Justice: From Policing to Punishment
SOCI 3450 Women's Issues from Global Perspectives
SOCI 3470 Sociology of the Law
SPAN 3160 Hispanics in the United States
WOST 4850W Senior Seminar

SOCI 2994 Topics (Sociology and the Politics of Performance)
THEO 4994 Topics (Oppression and Liberation in the Bible)

Total Credits 40

1 Denotes global component
2 Topics courses are designated in the annual schedule of courses.

Recommended Course

Select one of the following:

ECON 1080 Statistical Analysis for the Social Sciences
ECON 1090 Statistical Analysis for Decision Making
PSYC 1090 Statistical Methods in Psychology
STAT 1090 Statistical Analysis

CRST majors fulfill the Writing Requirement for Majors and the fourth writing requirement by completing CRST 2050W Foundations of Critical Studies of Race and Ethnicity. They fulfill the Liberal Arts and Sciences Core Writing Requirement with three other courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, CORE 3990W Global Search for Justice, and another writing-intensive course in another department.

Critical Studies of Race and Ethnicity - Minor

This minor is offered in the College for Women only.

Curriculum

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<tbody>
<tr>
<td>CRST 2050W</td>
<td>Foundations of Critical Studies of Race and Ethnicity</td>
<td>4</td>
</tr>
<tr>
<td>CRST 3510</td>
<td>Sociology of Race and Ethnicity</td>
<td>4</td>
</tr>
</tbody>
</table>

Courses totaling 12 credits taken from the list of cross-listed courses listed for the CRST major. Two of the courses must be at the 2000- or 3000-level and one must be global.

Total Credits 20

Imigrants and Refugees - BA

The Immigrants and Refugees: Borders, Policy, and Community offers students a strong, interdisciplinary foundation for understanding immigration as a social, political, cultural, and economic phenomenon. Students in the Immigrants and Refugees major examine policies, institutions, texts, representations, and social structures to understand multiple dimensions of immigration. Since the major is part of the CRST program, students will also approach immigration from a critical race and ethnicity perspective. The Immigrants and Refugees major is both unique as a major and increasingly relevant. Immigration is one of the most transformative and critical social issues, especially in Minnesota and the Twin Cities.

Students will have the opportunity to learn about a range of immigration issues through coursework in multiple disciplines, including Sociology, History, Economics, Women's Studies, Political Science, English, Critical Studies, and more. Students will have a choice of three
concentrations, each with a different focus: Race, Class, and Gender; Policy and Government; History, Narratives, and Identities. Each concentration is aimed at different interests and career paths of students. Concentration 1, Race, Class, and Gender, emphasizes the importance of intersections of these social constructs in shaping immigration and immigrants’ lives. Inequality is a major emphasis in this concentration, including the disparate impact of immigration policies on women and immigrants of particular racial/ethnic backgrounds. Concentration 2, Policy and Government, focuses on policies affecting immigrant communities, such as health care, education, and immigration policy itself. Students in this concentration will learn about immigration through policy making at the global, national, and local levels, as well as non-governmental work on immigration issues. Concentration 3, History, Narratives, and Identities is a humanities-focused concentration that emphasizes the narratives, voices, and experiences of immigrants as well as the ways that immigrants and immigration have been represented in popular culture and media.

The Immigrants and Refugees major will prepare students with multiple disciplinary perspectives and approaches to immigration, which can be applied to careers in many fields, including social and public service, public policy, research through NGOs and government agencies, education, and academic research.

The Immigrants and Refugees major consists of 36 credits. Students complete three required courses, one or two methods courses, and four or five courses in their chosen concentration. Students who opt to take one methods course will take five concentration courses. Students who opt to take two methods courses will take four concentration courses.

Note: Students are advised to check the prerequisites for all courses with an asterisk to the right of the title prior to planning their program of study.

### Curriculum

#### Required Courses

<table>
<thead>
<tr>
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<tr>
<td>CRST 2050W</td>
<td>Foundations of Critical Studies of Race and Ethnicity</td>
<td>4</td>
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<tr>
<td>CRST 4850W</td>
<td>Senior Seminar (*)</td>
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<tr>
<td>SOCI 3160</td>
<td>Migration, Citizenship, Community</td>
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<td><strong>Total Credits</strong></td>
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#### Methods Courses

Choose One or Two Courses from: 1

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>ECON 1090</td>
<td>Statistical Analysis for Decision Making</td>
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<tr>
<td>SOCI 2100W</td>
<td>Research Methods in Sociology</td>
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<tr>
<td>SOCI 2200</td>
<td>People, Stories and Images: Qualitative Social Research</td>
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<tr>
<td><strong>Total Credits</strong></td>
<td></td>
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</table>

#### Concentration Courses

Select four or five courses from one of three concentrations. At least two must be at the 3000 level. 1

**Race, Class and Gender Concentration**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>CRST 2250</td>
<td>Critical Hmong Studies</td>
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<tr>
<td>ECON 1120</td>
<td>Economics of Social Issues</td>
<td></td>
</tr>
<tr>
<td>ECON 2994</td>
<td>Topics: Economics and Politics of Race and Gender</td>
<td></td>
</tr>
<tr>
<td>ECON 3450W</td>
<td>Development Economics: Examining Poverty and Inequality (*)</td>
<td></td>
</tr>
<tr>
<td>ENGL 2120</td>
<td>The Immigrant Perspective in Literature (*)</td>
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</tr>
<tr>
<td>ENGL 3480</td>
<td>World Englishs: Past and Present</td>
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<tr>
<td>HIST 3250</td>
<td>History of Civil Liberties and Civil Rights in the U.S.</td>
<td></td>
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<tr>
<td>HIST 3560</td>
<td>Women in America to 1920</td>
<td></td>
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<tr>
<td>POSC 3150</td>
<td>Women and Globalization</td>
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<tr>
<td>SOCI 2150</td>
<td>Challenging Oppressions, Civic Engagement and Change</td>
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<td>SOCI 2350</td>
<td>Asian American Identities</td>
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<td>SOCI 2700</td>
<td>Social Movements-Social Change</td>
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<tr>
<td>SOCI 3250</td>
<td>Cultural Anthropology</td>
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<tr>
<td>SOCI 3450</td>
<td>Women's Issues from Global Perspectives</td>
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<tr>
<td>SOCI 3510</td>
<td>Sociology of Race and Ethnicity</td>
<td></td>
</tr>
<tr>
<td>SOCI 3860</td>
<td>Neighborhoods, Cities and Inequality</td>
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</tr>
<tr>
<td>WOST 2050W</td>
<td>Foundations in Women's Studies</td>
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**Policy and Governmental Concentration**

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<thead>
<tr>
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<tbody>
<tr>
<td>ECON 1120</td>
<td>Economics of Social Issues</td>
<td></td>
</tr>
<tr>
<td>ECON 2994</td>
<td>Topics: Economics and Politics of Race and Gender</td>
<td></td>
</tr>
<tr>
<td>ECON 3450W</td>
<td>Development Economics: Examining Poverty and Inequality (*)</td>
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<tr>
<td>ECON 3480W</td>
<td>International Economics: Trade and Immigration (*)</td>
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<td>HIST 2550</td>
<td>Revolution and Communist Rule in China: 1900 to Present</td>
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<tr>
<td>POSC 2200W</td>
<td>Introduction to Comparative Politics</td>
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<tr>
<td>POSC 3150</td>
<td>Women and Globalization</td>
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<tr>
<td>SOCI 2150</td>
<td>Challenging Oppressions, Civic Engagement and Change</td>
<td></td>
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<tr>
<td>SOCI 2700</td>
<td>Social Movements-Social Change</td>
<td></td>
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<tr>
<td>SOCI 3450</td>
<td>Women's Issues from Global Perspectives</td>
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<tr>
<td>SOCI 3510</td>
<td>Sociology of Race and Ethnicity</td>
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</tr>
<tr>
<td>SOCI 3860</td>
<td>Neighborhoods, Cities and Inequality</td>
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**History, Narrative and Identities Concentration**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>CRST 2250</td>
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</tr>
<tr>
<td>ENGL 2120</td>
<td>The Immigrant Perspective in Literature (*)</td>
<td></td>
</tr>
<tr>
<td>ENGL 3480</td>
<td>World Englishs: Past and Present</td>
<td></td>
</tr>
<tr>
<td>HIST 2300</td>
<td>World History Since 1500</td>
<td></td>
</tr>
<tr>
<td>HIST 2550</td>
<td>Revolution and Communist Rule in China: 1900 to Present</td>
<td></td>
</tr>
<tr>
<td>HIST 2994</td>
<td>U.S. Immigration History</td>
<td></td>
</tr>
<tr>
<td>HIST 3250</td>
<td>History of Civil Liberties and Civil Rights in the U.S.</td>
<td></td>
</tr>
<tr>
<td>HIST 3390</td>
<td>Modern Middle East</td>
<td></td>
</tr>
<tr>
<td>HIST 3560</td>
<td>Women in America to 1920</td>
<td></td>
</tr>
</tbody>
</table>

St. Catherine University
Our faculty members produce original research which applies the theories and methods of economics and political science to a diverse set of problems and settings. Their research informs their teaching and students benefit from working closely with faculty who are engaged leaders in their field.

Department Mission Statement

The department of economics and political science at St. Catherine University mission is threefold: to excel in teaching, advising, and research in economics and political science. In all three, we strive to model the commitment to social justice and ethical leadership that we hope to instill in our students.

We teach courses that focus on the theory, methods, and practice of economics. Our political science courses address the most pressing political issues confronting the world today. Our curriculum helps students hone their quantitative skills and their ability to think critically and proactively about the world around them. Our majors are rigorous programs of study that provide a solid foundation for a wide range of careers in business, finance, healthcare, government, NGOs and advocacy, and public policy. Students who major in economics and political science leave St. Catherine University career-ready and well prepared for graduate school.

Our faculty members produce original research which applies the theories and methods of economics and political science to a diverse set of problems and settings. Their research informs their teaching and students benefit from working closely with faculty who are engaged leaders in their field.

Economics and Political Science

Studying economics and political science at St. Catherine University stimulates thinking about the United States’ economy, government and politics, and also its relationship to the other countries of the world, the global economy, and the international community.

The economics and political science department emphasizes the development of analytical abilities and a global perspective. Students will look at issues through a social justice lens, learning about current problems and controversies, all the while thinking about potential solutions to persistent problems. In doing so, they take their first steps to becoming leaders in their fields.

St. Catherine University’s economics and political science faculty areas of expertise include economic development, comparative politics, social movements, urban politics, labor economics, program evaluation, environmental economics, monetary economics, discrimination, and health economics. The majority of our professors are women — excellent role models as students develop their career plans.

Majors

• Economics - BA, BS (p. 193)
• Economics Dual Degree - BA, BS (p. 193)
• Financial Economics - BA, BS (p. 194)
• International Business and Economics - BA, BS (p. 195)
• Political Science - BA (p. 196)
• Public Policy - BA, BS (p. 197)
• Public Policy Dual Degree - BA, BS (p. 198)
• Women and International Development - BA, BS (p. 198)

Minors

• Economics - Minor (p. 194)
• Financial Economics - Minor (p. 195)
• Nonprofit Strategies and Operations - Minor (p. 196)
• Political Science - Minor (p. 197)

ECON 1080 Statistical Analysis for the Social Sciences — 4 credits

This course provides an introduction to entry level statistical reasoning. Focus is placed on logical underpinnings of statistics to help students understand and evaluate research in popular and academic sources, with less focus on the use of software and mathematical formulas. This course fulfills the liberal arts core math and logic requirement and is appropriate for students who require a statistics course for their program, but do not intend to go further in statistics or economics. There is no math prerequisite for this course, but students should have a solid understanding of basic mathematical concepts. This course does not meet the statistics requirement for all majors and minors. Consult the academic catalog. Offered in the College for Adults. Credit is given for only one of the following courses: ECON 1080, ECON 1090, HLTH 1090, PSYC 1090 or STAT 1090.

ECON 1090 Statistical Analysis for Decision Making — 4 credits

This course covers the basic theory and practice of using statistics to guide decision making. Topics include descriptive statistics, probability, sampling, hypothesis testing, and regression. Focus is on real world public policy and business examples. The course also develops students’ Excel skills to prepare them to conduct statistical analysis in government, advocacy, business, and industry settings. This course fulfills the liberal arts core mathematics/statistics requirement and is appropriate for students majoring in business, economics, political science, sociology, or any major that requires statistics. Offered in the College for Women and the College for Adults.

Prerequisites: High school higher algebra and appropriate level on mathematics/statistics placement assessment or ACT math score or a grade of C- or better in MATH 1010. Credit is given for only one of the following courses: ECON 1080, ECON 1090, HLTH 1090, PSYC 1090 or STAT 1090.

ECON 1120 Economics of Social Issues — 4 credits

This course involves the study of important relationships between economic growth, equity and public policies. It offers an economic perspective on current domestic and global social problems. Topics include crime, discrimination, inequality, the welfare system, social security, education, poverty, unemployment, health care, international trade and globalization. Also offered as WOST 1121, CRST 1120. Offered in the College for Women.
ECON 2610 Principles of Microeconomics — 4 credits
Economics is a social science that constructs and analyzes models of human behavior, particularly as it pertains to the consumption and production of goods and services in a world of scarce resources. This course will focus on the foundational concepts in microeconomics, such as market structures, prices, consumer and firm behavior, spillovers, and trade. Students learn how to apply economic reasoning to business and public policy decisions making this course an excellent foundation for upper-level study in economics, business and policy. This course is required for all economics-related majors and for most business-related majors. It is also an excellent social science elective for students from any major. Offered in the College for Women and the College for Adults.

ECON 2620 Principles of Macroeconomics — 4 credits
Economics is the only field in which two people can share a Nobel Prize for saying opposing things. This course will teach students basic of macroeconomic vocabulary and theories and provide a foundation for understanding conflicting views on important policies. Students will learn about rising prices, interest rates, unemployment, the size of the economy, why recessions occur and what central banks do. This course is required for all economics-related majors and for many business and political science majors as well. It is also an excellent social science elective for students from any major. Offered in the College for Women and the College for Adults.

ECON 2900 Topics in Healthcare Economics — 4 credits
This course provides a broad overview of the institutions that provide healthcare and examines some of the economic factors that affect the provision of healthcare in the United States. Government policies toward the healthcare sector and government interventions in the sector are examined and compared to alternative models around the globe. Designed for non-economists who plan to work in the healthcare field or who wish to study the economics of healthcare. A good elective course for social sciences and/or nursing majors. Offered in the College for Women and the College for Adults.

ECON 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

ECON 3000 From Nudges to Nuclear War: Game Theory and Behavioral Economics — 4 credits
In public policy, we frequently encounter situations of conflict and cooperation. Game theory offers tools to model these situations, including showing why groups of rational people can make bad choices. Game theory famously came into prominence during the cold war, where it offered insights to avoid global nuclear war. Today, game theory is used in in debates on a wide range of policy questions, from climate change to health insurance to employment discrimination. Recent developments in game theory include behavioral economics, which shows that people don’t always act the way economic models predict a person would. The insights from behavioral economics help design smarter policy, including “nudges” and how choices are framed. In this class, we will learn how to use game theory & behavioral economics to analyze important questions in policy, political science, & economics. Offered in the College for Women. Also offered as POSC.

Stakeholders need to know whether projects, policies or programs are producing the intended effect. Quantitative program evaluation is the collection, analysis and use of data to assess effectiveness and efficiency. In this course students will design, execute and present data-based analyses. We will use statistics to isolate causal impacts using both experimental and quasi-experimental methods. We will study projects, policies and programs in the United States and abroad and draw examples from many disciplines including education, public health, economics, business, sociology and political science. The quantitative skills developed in this course are highly sought after by employers in both non-profit and for-profit settings. This course is open to students from any major and is good preparation for upper-level undergraduate and graduate courses that have research components. Offered in the College for Women and the College for Adults.
Prerequisite: One of the following - ECON 1080, ECON 1090, PSYC 1090, STAT 1089, STAT 1090. Also offered as WOST 3051.

ECON 3300 Environmental Economics and Policy — 4 credits
Economics is a social science that constructs and analyzes models of human behavior, particularly as it pertains to the consumption and production of goods and services in a world of scarce resources. Environmental economics is a subdiscipline which aims to apply economic theory to solve environmental problems. This course will focus on the foundational concepts of environmental economics, such as market failure, risk assessment, and cost-benefit analysis, as well as common environmental policies including command-and-control, cap-and-trade, and taxes and subsidies as incentives. As a capstone project, students must pitch an original idea for an environmental business, policy, or program supported by the economic concepts they learned throughout the semester. Offered in the College for Women.

ECON 3350 Financial Markets and Institutions — 4 credits
This course covers the nature, evolution and functions of money; the role of depository institutions; the structure of financial markets; the principles of central banking; monetary theory; and the instruments of monetary policy. Required for financial economics majors and an excellent elective for other social science and business majors. Offered in the College for Women and the College for Adults.
Prerequisite: ECON 2620.

ECON 3450W Development Economics: Examining Poverty and Inequality — 4 credits
This course explores the role of poverty and inequality in the process of economic development and growth. Students will examine the impact of social, political, and economic factors on poverty and how these factors relate to economic growth in developing countries. Topics include international financing of economic development, human and natural resources and their role in the development of economies, monetary policy and international aid. The emphasis of this course is on the role of women in national development and how this can impact the overall economy and economic stability of a developing country. Offered in the College for Women and the College for Adults.
Prerequisite: ECON 1120 or ECON 2610 or ECON 2620. Also offered as CRST 3451W, POSC 3450W, and WOST 3452W.
ECON 3460W Global Financial Issues — 4 credits
This course covers institutional and theoretical issues in international finance; foreign exchange markets, currency futures and options markets, balance of payments and international economic linkages. It also examines foreign exchange risk management, multinational finance and foreign investment analyses. Required for financial economics majors and an excellent elective for other social science and business majors. Offered in the College for Women and the College for Adults.
Prerequisites: ECON 1090, ECON 2610, ECON 2620.

ECON 3480W International Economics: Trade and Immigration — 4 credits
This course provides an in depth exploration of the economics of international trade and immigration. The first half of the course covers the foundations of trade theory and also examines international trade agreements, tariff and non-tariff trade barriers, and U.S. trade policy as well trade policy of other nations. The second half of the course studies international factor movements primarily focusing on economic and political forces that shape the flows of people across borders. Offered in the College for Women and the College for Adults.
Prerequisites: ECON 1120 or ECON 2610 or ECON 2620.

ECON 3610 Microeconomic Theory — 4 credits
Microeconomics is the study of how households and firms make choices. We will examine choices related to consumer behavior (as prices and income change how do buying habits adjust?), producer behavior (as technologies change how do production decisions adjust?), worker behavior (if wages go up do people work more or less?) and choices made under uncertainty (how do households and firms deal with risk?). We will use calculus-based models of constrained choice to examine the tradeoffs faced when making these and other economic decisions. We will also use basic game theory to explore competitive strategies and develop a model of general equilibrium and economic efficiency. Required for economics majors and an excellent upper level elective for other social science and also math majors. Offered in the College for Women.
Prerequisites: MATH 1130, ECON 2610 (will allow high school calculus and/or high school economics to meet these prerequisites).

ECON 3620 Macroeconomic Theory — 4 credits
Should we cut taxes or increase government spending to solve recessions? Should we invest in education or infrastructure to promote growth? This course is a treatment of such macroeconomic questions, answering them with theories and data. Topics include growth, money, interest, income, government expenditures, inflation, and unemployment. We will use calculus-based models of constrained choice to examine the tradeoffs faced when making economic policy decisions. Students will assess the factors contributing to different countries’ growth using real-world data. The course focuses on fiscal and monetary policy options for achieving economic goals. Offered in the College for Women.
Prerequisite: ECON 2620.

ECON 3650 Cost-Benefit Analysis — 4 credits
This course teaches a systematic and rigorous approach to assessing the benefits and costs of projects, programs, and policies. Across business, economic, personal, or policy decisions, cost-benefit analysis is fundamental to deciding the best course of action and determining its payoffs. This course provides students with both the conceptual foundations and practical skills needed to undertake and communicate decisions grounded in cost-benefit analysis. Offered in the College for Women.
Prerequisite: ECON 1120, ECON 2610 or ECON 2620.

ECON 3994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

ECON 4150 Econometrics — 4 credits
This course covers basic econometric methods, sampling distribution, test of hypotheses, estimation, simple and multiple regression, restricted estimation, generalized linear regression, simultaneous equations systems, and application of economic theory in research using computers.
Prerequisites: ECON 1090, ECON 2610, ECON 2620.

ECON 4602 Internship — 2 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

ECON 4604 Internship — 4 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

ECON 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

ECON 4850 Senior Seminar — 4 credits
In this course, we will examine how to navigate the many options available to economics, financial economics, international business economics, and public policy students after graduation. We will explore how to synthesize your years at St. Kate’s and communicate your skills to employers. Topics covered include graduate school, career paths, professional communication skills, and how to craft a happy and fulfilling life. The course emphasizes experiential learning, guest lectures, and field trips. Offered in the College for Women and the College for Adults.
Prerequisites: ECON 3450, ECON 3460W, ECON 3480W.

ECON 4914 Research — 4 credits
A senior thesis written under the direction of a member of the faculty: literature search, data collection, statistical analysis, writing of text.
Prerequisites: Permission of instructor.

ECON 4951 Independent Study — 1 credit
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.
ECON 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

ECON 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

ECON 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

POSC 1710W Introduction to American Government and Policy — 4 credits
This course starts by examining big questions in political science. What is justice? Where does the authority to govern come from? In the first half of this class, we will discuss various answers to these questions and how they relate to different political ideologies. While some of the readings we will do in this class were written hundreds of years ago, they still reverberate through today’s debates on many political issues. Students explore this connection in short writing assignments that examine current policy debates and political philosophy. The second half of this course begins with students learning how to write a policy memo, an important writing style that is commonly used when working in politics, advocacy, or the nonprofit world. Students will write a policy memo on a topic of their choice. We discuss the institutions of U.S. government and explore their strengths and weaknesses. This includes exploring the branches of government, political parties, social movements, the roles of voters and constituents, and who decides to run for office. Offered in the College for Women.

POSC 2010 American Government and Politics — 4 credits
This course is an overview of governmental structures and political processes in the United States. It covers development of the federal system; nature of executive, legislative and judicial branches; mechanisms for popular participation; and contemporary policy issues. Offered in the College for Women.

POSC 2070 Public Policy — 4 credits
This course introduces students to the theory and tools of public policy analysis. We begin by asking “Why do we need government?” If people acting in their own self-interest promote the common good, we shouldn’t need government involvement. This course explores when and why markets fail to provide the optimal outcome – requiring outside intervention. Following this, we discuss how to design policies and navigate the political process. The course ends by examining how to determine a policy’s effect and how to value this impact. This course is highly interdisciplinary, drawing on ideas and evidence from political science, economics, and sociology. Offered in the College for Women.

POSC 2200W Introduction to Comparative Politics — 4 credits
This course offers an examination of basic concepts of comparative politics such as political power, types of political systems and political development. It involves analysis of similarities and differences in the components of political systems: political culture, civil society, participation, leadership, interest groups, political parties, legislatures, executives, judiciaries, and bureaucracy. Case studies of several major political systems, which may include Great Britain, France, Russia, Japan, China, India and Kenya, will be included. Offered in the College for Women.

POSC 2250 Introduction to World Politics — 4 credits
This course is an introduction to the fundamental concepts and salient issues of international politics: bases and instruments of national power; diplomacy, weapons and war; Cold War and post-Cold War rivalries; European integration; the balance of power, the U.N., the North-South conflict; and the politics of global economic relations and environmental security. Offered in the College for Women.

POSC 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

POSC 3000 From Nudges to Nuclear War: Game Theory and Behavioral Economics — 4 credits
In public policy, we frequently encounter situations of conflict and cooperation. Game theory offers tools to model these situations, including showing why groups of rational people can make bad choices. Game theory famously came into prominence during the cold war, where it offered insights to avoid global nuclear war. Today, game theory is used in in debates on a wide range of policy questions, from climate change to health insurance to employment discrimination. Recent developments in game theory include behavioral economics, which shows that people don’t always act the way economic models predict a person would. The insights from behavioral economics help design smarter policy, including “nudges” and how choices are framed. In this class, we will learn how to use game theory & behavioral economics to analyze important questions in policy, political science, & economics. Offered in the College for Women. Also offered as ECON.

POSC 3070 Public Policy — 4 credits
This course deepens students’ understanding of the theory and tools of public policy analysis. Fundamentally, we ask “Why do we need government?” If people acting in their own self-interest promote the common good, we shouldn’t need government involvement. This course explores when and why markets fail to provide the optimal outcome - requiring outside intervention. We examine how to use data to describe policy problems and evaluate potential solutions. We end the course by discussing how to design a policy and how to value its impact. Throughout the semester, students engage in research on a policy problem that is relevant to a community partner organization. Students will develop a model showing the policy problem, analyze data to quantify the problem and/or possible solutions, evaluate the costs and benefits of potential solutions, and analyze how to craft an effective policy solve the problem. Based on their original analysis, students create a written document and a presentation for the community partner organization. Also offered as ECON.
Prerequisite: ECON 1120 or ECON 2610. Offered in the College for Women.
POSC 3150 Women and Globalization — 4 credits
This course aims to provide students with an understanding of how processes of globalization are gendered, and the politics of gender in a globalizing world. We will explore how contemporary globalization shapes national belonging, citizenship, consumption, labor, violence, and survival. Students will contrast dominant conceptions of globalization (and their critiques) with cases of globalization in practice, with particular emphasis on existing inequalities despite increased opportunities. We will explore structures of global governance and neoliberal policies, the roles of institutional agents, and responses of local actors, all through the lens of gender to understand how women are affected by global economic and political processes. The class will look critically at the changing conditions for women in the contemporary context, and will explore political responses -- such as gender mainstreaming - to persistent challenges. We will investigate the relationship between women's movement(s) and other social movements, and examine the tensions between global issues and local responses. The course concludes with thoughts on the evolving strategies of social movements, and the importance of recognizing women's diversity and intersectionality in the face of globalized injustices. Also offered as WOST 3150. Offered in the College for Women.

POSC 3350 Nationalism and Ethnic Conflict — 4 credits
Students will study theories of nationalism and the aspirations of nationalist actors in both domestic and international contexts. Particular attention is given to problems of citizenship and state formation; ethnicity and nationalism; democratic institutional design and political representation; and ethnic conflict. Case studies are drawn from the industrial democracies and the developing world. Also offered as CRST 3350. Offered in the College for Women.

POSC 3450W Development Economics: Examining Poverty and Inequality — 4 credits
This course explores the role of poverty and inequality in the process of economic development and growth. Students will examine the impact of social, political, and economic factors on poverty and how these factors relate to economic growth in developing countries. Topics include international financing of economic development, human and natural resources and their role in the development of economies, monetary policy and international aid. The emphasis of this course is on the role of women in national development and how this can impact the overall economy and economic stability of a developing country. Offered in the College for Women and the College for Adults.
Prerequisite: ECON 1120 or ECON 2610 or ECON 2620. Also offered as CRST 3451W, ECON 3450W, and WOST 3452W.

POSC 3700 History of Feminism in Western Society — 4 credits
This course traces the development of feminist thought and activism in Western society from the ancient Greeks to the late 20th century in the United States. The course explores the social, political, legal and cultural status of women in Western society across time. Special emphasis is placed on the roots of modern feminism as it developed in the 18th, 19th and 20th centuries in Western Europe and in the United States. Also offered as HIST 3700 and WOST 3700. Not open to first-year students.

POSC 3730 Western Political Thought: Modern — 4 credits
This course examines and evaluates the revolutionary challenge to classical and medieval political philosophy posed by such writers as Niccolo Machiavelli in The Prince and Discourses, Thomas Hobbes in The Leviathan, John Locke in his Second Treatise on Government, and Jean-Jacques Rousseau in The Social Contract and Discourses. In order to understand and evaluate the philosophical views that have shaped our own governmental structure, and our ideas about modern democracies, this class stresses the careful reading of these texts.
Recommended: POSC 1710W.

POSC 3750 American Political Thought — 4 credits
This course is an overview of American political thought from the 1600s to the present. Recurrent problems and themes and their relationship to contemporary issues in American politics are discussed. Readings include U.S. thinkers like Paine, Madison, Hamilton, Thoreau, Calhoun, Sumner, DuBois, and Dewey, Stanton, as well as Latin American thinkers including Martí, Inéz de la Cruz, Flores Magón, Bolívar, Sarmiento, Guevara, Mora, in the form of political documents, novels, plays, etc. Offered in the College for Women.

POSC 4602 Internship — 2 credits
This is a structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

POSC 4604 Internship — 2 credits
This is a structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

POSC 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

POSC 4850 Senior Seminar — 4 credits
Directed readings and discussions on business and economic aspects of the international system and the completion of a senior research paper on a specific topic to be chosen in consultation with the instructor. The seminar is led by the coordinator of the international business and economics major and includes participation by guest lecturers in business and economics.
Prerequisites: ECON 3450, 3460, 3480.

POSC 4953 Independent Study — 3 credits
Advanced students research a topic of interest to them under supervision of a faculty member. Students also may take seminars offered in Washington, D.C., by the Washington Center.
Prerequisites: Instructor and department chair approval.

POSC 4954 Independent Study — 4 credits
Advanced students research a topic of interest to them under supervision of a faculty member. Students also may take seminars offered in Washington, D.C., by the Washington Center.
Prerequisites: Instructor and department chair approval.
POSC 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year.

Economics - BA, BS
Economics is the study of markets: how goods and services are produced, distributed, and consumed. Economists examine how people and businesses make decisions to allocate scarce resources. In economics, we study questions as diverse as the causes of labor market discrimination, how to improve education for women and girls, why recessions occur, and business profitability. Studying economics at St. Kate’s will challenge students to think critically and apply a rigorous empirical lens to a wide range of issues. Students will develop and refine their analytical abilities to interpret or produce business insights, policy briefs, or scholarly research.

Outside of the classroom, our department works to provide all students with opportunities to enhance their St. Kate’s experience and increase the value they bring to organizations following graduation. Economics Club is an outlet for students to engage with other passionate peers and local events. Moreover, economics majors can gain practical experience through a capstone research project or an internship. In recent years, our department has had many student-faculty research collaborations on issues ranging from development in the Middle East and North Africa to local education policy. Students have presented their work at national conferences such as the Population Association of America (PAA) conference and the National Conference on Undergraduate Research (NCUR). Internship opportunities in the Twin Cities area provide students with applied experiences at large and small organizations, including Aeon, Wells Fargo, 3M, American Red Cross, Ramsey County, National Housing Resource Center, Sun Country, and the Minnesota Department of Transportation.

Career opportunities in economics are lucrative and will remain strong in the future, especially for women with solid quantitative backgrounds. Economics majors earn (https://www.aeaweb.org/students/Careers.php) an average of 17% more than business majors in their first jobs and 36% more by mid-career. Graduates have accepted jobs at institutions such as Wells Fargo, Retek Corporation, Merrill Lynch, St. Paul Travelers, Ecolab and First Bank. Some alumnae continue on to graduate programs in economics, public policy, law, business administration or business analytics. Others have passed the U.S. State Department services examination and entered into diplomatic careers.

Economics programs play an integral role in empowering women in our society, thus playing a crucial role in fulfilling the mission of St. Catherine University to lead and influence. As economically educated women, students will understand, analyze and participate in decision making. Students will become active citizens utilizing their leadership potential.

See also: Financial Economics (p. 194), International Business and Economics (p. 195), Education - Social Studies with Grades 5-12 Teaching Licensure (p. 215) (for those interested in teaching economics in secondary schools)

This major is offered in the College for Women only.

Curriculum

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<tr>
<th>Code</th>
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<tr>
<td>ECON 1090</td>
<td>Statistical Analysis for Decision Making</td>
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Choose two of the following: 8

ECON 1120 Economics of Social Issues
ECON 2610 Principles of Microeconomics
ECON 2620 Principles of Macroeconomics

Choose one of the following (can use the other as an elective in the choose 12 credits section):

- ECON 4150 Econometrics

ECON 3610 Microeconomic Theory
ECON 3620 Macroeconomic Theory

Select one MATH/STAT in consultation with advisor (strong preference for Applied Calculus)

Choose 12 credits in ECON electives in consultation with advisor

ECON 4850 Senior Seminar

Total Credits 44

Students who plan to pursue graduate-level studies in economics are encouraged to pursue a minor in math or statistics.

Economics majors satisfy the Writing Requirement for Majors by completing at least one writing intensive course in economics. They complete the liberal arts core Writing Requirement with three other writing-intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, CORE 3990W Global Search for Justice, and any other writing-intensive course in this or another department).

Economics - Dual Degree
Economics/Master of Public Health
St. Kate’s offers the opportunity to apply a student’s liberal arts education in the field of public health through a unique 3+2 dual-degree program in economics/master of public health, global health focus (MPH). The dual-degree program allows students to complete their bachelor’s degree while pursuing the MPH degree.

As an economics major, students enrolled in the College for Women will complete the economics pre-public health sequence of courses and supporting work for the MPH program. This includes courses in global health, biology or chemistry, and statistics while providing a special emphasis in economics.

The economics courses focus on the development of analytical abilities and a global perspective. For example, students will talk about the diamond trade and the controversies that surround it, when studying international trade. Students will debate the tradeoffs in how different countries deliver health care in Topics in Healthcare Economics. If students choose to complete the fourth-year coursework prior to applying for the MPH program they will be prepared to work in a variety of areas of the economics discipline.

To enroll in this program, students apply to the MPH program during their junior year. If they are admitted to the MPH program, they receive a B.A. or B.S. in Economics upon completion of the first year of the MPH program. The curriculum for the economics major is listed in the Pre-Professional Programs, Pre-Public health (p. 40) section of this catalog.

ECON 1120  Economics of Social Issues  4
ECON 2610  Principles of Microeconomics  4
ECON 2620  Principles of Macroeconomics  4

Choose one of the following (can use the other as an elective in the choose 12 credits section):

- ECON 4150  Econometrics  4

ECON 3610  Microeconomic Theory  4
ECON 3620  Macroeconomic Theory  4

Select one MATH/STAT in consultation with advisor (strong preference for Applied Calculus  4

Choose 12 credits in ECON electives in consultation with advisor  12

ECON 4850  Senior Seminar  4

Total Credits  44

Students who plan to pursue graduate-level studies in economics are encouraged to pursue a minor in math or statistics.

Economics majors satisfy the Writing Requirement for Majors by completing at least one writing intensive course in economics. They complete the liberal arts core Writing Requirement with three other writing-intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, CORE 3990W Global Search for Justice, and any other writing-intensive course in this or another department).

Economics - Dual Degree
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The economics courses focus on the development of analytical abilities and a global perspective. For example, students will talk about the diamond trade and the controversies that surround it, when studying international trade. Students will debate the tradeoffs in how different countries deliver health care in Topics in Healthcare Economics. If students choose to complete the fourth-year coursework prior to applying for the MPH program they will be prepared to work in a variety of areas of the economics discipline.

To enroll in this program, students apply to the MPH program during their junior year. If they are admitted to the MPH program, they receive a B.A. or B.S. in Economics upon completion of the first year of the MPH program. The curriculum for the economics major is listed in the Pre-Professional Programs, Pre-Public health (p. 40) section of this catalog.
Economics - Minor

Economics is the study of markets – how goods and services are produced, distributed, and consumed – and the study of how people use resources and respond to incentives. An economics minor is a great addition to any major! For example, economics would pair well with a public health, public policy, sociology, political science, or business major. Studying economics at St. Kate’s will challenge students to think critically and apply a rigorous empirical lens to a wide range of issues.

An economics minor will provide students with the skills to understand and analyze complex issues and participate in evidence-based decision making. In addition to learning fundamental economic concepts in Economics of Social Issues, Principles of Microeconomics or Principles of Macroeconomics courses, students can work with a professor to select the upper-level economics courses that best suit their needs and aspirations. Upper-level economics courses include International Economics: Trade and Immigration, Quantitative Impact Evaluation, or Discrimination: Economics and Politics of Race and Gender, to name a few.

This minor is offered in the College for Women only. At least three of the five courses counted for the minor must be taken in residence at St. Catherine University.

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<td>ECON 2610</td>
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<td>ECON 2620</td>
<td>Principles of Macroeconomics</td>
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Financial Economics - BA, BS

Studying financial economics at St. Catherine University will challenge students to explore global financial systems. This major prepares students for a career in the financial sector (banking, insurance, corporate finance, investment, trusts) or securities analysis. A combination of economics and accounting courses provides the foundation for students to develop analytical skills to enter the corporate sector with a solid finance background and strong decision-making capabilities to lead and influence.

Financial economics is a popular choice as a double major for accounting students. Adding a financial economics major will prepare students to take their accounting skills into other parts of the corporate structure. Courses in financial economics are also very relevant for those who plan to sit for CPA or actuarial exams.

Qualified financial economics seniors have the opportunity to apply for articulation into the Master of Arts in Organizational Leadership (MAOL) program or the Master in Business Administration (MBA) program and enroll in up to two graduate courses (six credits). These courses serve as electives in the undergraduate program while simultaneously applying to a graduate degree or certificate. Contact the College for Women admissions office for an articulation application.

Outside of the classroom, our department works to provide all students with opportunities to enhance their St. Kate’s experience and increase the value they bring to organizations after graduation. Economics Club is an outlet for students to engage with other passionate peers and local events. For example, students organize an annual trip to the Federal Reserve Bank of Minneapolis. Moreover, students can gain practical experience through an internship in their major’s field. Students majoring in financial economics have interned at large and small corporations in the Twin Cities area, including KPMG, Wells Fargo, 3M, Lucent Technologies, Green Tree Financial, Baird, and the Federal Reserve Bank of Minneapolis.

Career opportunities in financial economics are very good and will remain strong in the future, especially for women with solid quantitative backgrounds. If students are interested in translating their talents in mathematics and business into a career, a financial economics major can prove very lucrative. Graduates have accepted jobs at institutions such as Wells Fargo, the Royal Bank of Canada, Retek Corporation, Merrill Lynch, St. Paul Travelers, Ecolab and First Bank. Some alumnae continue on to graduate programs in economics, or business administration.

See also: Economics (p. 193), International Business and Economics (p. 195)

This major is offered in the College for Women only.

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<td>ACCT 2312</td>
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<td>ECON 3350</td>
<td>Financial Markets and Institutions</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3460W</td>
<td>Global Financial Issues</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3480W</td>
<td>International Economics: Trade and Immigration</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3650</td>
<td>Cost-Benefit Analysis</td>
<td>4</td>
</tr>
<tr>
<td>ECON 4850</td>
<td>Senior Seminar</td>
<td>4</td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BUSI 3900W</td>
<td>Social Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>ECON 4604</td>
<td>Internship</td>
<td></td>
</tr>
<tr>
<td>NPSO 3050</td>
<td>Financial Management for Nonprofit Organizations</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>50</td>
</tr>
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</table>

NOTE: ECON 3610 or ECON 3620 can substitute for any upper division ECON course.

Financial economics majors satisfy the Writing Requirement for Majors by completing ECON 3460W Global Financial Issues and ECON 3480W International Economics: Trade and Immigration. They complete the Liberal Arts and Sciences Core Writing Requirement with two other writing-intensive courses (CORE 1000W The Reflective Woman or
Financial Economics - Minor

A financial economics minor is a great addition for business and accounting majors! The courses for this minor provide the foundation for students to develop analytical skills to enter the corporate sector with a solid finance background and strong decision-making capabilities to lead and influence. The minor will prepare and empower students to take their finance skills into other parts of the corporate structure. Courses in financial economics are also very relevant for those who plan to sit for CPA or actuarial exams.

Outside of the classroom, our department works to provide all students with opportunities to enhance their St. Kate's experience and increase the value they bring to organizations after graduation. Economics Club is an outlet for students to engage with other passionate peers and local events. For example, students organize an annual trip to the Federal Reserve Bank of Minneapolis. Moreover, students can gain practical finance experience through an internship.

This minor is offered in the College for Women only.

### Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Choose two from:</strong></td>
<td></td>
</tr>
<tr>
<td>ECON 1120</td>
<td>Economics of Social Issues</td>
<td>8</td>
</tr>
<tr>
<td>ECON 2610</td>
<td>Principles of Microeconomics</td>
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<td>Principles of Macroeconomics</td>
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<td><strong>Choose 12 credits from the following:</strong></td>
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<tr>
<td>ECON 3350</td>
<td>Financial Markets and Institutions</td>
<td></td>
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<tr>
<td>ECON 3460W</td>
<td>Global Financial Issues</td>
<td></td>
</tr>
<tr>
<td>ECON 3650</td>
<td>Cost-Benefit Analysis</td>
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</tr>
<tr>
<td>ECON 4150</td>
<td>Econometrics</td>
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<tr>
<td>NPSO 3050</td>
<td>Financial Management for Nonprofit Organizations</td>
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<td><strong>Total Credits</strong></td>
<td>20</td>
</tr>
</tbody>
</table>

International Business and Economics - BA, BS

The international business and economics major at St. Catherine University is uniquely designed to prepare students for a career in an organization with a global perspective. Courses in business and economics will provide students with the critical thinking skills needed for many jobs in this area. Students will explore current international marketing, financial, and management issues along with important analytical techniques that help resolve problems in these areas - including use of the most recent technology for decision making. In addition to business and economics, courses in international political science, history, ethics and foreign languages complement the major to provide students with a well-rounded foundation to lead and influence.

Outside of the classroom, our department works to provide all students with opportunities to enhance their St. Kate's experience and increase the value they bring to organizations after graduation. Economics Club is an outlet for students to engage with other passionate peers and local events. As an international business and economics major, students will gain practical experience through internship experiences that will prepare them to communicate and demonstrate their unique skills to potential employers. An internship in their major's field will be an important way for students to gain practical experience. Students have interned at large and small organizations in the Twin Cities area such as Wells Fargo and Minnesota Environmental Partnerships.

Career opportunities for women trained in international business and economics are very promising. Many stimulating and challenging careers for women are opening in what has until now been a male-dominated field. Our graduates have accepted jobs at institutions such as Wells Fargo, Post Consumer Brands, Robert Half, Minneapolis Grain Exchange, and Minneapolis Public Schools. Some alumnae continue on to graduate programs in international relations, business, economics, law, communication and organizational leadership.

This major is available to students in the College for Women only.

See also: Financial Economics (p. 194), Economics (p. 193)

This major is offered in the College for Women only.
Nonprofit Strategies and Operations - Minor

Minnesota has over 3,400 nonprofit employers! The nonprofit strategies and operations minor will help students in any major prepare for careers in the nonprofit sector, including at NGOs, government agencies, foundations, and private development initiatives. The program emphasizes skills and knowledge in understanding, facilitating, organizing, and conducting the work of a nonprofit organization. This minor is designed to create opportunities for students to foster social change through their work for a nonprofit organization.

Outside of the classroom, our department works to provide all students with opportunities to enhance their St. Kate’s experience and increase the value they bring to organizations following graduation. Therefore, internships at nonprofit organizations are integral to this minor. Students are required to do an internship during their capstone course, and in addition are encouraged to do internships throughout their coursework while enrolled in this program.

This minor is offered in the College for Women only.

Nonprofit Strategies and Operations - Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NPSO 2100</td>
<td>Intro to the Nonprofit Sector</td>
<td>4</td>
</tr>
<tr>
<td>NPSO 3050</td>
<td>Financial Management for Nonprofit Organizations</td>
<td>4</td>
</tr>
<tr>
<td>NPSO 4604</td>
<td>Theory to Action Internship</td>
<td>4</td>
</tr>
<tr>
<td>Choose two of the following:</td>
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<td>8</td>
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<tr>
<td>BUSI 3900W</td>
<td>Social Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>POSC 2070</td>
<td>Public Policy</td>
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<tr>
<td>ECON 3650</td>
<td>Cost-Benefit Analysis</td>
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</tr>
</tbody>
</table>

Total Credits 20

Political Science - BA

Political science is the study of systems of governance, and the analysis of political activities, political thoughts and political behavior. At its core, this social science concerns itself with the distribution of power and resources, and investigates socio-political and economic forces that have shaped the past and continue to shape the present and future. Through their studies, students gain a depth of knowledge in domestic and international governing bodies, current political issues, the formation of public policy, methodological approaches, and foundational political theory. Students learn about structures of political institutions while also recognizing the power of community agency. The goal of the major is to fully prepare students to be well-informed, thoughtful, responsible citizens, and to use their knowledge to improve society.

Political science is an excellent major for careers in government, advocacy organizations, academia and research, teaching, law, political journalism, social service, non-governmental organizations, international affairs, and in governmental relations in business. The political science major emphasizes critical thinking, research and writing skills, making it a rich and compatible major for students with varied career goals.

Outside of the classroom, our department works to provide all students with opportunities to enhance their St. Kate’s experience and increase the value they bring to organizations following graduation. Political Science Club is an outlet for students to engage with other passionate peers and local events. Moreover, students are encouraged to pursue internships at local, state, national, and international levels, which will enable them to explore prospective careers, gain valuable hands-on experience and develop personal contacts within their field. Recent students have interned with the Minnesota House of Representatives and Senate, Republican Party of Minnesota, Minnesota Association of Women Lawyers, Center for Victims of Torture, Jane Addams School for Democracy, International Center for Research on Women, Rethinking Tourism Project, and Sustainable Northern Ireland.

Political science majors also have participated in semester programs with Public Leadership Education Network’s short-term courses: Foreign Policy, Science and Technology Policy, and Congress; Metro-Urban Semester study; and Washington, D.C. Semester through American University.

Students are encouraged to take advantage of opportunities to travel and study abroad. Political science majors have studied abroad in France, Bolivia, Namibia, the United Kingdom, China, Bangladesh, Ecuador, Germany, Czech Republic, and Japan.

St. Kate’s political science faculty have diverse specializations, including the politics of countries and regions, especially within Eastern Europe and Latin America, campaigns and elections, women in public policy, transnational social movements, urban politics, the judicial process and Constitutional law, and American politics and public policy.

The political science major is available to students enrolled in the College for Women only.

This major is offered in the College for Women only.

Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POFC 1710W</td>
<td>Introduction to American Government and Policy</td>
<td>4</td>
</tr>
<tr>
<td>POFC 2200W</td>
<td>Introduction to Comparative Politics</td>
<td>4</td>
</tr>
<tr>
<td>POFC 2250</td>
<td>Introduction to World Politics</td>
<td>4</td>
</tr>
<tr>
<td>Six additional political science courses to be determined by the student and her advisor</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 36

Students are encouraged to take advantage of internships available at the local, state and national government levels (for which up to a maximum of eight credits may be granted).

Independent study also may be arranged. Students who wish to take independent study or an internship must have taken at least one related political science course prior to taking either.

Recommended Supporting Work

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECON 1090 or ECON 1080</td>
<td>Statistical Analysis for Decision Making 1</td>
<td>4</td>
</tr>
<tr>
<td>HIST 1200</td>
<td>Survey of U.S. Political and Social History, 1600-1900</td>
<td>4</td>
</tr>
<tr>
<td>HIST 1050</td>
<td>Europe from the Medieval to the Early Modern Period</td>
<td>4</td>
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</tbody>
</table>
Political science majors satisfy the Writing Requirement for Majors by completing POSC 1710W Introduction to American Government and Policy and POSC 2200W Introduction to Comparative Politics. They complete the Liberal Arts and Sciences Core Writing Requirement with two other writing-intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, and CORE 3990W Global Search for Justice).

**Political Science - Minor**

Political science is the study of systems of governance, and the analysis of political activities, political thoughts and political behaviors. At its core, this social science concerns itself with the distribution of power and resources, and investigates socio-political and economic forces that have shaped the past and continue to shape the present and future. A political science minor is a great addition to many majors and provides students with a fundamental understanding of the structures of political institutions while also recognizing the power of community agency. The courses in the minor emphasize critical thinking, research and writing skills, and provide students with a breadth of American and world politics. In addition to learning fundamental concepts in the intro courses, students can work with a professor to select the upper-level political science courses that best suit their needs and aspirations. Additional political science courses include Nationalism and Ethnic Conflict, Public Policy, Haves and Have Nots, and The Politics of Global Cities, to name a few.

Outside of the classroom, our department works to provide all students with opportunities to enhance their St. Kate’s experience and increase the value they bring to organizations following graduation. Political Science Club is an outlet for students to engage with other passionate peers and local events. Moreover, students are encouraged to pursue internships at local, state, national, and international levels, which will enable them to explore prospective careers, gain valuable hands-on experience and develop personal contacts within their field.

This minor is offered in the College for Women only.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>POSC 1710W</td>
<td>Introduction to American Government and</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Policy</td>
<td></td>
</tr>
<tr>
<td>POSC 2200W</td>
<td>Introduction to Comparative Politics</td>
<td>4</td>
</tr>
<tr>
<td>POSC 2250</td>
<td>Introduction to World Politics</td>
<td>4</td>
</tr>
<tr>
<td>Two other POSC courses</td>
<td></td>
<td>8</td>
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<tr>
<td>Total Credits</td>
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<td>20</td>
</tr>
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</table>

**Public Policy - BA, BS**

The Public Policy major gives students the applied tools, theoretical knowledge, and professional writing skills to implement the highest quality policy analysis. This major prepares students for careers in social justice organizations, government agencies, elected office, non-profits, and non-governmental organizations. The program emphasizes issues of justice and equality, applied research skills, a combination of both quantitative and writing skills, and the importance of women’s leadership in government.

With an emphasis on applied policy research, this major helps students use economic and political tools to identify policy problems and evaluate the impact of policies and programs. Students will learn the political context of public policy as well as the underlying economic models in order to understand how to build a just and sustainable society.

St. Catherine’s education prepares women to lead and influence. Increasingly, being an advocate for a more just world requires the combination of quantitative skills, concise and professional writing, and understanding of the political process. By intentionally developing a combination of skills in statistics, economics, political science, and professional writing, the Public Policy major will help students prepare for the multi-skilled careers in today’s social justice fields.

The Public Policy major exemplifies St. Catherine’s mission to integrate the liberal arts with professional education. In the Public Policy major, students will be take courses across a range of disciplines and also learn professional skills in analysis and writing. The backbone of the Public Policy major includes courses drawn from economics and political science that address the theoretical underpinnings of the economy and political process. Students are also encouraged to take electives in sociology that examine structural inequality. This broad theoretical work is paired with applied skills needed in today’s policy analyst roles - including cost benefit analysis, policy evaluation, data visualization, and how to craft an effective policy memo. This combination provides students with the applied professional skills needed to succeed in their careers, in-depth knowledge of economic and political processes, and a deep appreciation for fundamental questions of fairness, equality, and justice.

Outside of the classroom, our department works to provide all students with opportunities to enhance their St. Kate’s experience and increase the value they bring to organizations following graduation. Public Policy majors can gain practical experience through a capstone research project or an internship. In recent years, our department has had many student-faculty research collaborations on issues ranging from development in the Middle East and North Africa to local education policy and bias in police stops. Students have presented their work at national conferences such as the Population Association of America (PAA) conference and the National Conference on Undergraduate Research (NCUR). Internship opportunities in the Twin Cities area provide students with applied experiences at large and small organizations, including American Red Cross, Ramsey County, National Housing Resource Center, and the Minnesota Department of Transportation.

This major is offered in the College for Women only.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
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<tr>
<td>Major Courses:</td>
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<td>ECON 1120</td>
<td>Economics of Social Issues</td>
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</tr>
<tr>
<td>ECON 2610</td>
<td>Principles of Microeconomics</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3050</td>
<td>Quantitative Impact Evaluation: Applied</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Research Skills</td>
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</tr>
<tr>
<td>ECON 3650</td>
<td>Cost-Benefit Analysis</td>
<td>4</td>
</tr>
<tr>
<td>ECON 4850</td>
<td>Senior Seminar</td>
<td>4</td>
</tr>
<tr>
<td>POSC 1710W</td>
<td>Introduction to American Government and</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Policy</td>
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</tbody>
</table>
Public Policy - Dual Degree

Public Policy/Master of Public Health

St. Kate's offers the opportunity to apply a student's liberal arts education in the field of public health through a unique 3+2 dual-degree program in public policy/master of public health, global health focus (MPH). The dual-degree program allows students to complete their bachelor's degree while pursuing the MPH degree.

As a public policy major, students enrolled in the College for Women will complete the public policy pre-public health sequence of courses and supporting work for the MPH program. This includes courses in global health, biology or chemistry, and statistics while providing a special emphasis in public policy.

With an emphasis on applied policy research, the public policy major helps students use economic and political tools to identify policy problems and evaluate the impact of policies and programs. Students will learn the political context of public policy as well as the underlying economic models in order to understand how to build a just and sustainable society. If students choose to complete the fourth-year coursework prior to applying for the MPH program they will be prepared to work in a variety of areas of the public policy discipline.

To enroll in this program, students apply to the MPH program during their junior year. If they are admitted to the MPH program, they receive a B.A. or B.S. in Public Policy upon completion of the first year of the MPH program. The curriculum for the economics major is listed in the Pre-Professional Programs, Pre-Public health (p. 40) section of this catalog.

Women and International Development - BA, BS

The women's and international development major prepares students for development careers in such contexts as NGOs, government agencies, foundations, and private development initiatives. The program emphasizes issues of justice and sustainability, women's roles in communities and organizations, applied research, and women's leadership in development.

With an emphasis on development practice, this major helps students use economic, social, cultural, and political structures to understand the process of development, women's crucial roles in that process, and persistent inequities in the distribution of social and economic goods. Students will learn the context of globalization to understand how to build a just and sustainable global society with equal rights for men and women across nations and cultures.

Women are people with diverse backgrounds of gender, class, race, sexuality, nation, age and ability. This vision of women is central to St. Catherine University Women's Studies.

See also: Women's Studies (p. 266)

Curriculum

This major is offered in the College for Women.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td>ECON 1120</td>
<td>Economics of Social Issues</td>
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<tr>
<td>ECON 2620</td>
<td>Principles of Macroeconomics</td>
<td>4</td>
</tr>
<tr>
<td>ECON/POSC XXXX</td>
<td>Haves and Have Nots: Examining Development, Poverty, and Inequality</td>
<td>4</td>
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<tr>
<td>SOCI 2200</td>
<td>People, Stories and Images: Qualitative Social Research</td>
<td>4</td>
</tr>
<tr>
<td>or ECON 3050</td>
<td>Quantitative Impact Evaluation: Applied Research Skills</td>
<td></td>
</tr>
<tr>
<td>WOST 2050W</td>
<td>Foundations in Women's Studies</td>
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</tr>
<tr>
<td>WOST 4850W</td>
<td>Senior Seminar</td>
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<tr>
<td>BIOL 1110</td>
<td>Environmental Biology with Lab</td>
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<tr>
<td>BIOL 1140</td>
<td>Race, Class, Gender and the Environment with Lab</td>
<td></td>
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<td>HLTH 3350</td>
<td>Environmental Health</td>
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<td>Select one of the following:</td>
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<tr>
<td>POSC 3150</td>
<td>Women and Globalization</td>
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<tr>
<td>POSC 3350</td>
<td>Nationalism and Ethnic Conflict</td>
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<tr>
<td>Select two of the following:</td>
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<tr>
<td>COMM 3100</td>
<td>Communicating across Cultures, Identities and Differences</td>
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</tr>
<tr>
<td>ECON 3480W</td>
<td>International Economics: Trade and Immigration</td>
<td></td>
</tr>
</tbody>
</table>
Social justice is a core value of our education program. Most teacher candidates are attracted to St. Kate's because they want to make a difference in the lives of students. Students begin to build an awareness of diversity by looking inward at their own identities. Students will engage in courageous conversations (Singleton & Hays, 2008) to grapple with societal issues that affect teaching and learning that often have no definite resolution. The education program helps prepare students for the diversity of today's classroom by providing field experience in schools that serve a diverse population.

**Faculty**

St. Kate's education faculty are recognized for leadership and expertise in areas such as literacy, STEM integration and multicultural education. They are highly qualified, dedicated professionals whose areas of expertise cover a spectrum of academic disciplines. The education department faculty are effective teachers, respected scholars and diligent researchers who pride themselves on developing personal teaching relationships with students and giving them the one-to-one attention they need to succeed.

**School-based Field Experiences**

For an education major, experience in the classroom is vital to success. Our education programs integrate practical courses with an emphasis on fieldwork. Teacher candidates will spend up to 50 hours gaining hands-on classroom experience each semester, beginning with the first class, Teachers as Leaders for a Changing Society. The degree culminates with a semester-long student teaching experience at cooperating schools in the metropolitan area. Teacher candidates participate in daily classroom activities and gain practical experience under the guidance of an elementary or secondary teacher and a University supervisor. Because our education programs incorporate more fieldwork than many other colleges, St. Kate's graduates will be better prepared for the classroom when they secure their first job as a teacher.

**NExT**

St. Kate's education department is a charter member in the Network for Teaching Excellence (NExT). This consortium of teacher preparation programs across three states has received national recognition for its collaborative efforts to prepare teacher candidates for today's classroom.

**Accreditation**

St. Catherine's teaching program is approved by the Minnesota Professional Educator Licensing and Standards Board (PELSB). The program fulfills requirements for teacher certification or licensure in most states.

**Endorsements**

- Pre-primary (ages 3-PreK) and Middle-Level (grades 5-8) (p. 210)

**Certificates**

- STEM Teaching Elementary Education - Certificate (p. 213)
- Teaching of Religion - Certificate (p. 218)
ECED 1000 Introduction to Early Childhood Education — 4 credits
In this course students will study the historical roots and contemporary manifestations of early childhood education theories and practices. Theories regarding the learning modes and stages of development in the young child will be presented, including exceptionalities. Students will characterize the components of curriculum development inherent in developmentally appropriate practice. Students will begin to explore their own personal biases and how they may shape their understanding of children and education.

ECED 2040W Historical, Cultural and Social Foundations of Early Childhood Education — 4 credits
In this course students will study the relationships between early childhood education and the cultural, historical, and social realities of the United States. Students will study the history of early childhood education and critically examine ways in which power and privilege have influenced the evolution of the education system at large and specifically early childhood education. The existence of implicit, and explicit, teacher bias will be explored in depth using current research, self-reflective practices, and an understanding of systemic “isms” present in today’s educational institutions. Students will gain the knowledge, resources, and tools to be culturally responsive and practice anti-bias and anti-racist teaching strategies.
Prerequisite: ECED 1000.

ECED 2200 The Art of Early Childhood Classroom Guidance and Assessment — 4 credits
In this course students will examine classroom management and assessment from relationship-driven, anti-bias, and anti-racist points of view. Students will consider the connection for children between past trauma and current behavior in the classroom. The current structure at work in mainstream educational classroom management will be critically examined and students will construct their own vision of transformational classroom management and assessment. Students will choose strategies that are respectful, cooperative, and empowering to children. The intersection of classroom management and assessment will be examined. Students will understand and develop authentic assessment tools and practices based on observation and developmentally appropriate practice, including motivation and relationship-driven techniques that consider individual needs. Students will adapt classroom management and assessment strategies to diverse cultural norms and examine the influences of their own implicit bias in discipline and assessment choices. This course requires 10 hours of observation in an Early Childhood classroom.
Prerequisite: ECED 1000.
Prerequisite with concurrency: ECED 2040W.

ECED 2300 Early Childhood Education Accreditation and Standards — 1 credit
This course provides an overview of the legal and professional mandates related to early childhood teaching. Competency-based modules include the Department of Human Services regulations, Department of Education standards for the Standards of Effective Practice for Teachers, and the Standards for Early Childhood Teachers (or others as specified by state of residence). Professional development sites such as Develop are included, as well as Parent Aware standards (Minnesota’s Quality Rating and Improvement System) and the opportunity to explore other state early childhood education policies and requirements.
Prerequisite: ECED 2040W.

ECED 2400 Effective Practice in Early Childhood Education — 4 credits
In this course students will be introduced to early childhood educational theory and methods. They will learn about developmental theory, needs of young children, teaching practices and materials, characteristics of a functioning early childhood classroom, and the role of the early childhood teacher. Intentional practices such as creating an inclusive classroom by honoring diverse learners, fostering a strong classroom community, and anti-bias and anti-racist teaching will be explored and applied to course assignments. Students will demonstrate their understanding of these concepts through written essays, class discussions, creating lesson plans, and engaging in critical reflection. This class will be taught primarily online but includes a three-day session on campus.
Prerequisite: ECED 2040W.

ECED 2500 Technology in Teaching and Learning in Early Childhood Education — 1 credit
Students examine current issues related to integrating digital technology in the early childhood P-3 classroom settings. We explore effective forms of technology integration for varied settings, needs and populations. For instance, students will identify and use digital tools that can enhance outcomes for learners; and/or improve efficiency in teaching, providing feedback to learners, communicating with parents, or assessment. Students will learn to use technology to provide authentic and empowered learning.
Prerequisite: ECED 2040W.

ECED 2600 Health, Wellness and Nutrition in Early Childhood Education — 1 credit
In this course students will gain a deeper understanding of the three foundational building blocks for healthy growth, development and wellness: nutrition, health and safety. Students will explore the many facets of each component including feeding strategies, food safety, health assessments, mental health, establishing safe environments, addressing child abuse and neglect, and more. Student understanding will be assessed through collaborative online discussion, 3 quizzes which include multiple choice and short answer questions, and a final exam. Upon completion of the course, students will feel confident in their ability to develop and carry out a wellness curriculum in their teaching practices and classroom environment.
Prerequisite: ECED 2040W.

ECED 3280 Infant and Toddler Methods and Materials — 4 credits
The foundation of early childhood development begins with understanding the intricate cognitive process that evolves from conception through the toddler years. It is through this understanding of development, learning to design, prepare, and interact appropriately with infants and toddlers that a healthy stage can be set for further early childhood development. In this course emphasis will be placed on the role of the adult in guiding healthy adult-child relationships in both home and group care environments. This course includes 10 hours of required fieldwork.
Prerequisite with concurrency: ECED 2040W.

ECED 3340 Child in the Family — 4 credits
Study of the needs of the child at each stage of her/his development with an emphasis on finding appropriate ways of meeting these needs within the context of the family. Identification of possible physical and emotional crises children may face including methods for effectively dealing with these crises. Offered in the College for Adults.
Prerequisite: PSYC 2025 or PSYC 2026.
ECED 3350 Understanding of Diverse Family Experiences and Student Exceptionalities in Early Childhood — 4 credits
This course is designed for early childhood professionals to increase their awareness of diverse family experiences and early childhood exceptionalities. Students will learn about working with families through the lens of context. Students will also learn techniques and strategies to engage families of diverse backgrounds and acquire knowledge about the early identification of children with special needs.
Prerequisite: ECED 2040W.

ECED 3560 Emergent Literacy in the Content Areas — 2 credits
This course is designed for pre-service early childhood educators to investigate the role of literacy (reading, writing, listening and speaking) across the primary curriculum. The course assumes that effective teachers of language arts are knowledgeable, literate and curious people who develop and maintain a classroom community in which they and their students learn together. It also recognizes a need for equitable literacy practices that support the development of all students regardless of their race, gender identity, social class, sexual orientation, religious beliefs, ability-level, or family background. Specifically, the interdisciplinary nature of literacy and the ways it moves from concrete to abstract will be explored and scaffolded in order to prepare pre-service early childhood educators to applying emergent content literacy knowledge to real world experiences. Through engagement in readings, media, online discussions and inquiry projects students in this course will learn about the discipline-specific demands of literacy in the content areas. The course will also explore academic, personal, and social considerations that are particular to students in the primary grades, including the roles of motivation, comprehension, critical thinking and assessment in teaching and learning. Pre-service early childhood educators will identify and utilize literacy strategies, text forms and key principles of literacy across the content areas to foster equity minded literacy experiences in early childhood education. This course requires 10 hours of fieldwork experience.
Prerequisite with concurrency: ECED 2040W.

ECED 3600 Teaching and Learning in the Lower Elementary Classroom — 3 credits
In this course students will be introduced to early elementary educational theory and methods. They will learn about developmental theory, needs of elementary children, teaching practices and materials, characteristics of a functioning early elementary classroom, and the role of the early elementary teacher. Intentional practices such as creating an inclusive classroom by honoring diverse learners, fostering a strong classroom community, and anti bias and anti racist teaching will be explored and applied to course assignments. Students will demonstrate their understanding of these concepts through written essays, classroom observations, creating lesson plans, and engaging in critical reflection. This class will be taught online but includes ten hours of fieldwork.
Prerequisite with concurrency: ECED 2040W.

ECED 4105 Early Childhood Practical Life and Dramatic Play — 2 credits
The goals of coordination of movement, independence, concentration, and development of the sense of order as approached through Montessori practical life pedagogy. Emphasis on the cycle of activity and its process, and the analysis of movement involved in the area of Practical Life. The principle objectives of the course are: 1) To teach the practical application and sequence of Montessori materials utilizing the practical life skills and materials. 2) To connect the current research in child development to the philosophy and theory developed by Maria Montessori.
Prerequisite with concurrency: ECED 2040W.

ECED 4155 Early Childhood Sensorial — 2 credits
In this course students will create a rationale and develop the techniques necessary to ensure the development of sensory growth in young children. Introduction of sensorial materials in a sequential order with an emphasis on the refinement of sensory perception, repetition, control of error and language (three period lesson) will be presented and practiced. Distinct education in presentation techniques as applicable to the materials and the young child will be addressed.
Prerequisites with concurrency: ECED 2040W, ECED 2400.

ECED 4265 Creative Expression in Early Childhood — 2 credits
Early childhood art, music, and movement is a developmental process of absorption, exploration, and self-expression. Students analyze the cultural manifestations of the creative forms and how they can be integrated in the early childhood environment. Physical Education is presented as Movement, which may include the development of the body through exploration, cooperative play, games, rhythms, and dance. Art is presented as an exploration of media and the modes of creation, and as a means to self-expression with a focus on variety. Emphasis is on the process of an art activity, rather than the product. Music is presented to foster an appreciation of music in general, and to aid in creative expression through singing and playing. Exploration of individual and collective music applications are explored, as is the intersection of music and culture. This course requires 10 hours of field work experience.
Prerequisites with concurrency: ECED 2040W, ECED 2400.

ECED 4275 Early Childhood Science — 2 credits
Students in Early Childhood Science will learn to involve the child and utilize the child’s intrinsic interest and curiosity in the observation of scientific phenomena through simple experiments. Because young children love the natural and physical world, care of the earth is introduced along with the importance of protecting our environment for the future. The mathematical brain and logical thinking of young children is developed through computational thinking activities, including classifying, experimenting and drawing conclusions. The study of Earth Science, Life Science, Physical Science/Physics and Chemistry, Technology and Engineering for the young child is introduced. Equity, inclusion, and diversity as they pertain to science are addressed in the context of social justice, and anti-bias, anti-racist teaching.
Prerequisite: ECED 2040W.
Prerequisite with concurrency: ECED 2400.

ECED 4365 Early Childhood Mathematics — 2 credits
Presenting the basic skills of mathematics using developmental materials. Emphasis on process: from the numbers 1-10 through the decimal system, the operations of arithmetic and memorization of basic facts. Includes supervised practice with materials.
Prerequisite: ECED 2040W.
Prerequisite with concurrency: ECED 2400.

ECED 4375 Early Childhood Language Arts and Reading — 2 credits
Analysis of language as spoken and written communication. Rationale for the sensory-motor involvement with emphasis on the sequence of skills to be developed to assist the child’s natural growth toward effective spoken and written communication. Oral language, phonetic analysis, initial writing, handwriting skills, early reading and beginning grammar skills are taught as a foundation for total reading.
Prerequisites with concurrency: ECED 2040W, ECED 2400.
ECED 4385 Early Childhood Social and Cultural Studies — 2 credits
Early Childhood Social and Cultural Studies exposes students to the teaching of geography and history. The course takes a holistic approach to the study of history and culture, using interdisciplinary knowledge to construct the body of knowledge. In this course students will learn to explain the content, presentation and rationale for the study of history, geography, and culture within early childhood.
Prerequisite: ECED 2400W.
Prerequisite with concurrence: ECED 2400.

ECED 4682 Directed Study — 2 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

ECED 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

ECED 4812 Early Childhood Student Teaching — 12 credits
This course will support the capstone experience of student teaching. Every MN Standard of Effective Practice is addressed during student teaching.
Prerequisite: Admission to the Early Childhood Education with Licensure program.

ECED 4840 Bachelor Completer Capstone Project: A Critical Exploration of Early Childhood Education — 2 credits
In this course, students will explore an early childhood topic of their choice deeply and critically, using an anti-bias and anti-racist lens. Resources compiled over their time in the Early Childhood Education program through the Ed Portfolio will be used to guide and shape chosen topics. Students will be supported in selecting relevant and impactful literature to expand knowledge on their topic of choice and take up different perspectives on issues in early childhood. Emphasis will be placed on looking critically, holistically and with an equity oriented mindset during research, discussions, editing and writing.
Prerequisites: ECED 3280, ECED 3600.

EDUC 2010 Physics and Engineering for Educators — 3 credits
Most of the world we experience everyday is human made or engineered. Engineers create products from indoor plumbing to airplanes that make our lives more comfortable and convenient. This course is an introduction to the engineering concepts associated with products in your everyday life, including structures, machines and mechanisms, fluids, and electricity.

EDUC 2030 Earth and Space Science for Educators — 3 credits
Earth and space science is an integral part of the K-8 Minnesota State Standards and Next Generation Science Standards. This course focuses on a hands-on, discovery learning approach to teaching and learning. Topics include understanding the nature of science, Earth’s place in the Universe, Earth structures & processes, interdependence in Earth systems, and human interactions with Earth systems. The course will also focus on the pedagogy or teaching of science content to children.

EDUC 2070W Teachers as Leaders for a Changing Society — 4 credits
In this writing-intensive course, students will examine historical and emerging issues that impact experiences of children, families, and teachers in U.S. public elementary or secondary schools. Students will learn about promoting social justice in school settings and teaching as a career choice. Up to 50 hours of fieldwork in a multicultural setting are required. Prerequisite for all education courses. Offered in the College for Women and the College for Adults. Required for elementary, secondary and K-12 licensure. Must pass with a C- or above.

EDUC 2090 General Methods: K-12, Secondary — 4 credits
In this course students will learn educational methods in six areas: planning for instruction, strategies for implementing instruction, evaluating and reporting techniques, and instructional technology. Fieldwork required. Check the class schedule for hours required.
Prerequisite with concurrence: EDUC 2070W.

EDUC 2110 Foundations and Theories in Early Childhood Education — 2 credits
In this course students will study the historical roots and contemporary manifestations of early childhood education theories and practices. Students will also learn about the research of educators and child psychologists who have made significant contributions to current understanding of the young child. Theories regarding the learning modes and stages of development in the typical and atypical young child will be presented. Fieldwork required. Check the class schedule for hours required. Through fieldwork experience students will make practical applications of these theories in contemporary inclusive child care programs.

EDUC 2681 Directed Study — 1 credit
EDUC 2682 Directed Study — 2 credits
EDUC 2800 General Methods: Elementary — 2 credits
In General Methods, students focus on essential elements in standards based classrooms: planning, instructional strategies, differentiated instruction, assessment and grading. This is the foundation course in educational methods. Up to 40 hours fieldwork in a multicultural setting are required. Offered in the College for Women and the College for Adults.
Prerequisite with concurrence: EDUC 2070W.

EDUC 3015 Methods and Materials in Mathematics — 4 credits
Elementary teachers are responsible for providing a learning experience in a classroom that enables students to engage in meaningful tasks in mathematics instruction. There are many facets to this learning environment of which an elementary teacher must be aware — knowledge of the discipline, planning the lesson, assessment, follow-up. This course is designed to give students an opportunity to read, discuss and design activities to enhance student learning. Fieldwork required. Check the class schedule for hours required.
Prerequisites: Admission to the major, MATH 2500.

EDUC 3030 Methods and Materials in Science — 2 credits
In this course students will learn the basic framework of instructional skills, techniques, and methods for effective science teaching, and they will explore material resources for use in the elementary science classroom. Throughout the course, students will engage in scientific inquiry and engineering practices. Additionally, students will participate in authentic elementary classroom experiences during the fieldwork portion of the course. Students will prepare and teach science lessons in their fieldwork experiences, implementing the Minnesota State Science Standards, formative assessment, academic language, and the 5Es. Check the course schedule for fieldwork hours required.
Prerequisite: Admission to the Education Department, EDUC 2070W, EDUC 2800.
EDUC 3050 Methods and Materials in Social Studies — 2 credits
The goals for this course correspond with the licensure requirements for all elementary teachers in social studies with the explicit purpose of providing students with opportunities to apply fundamental social studies concepts and the connections among them in course assignments. The course content and learning activities focus on experiences designed to prepare students with competencies and skills related to tools of inquiry and problem solving. Students will use social studies as an integrating concept through an understanding of how to use the sciences, social sciences, mathematics, arts and communication in the exploration of environmental, cultural and social issues and topics. Fieldwork required. Check the class schedule for hours required.
Prerequisite: Admission to the Education Department.

EDUC 3080 Methods and Materials in Art for Elementary Teachers — 2 credits
EDUC 3080 Methods and Materials in Art for Elementary Teachers Art is an important component of the elementary curriculum. In this course, students will learn the basic framework of instructional skills, techniques and methods of teaching and integrating art in an elementary classroom setting. Fieldwork required. Check the class schedule for hours required.
Prerequisite: Admission to the Education Department.

EDUC 3110 Methods and Materials in Music — 1 credit
Teachers in elementary schools must be prepared to teach music to their young learners. In this course, students will learn the basic framework of instructional skills, techniques and methods of teaching and integrating music in an elementary classroom setting. Fieldwork required. Check the class schedule for hours required.
Prerequisite: Admission to the Education Department.

EDUC 3130 Methods and Materials in Physical Education — 1 credit
Developing healthy physical habits is a lifelong disposition. In this course, students will learn the basic framework of instructional skills techniques and methods of teaching and integrating physical education in an elementary classroom setting. Fieldwork required. Check the class schedule for hours required.
Prerequisite: Admission to the Education Department.

EDUC 3250 Focus Studies In Elementary Art Education — 2 credits
To prepare for a position as a K-12 visual arts teacher, students will examine the historical base for art education and investigate specific theories and philosophies of teaching and learning as they apply to elementary education. Students will examine how artistic learning occurs, explore motivational and evaluative strategies and classroom management techniques. This course meets the state standards for K-12 licensure for teachers of art and is a requirement for all art education majors seeking K-12 licensure. Fieldwork required. Check the class schedule for hours required.
Prerequisite: Admission to the Education Department.

EDUC 3290 Methods and Materials in Kindergarten Education — 2 credits
In this methods course students will study early childhood growth and development with an emphasis on the five- and six-year-old child. Students will study the child in relation to modes of learning, appropriate management and guidance strategies, and program scheduling. Students will build competency in these areas through observations and experiences that expand and make practical the knowledge and understandings gained from lectures, discussions, class assignments and fieldwork. Fieldwork required. Check the class schedule for hours required. Criteria for developing effective kindergarten programs is based on these learnings and experiences.
Prerequisite with concurrency: EDUC 2800.

EDUC 3450 Literature for Young Adults — 2 credits
As a teacher of middle level and secondary students, students will study literature in a variety of genres for young adults in grades seven through 12 based on their development and interests. Students will become acquainted with transition literature and contemporary adult literature read by young adults. Students will evaluate YA literature critically and learn techniques for promoting reading. Readers’ advisory, reader response, and a student’s right to read will be emphasized with regard to free reading.
Prerequisite: Admission to the Education Department.
Corequisite: EDUC 2070W.

EDUC 3490 Literacy Methods for Teaching the Intermediate Grades — 4 credits
Literacy Methods for Teaching the Intermediate Grades is a course that explores theories, methods, and materials used to develop children’s literacy, with an emphasis on reading, writing, and speaking in grades 3 through 6. The course assumes that effective teachers of language arts are knowledgeable, literate and curious people who develop and maintain a classroom community in which they and their students learn together. Throughout the term, in traditional class meetings as well as in the field-based Literacy Lab, the learning emphasis is placed on assisting students to use listening, speaking, reading and writing for acquiring information, developing understandings, constructing responses to texts in various forms, thinking critically about language, participating in self-assessment, and developing social interactions that support learning.
Prerequisites: Admission to the Education Department, EDUC 2070W, INDI 2440, EDUC 2800.
Corequisite: EDUC 3550.

EDUC 3540 Classroom Management and Assessment Techniques — 4 credits
This course is designed to give teacher candidates a broad overview of classroom leadership and management related to creating and sustaining positive, productive learning environments. It also explores assessment practices that contribute to effective management of instruction and behavior. Recognizing the connection between assessment-informed instruction and effective classroom management, this course also explores current practices and principles of assessment across the K-6 curriculum. The characteristics and uses of both formal and informal assessment tools and strategies will be studied with an emphasis on formative assessment.
Prerequisite: Admission to the Education Department, EDUC 2070W. Not open to first-year students.

EDUC 3550 Literacy in the Content Areas: Elementary — 2 credits
This class is designed to provide opportunities for pre-service teachers to investigate the role of literacy (reading, writing, listening and speaking) across the curriculum. Through readings, discussion, online activities, writing, and inquiry projects, students will learn about the discipline-specific demands of literacy in the content areas, in particular, how academic language supports reading comprehension and effective written communication. The course will also explore academic, personal, and social considerations that are particular to students in the upper elementary grades, including the roles of motivation, comprehension, critical thinking and assessment in teaching and learning. Required for elementary education licensure.
Prerequisites: Admission to the Education Department, EDUC 2070W, EDUC 2800, INDI 2440.
Corequisite: EDUC 3490.
EDUC 3551 Literacy in the Content Areas: Secondary — 2 credits
Literacy in the Content Areas is designed to introduce teacher candidates to theories and research-based practices that support K-12 students' literacy development across the curriculum. The emphasis of the course is on helping teacher candidates use literacy (reading, writing, listening and speaking) as a tool to support students' learning in every discipline, while exploring the academic, personal, and social considerations that are particular to adolescents, especially the roles of motivation, comprehension, critical thinking and assessment in teaching and learning. To this end, students in EDUC 3551 learn about basic literacy development, adolescent English language learners, effective vocabulary instruction, the role of academic language in successful reading comprehension and effective written communication, and how to integrate high-quality texts from a variety of media to create engaging, relevant learning experiences for all learners. Throughout the semester, teacher candidates study the Literacy Design Collaborative framework and create a module, based on a topic in their content area, that uses literacy as the foundation for discipline-based learning. Fieldwork required. Check the class schedule for hours required.
Prerequisites: Admission to the Education Department, EDUC 2070W, EDUC 2090.

EDUC 3650 Student Teaching Seminar — 2 credits
During student teaching, students meet to share ideas from their classrooms and extend their course learning. Particular focus is placed on developing teacher leadership. In addition, information, support and guidance in the completion of the edTPA will be provided. Taken concurrently with student teaching.
Prerequisite: Admission to the Education Department.

EDUC 3700 Student Teaching and Seminar: Preprimary — 4 credits
Student teaching is the culminating experience in students' preparation to become a teacher. Students will participate in opening-of-school activities, teaching experience for 180 hours in cooperating schools of the metropolitan area; conferences with cooperating teacher and University supervisor; and seminars arranged by Education Department.

EDUC 3750 Secondary Communication Arts and Literature Methods — 2 credits
This course examines best practice teaching techniques and methods for the secondary communication arts and literature classroom. Secondary Communication Arts and Literature Methods will address current trends and issues related to the discipline of language arts. It will help students identify relevant content and utilize engaging teaching strategies to promote learning in communication arts and literature. The course includes a field experience that will provide the opportunity to apply some of the strategies learned in the course. Fieldwork required. Check the class schedule for hours required.
Prerequisite: Admission to the Education Department.

EDUC 3751 Secondary Mathematics Methods — 2 credits
This course examines best practice teaching techniques and methods for the secondary mathematics classroom. Secondary Mathematics Methods will address current trends and issues related to the discipline of mathematics. It will help students identify relevant content and utilize engaging teaching strategies to promote learning in mathematics. The course includes a field experience that will provide the opportunity to apply some of the strategies learned in the course. Fieldwork required. Check the class schedule for hours required.
Prerequisite: Admission to the Education Department.

EDUC 3752 Secondary Science Methods — 2 credits
This course examines best practice teaching techniques and methods for the secondary science classroom. Secondary Science Methods will address current trends and issues related to the discipline of science. It will help students identify relevant content and utilize engaging teaching strategies to promote learning in science. The course includes a field experience that will provide the opportunity to apply some of the strategies learned in the course. Fieldwork required. Check the class schedule for hours required.
Prerequisite: Admission to the Education Department.

EDUC 3753 Secondary Social Studies Methods — 2 credits
This course examines best practice teaching techniques and methods for the secondary social studies classroom. Secondary Social Studies Methods will address current trends and issues related to the broad discipline of social studies. It will help students identify relevant content and utilize engaging teaching strategies to promote learning in social studies. The course includes a field experience that will provide the opportunity to apply some of the strategies learned in the course. Fieldwork required. Check the class schedule for hours required.
Prerequisite: Admission to the Education Department.

EDUC 3754 Secondary Family and Consumer Science Methods — 2 credits
This course examines best practice teaching techniques and methods for the secondary family and consumer science classroom. Secondary Family and Consumer Science Methods will address current trends and issues related to the broad discipline of family and consumer science. It will help students identify relevant content and utilize engaging teaching strategies to promote learning in family and consumer science. The course includes a field experience that will provide the opportunity to apply some of the strategies learned in the course. Fieldwork required. Check the class schedule for hours required.
Prerequisite: Admission to the Education Department.

EDUC 3755 Secondary Visual Arts Methods — 2 credits
This course examines best practice teaching techniques and methods for the secondary visual arts classroom. Secondary Visual Arts Methods will address current trends and issues related to the discipline of visual arts. It will help students identify relevant content and utilize engaging teaching strategies to promote learning in visual arts. The course includes a field experience that will provide the opportunity to apply some of the strategies learned in the course. Fieldwork required. Check the class schedule for hours required.
Prerequisite: Admission to the Education Department.

EDUC 3760 Secondary Visual Arts Methods — 2 credits
Students will gain a basic framework of instructional strategies, curriculum designs and assessment models within the discipline of visual arts, including evaluation of print and non-print resources and materials. Fieldwork required. Check the class schedule for hours required.
Prerequisite: Admission to the Education Department, EDUC 2070W, EDUC 2090, EDUC 3250.

EDUC 3780 Advanced Secondary Methods — 2 credits
This course provides advanced preparation for teaching in secondary schools. Advanced Secondary Methods will build on previous concepts and skills related to best practices for teaching and will focus on secondary instructional strategies, classroom assessment and classroom management. This course includes a field experience that will allow students the opportunity to apply classroom practices learned throughout the course.
Prerequisites: EDUC 2070W, EDUC 2090.
EDUC 3812 Student Teaching Elementary — 4-12 credits
Student teaching is the culminating experience in students’ preparation to become a teacher. Students will be assigned to an elementary classroom for fourteen weeks. Student responsibilities will include lesson design and presentation, evaluation of student learning and management of daily classroom routines. Through conferences with a University supervisor and cooperating teachers in the school students will be provided with feedback and guidance about their professional progress. Seminars facilitated by the University supervising instructor will provide students with additional information as needed and appropriate. Twelve credits required. Can be taken as four credits in January and eight credits in spring semester by students also completing a middle-level endorsement; otherwise, taken as one 12-credit course.

EDUC 3840 Student Teaching and Seminar in Physical Education: Elementary — 6 credits
Student teaching is the culminating experience in students’ preparation to become a teacher. Students will be assigned to an elementary physical education class for full-day teaching experience for six weeks. Student responsibilities will include lesson planning, teaching and evaluation. Conferences with cooperating teacher and University supervisor will be conducted on a regular basis.

EDUC 3860 Student Teaching and Seminar in Physical Education: Secondary — 6 credits
Student teaching is the culminating experience in students’ preparation to become a teacher. Students will be assigned to a secondary physical education classroom for six weeks. Student responsibilities will include lesson design and presentation, evaluation of student learning and management of daily classroom routines. Through conferences with a University supervisor and cooperating teachers in the school students will be provided with feedback and guidance about their professional progress. Seminars facilitated by the University supervising instructor will provide students with additional information as needed and appropriate.

EDUC 3890 Student Teaching and Seminar in Art: Secondary — 6 credits
Student teaching is the culminating experience in students’ preparation to become a teacher. Students will be assigned to a secondary art classroom for six weeks. Student responsibilities will include lesson design and presentation, evaluation of student learning and management of daily classroom routines. Through conferences with a University supervisor and cooperating teachers in the school students will be provided with feedback and guidance about their professional progress. Seminars facilitated by the University supervising instructor will provide students with additional information as needed and appropriate.

EDUC 3900 Student Teaching and Seminar in Art: Elementary — 6 credits
Student teaching is the culminating experience in students’ preparation to become a teacher. Students will be assigned to an elementary art classroom for six weeks. Student responsibilities will include lesson design and presentation, evaluation of student learning and management of daily classroom routines. Through conferences with a University supervisor and cooperating teachers in the school students will be provided with feedback and guidance about their professional progress. Seminars facilitated by the University supervising instructor will provide students with additional information as needed and appropriate.

EDUC 3910 Student Teaching and Seminar: Middle Level — 4 credits
Student teaching is the culminating experience in students’ preparation to become a teacher. Students will be assigned to middle school classroom in your endorsement area for six weeks. Student responsibilities will include lesson design and presentation, evaluation of student learning and management of daily classroom routines. Through conferences with a University supervisor and cooperating teachers in the school students will be provided with feedback and guidance about their professional progress. Seminars facilitated by the University supervising instructor will provide students with additional information as needed and appropriate.

EDUC 3912 Student Teaching Secondary — 12 credits
Student teaching is the culminating experience in students’ preparation to become a teacher. Students will be assigned to a secondary classroom for fourteen weeks. Student responsibilities will include lesson design and presentation, evaluation of student learning and management of daily classroom routines. Through conferences with a University supervisor and cooperating teachers in the school students will be provided with feedback and guidance about their professional progress. Seminars facilitated by the University supervising instructor will provide students with additional information as needed and appropriate.

EDUC 3920 Student Teaching and Seminar in World Languages and Cultures: Elementary — 6 credits
Student teaching is the culminating experience in students’ preparation to become a teacher. Students will be assigned to an elementary world languages and cultures classroom for six weeks. Student responsibilities will include lesson design and presentation, evaluation of student learning and management of daily classroom routines. Through conferences with a University supervisor and cooperating teachers in the school students will be provided with feedback and guidance about their professional progress. Seminars facilitated by the University supervising instructor will provide students with additional information as needed and appropriate.

EDUC 3930 Student Teaching and Seminar in World Languages and Cultures: Secondary — 6 credits
Student teaching is the culminating experience in students’ preparation to become a teacher. Students will be assigned to a secondary world languages and cultures classroom for six weeks. Student responsibilities will include lesson design and presentation, evaluation of student learning and management of daily classroom routines. Through conferences with a University supervisor and cooperating teachers in the school students will be provided with feedback and guidance about their professional progress. Seminars facilitated by the University supervising instructor will provide students with additional information as needed and appropriate.

EDUC 4604 Internship — 4 credits
EDUC 4608 Internship — 8 credits
EDUC 4681 Directed Study — 1 credit
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.
EDUC 4682 Directed Study — 2 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

EDUC 4684 Directed Study — 4 credits

EDUC 4951 Independent Study — 1 credit
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

EDUC 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

EDUC 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

EDUC 4992 Topics — 2 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.
Prerequisite: EDUC 2070W.

EDUC 4993 Topics — 3 credits

EDUC 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.
Prerequisite: EDUC 2070W.

Early Childhood Education (Online Degree Completion for Montessori-Credentialed Students) - BA, BS

The Early Childhood Education (ECE) major provides individuals who have previously gained Montessori teacher education accredited by the Montessori Accreditation Council for Teacher Education (MACTE) an opportunity to earn a bachelor’s degree in ECE (ages 0-8). The program recognizes the teachers’ MACTE credential by awarding 25 college-level credits for the credential.

As a part of the College for Adults (CFA), this program is designed for Montessori early childhood professionals actively working in the field from around the country and the globe. This fully online bachelor’s degree program will develop socially aware, critically informed and innovative Montessori teachers who will continue to teach following Montessori philosophy combined with an awareness of and skills in anti-bias and anti-racist (ABAR) teaching strategies. By offering high-quality resources, utilizing multiple modes of virtual communication, and valuing real-life experiences, this program will engage students in deep and meaningful study.

The defining elements of the ECE program are:

• Social Justice: We provide teacher candidates with the knowledge and skills to impact societal change through early childhood education.
• Personal Transformation: We guide teacher candidates to greater understanding of themselves, children, and the world.
• Innovative Pedagogy: We equip teacher candidates with an individualized, anti-bias and anti-racist teaching approach influenced by Montessori philosophy that honors the whole child.
• Holistic Teacher Education: We recognize the demands of teaching and learning, and believe that to be an effective teacher the mind, body, and spirit must be nurtured and supported.
• Community Engagement: We commit to serving in, learning from, and collaborating with diverse communities who share a common vision of educational equity.

The ECE major encompasses integrated learning experiences that provide students with multiple opportunities to develop leadership knowledge and skills grounded in ethical and social justice principles informed by a global perspective. The program infuses all major course content with the components of ABAR into ECE.

Teachers graduating from this program will have the knowledge, confidence and commitment necessary to be an active member of society and prepare children to effectively participate in a changing and dynamic world.

ECE is a discipline that involves intellectual, spiritual and moral commitment. A key element of our program is the inner spiritual transformation of individuals. ABAR curriculum combined with Montessori pedagogy brings a new perspective on child development and social order. This experience will alter students’ understanding of themselves, children and the world. Such a transformation involves the knowledge and skills necessary to impact societal change. The educational leaders developed in this program will be expected to lead from a position of ethical responsibility.

To be eligible for consideration for admission to the early childhood major, students must provide evidence of completion of an Early Childhood or Infant and Toddler Montessori credential.

Our students will build their leadership skills through:

• engagement with current and respected resources
• group discussion
• self-reflection
• community collaboration
• rigorous and meaningful assignments

Our students will lead by:
• creating and delivering a high quality ABAR Montessori early childhood education
• designing and utilizing a variety of assessment tools
• analyzing assessment results to inform practice and support development
• integrating renewal opportunities for themselves, their colleagues, and their students
• embodying high quality practices in their teaching

This major is offered in the College for Adults only.

ADMISSION

To be considered for admission into the Early Childhood (ages 0-8) baccalaureate program an applicant must have:

1. Completed ECED 2040W Historical, Cultural and Social Foundations of Early Childhood Education with at least a "C" grade;
2. Completed ECE Program Application during ECED 2040W (includes entrance survey, essay, and resume);
3. Earned a cumulative grade point average of at least 2.0;
4. Earned a grade of C or better in ECED 1000 Introduction to Early Childhood Education or transferred in the equivalent;
5. Met with academic advisor from the early childhood education program and created a program of study;

The applicant must continue to earn a grade of "C" or above in all early childhood education courses and required supporting courses in order to progress in the early childhood education program.

This major is offered in the College for Adults only.

Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECED 1000</td>
<td>Introduction to Early Childhood Education</td>
<td>4</td>
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<tr>
<td>Total Credits</td>
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<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
</table>

| ECED 2040W | Historical, Cultural and Social Foundations of Early Childhood Education | 4       |
| ECED 2200 | The Art of Early Childhood Classroom Guidance and Assessment | 4       |
| ECED 2300 | Early Childhood Education Accreditation and Standards      | 1       |
| ECED 2500 | Technology in Teaching and Learning in Early Childhood Education | 1       |
| ECED 3280 | Infant and Toddler Methods and Materials                   | 4       |
| ECED 3350 | Understanding of Diverse Family Experiences and Student Exceptionalities in Early Childhood | 4       |
| ECED 3560 | Emergent Literacy in the Content Areas                     | 2       |
| ECED 3600 | Teaching and Learning in the Lower Elementary Classroom    | 3       |

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECED 4840</td>
<td>Bachelor Completer Capstone Project: A Critical Exploration of Early Childhood Education</td>
<td>2</td>
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</table>

| FACS 3350 or ECED 3340 | Child in the Family | 4       |
| INDI 3400                 | Implementing Critical Literacy in Early Childhood Education | 4       |
| PSYC 1000                | General Psychology | 4       |
| PSYC 2025/2020 or PSYC 2026 & PSYC 2027 | Lifespan Developmental Psychology, Lifespan Development: Theory and Methods, Conception/Prenatal Development to Middle Childhood and Lifespan Development: Adolescence, Adulthood and Death | 4       |

Total Credits 16

Early childhood education majors fulfill the Writing Requirement for Majors by completing ECED 2040W Historical, Cultural and Social Foundations of Early Childhood Education. Students fulfill the Liberal Arts and Sciences Core Writing Requirement with three other writing-intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, CORE 3990W Global Search for Justice, and one other writing-intensive course in another department).

Early Childhood Education with Licensure

(Meets requirements for an Early Childhood license in the State of Minnesota pending approval from the State Board of Teaching).

The Early Childhood Education (ECE) major provides individuals with the opportunity to earn a bachelor’s degree in ECE along with the possibility for licensure. As part of the College for Adults, this program is designed for working adults. As such, the majority of courses are held online, with concentrated face to face sessions scheduled over the summer semesters. This program will develop socially aware, critically informed, and innovative Early Childhood educators who will teach with Montessori theory and Anti-Bias, Anti-Racist (ABAR) teaching strategies at the core. By offering high-quality resources, utilizing multiple modes of virtual communication, and valuing real-life experiences, this program will engage students in deep and meaningful study.

The defining elements of the ECE program are:

• Social Justice: Provide teacher candidates with the knowledge and skills to impact societal change through early childhood education.
• Montessori Philosophy: Develop ethical and influential leaders informed by the philosophy of Maria Montessori and her vision of peace and justice.
• Personal Transformation: Guide teacher candidates to a greater understanding of themselves, children, and the world.
• Innovative Pedagogy: Equip teacher candidates with an individualized, anti-bias and anti-racist teaching approach influenced by Montessori philosophy that honors the whole child.
• Holistic Teacher Education: Recognize the demands of teaching and learning, and believe that to be an effective teacher the mind, body, and spirit must be nurtured and supported.
• Community Engagement: Commit to serving in, learning from, and collaborating with diverse communities who share a common vision of educational equity.

The ECE major encompasses integrated learning experiences that provide students with multiple opportunities to develop leadership knowledge and skills grounded in ethical and social justice principles informed by a global perspective. The program infuses all major course content with the components of our ABAR pedagogy, and a strong focus on equity and justice.

Teachers graduating from this program will have the knowledge, confidence, and commitment necessary to be an active member of society and prepare children to effectively participate in a changing and dynamic world.

ECE is a discipline that involves intellectual, spiritual, and moral commitment. A key element of our program is the inner spiritual transformation of the adult. ABAR curriculum combined with Montessori pedagogy brings a new perspective on child development and social order. This experience will affect students’ understanding of themselves, children, and the world. Such transformation involves the knowledge and skills necessary to impact societal change. The educators graduating from this program will be expected to lead from a position of ethical responsibility.

Our students will build their leadership skills through:
• Engagement with current and respected resources
• Group discussion
• Self-reflection
• Community collaboration
• Rigorous and meaningful assignments

Our students will lead by:
• Creating and delivering a high quality ABAR Montessori-infused early childhood education
• Designing and utilizing a variety of assessment tools
• Analyzing assessment results to inform practice and support development
• Integrating renewal opportunities for themselves, their colleagues, and their students
• Embodying high quality practices in their teaching.
• Learning and applying self-reflective practices to examine personal and societal biases, and their impact on educational practice

This major is offered in the College for Adults only.

### Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECED 2200</td>
<td>The Art of Early Childhood Classroom Guidance and Assessment</td>
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<td>ECED 2300</td>
<td>Early Childhood Education Accreditation and Standards</td>
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<td>ECED 2400</td>
<td>Effective Practice in Early Childhood Education</td>
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<td>ECED 2500</td>
<td>Technology in Teaching and Learning in Early Childhood</td>
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<td>ECED 2600</td>
<td>Health, Wellness and Nutrition in Early Childhood</td>
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<td>ECED 3280</td>
<td>Infant and Toddler Methods and Materials</td>
<td>4</td>
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<td>ECED 3350</td>
<td>Understanding of Diverse Family Experiences and Student Exceptionalities in Early Childhood</td>
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<td>ECED 3560</td>
<td>Emergent Literacy in the Content Areas</td>
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<td>ECED 3600</td>
<td>Teaching and Learning in the Lower Elementary Classroom</td>
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<td>ECED 4105</td>
<td>Early Childhood Practical Life and Dramatic Play</td>
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<td>ECED 4155</td>
<td>Early Childhood Sensorial</td>
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<td>ECED 4265</td>
<td>Creative Expression in Early Childhood</td>
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<td>ECED 4275</td>
<td>Early Childhood Science</td>
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<td>ECED 4365</td>
<td>Early Childhood Mathematics</td>
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<td>ECED 4375</td>
<td>Early Childhood Language Arts and Reading</td>
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<td>ECED 4385</td>
<td>Early Childhood Social and Cultural Studies</td>
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<td>ECED 4812</td>
<td>Early Childhood Student Teaching</td>
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<td>Introduction to Early Childhood Education</td>
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<tr>
<td>ECED 2040W</td>
<td>Historical, Cultural and Social Foundations of Early Childhood Education</td>
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<tr>
<td>or ECED 3340</td>
<td>Child in the Family</td>
<td>4</td>
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<tr>
<td>HHS 4XXX</td>
<td>Holistic Health for Educators</td>
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<tr>
<td>INDI 3400</td>
<td>Implementing Critical Literacy in Early Childhood</td>
<td>4</td>
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<tr>
<td>PSYC 1000</td>
<td>General Psychology</td>
<td>4</td>
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<tr>
<td>PSYC 2025</td>
<td>Lifespan Developmental Psychology</td>
<td>2-4</td>
</tr>
<tr>
<td>or PSYC 2026</td>
<td>Lifespan Development: Theory and Methods, Conception/Prenatal Development to Middle Childhood</td>
<td>2</td>
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<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>18-20</strong></td>
</tr>
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</table>

Early childhood education majors fulfill the Writing Requirement for Majors by completing ECED 2040W Historical, Cultural and...
Social Foundations of Early Childhood Education . Students fulfill the Liberal Arts and Sciences Core Writing Requirement with three other writing-intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, CORE 3990W Global Search for Justice, and one other writing-intensive course in another department).

Early Childhood Education with Licensure (for Students with Early Childhood Montessori Credential)

St. Catherine’s teaching program is approved by the Minnesota Professional Educator Licensing and Standards Board (PELSB). The program fulfills requirements for teacher certification or licensure in most states.

The Early Childhood Education (ECE) major for students who have an early childhood Montessori credential provides individuals with the opportunity to earn a bachelor’s degree in ECE (ages 0-8) with the possibility for licensure. As part of the College for Adults, this fully online program is designed for working adults, and 19 college-level credits are awarded for a MACTE approved Montessori Credential. This program will develop socially aware, critically informed, and innovative Early Childhood educators who will teach with Montessori theory and Anti-Bias, Anti-Racist (ABAR) teaching strategies at the core. By offering high-quality resources, utilizing multiple modes of virtual communication, and valuing real-life experiences, this program will engage students in deep and meaningful study.

The defining elements of the ECE program are:

- Social Justice: Provide teacher candidates with the knowledge and skills to impact societal change through early childhood education.
- Montessori Philosophy: Develop ethical and influential leaders informed by the philosophy of Maria Montessori and her vision of peace and justice.
- Personal Transformation: Guide teacher candidates to a greater understanding of themselves, children, and the world.
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- Holistic Teacher Education: Recognize the demands of teaching and learning, and believe that to be an effective teacher the mind, body, and spirit must be nurtured and supported.
- Community Engagement: Commit to serving in, learning from, and collaborating with diverse communities who share a common vision of educational equity.

The ECE major encompasses integrated learning experiences that provide students with multiple opportunities to develop leadership knowledge and skills grounded in ethical and social justice principles informed by a global perspective. The program infuses all major course content with the components of our ABAR pedagogy, and a strong focus on equity and justice.

Teachers graduating from this program will have the knowledge, confidence, and commitment necessary to be an active member of society and prepare children to effectively participate in a changing and dynamic world.

ECE is a discipline that involves intellectual, spiritual, and moral commitment. A key element of our program is the inner spiritual transformation of the adult. ABAR curriculum combined with Montessori pedagogy brings a new perspective on child development and social order. This experience will affect students’ understanding of themselves, children, and the world. Such transformation involves the knowledge and skills necessary to impact societal change. The educators graduating from this program will be expected to lead from a position of ethical responsibility.

Our students will build their leadership skills through:

- Engagement with current and respected resources
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- Analyzing assessment results to inform practice and support development
- Integrating renewal opportunities for themselves, their colleagues, and their students
- Embodying high-quality practices in their teaching.
- Learning and applying self-reflective practices to examine personal and societal biases and their impact on educational practice

This major is offered in the College for Adults only.

ADMISSION

To be considered for admission into the Early Childhood (ages 0-8) baccalaureate licensure program and MACTE/AMS Montessori certificate an applicant must have:

1. Completed ECED 2040: Historical, Cultural, and Social Foundations of Early Childhood with at least a “C” grade;
2. Completed ECE Program Application during ECED 2040 (includes entrance survey, essay, and resume);
3. Earned a cumulative grade point average of at least 2.0;
4. Earned a grade of C or better in ECED 1000 or transferred in the equivalent;
5. Met with academic advisor from the early childhood education program and created a program of study;

The applicant must continue to earn a grade of “C” or above in all early childhood education courses and required supporting courses in order to progress in the early childhood education program.

This major is offered in the College for Adults only.

Curriculum

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<tbody>
<tr>
<td>ECED 1000</td>
<td>Introduction to Early Childhood Education</td>
<td>4</td>
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</tbody>
</table>
**Education Endorsements**

**Endorsements**

In addition to all requirements for the K-6 license, students may add a pre-primary (ages 3-PreK) endorsement or a middle level endorsement. Adding an endorsement will increase your job flexibility and enhance your employability. Students who add a middle level endorsement, choosing from the list below, must complete the additional courses listed in that particular content area.

**Endorsement Curricula**

St. Kate’s offers two additional teaching endorsements for elementary education majors/licensed teachers: Pre-primary (ages 3-PreK) and Middle Level (grades 5-8).

**Pre-primary Requirements**

Students (College for Women or College for Adults) seeking the pre-primary endorsement must complete the following courses:

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>FACS 3350</td>
<td>Child in the Family</td>
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<td>or ED 3340</td>
<td>Child in the Family</td>
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<tr>
<td>HHS 4994</td>
<td>Topics (Holistic Health for Educators)</td>
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<tr>
<td>INDI 3400</td>
<td>Implementing Critical Literacy in Early Childhood</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 1000</td>
<td>General Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 2025/2020</td>
<td>Lifespan Development Psychology</td>
<td>4</td>
</tr>
<tr>
<td>or PSYC 2026 &amp; PSYC 2027</td>
<td>Lifespan Development: Theory and Methods, Conception/Prenatal Development to Middle Childhood and Lifespan Development: Adolescence, Adulthood and Death</td>
<td>4</td>
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</tbody>
</table>

**Middle Level Endorsements (Grades 5-8)**

- Communication Arts and Literature (5-8)
- Mathematics (5-8)
- Science (General, 5-8)
- Science (General, 5-8 for Elementary Education majors only)
- Social Studies (5-8)
- World Languages and Cultures: Spanish (K-8)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>COMM 1030</td>
<td>Speaking to Lead and Influence</td>
<td>4</td>
</tr>
<tr>
<td>COMM 2050</td>
<td>Media, Culture and Society</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 3450</td>
<td>Literature for Young Adults</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 3750</td>
<td>Secondary Communication Arts and Literature Methods</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 3910</td>
<td>Student Teaching and Seminar: Middle Level</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 1905W</td>
<td>College Writing</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 2202</td>
<td>Literary Theory and Practice</td>
<td>4</td>
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<tr>
<td>ENGL 2350</td>
<td>Grammar in Practice</td>
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<td>Additional literature elective</td>
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**Communication Arts and Literature**

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<tbody>
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<tr>
<td>COMM 2050</td>
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<tr>
<td>EDUC 3450</td>
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<tr>
<td>EDUC 3750</td>
<td>Secondary Communication Arts and Literature Methods</td>
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<tr>
<td>EDUC 3910</td>
<td>Student Teaching and Seminar: Middle Level</td>
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<tr>
<td>ENGL 1905W</td>
<td>College Writing</td>
<td>4</td>
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<tr>
<td>ENGL 2202</td>
<td>Literary Theory and Practice</td>
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<tr>
<td>ENGL 2350</td>
<td>Grammar in Practice</td>
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**Mathematics**

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<tr>
<td>EDUC 3751</td>
<td>Secondary Mathematics Methods</td>
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</tr>
<tr>
<td>EDUC 3910</td>
<td>Student Teaching and Seminar: Middle Level</td>
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</tbody>
</table>

**Note:** EDUC 3290 is already required for K-6 licensure students. Students with a K-6 license adding a pre-primary endorsement, are only required to take EDUC 2110 and FACS 3350.
MATH 1050 Mathematical Ideas in Contemporary Society 4
MATH 1800 Discrete Mathematics 4
STAT 1090 Statistical Analysis 4
MATH 1130 Calculus I 4
MATH 2500 Mathematical Structures 4
MATH 2510 Mathematics For Middle School Teachers 4
CSCI 1110 Algorithms and Computer Programming I 4
Total Credits 30

Students should enroll in the highest level course for which they qualify.

Science (Secondary students only)

<table>
<thead>
<tr>
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<th>Title</th>
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<tbody>
<tr>
<td>CHEM 1110</td>
<td>General Chemistry I with Lab</td>
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<tr>
<td>CHEM 1120</td>
<td>General Chemistry II with Lab</td>
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</tr>
<tr>
<td>BIOL 1710</td>
<td>Foundations of Biology I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 1720</td>
<td>Foundations of Biology II with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2710</td>
<td>Foundations of Biology III with Lab</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 3752</td>
<td>Secondary Science Methods</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 3910</td>
<td>Student Teaching and Seminar: Middle Level</td>
<td>4</td>
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<tr>
<td>PHYS 1040</td>
<td>Astronomy with Lab</td>
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<tr>
<td>PHYS 1080</td>
<td>Physics for the Health Sciences I</td>
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<tr>
<td>PHYS 1090</td>
<td>Physics for the Health Sciences II with Lab</td>
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Total Credits 38

Middle Level Science Endorsement for Elementary Education Majors Only

This endorsement, applicable for Elementary Education majors only, requires the courses listed below and successful completion of all requirements for the K-6 licensure program. Please note, additional courses may be required as part of the middle level general science endorsement.

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<td>PHYS 1050</td>
<td>Conceptual Physics</td>
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<td>BIOL 1120</td>
<td>Biology of Women with Lab</td>
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<td>EDUC 3550</td>
<td>Literacy in the Content Areas: Elementary</td>
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<tr>
<td>EDUC 3752</td>
<td>Secondary Science Methods</td>
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<tr>
<td>EDUC 3910</td>
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Total Credits 16

Social Studies

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<td>Principles of Microeconomics</td>
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<td>or ECON 2620</td>
<td>Principles of Macroeconomics</td>
<td></td>
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<tr>
<td>EDUC 3753</td>
<td>Secondary Social Studies Methods</td>
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</tr>
<tr>
<td>EDUC 3910</td>
<td>Student Teaching and Seminar: Middle Level</td>
<td>4</td>
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<tr>
<td>HIST 1060</td>
<td>Europe Since 1800 (or any other History course other than American)</td>
<td>4</td>
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<tr>
<td>HIST 1200</td>
<td>Survey of U.S. Political and Social History, 1600-1900</td>
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Total Credits 26

World Languages and Culture (K-8)

In addition to all requirements for the K-6 license, students who want a K-8 World Language endorsement must complete the following:

World Languages and Culture: Spanish

<table>
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<td>EDUC 380</td>
<td>Curriculum and Instruction: World Languages and Cultures K-12</td>
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<tr>
<td>EDUC 347</td>
<td>Field Experience III: (K-12) World Languages and Culture</td>
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<tr>
<td>EDUC 3910</td>
<td>Student Teaching and Seminar: Middle Level</td>
<td>4</td>
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<tr>
<td>SPAN 1110</td>
<td>Elementary Spanish I</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 1120</td>
<td>Elementary Spanish II</td>
<td>4</td>
</tr>
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<td>SPAN 2110</td>
<td>Intermediate Spanish I</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 2120</td>
<td>Intermediate Spanish II</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3050W</td>
<td>Visions of the Hispanic World: Reading to Speak and Write</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3160</td>
<td>Hispanics in the United States</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3250</td>
<td>Introduction to Critical Cultural and Literary Analysis</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 36

1 To be completed at the University of St. Thomas

Elementary Education (K-6) Licensure - BA, BS

St. Kate’s prepares students for teaching licensure in four areas, including early childhood, elementary (K-6), secondary and kindergarten through grade 12. For students who are working toward a K-6 teaching license or who have already completed a teaching degree, St. Kate’s offers two teaching endorsements: pre-primary (ages 3-PreK) and middle level (grades 5-8).

Mission

To educate teacher candidates to lead ethically and effectively by fostering transformative teaching and learning practices that promote social justice.

Social Justice

Social Justice is a core principle embedded in education courses. Addressing the achievement gap and inequities in K-12 schools is essential to the mission of social justice for educators. St. Kate’s teacher candidates will be challenged throughout the program to reflect upon ways they can implement culturally sustaining teaching practices and disrupt inequities in school systems and classrooms.

STEM

St. Kate’s has been a leader in preparing teachers to effectively teach and integrate STEM into the elementary classroom. All elementary education majors at St. Kate’s earn an Elementary Education STEM Teaching
Certificate. The certificate reflects the specialized coursework St. Kate’s students receive that increases their confidence and competence to teach STEM in elementary classrooms.

Literacy
St. Kate’s is a recognized leader in literacy and has developed a literacy lab that partners with clinical cluster sites (our partnership with K-12 schools) to deepen student skills. Elementary education teacher candidates leave St. Kate’s with strong skills and knowledge to support K-6 literacy.

School-based Field Experiences
The University’s education programs incorporate more fieldwork than many other teaching-preparation programs. In partnership with K-12 schools, the fieldwork and student teaching experiences provide rich opportunities for students to collaborate with mentor teachers. To help prepare candidates for today’s diverse classrooms, all students receive placements across multiple grades and within schools that serve diverse populations of students. The extensive field experiences culminate with a semester-long student teaching experience at a clinical cluster site or cooperating schools in the metro area.

Personal Attention
All faculty bring significant P-12 teaching experience that helps them support teacher candidates with relevant and rigorous instruction. Education courses are intentionally small in size so that you can get the attention and support you need.

NExT
St. Kate’s education department is a charter member in the Network for Teaching Excellence (NExT). This consortium of teacher preparation programs across three states has received national recognition for its collaborative efforts to prepare teacher candidates for today’s classroom.

Accreditation
St. Catherine’s teaching program is approved by the Minnesota Professional Educator Licensing and Standards Board (PELSB). The program fulfills requirements for teacher certification or licensure in most states.

Admission
To be eligible for consideration for admission to the teacher licensure programs, students must:

- Have earned a cumulative grade point average of 2.8
- Have achieved sophomore status
- Have earned a grade of C or better in EDUC 2070W
- Have met with their academic advisor from the education department and created a program of study
- Have completed the admissions process during EDUC 2070W

Students must be admitted to the education department to be eligible for courses numbered 3000 and above.

Students must earn a grade of “C” or above in all education department courses, required supporting courses and STEM courses in order to progress in the education program.

Educators must use communication skills in myriad formats, for a multitude of purposes, with a variety of audiences. Therefore, the education department integrates literacy, process writing, technology and development of teacher dispositions across and throughout its curriculum.

All elementary education majors earn an Elementary Education STEM Teaching certificate. (See Elementary Education STEM Teaching certificate (p. 213) description in this catalog.)

All licensure programs may be subject to changes required by the Minnesota Professional Educator Licensing and Standards Board (PELSB). For more current information on licensure requirements, please refer to the online catalog and the St. Kate’s education department website.

See also: Master of Arts in Education (http://catalog.stkate.edu/graduate/humanities-arts-sciences/education/) (graduate catalog)

This major is designed for those seeking to become licensed elementary teachers. Educational theory is integrated with classroom practice as well as extensive field experiences and a full-semester student-teaching experience.

This major is offered in the College for Women and the College for Adults.

## Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Major Courses</strong></td>
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<tr>
<td>EDUC 2070W</td>
<td>Teachers as Leaders for a Changing Society</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 2800</td>
<td>General Methods: Elementary</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 3015</td>
<td>Methods and Materials in Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 3030</td>
<td>Methods and Materials in Science</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 3050</td>
<td>Methods and Materials in Social Studies</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 3080</td>
<td>Methods and Materials in Art for Elementary Teachers</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 3110</td>
<td>Methods and Materials in Music</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 3130</td>
<td>Methods and Materials in Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 3290</td>
<td>Methods and Materials in Kindergarten Education</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 3490</td>
<td>Literacy Methods for Teaching the Intermediate Grades</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 3540</td>
<td>Classroom Management and Assessment Techniques</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 3550</td>
<td>Literacy in the Content Areas: Elementary</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 3650</td>
<td>Student Teaching Seminar</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 3812</td>
<td>Student Teaching Elementary</td>
<td>2</td>
</tr>
<tr>
<td><strong>Required Supporting Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXSS 1100</td>
<td>Fitness and Wellness</td>
<td>2</td>
</tr>
<tr>
<td>INDI 2440</td>
<td>Choosing and Using Books for Children</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 1001</td>
<td>General Psychology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 2025</td>
<td>Lifespan Developmental Psychology</td>
<td>4</td>
</tr>
<tr>
<td><strong>Required STEM Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 1110</td>
<td>Environmental Biology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 2010</td>
<td>Physics and Engineering for Educators</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2030</td>
<td>Earth and Space Science for Educators</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2500</td>
<td>Mathematical Structures</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>72</td>
</tr>
</tbody>
</table>
Elementary education students who need to satisfy their mathematics and logical reasoning requirement for the liberal arts core should take MATH 1050 Mathematical Ideas in Contemporary Society.

Elementary education majors fulfill the Writing Requirement for Majors by completing EDUC 2070W Teachers as Leaders for a Changing Society. Students fulfill the Liberal Arts and Sciences Core Writing Requirement with three other writing-intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, CORE 3990W Global Search for Justice, and one other writing-intensive course in another department).

**Elementary Education STEM Teaching Certificate**

All elementary majors earn an Elementary Education STEM Teaching Certificate. The certificates reflect the specialized coursework taken to increase the depth of understanding of STEM content and the classroom practices that support teaching STEM in grades K-6.

All students who are admitted to the elementary education major are required to complete the following courses to earn the Elementary Education STEM Teaching Certificate to apply for a teaching license.

**Curriculum**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1110</td>
<td>Environmental Biology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 2010</td>
<td>Physics and Engineering for Educators</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2030</td>
<td>Earth and Space Science for Educators</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2500</td>
<td>Mathematical Structures</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>14</td>
</tr>
</tbody>
</table>

**K-12 Licensure - BA**

St. Kate's prepares students for teaching licensure in four areas, including early childhood, elementary (K-6), secondary, and kindergarten through grade 12. A K-12 license allows teacher candidates to teach their specialized content across any grade, kindergarten through grade 12. St. Kate's offers two K-12 licenses, Spanish and Visual Arts.

For an education major, experience in the classroom is vital to success. Our education programs integrate practical courses with an emphasis on fieldwork. Teacher candidates will spend up to 50 hours gaining hands-on classroom experience each semester, beginning with the first class, Teachers as Leaders for a Changing Society. The degree culminates with a semester-long student teaching experience at cooperating schools in the metropolitan area. K-12 teacher candidates will student teach in both an elementary classroom and a secondary classroom. Teacher candidates participate in daily classroom activities and gain practical experience under the guidance of an elementary or secondary teacher and a University supervisor.

**Mission**

To educate teacher candidates to lead ethically and effectively by fostering transformative teaching and learning practices that promote social justice.

**Faculty**

St. Kate's education faculty are highly qualified, dedicated professionals whose areas of expertise cover a spectrum of academic disciplines.

St. Kate's faculty pride themselves on developing personal teaching relationships with each student and giving them the one-to-one attention they need to succeed.

**NExT**

St. Kate's education department is an active charter member of the Teaching Excellence (NExT). This consortium of teacher preparation programs across three states has received national recognition for its collaborative efforts to prepare teacher candidates for today's classroom.

**Accreditation**

St. Catherine's teaching program is approved by the Minnesota Professional Educator Licensing and Standards Board (PELSB). The program fulfills requirements for teacher certification or licensure in most states.

**Admission**

To be eligible for consideration for admission to the teacher licensure programs, students must:

- Have earned a cumulative grade point average of 2.8
- Have achieved sophomore status
- Have earned a grade of C or better in EDUC 2070W
- Have met with their academic advisor from the education department and created a program of study
- Have completed the admissions process during EDUC 2070W

Students must be admitted to the education department to be eligible for courses numbered 3000 and above.

Students must earn a grade of "C" or above in all education department courses as well as required supporting courses in order to progress in the education program.

Educators must use communication skills in myriad formats, for a multitude of purposes, with a variety of audiences. Therefore, the education department integrates literacy, process writing, technology and development of teacher dispositions across and throughout its curriculum.

All licensure programs may be subject to changes required by the Minnesota Professional Educator Licensing and Standards Board (PELSB). For more current information on licensure requirements, please refer to the online catalog and the St. Kate's education department website.

**See also**: Master of Arts in Education (http://catalog.stkate.edu/graduate/humanities-arts-sciences/education/) (graduate catalog)

The K-12 World Languages and Culture: Spanish licensure option enables graduates to teach Spanish at all grade levels. The K-12 Visual Arts option enables graduates to teach art at all grade levels.

**Spanish: K-12**

Students enrolling in this licensure area must have proficiency in Spanish to an intermediate II level (completed SPAN 1110, SPAN 1120, and SPAN 2110 or equivalent).

This major is offered in the College for Women only.
Curriculum

Required Spanish Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 2120</td>
<td>Intermediate Spanish II</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3050W</td>
<td>Visions of the Hispanic World: Reading to Speak and Write</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3160</td>
<td>Hispanics in the United States</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3250</td>
<td>Introduction to Critical Cultural and Literary Analysis</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 4100</td>
<td>Hispanic Women Writers</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 4602</td>
<td>Internship</td>
<td>2-4</td>
</tr>
<tr>
<td>or SPAN 4604</td>
<td>Internship</td>
<td></td>
</tr>
<tr>
<td>SPAN 4860W</td>
<td>Senior Seminar</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 4994</td>
<td>Topics (Two upper level history, cultural or linguistics courses taught in Spanish)</td>
<td>8</td>
</tr>
</tbody>
</table>

One advanced course - including internship or study abroad - selected in consultation with a Spanish advisor: 2-4

Required Education Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 2070W</td>
<td>Teachers as Leaders for a Changing Society</td>
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<tr>
<td>EDUC 2090</td>
<td>General Methods: K-12, Secondary</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 347</td>
<td>Field Experience III: (K-12) World Languages and Culture</td>
<td>1</td>
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<tr>
<td>EDUC 3551</td>
<td>Literacy in the Content Areas: Secondary</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 3540</td>
<td>Classroom Management and Assessment Techniques</td>
<td>2-4</td>
</tr>
<tr>
<td>or EDUC 3780</td>
<td>Advanced Secondary Methods</td>
<td></td>
</tr>
<tr>
<td>EDUC 3650</td>
<td>Student Teaching Seminar</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 380</td>
<td>Curriculum and Instruction: World Languages and Cultures K-12</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 3920</td>
<td>Student Teaching and Seminar in World Languages and Cultures: Elementary</td>
<td>6</td>
</tr>
<tr>
<td>EDUC 3930</td>
<td>Student Teaching and Seminar in World Languages and Cultures: Secondary</td>
<td>6</td>
</tr>
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</table>

Required Supporting Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSS 1100</td>
<td>Fitness and Wellness</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 1001</td>
<td>General Psychology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 2025</td>
<td>Lifespan Developmental Psychology</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 77-83

1 To be completed at the University of St. Thomas.

Spanish Curriculum for Native Speakers

Native speakers of Spanish must take the EDUC, EXSS, and PSYC courses listed above, but their Spanish course requirements are listed below.

NOTE: The major consists of eight courses (32 credits). Students who transfer courses worth fewer than four credits may need to take more than eight Spanish courses to reach the 32-credit minimum.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 3050W</td>
<td>Visions of the Hispanic World: Reading to Speak and Write</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3250</td>
<td>Introduction to Critical Cultural and Literary Analysis</td>
<td>4</td>
</tr>
</tbody>
</table>

Select three from:

Spanish Curriculum for Native Speakers

Required Subject Area Courses for Licensure:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1000</td>
<td>Two-Dimensional Design</td>
<td>4</td>
</tr>
<tr>
<td>ART 1010</td>
<td>Three-Dimensional Design</td>
<td>4</td>
</tr>
<tr>
<td>ART 1200</td>
<td>Drawing</td>
<td>4</td>
</tr>
</tbody>
</table>

Visual Arts: K-12

The K-12 program combines course work in studio art, art history, art education and education, with supporting work in psychology and philosophy. To meet teaching licensure standards, the visual arts education student must demonstrate foundational understandings about art and knowledge and skills in studio art and art history areas, exhibiting breadth and depth of learning. In the area of studio practice, the student must show competency in six studio art areas and an emphasis in at least two areas.

Students seeking teaching licensure who have previously completed a major in art must meet program requirements for the art major with the education focus.

Admittance To and Progress In the Major

Art education majors follow the same procedures and directives for admittance to and progress through the studio art major as the studio art student, completing Portfolio Reviews I and II during their sophomore and junior years, respectively. In addition, students must apply to the Education Department.

Senior Exhibition

The student teaching experience and the Senior Exhibition represent the culmination of development and work in the major. The requirement of Senior Exhibition includes showing the student's personal artwork in addition to showing the work of her students during her student teaching experience. Students must complete their second portfolio review no later than the semester prior to the Senior Exhibition. See the studio art major (p. 162) section for description of ART 4850 (http://catalog.stkate.edu/search/?P=ART%204850/) Senior Exhibition procedures.

Portfolio Reviews

Portfolio Reviews I and II (see studio art major (http://catalog.stkate.edu/archives/2014-2015/undergraduate/humanities-arts-sciences/art-art-history/studio-art-ba/#majorrequirementstext)section for description of Portfolio Review procedures)

This major is offered in the College for Women only.

Curriculum
ART 1370  Making Better Photographs: Essential Principles of Photography  4
or ART 2360  Introduction to Black and White Photography
ART 2250  Art and Technology  4
ART 2300  Painting: Oil  4
or ART 2310  Painting: Acrylic
ART 2400  Wheel-Thrown Pottery  4
or ART 2450  Ceramics
ART 280 Hand Papermaking and Book Arts I  4
ART 4850  Senior Exhibition  1
ARTH 1100  Introduction to Art History: Ancient Through Medieval  4
ARTH 2650W  Modern Art  4
Select two additional studio art courses (2000-level or above with different areas of emphasis)  8
Select one additional art history course  4
Additional Course Required for the Studio Art Major
ART 4800  Senior Seminar for Studio Art Majors  4
Required Education Courses
EDUC 2070W  Teachers as Leaders for a Changing Society  4
EDUC 2090  General Methods: K-12, Secondary  4
EDUC 3250  Focus Studies In Elementary Art Education  2
EDUC 3540  Classroom Management and Assessment Techniques  2-4
or EDUC 3780  Advanced Secondary Methods
EDUC 3551  Literacy in the Content Areas: Secondary  2
EDUC 3650  Student Teaching Seminar  2
EDUC 3760  Secondary Visual Arts Methods  2
EDUC 3890  Student Teaching and Seminar in Art: Secondary  6
EDUC 3900  Student Teaching and Seminar in Art: Elementary  6
Required Supporting Courses
ARTH 1150  Ways of Seeing  4
or PHIL 2900  Philosophy of the Arts
EXSS 1100  Fitness and Wellness  2
PSYC 1001  General Psychology with Lab  4
PSYC 2025  Lifespan Developmental Psychology  4
Total Credits  101-103

1  To be taken at Augsburg University

K-12 licensure students fulfill the Writing Requirement for Majors by completing EDUC 2070W Teachers as Leaders for a Changing Society. Students fulfill the Liberal Arts and Sciences Core Writing Requirement with three other writing-intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, CORE 3990W Global Search for Justice, and one other writing-intensive course in their major department).

Secondary Licensure - BA, BS

St. Kate's prepares students for teaching licensure in four areas, including early childhood, elementary (K-6), secondary, and kindergarten through grade 12. St. Kate's offers secondary licensure in five areas:

- Communication Arts and Literature
- Life Science
- Chemistry
- Math
- Social Studies

A secondary teaching license allows candidates to teach in grades 5-12 in Communication Arts and Literature, Math and Social Studies. Life Science and Chemistry licenses are 9-12 but students are encouraged to add a 5-8 General Science middle level endorsement. Students seeking secondary teaching licensure are required to take extensive content courses in their licensure area so teacher candidates should carefully review the content requirements found at the end of this section.

Mission

To educate teacher candidates to lead ethically and effectively by fostering transformative teaching and learning practices that promote social justice.

Social Justice

Social Justice is a core principle embedded in education courses. Addressing the achievement gap and inequities in K-12 schools is essential to the mission of social justice for educators. St. Kate's teacher candidates will be challenged throughout the program to reflect upon ways they can implement culturally sustaining teaching practices and disrupt inequities in school systems and classrooms.

School-Based Field Experiences

For an education major, experience in the classroom is vital to success. Our education programs integrate practical courses with an emphasis on fieldwork. Secondary licensure students will have field experiences at the high school and middle school level. Special attention is paid to providing students with a depth of experience at both levels and the opportunity to teach in diverse classrooms. The degree culminates with a semester-long student teaching experience at cooperating schools in the metropolitan area. Teacher candidates participate in daily classroom activities and gain practical experience under the guidance of an experienced secondary teacher and a University supervisor.

Faculty

St. Kate's secondary education faculty are recognized for leadership and expertise in areas such as STEM integration and multicultural education. Because secondary licensure is content specific, St. Kate's has recruited highly qualified adjunct professors who have extensive teaching experience to assist in teaching secondary methods courses.

NExT

St. Kate's education department is a charter member in the Network for Teaching Excellence (NExT). This consortium of teacher preparation programs across three states has received national recognition for its collaborative efforts to prepare teacher candidates for today's classroom.

Accreditation

St. Catherine's teaching program is approved by the Minnesota Professional Educator Licensing and Standards Board (PELSB). The program fulfills requirements for teacher certification or licensure in most states.

Admission

To be eligible for consideration for admission to the teacher licensure programs, students must:

- Have earned a cumulative grade point average of 2.8
- Have achieved sophomore status
- Have earned a grade of C or better in EDUC 2070W
Secondary Licensure - BA, BS

- Have met with their academic advisor from the education department and created a program of study
- Have completed the admissions process during EDUC 2070W

Students must be admitted to the education department to be eligible for courses numbered 3000 and above.

Students must earn a grade of "C" or above in all education department courses as well as required supporting courses in order to progress in the education program.

Educators must use communication skills in myriad formats, for a multitude of purposes, with a variety of audiences. Therefore, the education department integrates literacy, process writing, technology and development of teacher dispositions across and throughout its curriculum.

All licensure programs may be subject to changes required by the Minnesota Professional Educator Licensing and Standards Board (PELSB). For more current information on licensure requirements, please refer to the online catalog and the St. Kate's education department website.

Secondary Education (Grades 5-12, 9-12) Options

Students must major in an academic field.

Teaching licensures are offered in these major fields:

- Chemistry
- Communication Arts and Literature
- Life Sciences (Biology)
- Mathematics
- Social Studies

1 Grades 5-12
2 Grades 9-12

In Minnesota, Chemistry and Life Science licensures are only offered for as grades 9-12. Students completing the chemistry and life science licensure programs are encouraged to add a General Science Middle Level endorsement (Grades 5-8) but are not required to do so.

See also: Master of Arts in Education (http://catalog.stkate.edu/graduate/humanities-arts-sciences/education/) (graduate catalog)

Secondary Education (Grades 5-12, 9-12) Licensure Curricula

Students seeking secondary licensure will choose to major in one of the fields below and will take education courses in addition to the courses required for the major (see requirements for each area following the education and supporting courses information).

These majors are offered in the College for Women only. Students must major in an academic field and complete the following education and supporting courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 2070W</td>
<td>Teachers as Leaders for a Changing Society</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 2090</td>
<td>General Methods: K-12, Secondary</td>
<td>4</td>
</tr>
</tbody>
</table>

Life Science: 9-12 Licensure (BA only)

Biology majors seeking licensure as secondary (grades 9-12) life science teachers complete the major courses listed below. These requirements are set up to satisfy both a major in biology and the content standards for 9-12 life science licensure. Students completing this licensure may add the General Science Middle Level Endorsement, but are not required to do so.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1710</td>
<td>Foundations of Biology I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 1720</td>
<td>Foundations of Biology II with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2710</td>
<td>Foundations of Biology III with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 3100</td>
<td>Plant Biology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 3120</td>
<td>Comparative Vertebrate Anatomy with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 3140</td>
<td>Comparative Animal Physiology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 3210</td>
<td>Biology of Microorganisms with Lab (OR)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2200</td>
<td>Introduction to Microbiology with Lab</td>
<td></td>
</tr>
</tbody>
</table>

Required Education Course

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 3752</td>
<td>Secondary Science Methods</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 3780</td>
<td>Advanced Secondary Methods</td>
<td>2</td>
</tr>
</tbody>
</table>

Additional Courses Required for Biology Major

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1090</td>
<td>Statistical Analysis for Decision Making</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 1090</td>
<td>Biostatistics</td>
<td></td>
</tr>
<tr>
<td>PSYC 1090</td>
<td>Statistical Methods in Psychology</td>
<td></td>
</tr>
<tr>
<td>STAT 1089</td>
<td>Statistical Analysis with Corequisite</td>
<td></td>
</tr>
<tr>
<td>STAT 1090</td>
<td>Statistical Analysis</td>
<td></td>
</tr>
<tr>
<td>CHEM 1110</td>
<td>General Chemistry I with Lab and General Chemistry II with Lab</td>
<td>8</td>
</tr>
<tr>
<td>CHEM 2010</td>
<td>Organic Chemistry I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2720</td>
<td>Sophomore Seminar</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 4914 or BIOL 4912</td>
<td>Research</td>
<td>2-4</td>
</tr>
<tr>
<td>BIOL 4850W</td>
<td>Senior Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits 58-60

General Science Middle-Level Endorsement (Grades 5-8)

Biology majors wishing to add the General Science Middle-Level Endorsement must complete the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 1040</td>
<td>Astronomy with Lab</td>
<td>4</td>
</tr>
</tbody>
</table>
PHYS 1080 & PHYS 1090

Required Education Courses
EDUC 3752 Secondary Science Methods
EDUC 3910 Student Teaching and Seminar: Middle Level

Total Credits 18

Chemistry: 9-12 Licensure (BA only)
Chemistry majors seeking licensure to teach chemistry in secondary schools (grades 9-12) must complete the following major courses.

Code Title Credits
CHEM 1110 General Chemistry I with Lab & General Chemistry II with Lab 8
CHEM 2010 Organic Chemistry I with Lab & Organic Chemistry II with Lab 8
CHEM 3000 Quantitative Analysis with Lab 4
CHEM 3310 Physical Chemistry I with Lab & Physical Chemistry II 8
CHEM 4000W Advanced Inorganic Chemistry with Lab 4
CHEM 4200 Advanced Analytical Chemistry with Lab 4
CHEM 4400 Biochemistry 4
CHEM 4850 Seminar (4 semesters) 0
CHEM 4912 Research 2

Required Education Course
EDUC 3752 Secondary Science Methods 2
EDUC 3910 Student Teaching and Seminar: Middle Level 4

Total Credits 30

Communication Arts and Literature: 5-12 Licensure (BA only)
Students seeking licensure to teach communication arts and literature in secondary schools (grades 5-12) must complete the following major courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 1000W</td>
<td>Introduction to Communication: Women and Social Change</td>
<td>4</td>
</tr>
<tr>
<td>COMM 1020</td>
<td>Interpersonal Communication</td>
<td>4</td>
</tr>
<tr>
<td>COMM 1030</td>
<td>Speaking to Lead and Influence</td>
<td>4</td>
</tr>
<tr>
<td>COMM 2050</td>
<td>Media, Culture and Society</td>
<td>4</td>
</tr>
</tbody>
</table>

English Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1905W</td>
<td>College Writing</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 2202</td>
<td>Literary Theory and Practice</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 2270W</td>
<td>Global Shakespeare</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 2350</td>
<td>Grammar in Practice</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3450</td>
<td>Linguistics</td>
<td>4</td>
</tr>
</tbody>
</table>

Two 3000-level literature electives

Required Education Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 3450</td>
<td>Literature for Young Adults</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 3750</td>
<td>Secondary Communication Arts and Literature Methods</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 3780</td>
<td>Advanced Secondary Methods</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits 50

Mathematics: 5-12 Licensure (BA,BS)
Mathematics majors who plan to teach mathematics in secondary schools (grades 5-12) must complete the following major courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1130</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1140</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1800</td>
<td>Discrete Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2050</td>
<td>Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2060</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 3010</td>
<td>Abstract Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MATH 3130</td>
<td>Probability</td>
<td>4</td>
</tr>
<tr>
<td>MATH 3140</td>
<td>Mathematical Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MATH 325</td>
<td>Geometry (taken at the University of St. Thomas)</td>
<td>4</td>
</tr>
</tbody>
</table>

Required Education Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 3751</td>
<td>Secondary Mathematics Methods</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 3780</td>
<td>Advanced Secondary Methods</td>
<td>2</td>
</tr>
</tbody>
</table>

Required Supporting Course for Licensure

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 1110</td>
<td>Algorithms and Computer Programming I</td>
<td>4</td>
</tr>
</tbody>
</table>

Additional Courses Required for the Mathematics Major

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 1120</td>
<td>Algorithms and Computer Programming II (Required supporting course)</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2850</td>
<td>Sophomore Seminar for Mathematics Majors</td>
<td>2</td>
</tr>
</tbody>
</table>
Students complete a total of five theology courses and a practicum. The ministry of teaching religion in grade schools or high schools. This certificate is designed for education majors to help them begin teaching religion.

Teaching Religion - Certificate

This certificate is designed for education majors to help them begin the ministry of teaching religion in grade schools or high schools. Students complete a total of five theology courses and a practicum. The practicum experience is completed through the Education Department in the student's student teaching experience. Contact the Education Department for details about the student teaching experience.

Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEO 3030</td>
<td>Educating for Life: Religious Education in Christian Communities</td>
<td>4</td>
</tr>
<tr>
<td>THEO 3090</td>
<td>Passing on the Faith - The Ministry of Faith Formation</td>
<td></td>
</tr>
</tbody>
</table>

Select four additional theology courses. Recommended:

- One scripture course
- One THEO course cross-listed with CRST or WOST
- One writing-intensive THEO course
- One other THEO course that adds breadth to the course of study

Total Credits 20

English

From literary criticism to creative writing to linguistics, St. Catherine University's English curriculum affords the chance to learn and grow across a multitude of interdisciplinary backgrounds.

The English department offers robust, relevant and dynamic courses, many of which fulfill the University's liberal arts core requirements. The department's literature courses fulfill the literature requirement, many writing courses meet the writing intensive requirement, and some of the literature and language courses fulfill the women's studies and/or critical studies of race and ethnicity requirement.

ESL Offerings

For students who are non-native speakers of English, English department courses are available to help you develop the language skills necessary to succeed academically. Depending on the results of your MELAB, TOEFL, or St. Catherine English Proficiency or Placement Test, non-native speakers may be required to take some of the classes listed below. These courses count towards the 130 (120 for students enrolled in the College for Adult and Applied Learning) credits required for graduation. ENGL 2120 The Immigrant Perspective in Literature fulfills the liberal arts core requirement in literature. ENGL 2130W Written Communication for College counts as a writing-intensive course.

Major

- English - BA (p. 223)

Minors

- General English - Minor (p. 224)
- Language Studies - Minor (p. 224)
- Professional Writing - Minor (p. 224)
- Teaching English as a Second Language (TESL) - Minor (p. 225)

Certificate

- Professional Writing - Certificate (p. 225)

Social Studies: 5-12 Licensure (BA, BS)

Social studies majors who plan to teach in secondary schools (grades 5-12) must complete the following major courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 2610</td>
<td>Principles of Microeconomics</td>
<td>4</td>
</tr>
<tr>
<td>or ECON 2620</td>
<td>Principles of Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>HIST 1200</td>
<td>Survey of U.S. Political and Social History, 1600-1900</td>
<td>4</td>
</tr>
<tr>
<td>or HIST 2200</td>
<td>Twentieth Century America</td>
<td></td>
</tr>
<tr>
<td>POSC 2010</td>
<td>American Government and Politics</td>
<td>4</td>
</tr>
<tr>
<td>or POSC 2200W</td>
<td>Introduction to Comparative Politics</td>
<td></td>
</tr>
<tr>
<td>SOCI 1000</td>
<td>Principles and Concepts of Sociology</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3250</td>
<td>Cultural Anthropology</td>
<td>4</td>
</tr>
<tr>
<td>Additional history course focusing on history of region other than the U.S. or Canada (i.e., Europe, Asia, Latin America, Africa, Australia, Oceania)</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Concentration within the major:

Students must take four additional courses in a concentration area. (See below)

Required Education Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 3753</td>
<td>Secondary Social Studies Methods</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 3780</td>
<td>Advanced Secondary Methods</td>
<td>2</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>44</td>
</tr>
</tbody>
</table>

Concentration within the Social Studies Major

Students must take four additional courses (a minimum of 16 semester credits) in one of the social sciences (economics, geography, political science, psychology, sociology or anthropology) or history. These concentration courses are to be approved by the social studies coordinator and by a full-time professor (preferably the chair) of the particular department of concentration (e.g., psychology or political science). These concentration courses must include one course with an emphasis on the theory, philosophy and/or methodology of the discipline and a total of at least three courses at the 3000-4000 level.

Secondary licensure students fulfill the Writing Requirement for Majors by completing EDUC 2070W Teachers as Leaders for a Changing Society. Students fulfill the Liberal Arts and Sciences Core Writing Requirement with three other writing-intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, CORE 3990W Global Search for Justice, and one other writing-intensive course in their major department).

MATH 4850W Senior Seminar 2

Total Credits 52

1 Must be completed by the end of the sophomore year or the first year if the student is transferring as a junior. Must be taken for a letter grade.

2 Consult Mathematics Department chair for information about additional courses required for B.S. degree.

ESL Offerings

For students who are non-native speakers of English, English degree courses are available to help you develop the language skills necessary to succeed academically. Depending on the results of your MELAB, TOEFL, or St. Catherine English Proficiency or Placement Test, non-native speakers may be required to take some of the classes listed below. These courses count towards the 130 (120 for students enrolled in the College for Adult and Applied Learning) credits required for graduation. ENGL 2120 The Immigrant Perspective in Literature fulfills the liberal arts core requirement in literature. ENGL 2130W Written Communication for College counts as a writing-intensive course.

Major

- English - BA (p. 223)

Minors

- General English - Minor (p. 224)
- Language Studies - Minor (p. 224)
- Professional Writing - Minor (p. 224)
- Teaching English as a Second Language (TESL) - Minor (p. 225)

Certificate

- Professional Writing - Certificate (p. 225)
ENGL 1250 Reading Literature — 4 credits
Literature is an essential element of the liberal arts core curriculum, and this course explores why. With an eye toward global contexts and issues of social justice, the women-centered poetry, drama, and fiction of “Reading Literature” will cross a variety of time periods, cultures, and contexts. In short writing assignments students will integrate personal reaction with textual evidence to improve critical reading and writing skills. Class discussions encourage thoughtful engagement and active listening. Offered in the College for Women and the College for Adults. Meets liberal arts core requirement in literature.

ENGL 1905W College Writing — 4 credits
Designed to develop writing skills that will prove useful for a lifetime, this class will help students to discover their voice, generate and organize their ideas, explore the role of audience and purpose, navigate their way through grammar and mechanics basics, edit for clarity and hone their research skills. From invention to revision, the writing process is the focus here. Students will read the works of accomplished writers to discover the secrets of their success, share their writing with peers in small groups and meet with their instructor in individual conferences. Skills learned in the class will enhance academic performance and career development. This class counts as one of the four Writing Intensive courses required for graduation. Offered in the College for Women and the College for Adults.

ENGL 2120 The Immigrant Perspective in Literature — 4 credits
This course explores the issues of cultural adaptation and change and educational aspirations of immigrant women in the U.S. Students will read novels and memoirs written by and about immigrants in the U.S. and readings that provide the historical and socio-cultural context for each of them. Through the exploration of literary content that is personally meaningful, students will increase their fluency and comprehension in reading academic English and develop analytical and critical reading skills. Students will also develop confidence and ease contributing to class and group discussions. Meets liberal arts core requirement in literature. Offered in the College for Women. **Prerequisite:** For non-native speakers of English by placement or instructor’s permission only. Also offered as CRST 2120.

ENGL 2130W Written Communication for College — 4 credits
This course focuses on research-based writing and includes extensive practice paraphrasing, summarizing, analyzing, synthesizing, integrating, and documenting outside sources. Also addressed are the cultural assumptions of U.S. academic writing, with particular attention given to plagiarism and personal voice. Students will complete a research paper on a topic of their own choosing, preferably related to their intended major. Students will also work on editing their papers for errors. This class counts as one of the four Writing Intensive courses required for graduation. Offered in the College for Women. **Prerequisite:** For non-native speakers of English by placement or instructor’s permission only.

ENGL 2140 Grammar in Writing — 2 credits
This course focuses on language-related issues in writing: grammar, vocabulary and punctuation. Instruction focuses on advanced grammar topics and areas of difficulty for non-native speakers of English. In addition, students will practice editing papers they are currently writing (or have written) for grammatical errors, using a process developed specifically for non-native speakers of English. Students will also work on increasing syntactic variety and complexity in their writing. **Prerequisite:** For non-native speakers of English. By placement or instructor’s permission only.

ENGL 2202 Literary Theory and Practice — 4 credits
In Literary Theory and Practice, students will study the history of literary analysis as they learn and critique established models of literary, cultural, and rhetorical approaches to texts. Students will also be challenged to develop their own critical voice as they enact their own textual practice in a final research paper. Required for English majors and as a prerequisite for all upper-level literature courses. Offered in the College for Women and the College for Adults.

ENGL 2220 Short Fiction — 4 credits
This course explores short fiction through short stories and tales. Varying topics include Reading Race and Ethnicity, Fairy Tales for Adults, Comic Vision, Women Short Story Writers, and Slices of Life/Striking Revelations. Students will closely investigate literary elements of plot, character, theme, and point of view along with the social significance of literature. Credit may be earned under this course number more than once for different emphases. Meets the liberal arts core requirement in literature. Offered in the College for Women and the College for Adults.

ENGL 2230 The Novel — 4 credits
An exploration of the novel, this course varies by instructor and semester. Topics may include Novels into Film, Six Degrees of Harry Potter, Oprah Books, Courtship and Marriage, and Lesbian Literature. Credit may be earned under this course number more than once for different emphases. Meets the liberal arts core requirement in literature. Offered in the College for Women.

ENGL 2240 Drama: On the Page and on the Stage — 4 credits
In this course, students will have opportunities to appreciate the power of drama in scripts and live performance. Varying themes include the Family Circle, Social Protest and Reform, Dreamers and Schemers, the Self in Society, and Twin Cities Theater. Credit may be earned under this course number more than once for different emphases. Meets the liberal arts core requirement in literature. Offered in the College for Women and the College for Adults.

ENGL 2250 Introduction to Poetry — 4 credits
This course explores the rich language of poetry, offering tools for literary analysis and strategies for reading aloud and in silent contemplation. Readers closely examine poetic forms, deliberately rhetorical speech, figurative language, and poetic traditions. Though some assignments invite the oral and written imitation of poetic forms and metaphors, this is not a course in creative writing. Various themes have included “The Power of Poetry,” “Poetry: A Field Guide” and “Asian-Pacific-American Women’s Poetry.” Credit may be earned under this course number more than once for different emphases. Meets the liberal arts core requirement in literature. Offered in the College for Women and the College for Adults.

ENGL 2260 Literature in Translation — 4 credits
This introductory course takes up the vast, rich, and profound stores of world literature - not written originally in English. Varying by semester and instructor; this course raises key questions of literature, geography and culture. Topics have included the Bible as Literature, Asian Literature, and Poetics & Politics of Translation. Students debate issues of universality and uniqueness in expression and culture. Offered occasionally. This class meets the liberal arts core requirement in literature.
ENGL 2270W Global Shakespeare — 4 credits
Discover Shakespeare through close reading and discussion of his sonnets and plays within an international context. Explore performance criticism by global authors from diverse cultural backgrounds and experience adaptations of Shakespeare's plays on stage or screen. Form a critical perspective on Shakespeare as a global cultural phenomenon and as a site of resistance for authors and thespians of color, and understand "the Bard" from his incarnation in Elizabethan England through his transformations and translations in the 21st century. Offered annually. This class counts as one of the four Writing Intensive courses required for graduation, and it also meets the liberal arts core requirement in literature. Offered in the College for Women.

ENGL 2280W Literary Themes — 4 credits
Examine the cultural and historical themes of imaginative texts across multiple literary genres, including short and long fiction, nonfiction, poetry, and drama. Varying themes include the Harlem Renaissance, Irish and Scottish Literature, Women on the Road, Portrayals of Native Americans in Poetry, Literature in Sickness and in Health, and Marriage and Family Relationships. Credit may be earned under this course number more than once for different emphases. Offered in the College for Women and the College for Adults. Meets the liberal arts core requirement in literature.

ENGL 2290 Women and Literature — 4 credits
This course focuses on the ways which women's identities, world views, roles, and relationships emerge in literary works written by both women and men. Varying themes include International Black Women Writers, Mothers and Daughters, Women, Men and Marriage, Fictional Female Detectives, Female Heroes, Lesbian Texts in Contexts, Black Women's Personal Narratives, and Scarlet Women. Credit may be earned under this course number more than once for different emphases. Also offered as WOST 2290. Offered in the College for Women and the College for Adults.

ENGL 2302W Writing for Writers — 4 credits
This foundation course surveys the types of writing students will encounter in the St. Kate's English curriculum across creative, nonfiction, and professional modes. We will explore essay, journalistic, and memoir writing, investigate the elements of good fiction and poetry, and delve into the basic practices of business and professional writing. Interactive class activities, group work and guest speakers will enhance the learning in this introductory class aimed at students who take their writing seriously. Required for English majors and as a prerequisite for upper-level writing courses. Offered in the College for Women and the College for Adults.

ENGL 2310 Creative Writing — 4 credits
This course allows students to explore realms of imaginative writing. Students will produce poems and stories along with other genres, including possibly plays, memoirs, experimental intermixing, and crossovers. As the first course of the creative writing sequence, students will try out a number of styles, forms and approaches to language and gain exposure to a broad range of creative work. Offered every semester. This course does not meet the liberal arts core requirement in literature, nor, while writing intensive, does this course fulfill a writing intensive requirement. Offered in the College for Women and the College for Adults.

ENGL 2350 Grammar in Practice — 4 credits
This course focuses on the grammar of standard written English from the rhetorical perspective; that is, how the topic, purpose and audience affect the writer's grammatical and stylistic choices. In addition, the socio-cultural significance of grammatical usage in U.S. society, and issues and concerns that surround the teaching of grammar are addressed. Appropriate for education majors and students who wish to strengthen their grammar skills. This class does not count as one of the four Writing Intensive courses required for graduation. It does not fulfill the liberal arts literature requirement. Offered in the College for Women and the College for Adults.

ENGL 2402 Language in Society — 4 credits
This course introduces students to basic concepts in the study of language. It examines language as it is used in everyday interaction, focusing on the relationships between language use and the social structures in which we live: families, communities, classrooms, workplaces. Students look at how language variation relates to social characteristics such as gender, ethnic identity, and social class and how social factors mold their attitudes toward other languages and other dialects. Required for English majors and as a prerequisite for ENGL 3400 and 3490. Also offered as WOST 2402. It does not meet the liberal arts requirement in literature. Offered in the College for Women and the College for Adults.

ENGL 2470 Teaching English as a Second Language (TESL) — 4 credits
This course introduces students to the field of TESL, also referred to as Teaching English as a Foreign Language (TEFL) overseas. Students will explore how second languages are learned especially in contrast to native or first languages. Students will also look at individual differences in second language learning, asking the question what is a good language learner as well as what are the conditions that best facilitate second language learning? Students will read about best practices in teaching language, specifically speaking, listening, reading, writing, vocabulary and grammar. Students will have the opportunity to observe and assist an experienced ESL teacher in the classroom, for the service-learning component of this class and to connect theory with practice through a series of reflective journals about their service-learning experience and a materials development project. Finally, students will learn about the broader context of language learning, both within the U.S. as well as overseas. Students will read and discuss articles that critically examine the relationships of language, culture, and identity for immigrants in the U.S. and the role of English as an international language overseas. Guest speakers, consisting of St. Kate's graduates and staff, will talk about their experiences teaching English overseas, learning English and adapting to life in Minnesota, and the role of English in their home countries. Offered in the College for Women.

ENGL 2584 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses. **Prerequisites:** Faculty, department chair and dean approval.

ENGL 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies but does not duplicate existing courses. Some sections meet the liberal arts core requirement in literature. Offered in the College for Women.
ENGL 3250 Canons in Conversation — 4 credits
In this course, traditional canonical literary works will be paired with literary works that challenge, comment on or expand upon them. Through exploration of these pairings, we will focus on criteria that have been used to designate works as “classics” or “great literature” and will grapple with the ways that race, gender, class and other cultural factors affect this selection process.
Prerequisite: ENGL 2200 or equivalent. Offered in the College for Women and the College for Adults.

ENGL 3260 Literary Movements and Eras — 4 credits
This course captures the spirit of a selected literary era or movement by comparing texts within their social and cross-cultural contexts. Readings may also bridge literary genres to include fiction, poetry and drama, as well as autobiography, essays, letters, even popular songs. Students may earn credit under this course number more than once for varied emphases.
Prerequisite: ENGL 2202 or equivalent. Offered in the College for Women.

ENGL 3265 Global Writers in English — 4 credits
Aimed at English majors and minors, this course surveys literature written in English from around the world. This class offers exposure to the poetry, drama and fiction of authors from such locales as Kenya, Nigeria, Ghana, Ireland, Canada, Australia, and India. Much care is taken to make connections between this work and counterparts in Great Britain and the United States. Key topics include Empire and Post-Colonialism, Literary Nationalism and Women Writers. Offered in alternate years.
Prerequisite: ENGL 2202 or equivalent.

ENGL 3270 Intertextuality — 4 credits
This course explores the connections between literary works and their film adaptations or transformations, online revisions or retellings, graphic renderings or other manifestations in new media. As we put texts in conversation, we will analyze how they creatively misread or revise other texts.
Prerequisite: ENGL 2202 or equivalent. Offered in the College for Women.

ENGL 3290 Topics in Literary and Cultural Studies — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies but does not duplicate existing courses.
Prerequisite: ENGL 2202 or equivalent.

ENGL 3300 Intermediate Creative Writing: Poetry — 4 credits
This poetry workshop course continues the investigation of sources for creativity and furthers the practice and understanding of both traditional and experimental patterns of poetry. Emphasis is on affirming a strong individual voice while expanding students' ability to express themselves through prosodic forms. Students immerse themselves in poetry through reading, discussing and attending live performances of poetry. Revision becomes an urgent and imaginative activity. Fulfills neither the liberal arts core requirement in literature nor a writing intensive requirement. Offered in alternate years. Offered in the College for Women.
Prerequisite: ENGL 2310 or permission of instructor.

ENGL 3310 Intermediate Creative Writing — 4 credits
This workshop course continues the investigation of sources for creativity and furthers the practice and understanding of a particular genre, rotating every other semester among Poetry, Performance, Fiction, and Creative Nonfiction. Emphasis is on affirming a strong individual voice while expanding your ability to express it. Revision becomes an urgent and imaginative activity. Credit may be earned under this course number twice for different emphases.
Prerequisite: ENGL 2302W or ENGL 2310.

ENGL 3330 Creative Nonfiction — 4 credits
In this class, students will explore the vast and evolving world of creative nonfiction as they create literature from the real events of their life and the world around them. Students will engage analysis and reflection, memory and meditation, humor and healing as they write their own nonfiction works. Students' work for this class may include personal essays, nature writing, literary journalism, travel writing, cultural criticism, and more. Offered in the College for Women and the College for Adults.

ENGL 3340 Writing for Digital Age — 4 credits
This course focuses on the forms, principles, and ethics of journalistic writing. In the process of reading and writing news stories, feature articles, profiles, opinion/editorial pieces and reviews, students will learn the differences between journalistic and academic writing, the range of forms published in the print media, and the ethical considerations involved in researching, interviewing and writing for newspapers and magazines. Offered occasionally. Does not meet the liberal arts core requirement in literature. Offered in the College for Women and the College for Adults.
Prerequisite: ENGL 2302W or equivalent.

ENGL 3360W Professional Writing — 4 credits
This class aims to enhance, enrich and refine your writing skills. You will develop strategies for expressing yourself powerfully and with purpose and explore how every word chosen is an important and critical decision for a writer. Essays written by professionals will inspire critical thinking and analytical abilities and provide models for experimentation in different writing genres, as we work to develop communication skills that will transfer to career opportunities after graduation. Offered in the College for Women.
Prerequisite: ENGL 2302W or equivalent.

ENGL 3360W Language as Power — 4 credits
This class will take students into the complex and often hidden intersections of language and power, focusing on the many ways in which language serves as a tool of power. It will examine how people negotiate power on several levels, both individually and socially, how words imply more than they say (and thus can be used to manipulate); how language policies in education and other societal institutions privilege some groups while oppressing others; and how oppressed groups use language to resist their oppression. Because language is so intimately tied to the communities that use it, we will examine language use through the lenses of race/ethnicity and gender among others. Also offered as CRST 3401W and WOST 3400W. This class counts as one of the four Writing Intensive courses required for graduation. Does not meet the liberal arts core requirement in literature.
Prerequisite: ENGL 2402. Offered in the College for Women and the College for Adults. Not open to first year students.

ENGL 3450 Linguistics — 4 credits
This class will introduce students to the scientific study of language. Students will learn how languages are structured, how they express meaning, how they are learned, and how they change over time. The class will examine the sound systems of languages, the ways they construct words, and how they put words together into phrases and sentences. Using English as a basis, the course will explore the vast variety of the world's languages. Not open to first-year students. Offered in the College for Women.
ENGL 3480 World Englishes: Past and Present — 4 credits
This course focuses on English as a global language, tracing its history from Old English to Early Modern English to its spread around the world and its subsequent pluralization into many unique and diverse Englishes, from Jamaica to India, Nigeria to Singapore. This course looks at how English has changed over time as well as how and why English spread. It examines the reasons for its spread and the forces that helped propel English to its current position, as well as shift the status of other languages, including standard language ideology, linguistic imperialism, and linguicism. The course also looks at the use of English today in education, health, science, business, and politics, both in its capacity as an official language in 88 countries as well as its role as an international lingua franca. It also examines various social justice issues resulting from its current status, such as unequal access to English language education, discriminatory attitudes toward localized varieties of English, and the endangered status of other languages. Finally, the course explores several seminal works in World Englishes literature that reflect localized varieties of English in different ways. Also offered as CRST. Offered in the College for Women.

ENGL 3490 Topics in Language Studies — 4 credits
The subject matter of this course varies. Topics may include: World Englishes; Linguistic Human Rights; Teaching English as a Second Language; Language, Race and Ethnicity; and Critical Discourse Analysis. Offered in alternate years.
Prerequisite: ENGL 2402. Offered in the College for Women. Also offered as CRST 3490.

ENGL 4310 Creative Writing Workshop — 4 credits
The culminating step in the creative writing sequence, this workshop course is focused on the production of a polished body of work: fiction, poetry, drama, or creative nonfiction-memoir. In addition to participating in writing workshops and meeting writers from the Twin Cities community, students will be exposed to an array of publication venues — quarterlies, journals — where they might consider submitting their work for publication. Offered only occasionally, the course does not meet the liberal arts core requirement in literature, nor can intensive writing credit be earned.
Prerequisites: Two courses in creative writing or permission of instructor.

ENGL 4320W The Editorial Process — 4 credits
In this course, students work on bringing their editorial skills and their confidence in those skills up to a level that permits them to take advantage of the many jobs available for people with an excellent command of written - and spoken - English. After an intensive evaluation of their own writing quality up to this point, students undertake a thorough review of grammar, punctuation and writing technique. Students experience hands-on editing practice. Offered annually. This class counts as one of the four Writing Intensive courses required for graduation. Offered in the College for Women and the College for Adults.
Prerequisite: ENGL 2302W or equivalent or permission of instructor.

ENGL 4602 Internship — 2 credits
This course is a structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a venue to explore career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

ENGL 4604 Internship — 4 credits
This course is a structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves you in a venue to explore career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

ENGL 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

ENGL 4686 Internship: Writing in the Workplace — 4 credits
This trailblazing class for junior and senior English majors and minors will send you into an office, either on or off-campus, for a one-semester internship where you will have the opportunity to engage in a variety of workplace experiences. You might develop copy for newsletters, websites, brochures and books; produce public relations materials; cultivate editing and proofing skills; research historical documents or experiment with graphic design programs. All professional experiences will enrich your writing, communication and interpersonal skills and provide you with a set of materials you can take with you in your search for employment after graduation. Additionally, one class meeting each week will focus on effective writing strategies for the business world; language skill development and the art of resume, cover letter and email writing; planning for job interviews; and suggestions for working productively with colleagues in an office community. Guest speakers throughout the semester will enhance the learning.
Prerequisite: ENGL 1905W or ENGL 2302W or ENGL 2305W. Once registered, you will receive a list of interesting and diverse on and off-campus internships to consider and information about officially checking in with the Career Development Office. Offered in the College for Women.

ENGL 4702 Internship in TESL — 2 credits
The internship provides students with the opportunity to apply theory and knowledge about second language acquisition, best practices in teaching English, and the broader context of language learning to their own practice and development as a teacher of English as a second language. The internship will take place at an adult learning center, a high school for new Americans, or an elementary school with English language learners (ELLs) in the Twin Cities area, or overseas at an approved site or through an approved organization. In addition to teaching or co-teaching their own class, students will submit weekly reflections on their teaching.
Prerequisite: Instructor and department chair permission.

ENGL 4704 Internship in TESL — 4 credits
The internship provides students with the opportunity to apply theory and knowledge about second language acquisition, best practices in teaching English, and the broader context of language learning to their own practice and development as a teacher of English as a second language. The internship will take place at an adult learning center, a high school for new Americans, or an elementary school with English language learners (ELLs) in the Twin Cities area, or overseas at an approved site or through an approved organization. In addition to teaching or co-teaching their own class, students will submit weekly reflections on their teaching.
Prerequisite: Instructor and department chair permission.
ENGL 4860W Senior Seminar — 4 credits

Senior Seminar engages us together, as a community of scholars, in concentrated, in-depth study of a literary or linguistic topic. Building on the skills and practices cultivated across the English major, this capstone course is based on collaborative reading, thinking, and research, and culminates in a substantial critical essay related to the seminar focus. Offered every semester; preference is given to senior English majors, though juniors may register if the class limit of 12 permits.

Prerequisite: Instructor permission. Offered in the College for Women and the College for Adults.

ENGL 4951 Independent Study — 1 credit

ENGL 4952 Independent Study — 2 credits

For students wishing intensive or advanced work in literature under the direction of faculty specialists.

Prerequisites: Faculty and department chair permission.

ENGL 4954 Independent Study — 4 credits

For students wishing intensive or advanced work in literature under the direction of faculty specialists.

Prerequisites: Faculty and department chair permission.

ENGL 4994 Topics — 4 credits

The subject matter of the course is announced in the annual schedule of classes. Content varies but does not duplicate existing courses. Offered in the College for Women and the College for Adults.

English - BA

In the St. Kate’s English major, the student’s voice matters. Together, in our programs, students and faculty explore diverse aesthetic, linguistic and cultural traditions in global contexts of social justice. We find joy in the play of differences in languages and literatures.

The curriculum offers range and flexibility, with intensive advising that helps each student claim her own focus based on her interests and aims. Our faculty is committed to meeting the various needs of all of our students, inviting them to think critically, write well, judge carefully, read wholeheartedly, and act with integrity. Visit the English Department’s website for more information, opportunities and events.

English students benefit from a rich learning experience. They develop and share their thoughts in discussion-based seminar classes; they meet distinguished visiting authors such as novelist Marilynne Robinson, poets Rita Dove and Wang Ping, memoirists Kao Kalia Yang and Kathleen Norris, and Nobel Prize-winners J. M. Coetzee and Toni Morrison; they develop their own voices and professional skills in small, workshop-based writing classes; and they build a strong portfolio for job and graduate school applications. Most English students also pursue advanced study in another language, and many study abroad, to deepen their overall language skills and cultural competency.

St. Kate’s English majors make notable contributions campus-wide, to the English Club, to campus news in The Wheel, to Ariston, the annual literary and visual arts magazine, and to the Antonian Scholars Program. Juniors and seniors often become research or teaching assistant in the English Department’s TA program, through the university’s Assistantship Mentor Program, or by way of Summer Scholars Collaborative Research. Students may also earn Honors in English during their final year.

Because we are an urban campus, students also enjoy performances at local theaters, visit art museums and exhibitions, attend author readings and book launches, and complete internships at local publishing houses or business and non-profit institutions. St. Kate’s English majors have interned at KTCA-TV, the Minnesota Zoo, Coffee House Press, Greywolf Press, the Guthrie Theater, MPR, and 3M.

Our English alumnae have careers in education, writing, publishing, advertising, management, public relations, medicine and law. Some have started their own businesses. Some became college professors. Others author books, edit anthologies, or write for magazines, newspapers and trade publications. Distinguished graduates include Kelly Barnhill (’96), whose novel The Girl Who Drank the Moon won the Newbery Medal in 2017, and Anne McKeig (’89), the first American Indian justice on the Minnesota Supreme Court.

Curriculum

The English department offers a major in the College for Women and the College for Adults. The requirements for the major differ. This page describes the English requirements for students enrolled in the College for Women for students.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 2202</td>
<td>Literary Theory and Practice</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 2302W</td>
<td>Writing for Writers</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 2402</td>
<td>Language in Society</td>
<td>4</td>
</tr>
<tr>
<td>Three advanced courses:</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>One Literature at the 3200 level or above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One Writing at the 3300 level or above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One Language Studies at the 3400 level or above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three electives 1</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>ENGL 4860W</td>
<td>Senior Seminar</td>
<td>4</td>
</tr>
<tr>
<td>Portfolio</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>40</td>
</tr>
</tbody>
</table>

1 At least two must be at the 3000 level or above. Courses are selected with the major advisor to build a clear area of depth and focus for each student.

Students may also complete intensive or advanced work in their area of interest in an Independent Study under the direction of a faculty specialist and opt to complete a thesis to graduate with Honors in English. All students will also be encouraged to complete an internship or TA experience.

Portfolio Requirement

All English majors must compile a final English portfolio.

Students begin to develop their portfolio as soon as they declare their intent to major. The portfolio includes the following:

- one writing sample from each of the following courses:
  - ENGL 2202 Literary Theory and Practice
  - a 3200-level literature course
  - ENGL 2302W Writing for Writers
  - a 3300-level writing course
  - ENGL 2402 Language in Society
  - a 3400-level language studies course
  - ENGL 4860W Senior Seminar
- a summary reflective essay
- a resume or CV (prepared with the assistance of the Career Development Office)
• a list of courses completed in the major
• a portfolio checklist

Students are responsible for developing the portfolio with the guidance of their advisor and for submitting it to the department chair at least two weeks before they graduate.

English majors satisfy the Writing Requirement for Majors and the fourth writing requirement by completing ENGL 2302W Writing for Writers and ENGL 4860W Senior Seminar. They complete the Liberal Arts and Sciences Core Writing Requirement with two other writing-intensive courses (CORE 1000W The Reflective Woman and CORE 3990W Global Search for Justice).

Liberal Arts Requirements
NOTE: Writing courses do not fulfill the liberal arts and sciences core literature requirement. Courses that meet the core literature requirement are identified in the course description.

The English department offers a major in the College for Women and the College for Adults. The requirements for the major differ. This page describes the English major requirements for students enrolled in the College for Adults (CFA).

Curriculum
The CFA English major consists of 32 credits.

NOTE: Students who transfer English courses worth fewer than four credits may need to take more than eight English courses to reach the 32 credit minimum.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two writing courses (at least one at the 3000 level or above)</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Two language studies courses (at least one at the 3000 level or above)</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Two literature courses (at least one at the 3000 level or above)</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>One additional English course in language studies, literature or writing</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

ENGL 4860W Senior Seminar

Students must also complete a Final Portfolio of writing.

Total Credits 32

Portfolio Requirement
All English majors must compile a final English portfolio.

Students begin to develop their portfolio as soon as they declare their intent to major.

Students are responsible for developing the portfolio with the guidance of their advisor and for submitting it to the department chair at least two weeks before they graduate.

English majors satisfy the Writing Requirement for Majors by completing ENGL 4860W Senior Seminar. They complete the Liberal Arts and Sciences Core Writing Requirement with three other writing-intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, CORE 3990W Global Search for Justice, and any other writing-intensive course in this or another department).

Liberal Arts Requirements
NOTE: Writing courses do not fulfill the liberal arts and sciences core literature requirement. Courses that meet the core literature requirement are identified in the course description.

General English - Minor
The English minor is offered in the College for Women and the College for Adults.

Curriculum
The English minor requires five courses in English, at least two at the 3000 level or above.

Language Studies - Minor
This five-course minor is offered in the College for Women only.

Professional Writing - Minor
This minor, offered in the College for Women and the College for Adults, requires five courses.

Required Courses
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENGL 1905W</td>
<td>College Writing</td>
<td>4</td>
</tr>
<tr>
<td>or ENGL 2302W</td>
<td>Writing for Writers</td>
<td></td>
</tr>
<tr>
<td>ENGL 3360W</td>
<td>Professional Writing</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4604</td>
<td>Internship</td>
<td>4</td>
</tr>
<tr>
<td>or ENGL 4686</td>
<td>Internship: Writing in the Workplace</td>
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Choose two courses from the following: 8

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 2350</td>
<td>Grammar in Practice</td>
<td></td>
</tr>
<tr>
<td>ENGL 3310</td>
<td>Intermediate Creative Writing</td>
<td></td>
</tr>
<tr>
<td>ENGL 3340</td>
<td>Writing for Digital Age</td>
<td></td>
</tr>
<tr>
<td>ENGL 4320W</td>
<td>The Editorial Process</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 20
Teaching English as a Second Language (TESL)

Students with a minor in TESL explore teaching English as a second language (ESL) to immigrants and refugees as a future career and can prepare to teach English as an international language overseas. In addition to four required language studies courses in the English department, students complete a semester-long (or equivalent) teaching practicum at an adult learning center in the Twin Cities or overseas at one of several sites. The minor takes a critical perspective on language and English language teaching and learning and embraces linguistic variation and diversity.

This minor is offered in the College for Women only.

Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 2350</td>
<td>Grammar in Practice</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 2470</td>
<td>Teaching English as a Second Language (TESL)</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3450</td>
<td>Linguistics</td>
<td>4</td>
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</table>

Select one from:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 2402</td>
<td>Language in Society</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3480</td>
<td>World Englishs: Past and Present</td>
<td></td>
</tr>
<tr>
<td>ENGL 3400W</td>
<td>Language as Power</td>
<td></td>
</tr>
<tr>
<td>ENGL 4702</td>
<td>Internship in TESL</td>
<td>2-4</td>
</tr>
<tr>
<td>or ENGL 4704</td>
<td>Internship in TESL</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 18-20

Professional Writing Certificate

The Certificate in Professional Writing helps students develop professional-level writing skills in preparation for careers in corporate or technical writing, public relations or advertising, and other professions where writing plays an important role. Students majoring in business, medical specialty areas, public health, social work, sciences, fine arts, or humanities will find expanded professional opportunities by acquiring this certificate.

Offered by the English Department, this certificate is open to all degree-seeking students in the College for Women.

The delivery method for most of the required courses for the Professional Writing Certificate is is face-to-face, with on campus classes. Some are offered in all-online formats, providing students in the certificate program the opportunity to learn and write in an all digital context.

Curriculum

Students must receive a minimum grade of B+ in all courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Required Courses:</td>
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<tr>
<td>ENGL 2350</td>
<td>Grammar in Practice</td>
<td>4</td>
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<tr>
<td>ENGL 3340</td>
<td>Writing for Digital Age</td>
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<td>The Editorial Process</td>
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<tr>
<td>ENGL 4604</td>
<td>Internship</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4686</td>
<td>Internship: Writing in the Workplace</td>
<td></td>
</tr>
</tbody>
</table>

Additional Requirements:

Determination by the Professional Writing Certification Committee in the English Department that the student has developed a level of writing skill appropriate to writing in a professional context

Total Credits 20

History and International Studies

The history and international studies department is home to an array of majors, minors and courses from four disciplinary fields. The department offers majors and minors in history as well as a major in international studies and the interdisciplinary international relations minor. It is also the home department for the Latin minor and offers courses in geography, classics and Latin.

Majors

• History - BA (p. 229)
• International Studies - BA (p. 230)

Minors

• History - Minor (p. 230)
• International Studies - Minor (p. 232)
• Latin - Minor (p. 232)

CLAS 2450 Classical Mythology — 4 credits
An introduction to the major myths of the gods and heroes of ancient Greece, along with their origins and interpretations. Because classical mythology played such an important role in the development of the arts in Western civilization, this course has a strong visual component, and every lecture is accompanied by slides. Also offered as INDI 2450 and LATN 2450. Fulfills the fine arts requirement. Offered in the College for Women and the College for Adults.

CLAS 2460 Ancient Greece — 4 credits
The Ancient Greeks present an intriguing paradox for our modern sensibilities. They invented democracy, but envisioned it as a system in which only elite male members of society were permitted to participate. The Greeks saw themselves as the champions of “freedom,” but their prosperity was built on the labor of slaves, most women were strictly confined to their homes, and it was permissible to kill girl babies or female members of the household for any reason. The Greeks believed themselves to be the upholders of civilization against the “Barbarians,” but the Persian “barbarians” they opposed were an elegant and sophisticated people who upheld religious freedom for all and prohibited slavery within their borders. Yet the Greeks also produced some of the most superb art and the finest achievements of literature that the world has ever seen. This course explores the history of ancient Greece from the Paleolithic through the onset of the Hellenistic era, with emphasis on art, literature and material culture, to try to form a coherent vision of this remarkable and self-contradictory people. Also offered as HIST 2460.
CLAS 2470 Ancient Rome — 4 credits
This course follows the history of Rome from prehistoric times through the rise and struggles of the Republic and into the early Empire up to the death of Marcus Aurelius, last of the "Five Good Emperors," in 180 CE. The two largest areas of focus will be on daily life in the Roman Republic (for which you will read one or more comic plays by the playwright Plautus) and the gripping saga of the five Julio-Claudian emperors (Augustus, Tiberius, Caligula, Claudius, and Nero), whose reigns we will explore through readings from the Roman historians Tacitus and Suetonius, as well as viewings of the BBC's masterful "I, Claudius" series. Also offered as HIST.

CLAS 2992 Topics — 2 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

CLAS 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

CLAS 3450W Hindu Mythology — 4 credits
Hindu Mythology comprises one of the most complex and intriguing sets of narratives ever created by humankind, and its moral and ethical underpinnings are as rich and profound as its symbolism and metaphorical imagery. This writing-intensive course will teach students how to understand and engage with the world’s oldest extant mythico-religious tradition by reading ancient texts, absorbing and analyzing their meanings on multiple levels, and turning their thoughts and research on them into clear and informative prose. By the end of the course, students will understand what the Om symbol represents, Šiva, Káli and Visnu will be old friends, they will use words like "dharma" and "karma" with a confident understanding of their actual meanings, and will have acquired some of the habits of mind required to turn even the most confusing material into straightforward prose that others can understand and enjoy.

CLAS 3460W Women in Greece and Rome — 4 credits
This course examines the evidence we have regarding the lives and societal position of women in the classical world from the Homeric epics through the Roman Empire. Students will read a variety of texts, including law cases, short stories, love letters, medical writings and manuals on estate management, as well as several Athenian plays. The course also deals with the visual arts and archeological evidence from the time period in order to convey as complete as possible a picture of women’s lives during these times. Writing and reflection on texts and images comprises a substantial portion of each class period, as does reading these reflections aloud to one another, and critiquing the style and content of one another’s writing. During the semester students will also write a substantial research paper on the topic of their choice and deliver it as a class presentation. Departmental Statement on Writing for History Courses: The ability to absorb information and turn it into clear and thoughtful prose is the most important skill required to succeed in a History class. History is a nuanced and complex subject, and we therefore stress the importance of incorporating the writing process into the learning process. Students must develop the habit of articulating their understanding of the material in a clear and straightforward manner that simultaneously conveys information and interprets the relevance and importance of that information for the reader. Producing both long and short papers is an important part of our pedagogy, as are tests that require a large amount of writing. Also offered as HIST 3460W and WOST 3460W.

CLAS 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.

Prerequisites: Permission of the faculty and department chair or program director.

HIST 1050 Europe from the Medieval to the Early Modern Period — 4 credits
This course covers the fall of the Roman Empire, Medieval heritage, Renaissance and Reformation, exploration and discovery, development of the "state," Spanish hegemony, Age of Absolutism, Enlightenment and revolution, new vistas. Offered in the College for Women.

HIST 1060 Europe Since 1800 — 4 credits
This course examines the impact the ideologies of the Enlightenment and French Revolution had on the development of modern Europe. Students explore how nationalism, imperialism, liberalism, fascism and communism shaped European society, politics, and culture in the 19th and 20th centuries. Events covered include the French Revolution, the Revolutions of 1848, the "scramble" for Africa, World War I, the Interwar Period, World War II, the Cold War, and the Revolutions of 1989. Offered in the College for Women.

HIST 1160 East Asia Since 1600 — 4 credits
This course serves as a general survey of the history of East Asia from 1600 to the present with an emphasis on the 19th and 20th centuries. The majority of the course material focuses on China and Japan. Korea and Vietnam are also included but receive less coverage. The course focuses on the political, social, and economic systems of these countries, major historical events, intra-Asian interactions and East Asia’s response to the West. Offered in the College for Women.

HIST 1200 Survey of U.S. Political and Social History, 1600-1900 — 4 credits
This course is a survey of U.S. political and social history from the colonial era to 1900, with emphasis on the multicultural aspects of the American experience. Also includes an overview of women’s social and political roles and status from 1600 to the achievement of suffrage. Also offered as CRST 1200. Offered in the College for Women.

HIST 2000W Introduction to Historiography — 4 credits
History and historiography are used to illustrate various basic aspects of the historian’s craft and to teach students how to read and write about history critically. The course explores varieties of historical interpretation and methodologies, the relationship of thesis and fact in historical argument, the issues of audience and types of sources, and the various genres of history. Offered in the College for Women.

HIST 2200 Twentieth Century America — 4 credits
This course provides an examination of U.S. society, culture, politics and foreign policy from 1900 to the present, with an emphasis on the connections among these various aspects of the 20th century American experience. Offered in the College for Women.

HIST 2280 Ireland from the 12th Century to the 21st Century — 4 credits
The social and political history of Ireland is covered, from the 12th century to the present, including Northern Ireland after partition. Special emphasis is given to Irish political resistance movements and rebellions, as well as the Irish Civil War and the Troubles in Northern Ireland. Offered in the College for Women.
HIST 2400 Revolution! Haiti, Slavery and the French Revolution 1780-1820 — 4 credits

History is marked by significant revolutionary movements, including: the Chinese Cultural Revolution, the Russian Revolution, the Industrial Revolution, the French Revolution, and the social revolutions of the 1960s. This topics course will focus on a significant political, social, cultural, or economic revolutionary movement. Topics will rotate based on faculty expertise. Questions and themes addressed in this course include: what defines a revolution, causes and effects of revolutions, outcomes and costs, and legacy. Offered in the College for Women.

HIST 2550 Revolution and Communist Rule in China: 1900 to Present — 4 credits

This course covers China’s last three dynasties, the Yuan (1279-1368) (briefly), the Ming (1368-1644) and the Qing (1644-1911). Major topics include the social and political systems of imperial China; the Manchu conquest; missionary presence; Western imperialism; and the fall of Qing. Offered in the College for Women.

HIST 2540 Late Imperial China — 4 credits

This course covers China’s last three dynasties, the Yuan (1279-1368) (briefly), the Ming (1368-1644) and the Qing (1644-1911). Major topics include the social and political systems of imperial China; the Manchu conquest; missionary presence; Western imperialism; and the fall of Qing. Offered in the College for Women.

HIST 2520 China and Japan in Ancient Times — 4 credits

This course covers China’s last three dynasties, the Yuan (1279-1368) (briefly), the Ming (1368-1644) and the Qing (1644-1911). Major topics include the social and political systems of imperial China; the Manchu conquest; missionary presence; Western imperialism; and the fall of Qing. Offered in the College for Women.

HIST 2480 Traditional China — 4 credits

This course covers the major themes in Chinese history from Neolithic times to approximately 1400. Key topics include the development of China’s major philosophical traditions; the unification of China and the evolution of the bureaucracy; the spread of Buddhism to China; traditional Chinese society; and early contacts with Europeans. The course consists of lecture, film, small group discussion and class discussion. Offered in the College for Women.

HIST 2470 Ancient Rome — 4 credits

This course follows the history of Rome from prehistoric times through the rise and struggles of the Republic and into the early Empire up to the death of Marcus Aurelius, last of the "Five Good Emperors," in 180 CE. The two largest areas of focus will be on daily life in the Roman Republic (for which you will read one or more comic plays by the playwright Plautus) and the gripping saga of the five Julio-Claudian emperors (Augustus, Tiberius, Caligula, Claudius, and Nero), whose reigns we will explore through readings from the Roman historians Tacitus and Suetonius, as well as viewings of the BBC’s masterful "I, Claudius" series. Also offered as CLAS.

HIST 2460 Ancient Greece — 4 credits

The Ancient Greeks present an intriguing paradox for our modern sensibilities. They invented democracy, but envisioned it as a system in which only elite male members of society were permitted to participate. The Greeks saw themselves as the champions of “freedom,” but their prosperity was built on the labor of slaves, most women were strictly confined to their homes, and it was permissible to kill girl babies or female members of the household for any reason. The Greeks believed themselves to be the upholders of civilization against the “Barbarians,” but the Persian “barbarians” they opposed were an elegant and sophisticated people who upheld religious freedom for all and prohibited slavery within their borders. Yet the Greeks also produced some of the most superb art and the finest achievements of literature that the world has ever seen. In this course students will explore the history of ancient Greece from the Paleolithic through the onset of the Hellenistic era, with emphasis on art, literature and material culture, to try and form a coherent vision of this remarkable and self-contradictory people. Also offered as CLAS 2460.

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HIST 2520 China and Japan in Ancient Times — 4 credits

This class covers the histories of China and Japan from ancient times to approximately 1600. The course will focus on the political, social, intellectual, and economic systems of these countries, major historical events and intra-Asian interactions. China and Japan each developed distinct cultures and political systems, but for much of the early part of East Asian history, China exerted a profound influence over its closest neighbors in terms of politics, religion, philosophy and culture. We will spend the first part of the semester examining the early development of philosophical systems such as Confucianism that originated in China, as well as China’s political system. We will then turn to Japan, to examine both indigenous Japanese elements and Japan’s borrowing of Chinese cultural elements at different times, in different ways, and for different reasons. The course will include lecture, reading of both primary and secondary sources, film, and discussion. Offered in the College for Women.

HIST 2540 Late Imperial China — 4 credits

This course covers China’s last three dynasties, the Yuan (1279-1368) (briefly), the Ming (1368-1644) and the Qing (1644-1911). Major topics include the social and political systems of imperial China; the Manchu conquest; missionary presence; Western imperialism; and the fall of Qing. Offered in the College for Women.

HIST 2550 Revolution and Communist Rule in China: 1900 to Present — 4 credits

This course covers the major events and themes in 20th-century Chinese history. Emphasis is on the Communist phase of the Chinese Revolution. Major topics include the social and political systems of early 20th century China; the founding and growth of the Chinese Communist Party; Civil War and Communist victory; the regime of Mao Zedong; and Deng Xiaoping’s Second Revolution. Offered in the College for Women.

HIST 2684 Directed Study — 4 credits

Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses. Prerequisites: Faculty, department chair and dean approval.

HIST 2994 Topics — 4 credits

The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

HIST 3210 Modern British History — 4 credits

This course covers the Restoration and Glorious Revolution; English society and politics in the 18th century; Industrial Revolution; 19th century political and social history; British imperialism, and twentieth century social and political history.
HIST 3250 History of Civil Liberties and Civil Rights in the U.S. — 4 credits
The origins and evolution of American civil liberties and civil rights are covered from the colonial era through the 20th century civil rights and women’s rights movements. Course examines the U.S. Constitution and Bill of Rights and the roles of the Supreme Court, federal and state governments, and rights movements in the development of civil liberties and civil rights. Also offered as CRST 3250 and WOST 3251. Not open to first-year students.

HIST 3300 The Sixties in the U.S. — 4 credits
This course is an in-depth examination of U.S. society, politics, culture and ideology in the 1960s. Course includes music, literature, film and political manifestos of the decade.

HIST 3390 Modern Middle East — 4 credits
This course covers the history of the Modern Middle East from the nineteenth century to the present. Beginning with a brief review of the early expansion of Islam, the course will focus on the reforming movements of the nineteenth century, the experience of European colonialism, the growth of nationalism, decolonization, and the events of the Arab Spring. The readings will blend primary sources on political and national policies with more autobiographical sources focusing on the experiences of individuals. Offered in the College for Women.

HIST 3460W Women in Greece and Rome — 4 credits
This course examines the evidence we have regarding the lives and societal position of women in the classical world from the Homeric epics through the Roman Empire. Students read a variety of texts, including law cases, short stories, love letters, medical writings and manuals on estate management, as well as several Athenian plays. The course also deals with the visual arts and archeological evidence from the time period in order to convey as complete as possible a picture of women’s lives during these times. Writing and reflection on texts and images composes a substantial portion of each class period, as does reading these reflections aloud to one another, and critiquing the style and content of one another’s writing. During the semester students also write a substantial research paper on the topic of your choice and deliver it as a class presentation. Departmental Statement on Writing for History Courses: The ability to absorb information and turn it into clear and thoughtful prose is the most important skill required to succeed in a History class. History is a nuanced and complex subject, and we therefore stress the importance of incorporating the writing process into the learning process. Students must develop the habit of articulating their understanding of the material in a clear and straightforward manner that simultaneously conveys information and interprets the relevance and importance of that information for the reader. Producing both long and short papers is an important part of our pedagogy, as are tests that require a large amount of writing. Also offered as WOST 3460W and CLAS 3460W.

HIST 3550 Revolution and Communist Rule in China — 4 credits
This course covers the major events and themes in 20th-century Chinese history. Emphasis is on the Communist phase of the Chinese Revolution. Major topics include the social and political systems of early 20th century China; the founding and growth of the Chinese Communist Party; Civil War and Communist victory; the regime of Mao Zedong; and Deng Xiaoping’s Second Revolution. Offered in the College for Women.

HIST 3560 Women in America to 1920 — 4 credits
Roles, status and expectations of women are covered from the colonial era to 1920; includes developments in family, sex, education, work, dress, politics; also covers the feminist movement of the 19th century. Also offered as CRST 3560 and WOST 3560. Offered in the College for Women.

HIST 3570 The New Woman in America and England 1880-1940 — 4 credits
This course examines the lives of women in the United States and England in the years between 1880 and 1940. This period, which spanned about three generations, saw the emergence of the so-called New Woman” in both American and English societies. The New Woman was a term mainly (although not exclusively) used to refer to single, educated, independent women of the middle or upper classes (or working class women who pulled themselves up to the middle class) who were living in cities and who were self-supporting, pursuing professions, devoting their lives to reform, political activism and community service. These women challenged many entrenched norms of femininity and female dependence by living independently of their families and of men for either their entire lives or for significant periods of their lives, in many cases forming their most significant social bonds with other women. The emergence of the New Woman caused tremendous social anxiety in both the United States and England because she challenged traditional feminine norms and social expectation for women. Also offered as WOST. Offered in the College for Women.

HIST 3610 Europe: from World War I to World War II — 4 credits
This course covers World War I — the war everybody/nobody wanted; the social, political and economic impact of total war; the Russian Revolution; the Peace Settlements; the Roaring Twenties — an Age of Anxiety, the Great Depression; Authoritarian and Totalitarian States; Aggression and Appeasement; World War again.

HIST 3620 Europe Since World War II — 4 credits
This course examines Europe’s role as the “front” of the Cold War, and the effects its division had on the political, social, and economic lives of citizens on both sides of the Iron Curtain. Topics explored will include social development in communist bloc countries, critiques of capitalism in western Europe, the growth of the welfare state in western Europe, the rise of dissidents in eastern Europe, the revolutions of 1989, and the integration of immigrants into European societies.

HIST 3630 Women in Asia — 4 credits
This course examines the history of women in China, Japan and Korea from ancient times to the present. Major topics include traditional gender roles and the influence of Confucianism; industrialization and war; political and legal change; and contemporary issues affecting women’s lives. Also offered as WOST 3631. Offered in the College for Women.

HIST 3650 U.S. Women Since 1920 — 4 credits
This course covers roles, status and expectations of women in the United States from 1920 to the present; developments in family, sex, education, politics, work and dress; feminist ideologies, their social and intellectual contexts and opposition. Also offered as CRST 3650 and WOST 3650. Offered in the College for Women and the College for Adults.

HIST 3700 History of Feminism in Western Society — 4 credits
This course traces the development of feminist thought and activism in Western society from the ancient Greeks to the late 20th century in the United States. The course explores the social, political, legal and cultural status of women in Western society across time. Special emphasis is placed on the roots of modern feminism as it developed in the 18th, 19th and 20th centuries in Western Europe and in the United States. Also offered as POSC 3700 and WOST 3700. Not open to first-year students.
HIST 3790 Women in Europe Since 1500 — 4 credits
This course examines how European women shaped politics, economies, and society from 1500 to the present. Students study the ways women exert power on society, even when they are excluded from direct participation in it. The course covers the development of European feminism, women’s involvement in the revolutionary movements of the 19th and 20th centuries, their expanding role in politics and society, and the continuing challenges European women face. Also offered as WOST 3790.

HIST 3795 The History of British Feminism through Literature — 4 credits
The history of the evolution of British feminist thought and activism from the 18th through early 20th centuries is studied within the broader historical contexts of women’s roles and status across classes and the major political, social and economic developments of the period in Great Britain. A primary focus of the course is the treatment of women’s issues and the expression of feminist ideas in literature, especially works by female authors. Also offered as WOST 3795. Offered in the College for Women.

HIST 4604 Internship — 4 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, students need to meet with the internship coordinator in the Career Development Office and then with their faculty advisor.

HIST 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty and time and may be limited in any given term and restricted to certain courses. Prerequisites: Faculty, department chair and dean approval.

HIST 4850 History Senior Seminar — 4 credits
Students review the historiographical and methodological issues involved in researching and writing history. Students undertake intensive and extensive research in primary and secondary sources on a topic in history. The research culminates in a thesis paper that is presented publicly to the University community. Offered in the College for Women. Prerequisite: HIST 2000W (formerly HIST 1300W).

HIST 4851 History Senior Seminar I — 2 credits
Students review the historiographical and methodological issues involved in researching and writing history. During this semester, students will select their research topic and identify available primary sources. They will spend the majority of the semester mastering the secondary literature on their topic and compiling an annotated bibliography. Prerequisite: HIST 2000W. Offered in the College for Women.

HIST 4852 History Senior Seminar II — 2 credits
Students will complete the research in primary sources and write and revise their major research paper. They will also publicly present their research to the University community. Prerequisites: HIST 2000W and HIST 4851. Offered in the College for Women.

HIST 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract. Prerequisites: Permission of the faculty and department chair or program director.

HIST 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract. Prerequisites: Permission of the faculty and department chair or program director.

LATN 2450 Classical Mythology — 4 credits
This course is an introduction to the major myths of the gods and heroes of Ancient Greece, along with their origins and interpretations. Because classical mythology played such an important role in the development of the arts in Western civilization, this course has a strong visual component, and every lecture is accompanied by slides. Fulfills the fine arts requirement. Also offered as CLAS 2450 and INDI 2450. Offered in the College for Women and the College for Adults.

**History - BA**

Majoring in history at St. Kate’s will teach students critical thinking, writing and research skills and provide a base of knowledge that will broaden their understanding of the world and the human condition. History students will not only become culturally literate in the best liberal arts tradition, but also will acquire important practical skills that will serve them well in a broad range of professions and in daily life.

The history major broadly educates students in the history of Europe, the United States and Asia through four required introductory courses. Students will then be free to design much of their remaining program by choosing at least four upper-level courses. Senior history majors will discuss historiographical methodology with peers, complete a substantial historical research project in primary sources and publicly present their research.

Women’s history is interwoven throughout the curriculum and is the focus of many upper-level courses. The history curriculum integrates teaching historical knowledge with critical analyses of past social systems viewed through lenses of race, gender, ethnicity and class. Professors use various teaching methods and materials, including lectures, discussions, films, music, fiction, primary sources, biographies and textbooks.

Teaching history at the college or secondary level may be of interest to some students; however, there are many other history-related professions. Public historians work in archives, libraries, museums, interpretive centers, national and state parks, and in state and federal agencies as cultural resource managers or institutional historians. A bachelor’s degree in history also serves as an ideal foundation for students who continue their education, either through law school or graduate-level studies. St. Kate’s history majors find careers in teaching,
law, archival and museum work, government service, politics, business, and any other field in which critical thinking skills are important.

Students will find many excellent opportunities for internships near St. Kate’s. The Minnesota Historical Society, which houses a state-of-the-art research facility and visitor-friendly museum, offers internship opportunities for students, and is located just minutes from campus. There are also several city and county archives and historical museums in the area.

Students will also have the opportunity to interact with peers who share their interest in history through the History Club. Social events are organized on a regular basis around activities or topics of historical interest.

This major is offered in the College for Women only.

**Curriculum**

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HIST 2000W</td>
<td>Introduction to Historiography</td>
<td>4</td>
</tr>
<tr>
<td>Select one Western Survey course from:</td>
<td></td>
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<tr>
<td>HIST 1050</td>
<td>Europe from the Medieval to the Early Modern Period</td>
<td>4</td>
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<tr>
<td>HIST 1060</td>
<td>Europe Since 1800</td>
<td></td>
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<tr>
<td>HIST 1200</td>
<td>Survey of U.S. Political and Social History, 1600-1900</td>
<td></td>
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<tr>
<td>HIST 2200</td>
<td>Twentieth Century America</td>
<td></td>
</tr>
<tr>
<td>Select one Non-Western Survey course from:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 1160</td>
<td>East Asia Since 1600</td>
<td></td>
</tr>
<tr>
<td>HIST 2300</td>
<td>World History Since 1500</td>
<td></td>
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<tr>
<td>Six additional history courses</td>
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<td>24</td>
</tr>
<tr>
<td>At least 2000 level, a minimum of three at the 3000 level</td>
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<td></td>
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<tr>
<td>At least one premodern course</td>
<td></td>
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<tr>
<td>At least two non-Western courses</td>
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<tr>
<td>HIST 4850</td>
<td>History Senior Seminar 2</td>
<td>4</td>
</tr>
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<td>Total Credits</td>
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<td>40</td>
</tr>
</tbody>
</table>

1 Excluding HIST 2000W, HIST 2200 and HIST 2300.

2 Students may take HIST 4850 History Senior Seminar or HIST 4851 History Senior Seminar I and HIST 4852 History Senior Seminar II.

History majors satisfy the Writing Requirement for Majors by completing HIST 2000W Introduction to Historiography. They complete the Liberal Arts and Sciences Core Writing Requirement with three other writing-intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, CORE 3990W Global Search for Justice, and any other writing-intensive course in another department).

**History - Minor**

This minor is offered in the College for Women only.

**Curriculum**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HIST 2000W</td>
<td>Introduction to Historiography</td>
<td>4</td>
</tr>
<tr>
<td>Four history courses (at least three at the 2000 level or higher)</td>
<td>16</td>
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<tr>
<td>Total Credits</td>
<td></td>
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</table>

**International Studies - BA**

St. Kate’s international studies majors will gain an understanding of political and economic structures in the various cultures of the world and in different historical periods. Students will study these structures from a variety of perspectives. Courses are designed to help students master the complexities of the contemporary, global world.

International studies major courses are drawn from the disciplines of economics, history and political science. In addition to common course work in these disciplines, each student will select a particular theme, including Social Justice and the State, Women, Gender, and Human Rights, or Global Flows (of capital, people, ideas, and technology) to inform their course work. Students are also required to complete a substantive, off-campus experience, including one of a study abroad experience for a semester, J-term, or even a year; intern with an approved, internationally-oriented organization (pending departmental advisor’s approval); or complete an internationally-related independent study with a fieldwork research component. This allows a student to experience the world or see the global connections in our own local communities.

Majoring in international studies at St. Kate’s will prepare students for careers in government or international service; for law school, especially the study of international law; or for graduate study in social science disciplines like political science and economics. Combined with other appropriate courses, the international studies major can prepare students for careers in areas such as international business, as well.

Recommended minors for international studies majors are economics, history and political science.

See also: Political Science (p. 196), Education - Social Studies with Grades 5-12 Teaching Licensure (p. 215) (for those interested in teaching political science in secondary schools)

The International Studies major consists of 44 credits. In addition to the 16 required credits, students select 28 credits from one of three concentrations.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECON 1120</td>
<td>Economics of Social Issues</td>
<td>4</td>
</tr>
<tr>
<td>HIST 1160</td>
<td>East Asia Since 1600</td>
<td>4</td>
</tr>
<tr>
<td>or HIST 2300</td>
<td>World History Since 1500</td>
<td></td>
</tr>
<tr>
<td>POSC 2200W</td>
<td>Introduction to Comparative Politics</td>
<td>4</td>
</tr>
<tr>
<td>Off-Campus Experience 1</td>
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<tr>
<td>Total Credits</td>
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**Select One of the Following Concentrations:**

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>Social Justice and the State</td>
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Required Courses:

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HIST 2550</td>
<td>Revolution and Communist Rule in China: 1900 to Present</td>
<td>4</td>
</tr>
<tr>
<td>or HIST 3250</td>
<td>History of Civil Liberties and Civil Rights in the U.S.</td>
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<tr>
<td>ECON/POSC 2994: From Nudges to Nuclear War (Game Theory)</td>
<td>4</td>
<td></td>
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<tr>
<td>POSC 3350</td>
<td>Nationalism and Ethnic Conflict</td>
<td></td>
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</tbody>
</table>

Select Four Courses (at least two at the 3000 level) from:

One additional level (Intermediate II) of a foreign language
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECON 2900</td>
<td>Topics in Healthcare Economics</td>
<td></td>
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<tr>
<td>ECON 3450W</td>
<td>Development Economics: Examining Poverty and Inequality</td>
<td></td>
</tr>
<tr>
<td>ECON 3480W</td>
<td>International Economics: Trade and Immigration</td>
<td></td>
</tr>
<tr>
<td>ENGL 3400W</td>
<td>Language as Power</td>
<td></td>
</tr>
<tr>
<td>HIST 1060</td>
<td>Europe Since 1800</td>
<td></td>
</tr>
<tr>
<td>HIST 2400</td>
<td>Revolution! Haiti, Slavery and the French Revolution 1780-1820</td>
<td></td>
</tr>
<tr>
<td>HIST 2200</td>
<td>Twentieth Century America</td>
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</tr>
<tr>
<td>HIST 2550</td>
<td>Revolution and Communist Rule in China: 1900 to Present</td>
<td></td>
</tr>
<tr>
<td>HIST 3250</td>
<td>History of Civil Liberties and Civil Rights in the U.S.</td>
<td></td>
</tr>
<tr>
<td>HIST 3390</td>
<td>Modern Middle East</td>
<td></td>
</tr>
<tr>
<td>HIST 3610</td>
<td>Europe: from World War I to World War II</td>
<td></td>
</tr>
<tr>
<td>HIST 3620</td>
<td>Europe Since World War II</td>
<td></td>
</tr>
<tr>
<td>HIST 3630</td>
<td>Women in Asia</td>
<td></td>
</tr>
<tr>
<td>NPSO 2100</td>
<td>Intro to the Nonprofit Sector</td>
<td></td>
</tr>
<tr>
<td>HIST 3700</td>
<td>History of Feminism in Western Society</td>
<td></td>
</tr>
<tr>
<td>POSC 1710W</td>
<td>Introduction to American Government and Policy</td>
<td></td>
</tr>
<tr>
<td>POSC 2070</td>
<td>Public Policy</td>
<td></td>
</tr>
<tr>
<td>POSC 2250</td>
<td>Introduction to World Politics</td>
<td></td>
</tr>
<tr>
<td>POSC 3350</td>
<td>Nationalism and Ethnic Conflict</td>
<td></td>
</tr>
<tr>
<td>POSC 3750</td>
<td>American Political Thought</td>
<td></td>
</tr>
<tr>
<td>SOCI 2150</td>
<td>Challenging Oppressions, Civic Engagement and Change</td>
<td></td>
</tr>
<tr>
<td>SOCI 2700</td>
<td>Social Movements-Social Change</td>
<td></td>
</tr>
<tr>
<td>SOCI 3510</td>
<td>Sociology of Race and Ethnicity</td>
<td></td>
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<tr>
<td>Total Credits</td>
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**Women, Gender and Human Rights**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>ECON 3450W</td>
<td>Development Economics: Examining Poverty and Inequality</td>
<td></td>
</tr>
<tr>
<td>HIST 3630</td>
<td>History of Feminism in Western Society</td>
<td></td>
</tr>
<tr>
<td>HIST 3700</td>
<td>History of Feminism in Western Society</td>
<td></td>
</tr>
<tr>
<td>HIST 3790</td>
<td>Women in Europe Since 1500</td>
<td></td>
</tr>
<tr>
<td>NPSO 2100</td>
<td>Intro to the Nonprofit Sector</td>
<td></td>
</tr>
<tr>
<td>PHIL 2400</td>
<td>Philosophy and Women</td>
<td></td>
</tr>
<tr>
<td>POSC 2070</td>
<td>Public Policy</td>
<td></td>
</tr>
<tr>
<td>POSC 2250</td>
<td>Introduction to World Politics</td>
<td></td>
</tr>
<tr>
<td>POSC 2994</td>
<td>Topics: Human Rights</td>
<td></td>
</tr>
<tr>
<td>POSC 3150</td>
<td>Women and Globalization</td>
<td></td>
</tr>
<tr>
<td>POSC 3350</td>
<td>Nationalism and Ethnic Conflict</td>
<td></td>
</tr>
<tr>
<td>SOCI 2700</td>
<td>Social Movements-Social Change</td>
<td></td>
</tr>
<tr>
<td>SOCI 3450</td>
<td>Women’s Issues from Global Perspectives</td>
<td></td>
</tr>
<tr>
<td>WOST 2050W</td>
<td>Foundations in Women’s Studies</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>28</td>
</tr>
</tbody>
</table>

**Global Flows (of capital, people, ideas, and technology):**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ECON 3480W</td>
<td>International Economics: Trade and Immigration</td>
<td></td>
</tr>
<tr>
<td>HIST 2XXX</td>
<td>History of Immigration in the United States or HIST 2XXX Empire, Colonization and Indigenous Resistance</td>
<td></td>
</tr>
<tr>
<td>POSC 2994</td>
<td>Topics: The Politics of Global Cities</td>
<td></td>
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<tr>
<td>Total Credits</td>
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<td>28</td>
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</table>

**Required Courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 3630</td>
<td>Women in Asia</td>
<td></td>
</tr>
<tr>
<td>or HIST 3700</td>
<td>History of Feminism in Western Society</td>
<td></td>
</tr>
<tr>
<td>POSC 3150</td>
<td>Women and Globalization</td>
<td></td>
</tr>
<tr>
<td>Select Four Courses</td>
<td>(at least two at the 3000-level) from:</td>
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<tr>
<td>One additional level (Intermediate II) of a foreign language</td>
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</tr>
<tr>
<td>ECON 2900</td>
<td>Topics in Healthcare Economics</td>
<td></td>
</tr>
<tr>
<td>ECON/POSC 2994</td>
<td>Discrimination: Economics and Politics of Race and Gender</td>
<td></td>
</tr>
<tr>
<td>ECON 3480W</td>
<td>International Economics: Trade and Immigration</td>
<td></td>
</tr>
<tr>
<td>ENGL 2290</td>
<td>Women and Literature</td>
<td></td>
</tr>
<tr>
<td>HIST 3560</td>
<td>Women in America to 1920</td>
<td></td>
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<tr>
<td>HIST 3570</td>
<td>The New Woman in America and England 1880-1940</td>
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</tr>
<tr>
<td>HIST 3630</td>
<td>Women in Asia</td>
<td></td>
</tr>
<tr>
<td>HIST 3650</td>
<td>U.S. Women Since 1920</td>
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<tr>
<td>HIST 3700</td>
<td>History of Feminism in Western Society</td>
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</tr>
<tr>
<td>HIST 3790</td>
<td>Women in Europe Since 1500</td>
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<tr>
<td>NPSO 2100</td>
<td>Intro to the Nonprofit Sector</td>
<td></td>
</tr>
<tr>
<td>PHIL 2400</td>
<td>Philosophy and Women</td>
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</tr>
<tr>
<td>POSC 2070</td>
<td>Public Policy</td>
<td></td>
</tr>
<tr>
<td>POSC 2250</td>
<td>Introduction to World Politics</td>
<td></td>
</tr>
<tr>
<td>POSC 2994</td>
<td>Topics: Human Rights</td>
<td></td>
</tr>
<tr>
<td>POSC 3150</td>
<td>Women and Globalization</td>
<td></td>
</tr>
<tr>
<td>POSC 3350</td>
<td>Nationalism and Ethnic Conflict</td>
<td></td>
</tr>
<tr>
<td>SOCI 2700</td>
<td>Social Movements-Social Change</td>
<td></td>
</tr>
<tr>
<td>SOCI 3450</td>
<td>Women’s Issues from Global Perspectives</td>
<td></td>
</tr>
<tr>
<td>WOST 2050W</td>
<td>Foundations in Women’s Studies</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>28</td>
</tr>
</tbody>
</table>

**Global Flows (of capital, people, ideas, and technology):**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 3480W</td>
<td>International Economics: Trade and Immigration</td>
<td></td>
</tr>
<tr>
<td>HIST 2XXX</td>
<td>History of Immigration in the United States or HIST 2XXX Empire, Colonization and Indigenous Resistance</td>
<td></td>
</tr>
<tr>
<td>POSC 2994</td>
<td>Topics: The Politics of Global Cities</td>
<td></td>
</tr>
<tr>
<td>Select four (at least two at the 3000-level) from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One additional level (Intermediate II) of a foreign language</td>
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<td></td>
</tr>
<tr>
<td>ARTH 1150</td>
<td>Ways of Seeing</td>
<td></td>
</tr>
<tr>
<td>COMM 3100</td>
<td>Communicating across Cultures, Identities and Differences</td>
<td></td>
</tr>
<tr>
<td>CRST 2250</td>
<td>Critical Hmong Studies</td>
<td></td>
</tr>
<tr>
<td>CRST 2350</td>
<td>Asian American Identities</td>
<td></td>
</tr>
<tr>
<td>ECON 2620</td>
<td>Principles of Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>ECON 3450W</td>
<td>Development Economics: Examining Poverty and Inequality</td>
<td></td>
</tr>
<tr>
<td>ECON 3460W</td>
<td>Global Financial Issues</td>
<td></td>
</tr>
<tr>
<td>ECON 3620</td>
<td>Macroeconomic Theory</td>
<td></td>
</tr>
<tr>
<td>ECON 3650</td>
<td>Cost-Benefit Analysis</td>
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</tr>
<tr>
<td>ENGL 2120</td>
<td>The Immigrant Perspective in Literature</td>
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<tr>
<td>ENGL 2260</td>
<td>Literature in Translation</td>
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</tr>
<tr>
<td>ENGL 3265</td>
<td>Global Writers in English</td>
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</tr>
<tr>
<td>HIST 1060</td>
<td>Europe Since 1800</td>
<td></td>
</tr>
<tr>
<td>HIST 1160</td>
<td>East Asia Since 1600</td>
<td></td>
</tr>
<tr>
<td>HIST 2200</td>
<td>Twentieth Century America</td>
<td></td>
</tr>
<tr>
<td>HIST 2550</td>
<td>Revolution and Communist Rule in China: 1900 to Present</td>
<td></td>
</tr>
<tr>
<td>HIST 3700</td>
<td>History of Feminism in Western Society</td>
<td></td>
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<tr>
<td>MUS 2180</td>
<td>World Music</td>
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<tr>
<td>POSC 2070</td>
<td>Public Policy</td>
<td></td>
</tr>
<tr>
<td>POSC 2250</td>
<td>Introduction to World Politics</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>28</td>
</tr>
</tbody>
</table>
International Studies - Minor

Total Credits 28

1 The International Studies major requires students to complete a semester-long (J-term qualifies) substantive off-campus experience. The purpose of this requirement is to encourage student engagement with a community of their choosing, and to consider the international and global implications of their life-worlds, whether it be abroad or at home. Students may choose to study abroad for a semester, J-term, or even a year; intern with an approved, internationally-oriented organization (pending departmental advisor’s approval); or complete an internationally-related independent study with a fieldwork research component. Students may choose from an approved list of organizations, or may even suggest a new institution. The possibilities are endless!

2 For non-native speakers of English by placement or instructor’s permission only.

International Studies majors satisfy the Writing Requirement for Majors by completing POSC 2200W Introduction to Comparative Politics. They complete the Liberal Arts and Sciences Core Writing Requirement with three other writing-intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, CORE 3990W Global Search for Justice, and any other writing-intensive course in another department).

International Studies - Minor

Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses:</td>
<td></td>
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</tr>
<tr>
<td>HIST 1160 or HIST 2300</td>
<td>East Asia Since 1600</td>
<td>4</td>
</tr>
<tr>
<td>POSC 2200W</td>
<td>Introduction to Comparative Politics</td>
<td>4</td>
</tr>
<tr>
<td>ECON 1120</td>
<td>Economics of Social Issues</td>
<td>4</td>
</tr>
<tr>
<td>Choose three courses: one from each discipline (ECON, HIST, POSC)</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Economics:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 2620</td>
<td>Principles of Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>ECON 2900</td>
<td>Topics in Healthcare Economics</td>
<td></td>
</tr>
<tr>
<td>ECON 2994</td>
<td>Topics: From Nudges to Nuclear War</td>
<td></td>
</tr>
<tr>
<td>ECON 2994</td>
<td>Topics: Discrimination: Economics and Politics of Race and Gender</td>
<td></td>
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<tr>
<td>ECON 3450W</td>
<td>Development Economics: Examining Poverty and Inequality</td>
<td></td>
</tr>
<tr>
<td>ECON 3460W</td>
<td>Global Financial Issues</td>
<td></td>
</tr>
<tr>
<td>ECON 3480W</td>
<td>International Economics: Trade and Immigration</td>
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</tr>
<tr>
<td>ECON 3620</td>
<td>Macroeconomic Theory</td>
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</tr>
<tr>
<td>ECON 3650</td>
<td>Cost-Benefit Analysis</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>24</td>
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</table>

Foreign language foundation of six semesters or their equivalent is strongly recommended but not required.

Latin - Minor

This minor is offered in the College for Women only. The four Latin language courses (Elementary Level I and II, and Intermediate Level I & II) need to be completed at an ACTC institution.

Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses:</td>
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<td></td>
</tr>
<tr>
<td>LATN 1110, 1120, 2110, 2120 Elementary Level I &amp; II, Intermediate Level I &amp; II</td>
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<tr>
<td>One additional course chosen from:</td>
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<td></td>
</tr>
<tr>
<td>CLAS 2450</td>
<td>Classical Mythology</td>
<td></td>
</tr>
</tbody>
</table>


### Information Management

The Information Management / Library and Information Science Department offers the Master of Library and Information Science graduate degree as well as the Information Systems minor and the Digital Humanities minor at the baccalaureate level.

### Minors

- **Digital Humanities - Minor** (p. 233)
- **Information Systems - Minor** (p. 234)

#### ISCI 1000 Information, Technology and Digital Society — 4 credits

This course is an introduction to the field of information science and informatics. Students with any major, especially those with majors in the liberal arts and social sciences will find this particularly helpful in gaining an overview of how information technology influences different fields and industries. Students will gain useful insights and learn about applications of how information and data is used in many sectors. It is a foundational course for students entering a minor in Information Systems or in Digital Humanities. This course is also designed to help students with the comprehensive digital information literacy requirements needed for higher education, with an emphasis on the concepts and practice skills germane to effectively using the power built into computer and Internet applications as well as other digital media and technologies. Students will explore the nature of information itself, critical issues surrounding the use of technologies and how such issues impact everyday life through critical thinking and reflection. Topics will include the underlying designs and uses of digital devices and computer systems such as MS Office suite and the Internet as an integral part of any IT curriculum helping students prepare for other technology-intensive IS courses.

#### ISCI 1200 Web Design — 4 credits

This course is intended to provide a basic introduction to website design and development techniques, using standard languages such as HTML and CSS, and established user experience design (UX) principles and techniques. Students will create a website with an understanding of user’s needs and taking a user-centered design approach. Students gain a basic understanding of web content languages, website management, and design, usability principles and information architecture through creating websites validated by World Wide Web Consortium standards. It is a project based course that students will learn through hands-on activity of website design building. At the same time, the course is intended to stimulate student critical thinking about social and justice issues where online technology is either of primary concern (e.g. the Digital Divide, Net Neutrality, and Open Source software) or is used as an important tool (e.g. Occupy Wall Street, the Arab Spring movement, the Black Lives Matter movement, and recent political campaigns). Special attention is paid to underrepresented and disadvantaged communities, and their access to communication and educational technology.

**Prerequisite:** None.

### ISCI 1300 Intro to iPhone/iPad App Dev — 4 credits

Students will create simple apps for the iPhone and iPad while learning fundamental programming principles and practices using Swift, Apple’s new programming language. They will learn how to take an app from design through to implementation using the industry-standard tools and techniques used to make apps for the App Store. This course will cover design guidelines, prototyping techniques, problem-solving strategies, interface building tools, coding, and debugging. The curriculum is designed to blend and balance creativity with technology. No previous programming experience is necessary. However, learning to program computers is intellectually challenging and does require considerable dedication and hard work.

#### ISCI 2684 Directed Study — 4 credits

#### ISCI 3100 Database Management — 4 credits

An introduction to database concepts, design and implementation. The focus is on database design using the ER model, as well as managing and implementing relational database systems. The design process is iterative and consists of four phases: Requirements, Design, Coding, and Testing. This process is often employed in many project management and technology development projects. Topics include Data Modeling Using Entity-Relationship Model, Chen and Crow’s Foot Notation, Relational Database Implementation, Structured Query Language, and schema Normalization. This course is co-convened with LIS 7510. The courses share the same course description, objectives and content, with different course requirements.

**Prerequisites with concurrency:** ISCI 1000, ISCI 1200. Offered in the College for Women.

#### ISCI 4684 Directed Study — 4 credits

Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.

**Prerequisites:** Faculty, department chair and dean approval.

#### ISCI 4900 Capstone in Information Science and Technology — 4 credits

This course is required for those students in the Information Science and Technology degree programs, including the Digital Humanities (DH) and Information Systems (IS) minors as a culminating learning experience in the final year. It intends to help students integrate the knowledge and skills in information technology and/or digital tools gained through the curriculum and be able to apply these to a real life problem or new research question. Students will gain experience working on a project where they can apply technology to make a positive impact in their community and demonstrate their ability to carry out an information systems/digital humanities project from beginning to end. The project can be done as an individual or a group project. Students may also revise, expand and modify a project they created in other courses to produce an improved product of professional quality.

**Prerequisites:** Senior standing. For students in the Information Systems minor or Digital Humanities minor only.

### Digital Humanities - Minor

Digital Humanities are a newly emerging area of study with a growing application of digital media and technology in the traditional humanities studies and arts. The digital humanities minor is created for students in any majors at St. Kate’s but especially intended for those with majors in the liberal arts and social sciences. The goal is to help students enhance digital literacy and information technology skills grounded in a broad liberal arts foundation and be able to utilize these skills in their primary
area of study and professional careers. Students in this minor will gain experience in basic computer and information technology use with knowledge of critical assessment methods and technology implications and will be prepared for a wider variety of career opportunities.

The Information Management / Library and Information Science Department offers the Master of Library and Information Science graduate degree as well as the Information Systems minor and the Digital Humanities minor at the baccalaureate level.

Students minoring in Digital Humanities cannot concurrently earn an Information Systems Minor.

This minor is offered in the College for Women only.

**Curriculum**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCI 1000</td>
<td>Information, Technology and Digital Society</td>
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</tr>
<tr>
<td>ISCI 1200</td>
<td>Web Design</td>
<td>4</td>
</tr>
<tr>
<td>or ISCI 1300</td>
<td>Intro to iPhone/iPad App Dev</td>
<td></td>
</tr>
<tr>
<td>ISCI 4900</td>
<td>Capstone in Information Science and Technology</td>
<td>4</td>
</tr>
<tr>
<td>Select two elective courses:</td>
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<tr>
<td>ART 2370</td>
<td>Photography and Digital Storytelling</td>
<td></td>
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<tr>
<td>ART 3200</td>
<td>Graphic and Web Design</td>
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<tr>
<td>HIST 1050</td>
<td>Europe from the Medieval to the Early Modern Period</td>
<td></td>
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<tr>
<td>HIST 1060</td>
<td>Europe Since 1800</td>
<td></td>
</tr>
<tr>
<td>HIST 3390</td>
<td>Modern Middle East</td>
<td></td>
</tr>
<tr>
<td>PHIL 3300</td>
<td>Ethics in Communication</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
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<td>20</td>
</tr>
</tbody>
</table>

**Information Systems - Minor**

The Information Systems Minor is intended for students in the math and science majors to help them gain experience with computer and information technology applications and be able to serve as a liaison between technologists and users/clients in information systems. It is designed to provide practical, hands-on skills with information technologies in order to complement many majors of theoretical focus in their studies. Students in this minor will have increased employability for a wider variety of careers in the technology related field.

The Information Management / Library and Information Science Department offers the Master of Library and Information Science graduate degree as well as the Information Systems minor and the Digital Humanities minor at the baccalaureate level.

Students minoring in Information Systems cannot concurrently earn a Digital Humanities Minor.

This minor is offered in the College for Women only.

**Curriculum**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCI 1000</td>
<td>Information, Technology and Digital Society</td>
<td>4</td>
</tr>
<tr>
<td>ISCI 4900</td>
<td>Capstone in Information Science and Technology</td>
<td>4</td>
</tr>
<tr>
<td>Select one from:</td>
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<td></td>
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<tr>
<td>CSCI 1110</td>
<td>Algorithms and Computer Programming I</td>
<td></td>
</tr>
<tr>
<td>ISCI 1200</td>
<td>Web Design</td>
<td></td>
</tr>
<tr>
<td>ISCI 1300</td>
<td>Intro to iPhone/iPad App Dev</td>
<td></td>
</tr>
<tr>
<td>Choose eight credits from:</td>
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</tr>
<tr>
<td>CSCI 1120</td>
<td>Algorithms and Computer Programming II</td>
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<td>Other courses to be developed</td>
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</tbody>
</table>

1. NOTE: CSCI 1110 has a prerequisite of a grade of C or better in MATH 1090, or appropriate level on mathematics/statistics placement assessment or ACT math score. Students who elect to take CSCI 1120 as one of the two elective courses for this minor must have completed CSCI 1110.

**Interdisciplinary**

Interdisciplinary study courses are designed to cross traditional departmental lines and to examine subjects from the perspectives of two or more academic disciplines. These courses provide opportunities for students to achieve coherent interpretation of various fields of knowledge as they relate to one another. They also enable students to consider how knowledge may be organized and pursued through traditional disciplines.

By themselves, interdisciplinary studies courses do not constitute a major. Students interested in combining more than one discipline into an academic major, see the description of the special major in this catalog. In addition, several majors offered are interdisciplinary in nature. See, especially, Critical Studies in Race and Ethnicity (p. 180), International Business and Economics (p. 195), International Studies (p. 230), Women and International Development (p. 267), and Women’s Studies (p. 267).

**International Languages and Literature**

St. Catherine University's department of International Languages and Literature offers a major and minor in Spanish, and works collaboratively with the English Department to offer literature courses in translation.

Spanish majors at St. Catherine University develop effective linguistic and cultural communication in a Spanish-speaking environment. The Spanish curriculum is designed to develop and maintain language proficiency and to inspire global awareness. All courses are taught primarily in Spanish. To build and maintain Spanish proficiency, students should plan a minimum of one course in Spanish per semester and talk with their advisor about opportunities for study abroad.

The department also welcomes native Spanish speakers and designs programs specific to their needs and interests.

**Major**

- Spanish - BA (p. 236)

**Minor**

- Spanish - Minor (p. 237)
SPAN 1110 Elementary Spanish I — 4 credits
This course encourages student active involvement with Spanish from the first class, helping students to develop knowledge and practical ability at an elementary level in all five skills: listening, reading, writing, speaking and cultural awareness. Offered every semester. Offered in the College for Women and the College for Adults.
Prerequisite: Placement exam required of all students, unless they have never taken Spanish.

SPAN 1120 Elementary Spanish II — 4 credits
Continuation of Elementary Spanish I. Students will further develop their receptive abilities in listening, reading, and cultural awareness at the same time they increase their communication skills in the productive abilities of speaking and writing. Offered in fall and spring semester. Offered in the College for Women and the College for Adults. Placement exam required of students who did not take Elementary Spanish I at St. Catherine University.
Prerequisite: SPAN 1110 with a minimum grade of C-, its equivalent, or placement exam.

SPAN 2110 Intermediate Spanish I — 4 credits
This course is designed to increase listening, speaking, reading and writing skills in Spanish with a focus on Hispanic culture, including intensive practice of grammatical structures. Offered in the College for Women.
Prerequisite: SPAN 1120 with a minimum grade of C-, its equivalent, or placement exam.

SPAN 2120 Intermediate Spanish II — 4 credits
With a specific focus on cultural understanding, history, and social justice, this course will have students apply grammar structures learned in the previous three semesters to discuss and analyze themes from Spanish-speaking countries and the United States. Emphasis is on verbal and written communication. Offered in the College for Women.
Prerequisite: SPAN 2110 with a minimum grade of C-, its equivalent, or placement exam.

SPAN 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

SPAN 3050W Visions of the Hispanic World: Reading to Speak and Write — 4 credits
Through this writing-intensive course, students will utilize a cross-cultural approach to discuss and analyze Spanish-language readings that provide interdisciplinary themes. Varying from semester to semester, texts and films may be chosen from a range of time periods, genres, and place of origin: Spain, Latin America and/or Spanish-speaking parts of the U.S. Students will focus primarily on critical reading and writing, as they continue to polish skills in listening and speaking. Offered every semester. Offered in the College for Women.
Prerequisite: SPAN 2120, its equivalent, or placement exam.

SPAN 3160 Hispanics in the United States — 4 credits
Students will gain knowledge about the layered history and issues involving Hispanics and Latinos in the United States. As students discuss a number of materials, from writings to film, documentaries, the arts, and experiential learning tasks, they will increase their awareness of and experience with cross-cultural, bilingual ways of life, thinking and being. Students will speak primarily in Spanish. Offered spring semester. Offered in the College for Women.

SPAN 3250 Introduction to Critical Cultural and Literary Analysis — 4 credits
Students will learn how to read and write about a variety of literary and cultural texts from the Spanish speaking world, including film. At the same time students will incorporate into their work specialized analytical terminology, as well as consider the socio-historical, political, and economic context of the works, their authors, and their audience. This course will prepare students for success in advanced classes in the department. Offered in fall semester. Offered in the College for Women.
Prerequisite: SPAN 2120.

SPAN 3550 Short Stories in Spanish — 4 credits
In this class, students will become familiar with short stories written by authors which represent the literary production of Spain and of countries that, because of their past history of colonization by Spain, have Spanish as their official or second language; countries such as Hispanic America, Equatorial Guinea and the Philippines. Authors may vary each time the class is offered but they will represent many historical periods from the Middle Ages to present time. Thus, students will be able to appreciate the ideas and tendencies that had influence over the genre through the centuries. Approaches to the study of these short stories will vary according to the instructor.
Prerequisite: SPAN 3050W or equivalent.

SPAN 4100 Hispanic Women Writers — 4 credits
Through reading texts written by important Hispanic women writers, students will gain insight into rich, wide-ranging and diverse histories and cultures of written work by Spanish-speaking women writers across places and time, from Spain to the Twin Cities. Offered every other year.
Prerequisite: SPAN 3050W or equivalent.

SPAN 4602 Internship — 2 credits
As a minor or major, students may plan structured out-of-class learning experiences that combine either a work component or cultural/linguistic development in an Hispanic environment. To initiate an internship experience, students should meet with the internship coordinator in the Career Development Office, and a member of the Spanish faculty to discuss the on-campus requirements of their internship contract.
Prerequisites: Approval by Spanish Department chair.

SPAN 4604 Internship — 4 credits
As a minor or major, students may plan structured out-of-class learning experiences that combine either a work component or cultural/linguistic development in an Hispanic environment. To initiate an internship experience, students should meet with the internship coordinator in the Career Development Office, and a member of the Spanish faculty to discuss the on-campus requirements of their internship contract.
Prerequisites: Approval by Spanish Department chair.

SPAN 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

SPAN 4860W Senior Seminar — 4 credits
This challenging capstone course will challenge Spanish majors to take a critical approach to cultural/literary analysis. Students will prepare and give informal and formal presentations on a regular basis, and will conduct research in order to write a scholarly paper. Content and topic varies from year to year. Offered spring semester. Offered in the College for Women.
Prerequisite: SPAN 3250.
SPAN 4952 Independent Study — 2 credits
Students should contact the Spanish Department faculty to discuss the topic/theme of the independent study project they have in mind.
Prerequisites: Permission of the instructor and department chair.

SPAN 4954 Independent Study — 4 credits
You should contact the Spanish Department faculty to discuss the topic/theme of the independent study project you have in mind.
Prerequisites: Permission of the instructor and department chair.

SPAN 4994 Topics — 4 credits
Students will have the opportunity to learn about topics that are not regularly offered in the department. Content varies from year to year but does not duplicate existing courses. Topics could include, but are not limited to, Latino theater, poetry, literature and film.
Prerequisite: SPAN 3050W or consent of instructor.

Spanish - BA
St. Kate's Spanish majors hone their skills and share their appreciation for Spanish language and culture in the classroom and in the co-curriculum. In their coursework, faculty and students explore diverse aesthetic, linguistic and cultural traditions in global contexts of social justice. The Spanish Club and Sigma Delta Pi, the National Spanish Honor Society, offer further opportunities to interact in a Spanish-speaking environment.

Spanish students are encouraged to engage in experiential or service learning. Together with the Career Development Office, the department enthusiastically encourages earning credit towards the major through internships. In recent years students have interned at the Resource Center of the Americas, Neighborhood House, La Clínica, Casa de Esperanza, Children's Hospital, C.L.U.E.S., Adams Spanish Immersion, and The Jane Addams School for Democracy.

Students are also strongly encouraged to study, travel or live abroad. More than 50 semester- and year-long programs, January options and summer programs are available around the world. These programs are academically sound and provide strong support services and opportunities for students to immerse themselves in the culture of the country they visit. Students often choose to live with host families or in international residence halls on foreign campuses. St. Kate's Global Studies staff will help students learn about the many foreign study opportunities and pick the best option for their needs.

St. Kate's Spanish alumnae work in a variety of fields, including as a U.S. ambassador to Ecuador, as a VP of international marketing and advertising, as a bilingual occupational therapist, and as teachers, social workers and nurses.

See also: Education - World Languages and Culture: Spanish with K-12 Teaching Licensure (p. 213)

This major is offered in the College for Women only.

Curriculum
The major consists of eight courses (32 credits)

NOTE: Students who transfer Spanish courses worth fewer than four credits may need to take more than eight Spanish courses to reach the 32 credit minimum.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 3050W</td>
<td>Visions of the Hispanic World: Reading to Speak and Write</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3250</td>
<td>Introduction to Critical Cultural and Literary Analysis</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 4860W</td>
<td>Senior Seminar</td>
<td>4</td>
</tr>
<tr>
<td>Select three of the following 1</td>
<td></td>
<td>4-12</td>
</tr>
<tr>
<td>SPAN 2110</td>
<td>Intermediate Spanish I</td>
<td></td>
</tr>
<tr>
<td>SPAN 2120</td>
<td>Intermediate Spanish II</td>
<td></td>
</tr>
<tr>
<td>SPAN 3050W</td>
<td>Visions of the Hispanic World: Reading to Speak and Write</td>
<td>8-16</td>
</tr>
<tr>
<td>Select two to four courses at the 3000- or 4000-level:</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>SPAN 4100</td>
<td>Hispanic Women Writers</td>
<td></td>
</tr>
<tr>
<td>SPAN 4604</td>
<td>Internship</td>
<td></td>
</tr>
<tr>
<td>SPAN 4954</td>
<td>Independent Study (when warranted)</td>
<td></td>
</tr>
<tr>
<td>SPAN 4994</td>
<td>Topics</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 32

1 Students who place into SPAN 2110 Intermediate Spanish I and/or SPAN 2120 Intermediate Spanish II may count it/them toward the major. Students who place into SPAN 3050W Visions of the Hispanic World: Reading to Speak and Write will still need to take an additional seven 3000 or 4000-level courses (with a minimum grade of C) to fulfill requirements for the major.

Major Requirements for Native Speakers

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 3050W</td>
<td>Visions of the Hispanic World: Reading to Speak and Write</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3250</td>
<td>Introduction to Critical Cultural and Literary Analysis</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 4860W</td>
<td>Senior Seminar</td>
<td>4</td>
</tr>
<tr>
<td>Select three of the following courses selected in consultation with a Spanish departmental advisor:</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>SPAN 3160</td>
<td>Hispanics in the United States</td>
<td></td>
</tr>
<tr>
<td>SPAN 4100</td>
<td>Hispanic Women Writers</td>
<td></td>
</tr>
<tr>
<td>SPAN 4604</td>
<td>Internship</td>
<td></td>
</tr>
<tr>
<td>SPAN 4994</td>
<td>Topics</td>
<td></td>
</tr>
<tr>
<td>Plus two courses relating to the Hispanic world, selected in consultation with a Spanish departmental advisor:</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>ENGL 2290</td>
<td>Women and Literature</td>
<td></td>
</tr>
<tr>
<td>THEO 2850</td>
<td>Social Justice: A Christian Perspective</td>
<td></td>
</tr>
<tr>
<td>Selected ACTC Latin America Area Studies courses.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 32

Applied Foreign Language Component

Students at the post-intermediate level may have the possibility of applying a foreign language in the study of another discipline. For further information, consult the language departments.

Spanish majors satisfy the Writing Requirement for Majors and the fourth writing requirement by completing SPAN 3050W Visions of the Hispanic World: Reading to Speak and Write.
World: Reading to Speak and Write and SPAN 4860W Senior Seminar. They complete the Liberal Arts and Sciences Core Writing Requirement with two other writing-intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, and CORE 3990W Global Search for Justice).

Spanish - Minor
This minor is offered in the College for Women only.

Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 1120</td>
<td>Elementary Spanish II (with a grade of B or higher)</td>
<td>4</td>
</tr>
</tbody>
</table>

The minor consists of five courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 3050W</td>
<td>Visions of the Hispanic World: Reading to Speak and Write</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3250</td>
<td>Introduction to Critical Cultural and Literary Analysis</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one to three of the following: 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 2110</td>
<td>Intermediate Spanish I</td>
<td>4-12</td>
</tr>
<tr>
<td>SPAN 2120</td>
<td>Intermediate Spanish II</td>
<td></td>
</tr>
<tr>
<td>SPAN 3160</td>
<td>Hispanics in the United States</td>
<td></td>
</tr>
</tbody>
</table>

Select one to three courses at the 3000- or 4000-level, selected in consultation with an advisor in the Spanish Department: 1 3-12

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 4100</td>
<td>Hispanic Women Writers</td>
<td>2</td>
</tr>
<tr>
<td>SPAN 4604</td>
<td>Internship</td>
<td></td>
</tr>
<tr>
<td>SPAN 4954</td>
<td>Independent Study (when warranted)</td>
<td>2</td>
</tr>
<tr>
<td>SPAN 4994</td>
<td>Topics</td>
<td></td>
</tr>
<tr>
<td>SPAN 4860W</td>
<td>Senior Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits 20

1 Students who place into SPAN 2110 Intermediate Spanish I and/or SPAN 2120 Intermediate Spanish II may count it/them toward the minor. Thereafter, they will need to take SPAN 2120 Intermediate Spanish II (if applicable), SPAN 3050W Visions of the Hispanic World: Reading to Speak and Write and SPAN 3250 Introduction to Critical Cultural and Literary Analysis, in addition to one or two courses at the 3000- or 4000-level (for a total of five 4-credit courses or 20 credits). Students who place into SPAN 3050W Visions of the Hispanic World: Reading to Speak and Write and SPAN 3250 Introduction to Critical Cultural and Literary Analysis and an additional three 3000- or 4000-level courses to fulfill requirements for the minor.

Liberal Arts and Sciences - Associate

The liberal arts and science associate degree core is the foundation of all associate degrees. The focus of the liberal arts and science core is to provide value to the liberal arts and sciences course work by heavily integrating critical skills within the disciplinary learning. As part of a community of scholars, adult learners who choose the associate degree programs at St. Kate's will experience both rigor and support in their learning. The liberal arts and sciences faculty are committed to the success of all students. Adult learners who complete their associate degrees at St. Catherine University will benefit from these value-added liberal arts and sciences courses, as they will graduate with strong disciplinary and critical skills.

ART 1020 Art and Artists — 2 credits
This course examines the great works of visual imagination throughout human history with special focus on contemporary American artists of diverse backgrounds. Classroom exercises promote the application of creative visual thinking to your own life and work. Offered in the College for Adults.

BIOL 2400 General Anatomy and Physiology with Lab — 4 credits
(BIOL 2400 is required for all students in A.A.S. and A.S. programs.) The content of this course includes the basic anatomy and physiology of the body. After a preliminary introduction to such areas as terminology, overview of the body, the chemical basis of life, and morphology of cells and tissue, the larger interactions between structures and functions of the different body systems are summarized and integrated. Students will then apply this knowledge to critical questions. There is a laboratory requirement for the course. This course serves as an essential link to the University’s healthcare and human-service programs. Offered in the College for Adults.

BIOL 2410 Advanced Anatomy and Physiology with Lab — 4 credits
This course is designed to enable students to gain a comprehensive, correlated knowledge of the anatomical structures and physiological mechanisms of the human body. The course provides an organizational framework of unifying principles and concepts together with factual data presented in a way that facilitates application to subsequent pathophysiological and clinical courses. The course format includes both lecture and discussion. Students will learn anatomical and physiological concepts through structured collaborative learning exercises, including the analysis of case studies. There is a laboratory requirement for this course. Offered in the College for Adults.

Prerequisite: BIOL 2400.

BIOL 2420 Human Disease — 2 credits
This course introduces the fundamental concepts of disease. Students will study a range of infectious, chronic and genetic diseases; students will learn the etiology of these diseases, their clinical manifestations, principles of treatment and prevention where applicable. Offered in the College for Adults.

Prerequisite with concurrency: BIOL 2400.

BIOL 2984 Topics — 4 credits
Offered in the College for Adults.

ENGL 2100 Prose and Poetry — 2 credits
This writing-based literature course introduces students to a variety of ways in which the written word can be used to express, analyze and critique an array of personal, cultural and political themes and experiences. Students will study closely the writings of emerging, established and renowned authors working in a variety of genres (journals, short fiction, drama, poetry, memoir). Student will simultaneously engage in a series of creative writing exercises and projects that allow them to explore the implications of the written word in their daily life. In addition, students are required to attend several readings by published authors in the local community, as well as give a final reading of their own creative works at the end of the term. Offered in the College for Adults.
ENGL 2500 The Short Story — 2 credits
This writing-based literature course introduces you to the skill of reading and writing short stories. You will read and analyze written work by emerging, established, and renowned authors. You will also experiment with your own short story writing to facilitate learning about the varying techniques for writing effective short stories. Both reading and writing activities focus on the intentional use of style and language in short stories. Offered in the College for Adults.

ENGL 2982 Topics In Literature — 2 credits
The subject matter of this course is announced in the annual schedule of classes. All topics courses are writing-based literature courses. Content varies from year to year but does not duplicate existing courses. Possible topics include Culture and Film, World Literature, Contemporary Poetry and Folklore.

MATH 1202 College Algebra for the Health Sciences II — 2 credits
This course will allow students to develop mathematical fluency in such areas as polynomials, algebraic inequalities, rational functions, exponential graphs, and logarithmic models. These skills will serve students in future program courses and also during their careers as health care professionals. Offered in the College for Adults.
Prerequisite: MATH 1201 or college algebra.

PHIL 2030W Healthcare Ethics — 3 credits
This course is designed to prepare the student to participate as a provider in the ethical challenges of health care. The course includes an examination of topics selected from the current literature of bioethics (abortion, euthanasia, genetics etc.), a presentation of methods for processing ethical dilemmas, and an analysis of the status and role specific to the technical health care deliverer as this relates to decision-making. Practitioner codes of ethics will be examined with specific focus on the role of the informed practitioner in creating a more just society. Offered in the College for Adults.

PSYC 1000 General Psychology — 4 credits
Orientation to contemporary scientific psychology including the study of learning and memory, sensation and perception, motivation and emotion, biology and behavior, personality, individual differences, abnormal psychology, psychotherapy and developmental and social psychology. Offered in the College for Adults.

PSYC 1080 Abnormal Psychology Seminar — 1 credit
A concise review of selected psychological disorders, including etiology, prognosis, treatment options, and current issues. Disorders reviewed are within the categories of anxiety disorders, mood disorders, personality disorders, somatoform disorders, psychotic disorders, substance abuse disorders and eating disorders. This is an independent study course. This course supports the University’s mission in its focus on human diversity and social responsibility. Offered in the College for Adults.
Prerequisite: PSYC 1000.

PSYC 2010 Psychology of Kindness — 1 credit
This course cover the study of definitions, scientific findings, and theories about kindness, including the study of what psychology has found about human tendencies toward kindness and aggression, the role of kindness in families, the characteristics of kind people, the benefits of kindness for a person, and working towards kindness in groups, communities and societies. This course is an online study course where students complete their work independently online.

PSYC 2020 Lifespan Developmental Psychology — 4 credits
(Variable option, two credits each: see PSYC 2026 and PSYC 2027.) Scientific study of development from prenatal life through late adulthood, with emphasis on the interplay of psychological processes, heredity and environment. Offered in the College for Adults.
Prerequisite: PSYC 1000.

PSYC 2026 Lifespan Development: Theory and Methods, Conception/ Prenatal Development to Middle Childhood — 2 credits
In this course you will learn scientific methods and theories in developmental psychology and will study the developing person from conception/prenatal development through middle childhood. Prenatal influences, physical growth patterns and cognitive and social development are covered along with the influence of family, peer and school environments. Offered in the College for Adults.
Prerequisite: PSYC 1000.

PSYC 2027 Lifespan Development: Adolescence, Adulthood and Death — 2 credits
In this course students will study the developing person from age 12 to late adulthood, including the physical, sexual, cognitive and social changes that occur with aging. Family, peer, school and work environments are covered in the teen and early adult years. Work and leisure environments, adult development within the family, and adjustment to aging, loss and death are covered in the middle and late adulthood periods. Offered in the College for Adults.
Prerequisite: PSYC 1000.

PSYC 2991 Topics — 1 credit
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Adults.

SSCS 2000 Human Ecology — 2 credits
Students are introduced to the basic concepts of ecosystems in relation to human behavior and human adaptations within these ecosystems. The role of the individual and society in contributing directly and indirectly to the quality of the environment is emphasized along with the impact of current environmental quality on the overall health of humans. Topics include: over-population, various forms of pollution, nutrition and resources. Offered in the College for Adults. Also offered as ECOL 2000.

SSCS 2040W Power, Inequality and Social Change — 4 credits
This course provides in-depth, critical analysis of uses of power both nationally and globally that result in inequality or, alternatively, in social change. Examples of national and global topics included are: systemic racism and privilege, civil rights in times of crisis, immigrant and refugee settlement, mass incarceration, the global glass ceiling, and social activism. Offered in the College for Adults.

SSCS 2951 Independent Study — 1 credit

SSCS 2952 Independent Study — 2 credits

THEO 2040 The Sacramental Life — 3 credits
This course examines the relationship between illness, healing, and the Roman Catholic tradition of sacramental encounter. Course topics include Christian creedal statements, exploration of the spiritual disciplines within life and work, the relationship of spirituality to the healing arts, the meaning of and response to suffering, and the charm of healing. Offered in the College for Adults.
THEO 2040W The Sacramental Life — 3 credits
This course examines the relationship between illness, healing, and the Roman Catholic tradition of sacramental encounter. Course topics include Christian creedal statements, exploration of the spiritual disciplines within life and work, the relationship of spirituality to the healing arts, the meaning of and response to suffering, and the charism of healing. Offered in the College for Adults.

Mathematics
St. Catherine University's mathematics department offers majors in mathematics and data science as well as minors in mathematics, statistics, and computer science.

Mathematics majors are provided with a broad background in theoretical and applied mathematics and computer science. Students will gain the knowledge they need to pursue a variety of careers in such areas as business, industry, service or education. When combined with other disciplines, the mathematics major prepares students for entry into many graduate school programs, including mathematics, MBA, econometrics, law, computer science, operations research, biostatistics, medical school, etc.

Students may pursue a computer science major through an agreement with the Associated Colleges of the Twin Cities (p. 60), details to be found in the Special Academic Programs section of this catalog.

Major
- Data Science - BA, BS (p. 243)
- Mathematics - BA, BS (p. 243)

Minors
- Computer Science - Minor (p. 242)
- Mathematics - Minor (p. 244)
- Statistics - Minor (p. 244)

CSCI 1040 Computers for Multimedia and Electronic Communications — 2 credits
Learn how a computer works while using applications such as word processors to make professional publications and presentation packages to make quick videos. Also make interactive web pages with nothing more than Notepad and a web browser. Learning the underlying computer concepts helps people get the most out of computer applications. The foundations include history, hardware, languages and impact on society, introduction to structures programming and algorithms, and the use of software packages such as word processing, presentation, and web browsers.

CSCI 1050 Computers for Research and Business — 2 credits
Learn how a computer works while using applications such as spreadsheets, databases, and visual organization tools. Practice basic programming to manipulate and transfer data in and among applications. Learning the underlying computer concepts helps people get the most out of computer applications. The foundations include history, hardware, languages and impact on society, introduction to structures programming and algorithms, and the use of software packages such as spreadsheets, databases, and visual diagramming.

CSCI 1110 Algorithms and Computer Programming I — 4 credits
Introduction to problem solving methods and algorithm development; designing, coding, debugging and documenting programs. Implementation of problem solutions in a suitable high-level language. Offered fall semester. Offered in the College for Women. 
Prerequisite: Grade of C or better in MATH 1090, or appropriate level on mathematics/statistics placement assessment or ACT math score.

CSCI 1120 Algorithms and Computer Programming II — 4 credits
Continuation of the development of discipline in program design, style and expression. Introduction to algorithm analysis, string processing, recursion, internal search/sort methods and simple data structures. Offered annually. Offered in the College for Women.
Prerequisite: A grade of C or better in CSCI 1110. NOTE: If you transferred CSCI 1110 to St. Catherine University and the course did not include Java or object-oriented programming techniques, you must learn them before enrolling in CSCI 1120.

CSCI 2070 Principles Of Computer Organization — 4 credits
Introduction to the fundamental concepts of computer organization and machine architecture. Implementation of these concepts with the assembler of a particular machine. Offered alternate years.
Prerequisites: CSCI 1110.

CSCI 2080 Data Structures and Algorithm Analysis — 4 credits
Systematic study of algorithms and their complexity. Includes searching and sorting techniques not included in CSCI 1120; tree and graph traversal algorithms; the class P and NP; NP complete problems. Offered alternate years.
Prerequisites: CSCI 1120, MATH 1800.

CSCI 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

CSCI 3100 Computer Graphics Algorithms — 4 credits
This course covers algorithms and data structures for 2- and 3-dimensional computer graphics. Topics include graphic applications, object and bitmap graphics, raster graphics, interactive graphics, geometrical transformations, 2-D and 3-D projections and spline curves. Offered in alternate years.
Prerequisites: CSCI 1120, MATH 2050.

CSCI 4602 Internship — 2 credits
Structured out-of-class learning experience that takes place on- or off-campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and department chair approval.

CSCI 4604 Internship — 4 credits
Structured out-of-class learning experience that takes place on- or off-campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and department chair approval.
CSCI 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.

Prerequisites: Faculty, department chair and dean approval.

CSCI 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.

Prerequisites: Permission of the faculty and department chair or program director.

CSCI 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.

Prerequisites: Permission of the faculty and department chair or program director.

CSCI 4994 Topics: Advanced Concepts In Computer Science — 4 credits
Focus differs from term to term with such offerings as database management, artificial intelligence, analysis and design of software. Credit may be obtained under this course number more than once for different emphases. Offered alternate years.

Prerequisite: CSCI 1120.

MATH 1010 Mathematical Skills for Quantitative Reasoning with Lab — 2 credits
This preparatory course is designed to help students refresh and strengthen mathematical concepts and problem-solving skills for use within the context of other courses, such as chemistry, physics, economics and statistics. Successful completion of MATH 1010 ensures placement into MATH 1050, MATH 2500, ECON 1080, ECON 1090, PSYC 1090, STAT 1090, CHEM 1010, and CHEM 1110. Offered every semester. Offered in the College for Women and the College for Adults.

MATH 1050 Mathematical Ideas in Contemporary Society — 4 credits
This course offers an examination of mathematical ideas and insights that permeate society and influence modern thinking. The course topics derive from areas including decision making, geometry and measurement, statistics and data analysis, and management science. Other topics may be included depending on current interests of instructor and students. Offered every semester. Offered in the College for Women.

Prerequisites: First-year high school algebra and geometry and appropriate level on mathematics/statistics placement assessment or a grade of C- or better in MATH 1010. MATH 1050 does not serve as a preparation for any other mathematics course.

MATH 1089 Precalculus with Corequisite — 4 credits
Analytical treatment of the elementary functions emphasizing the exponential, logarithmic, and trigonometric functions and their graphs. This course is intended as preparation for calculus with supplemental review of intermediate algebra material included. Offered every fall semester. Prerequisites: High school higher algebra and appropriate level on mathematics/statistics placement assessment.

MATH 1090 Precalculus — 4 credits
Analytical treatment of the elementary functions emphasizing the exponential, logarithmic and trigonometric functions and their graphs. This course is intended as preparation for calculus. Offered every semester. Offered in the College for Women.

Prerequisites: High school higher algebra and appropriate level on mathematics/statistics placement assessment.

MATH 1130 Calculus I — 4 credits
This course covers limits, derivatives and integrals of functions of one real variable and applications. Offered every semester. Offered in the College for Women.

Prerequisite: appropriate level on calculus and trigonometry placement assessments; or appropriate level on ACT math score, SAT math score, or a grade of at least C in MATH 1090.

MATH 1140 Calculus II — 4 credits
This course involves techniques of integration; applications of integration; infinite series; L'Hopital's rule and improper integrals. Offered every semester. Offered in the College for Women.

Prerequisite: A grade of C or better in MATH 1130.

MATH 1201 College Algebra for the Health Sciences I — 2 credits
This introductory math course is designed specifically for students in Associate Degree healthcare programs. Students will practice mathematical techniques and develop problem solving skills that they will use in the advanced math and science courses in their program. Students will gain mathematical fluency in such areas as polynomials, algebraic inequalities, rational functions, exponential equations and graphs, and logarithmic models. Offered in the College for Adults.

MATH 1202 College Algebra for the Health Sciences II — 2 credits
This course will allow students to develop mathematical fluency in such areas as polynomials, algebraic inequalities, rational functions, exponential graphs, and logarithmic models. These skills will serve students in future program courses and also during their careers as health care professionals. Offered in the College for Adults.

Prerequisite: MATH 1201 or college algebra.

MATH 1800 Discrete Mathematics — 4 credits
This course covers mathematical induction, introduction to logical reasoning and set theory, including relations and functions; enumeration techniques, generating functions, recurrence relations; graphs and trees; and applications to computer and decision sciences. Offered annually. Offered in the College for Women.

Prerequisite: Appropriate level on mathematics/statistics placement assessment or ACT math score, or minimum grade of C in MATH 1090.

MATH 2050 Linear Algebra — 4 credits
The course covers vectors and vector spaces; matrices, determinants, systems of linear equations; linear transformations; characteristic vectors; and linear programming. Offered annually. Offered in the College for Women.

Prerequisite: MATH 1130 or permission of instructor.

MATH 2060 Calculus III — 4 credits
This course covers vectors and analytic geometry of three dimensions; functions of several real variables; partial derivatives; and multiple integrals. Offered annually. Offered in the College for Women.

Prerequisite: MATH 1140.
MATH 2500 Mathematical Structures — 4 credits
This course covers the real number system and its operations; patterns and relations, number sense, and number theory; and space and shape, data collection, randomness and uncertainty, with a special emphasis on problem solving and communication. This course is designed to fulfill the Minnesota Board of Teaching's requirements for grades K-6 teachers of mathematics for elementary education majors. Does not fulfill liberal arts core requirement in mathematics/statistics. Offered every spring semester. Offered in the College for Women and the College for Adults.
Prerequisites: High school higher algebra and appropriate level on mathematics/statistics placement assessment or ACT math score.

MATH 2510 Mathematics For Middle School Teachers — 4 credits
This course covers number sense; space, shape and measurement; data investigations; randomness and uncertainty; patterns, relations and functions; and discrete mathematics with applications to middle school mathematics. It is for students seeking a mathematics middle level endorsement. Does not fulfill the liberal arts core requirement in mathematics/statistics. Also offered in Evening/Weekend/Online program as a hybrid course.
Prerequisite: MATH 2500.

MATH 2600 Differential Equations — 4 credits
This course involves methods for solving first order and linear equations; solution of linear systems and power series solutions; introduction to the Laplace transform; and approximation methods and application of differential equations. Offered alternate years. Offered in the College for Women.
Prerequisite: MATH 1140.
Prerequisite with concurrency: MATH 2050.

MATH 2684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses. For declared mathematics majors only.
Prerequisites: Faculty, department chair and dean approval.

MATH 2682 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses. For declared mathematics majors only.
Prerequisites: Faculty, department chair and dean approval.

MATH 2850 Sophomore Seminar for Mathematics Majors — 2 credits
This course will introduce students to the study of mathematical papers and writings in seminar format, involving student-led discussions. There is an emphasis on learning how to read and write mathematics in a cooperative environment. It requires the production and presentation of papers on seminar topics and emphasizes writing as a process. The emphasis is on the introduction and practice of skills that will be demonstrated in Senior Seminar. Together with MATH 4850W, this fulfills the WI requirement in the major. Offered fall semester. Offered in the College for Women.
Prerequisite: MATH 1130.

MATH 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

MATH 3010 Abstract Algebra — 4 credits
This course covers the properties of set, relations and mappings and introduction to groups, rings and fields. Offered in alternate years.
Prerequisites: MATH 1800, MATH 2050.

MATH 3130 Probability — 4 credits
This course involves probability theory in discrete and continuous sample spaces; random variables and distribution functions and moments; the moment-generating function, functions of random variables, law of large numbers and central limit theorem. Offered in alternate years. Offered in the College for Women.
Prerequisites: MATH 1800, MATH 2060.

MATH 3140 Mathematical Statistics — 4 credits
This course involves random sampling and sampling distributions. It also covers the theory of statistical estimation, criteria and methods of point and interval estimation; theory of testing statistical hypotheses; regression and analysis of variance. Offered alternate years. Offered in the College for Women.
Prerequisite: MATH 3130.

MATH 3250 Geometry — 4 credits
This course covers axioms for geometries, geometrical transformations and their invariants and non-Euclidean geometries.
Prerequisite: MATH 2050.

MATH 4604 Internship — 4 credits
MATH 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses. For declared mathematics majors only.
Prerequisites: Faculty, department chair and dean approval.

MATH 4682 Directed Study — 2 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses. For declared mathematics majors only.
Prerequisites: Faculty, department chair and dean approval.

MATH 4850W Senior Seminar — 2 credits
Study of mathematical papers and writings in seminar format, involving student-led discussions. Emphasis on reading and writing mathematics in a cooperative environment. Production and presentation of paper on seminar topic. Offered yearly as needed.
Prerequisites: MATH 2850, Senior status or permission of department chair.

MATH 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.
MATH 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

MATH 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Possible topics include Real Analysis, Number Theory, Mathematical Logic, History of Mathematics, Topology, Complex Variables. Students are invited to suggest topics.

STAT 1089 Statistical Analysis with Corequisite — 5 credits
This course is a co-requisite course. This means that in addition to learning statistical concepts four days a week, a fifth day of course contact is designed to help students refresh and strengthen mathematical concepts and problem-solving skills for use within the context of statistics. With regard to statistical content, the course includes the following: introduction to fundamental uses and misuses of statistics; exploratory data analysis, regression and correlation, uncertainty and randomness, intuitive probability, one- and two-sample inference, one-way analysis of variance, interpretation and communication of results. Use of computers integrated throughout course. Offered every semester.
Prerequisites: High school higher algebra and appropriate ACT Math subscore.

STAT 1090 Statistical Analysis — 4 credits
This course is an introduction to fundamental uses and misuses of statistics. Exploratory data analysis, regression and correlation, uncertainty and randomness, intuitive probability, one- and two-sample inference, one-way analysis of variance, interpretation and communication of results are all involved. Use of computers is integrated throughout course. Offered every semester. Offered in the College for Women.
Prerequisites: High school higher algebra and one of: appropriate level on mathematics/statistics placement assessment, ACT math score, a grade of C- or better in MATH 1010, or college algebra. Credit is given for only one of the following courses: ECON 1080, ECON 1090, HLTH 1090, STAT 1090 or PSYC 1090.

STAT 2080 Statistical Modeling — 4 credits
Taking the next step in statistics to model and analyze data. Investigating real world data with intermediate level statistical modeling techniques such as multiple linear regression, analysis of variance and covariance, and logistic regression. An emphasis on using the statistical software R will be provided through all lessons and projects in this course.
Prerequisite: STAT 1090 or equivalent. Offered in the College for Women.

STAT 2090 Statistical Computing — 4 credits
This course is focused on using technology to perform statistical analyses. The techniques covered in this course will include linear and logistic regression, classification analysis, bootstrapping and resampling methods, multivariate model selection, clustering, and unsupervised machine learning. The course will also have an emphasis in data processing and visualization in the statistical programming language R.
Prerequisite: STAT 1090 or equivalent. Offered in the College for Women.

STAT 2684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

STAT 2992 Topics — 2 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

STAT 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

STAT 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

STAT 4914 Research — 4 credits
Research-based learning experience designed in collaboration with a faculty member.
Prerequisites: Faculty and department chair approval.

STAT 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

Computer Science

The University does not currently offer a major in computer science, but students enrolled in the College for Women may major in computer science through the Associated Colleges of the Twin Cities. Introductory computer science courses are taken at St. Catherine University.

Students may also minor in computer science at St. Catherine University. In past years, students have combined a minor in computer science with majors in business, biology, economics, elementary education, sociology, and mathematics.

Note: CSCI courses do not fulfill the liberal arts core requirement in mathematics and logical reasoning or laboratory science.

Questions regarding the computer science and computer-related courses and programs can be directed to the mathematics department.

Computer Science - Minor

This minor is offered in the College for Women only.

Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 1110</td>
<td>Algorithms and Computer Programming I</td>
<td>8</td>
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<tr>
<td>&amp; CSCI 1120</td>
<td>and Algorithms and Computer Programming II</td>
<td>4</td>
</tr>
<tr>
<td>CSCI 2070</td>
<td>Principles Of Computer Organization</td>
<td>4</td>
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</table>

Select two of the following: 8
Data Science - BA, BS

Students majoring in data science at St. Catherine University will learn to navigate, model, visualize, summarize, and communicate with data in a vibrantly interdisciplinary and collaborative environment.

Students will create appropriate models to analyze and interpret data, learn to ask pertinent questions, and develop communication skills and ethics involved in data analytics within a variety of contexts among the liberal arts spectrum. Data Science majors will take courses in mathematics, statistics, and computer science to build a solid foundation of analytical and technical skills to apply in a variety of domain (discipline-specific) environments.

If a student decides to pursue a B.S., she will be required to take one full year of either chemistry or physics.

This major is offered in the College for Women only.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>CSCI 1110</td>
<td>Algorithms and Computer Programming I</td>
<td>4</td>
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<tr>
<td>DSCI 1000</td>
<td>Data Visualization</td>
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<td>DSCI 3100</td>
<td>Data Science I</td>
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<td>DSCI 3200</td>
<td>Data Science II</td>
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<td>MATH 1135</td>
<td>Applied Calculus</td>
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<td>MATH 2050</td>
<td>Linear Algebra</td>
<td>4</td>
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<tr>
<td>MATH 2050</td>
<td>Statistical Analysis</td>
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<td>MATH 2090</td>
<td>Statistical Computing</td>
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<tr>
<td>Total Credits</td>
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</tbody>
</table>

Mathematics - BA, BS

St. Kate’s mathematics majors will study mathematics in an environment that stresses close student-faculty interaction and individual support. Faculty members will encourage students to take an active role in their educational experiences and will foster a cooperative learning environment. Students will have the opportunity to work as a tutor or teaching assistant in the mathematics department and collaborate with faculty members on research and projects in both mathematics and computer science. Students will also have opportunities to participate in mathematics contests such as the Putnam, the NCS-MAA team competition and the Konhauser team competition.

The curriculum includes courses in mathematics and computer science. If a student decides to pursue a B.S., she will be required to take one full year of either physics or chemistry.

Mathematics majors have become lawyers, senior research associates, statistical consultants, vice presidents of corporations, teachers, programmers, analysts, actuaries, physicists, engineers and Fulbright scholars.

See also: Mathematics with Grades 5-12 Teaching Licensure (p. 215)

This major is offered in the College for Women only.

<table>
<thead>
<tr>
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<th>Credits</th>
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<tr>
<td>MATH 1130</td>
<td>Calculus I</td>
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<td>MATH 1140</td>
<td>Calculus II</td>
<td>4</td>
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<tr>
<td>MATH 1800</td>
<td>Discrete Mathematics</td>
<td>4</td>
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<tr>
<td>MATH 2050</td>
<td>Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2060</td>
<td>Calculus III</td>
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<td>MATH 2850</td>
<td>Sophomore Seminar for Mathematics Majors</td>
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<td>MATH 3010</td>
<td>Abstract Algebra</td>
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<td>MATH 3130</td>
<td>Probability</td>
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<tr>
<td>MATH 4850W</td>
<td>Senior Seminar</td>
<td>2</td>
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<td>Select two courses from:</td>
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<tr>
<td>MATH 2600</td>
<td>Differential Equations</td>
<td></td>
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<tr>
<td>MATH 3140</td>
<td>Mathematical Statistics</td>
<td></td>
</tr>
<tr>
<td>MATH 4994</td>
<td>Topics</td>
<td></td>
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<tr>
<td>Or another course approved by the department</td>
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</table>
Mathematics - Minor

This minor is offered in the College for Women only.

Curriculum

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<td>MATH 2050</td>
<td>Linear Algebra</td>
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Select three of the following: 12

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credits</th>
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<tbody>
<tr>
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<td>Discrete Mathematics</td>
<td></td>
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<tr>
<td>MATH 2060</td>
<td>Calculus III</td>
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<td>MATH 4994</td>
<td>Topics</td>
<td></td>
</tr>
</tbody>
</table>

Other courses approved by the department chair

Total Credits 24

Statistics - Minor

Interdisciplinary by design, this minor will consist of courses offered in the Mathematics department in conjunction with course offerings from other departments/programs such as Biology, Economics, Psychology, or Public Health. With broad applications, this minor will help train students in statistical literacy and statistical thinking – critical skills needed for research, data analysis and interpretation, as well as informed decision-making within any field of study.

This minor is offered in the College for Women only.

Music and Theater

St. Catherine University's music and theater department offers minors in music studies, theater studies and theater performance.

All courses in music and theater fulfill the fine arts core requirement. Four semesters of ensemble and/or private piano lessons will satisfy the requirement, provided that at least two of the four semesters are consecutive and in the same ensemble or lesson.

Private music instruction in piano is offered at St. Kate's. These courses are listed with the "MUSL" designation. Students should follow normal online registration for their choice of lesson and contact the Music Office (651-690-6690) to complete additional paperwork.

Participation in music ensembles is generally dependent upon an audition with the group's director. Ensemble courses are designated as "MENS" courses. Students seeking acceptance into an ensemble should hold the time slot for the course open and register for the course upon acceptance into the ensemble. Contact the Music Office (651-690-6690) or the ensemble director for audition information. Alternatively, a student may indicate her intention to participate in the ensemble by registering for the course prior to an audition, with the understanding that the registration might need to be adjusted.

All other music courses appear in the catalog with the prefix "MUS."

Minors

- Theater Performance - Minor (p. 247)
- Theater Studies - Minor (p. 247)
MENS 1200 Choral Society — 0 credits
This is a masterworks choir of 70-90 mixed voices, composed of students, faculty, staff and community singers. There is one rehearsal per week (Thursday evenings). The ensemble performs two concerts per year with a guest orchestra. Offered in the College for Women and the College for Adults.
Prerequisites: Audition required.

MENS 1201 Choral Society — 1 credit
This is a masterworks choir of 70-90 mixed voices, composed of students, faculty, staff and community singers. There is one rehearsal per week (Thursday evenings). The ensemble performs two concerts per year with a guest orchestra. Offered in the College for Women and the College for Adults.
Prerequisites: Audition required.

MENS 1400 Women's Choir — 0 credits
This is the principal collegiate choir ensemble of St. Catherine's. The choir performs often throughout the year, both on and off campus, including alternate-year concert tours. Recent tours have included Europe, Texas and California. Repertoire is from every style period, with an emphasis on music by contemporary composers, particularly women. Two rehearsals per week. Offered in the College for Women.
Prerequisites: Audition required.

MENS 1401 Women's Choir — 1 credit
This is the principal collegiate choir ensemble of St. Catherine's. The choir performs often throughout the year, both on and off campus, including alternate-year concert tours. Recent tours have included Europe, Texas and California. Repertoire is from every style period, with an emphasis on music by contemporary composers, particularly women. Two rehearsals per week. Offered in the College for Women.
Prerequisites: Audition required.

MENS 1501 Liturgical Choir — 1 credit
The Liturgical Choir serves the worshipping community of St. Catherine's at Sunday Eucharist, Advent Vespers, Baccalaureate Liturgies, and other special celebrations that take place throughout the school year. This choir, which is open to both singers and instrumentalists, learns, sings, and plays a diverse repertoire of music for worship, representing many cultures, genres and styles. The choir will also be formed in the aspects of the vocation of music ministry from a liturgical and spiritual perspective. The choir is required to be present and serve at the above listed special celebrations, and at Sunday Morning 10:30 a.m. Liturgy on a rotating basis. Rehearsals are held Wednesday afternoon, from 3:30 – 5:00 PM and Sunday mornings beginning at 8:45 AM. Offered in the College for Women.

MENS 1720 Studio Accompanying — 1 credit
This is the study and performance of piano accompaniments for vocal or instrumental solo repertoire.
Prerequisites: Enrollment is by audition.

MENS 1901 Ensemble: Music Theater Workshop — 1 credit
This involves the musical and dramatic preparation of a musical show or opera, leading to complete performance with costumes, set and orchestra. Offered in alternate years. Offered in the College for Women.
Prerequisite: Participation by audition.

MENS 1911 Ensemble: Music Theater Scenes — 1 credit
This involves the musical and dramatic preparation of scenes from musical shows and opera to be presented in public performance. Offered periodically.
Prerequisites: Participation by audition.

MUS 1050 Music in the Twin Cities — 4 credits
Explore the thriving music scene within the Twin Cities in this experiential course where attendance at live musical events forms a significant part of our course curriculum. We will explore a range of musical styles - popular, classical, and world music - at a variety of venues, such as The Dakota Jazz Club, Orchestra Hall, The Cedar, The Ordway, and The O'Shaughnessy. We will visit famous musical landmarks like Prince's Paisley Park, The Current radio station (89.3), and record stores like The Electric Fetus, Hymie's, and Fifth Element (RhymeSayers Entertainment) in the pursuit of local musical knowledge and lore. You will develop skills in active listening, music analysis, musicological and anthropological approaches to the study of music, and an awareness of arts organizations in the Twin Cities. Previous knowledge of musical instruments or notation is not required.

MUS 2180 World Music — 4 credits
This course is designed to open up the vast global world of music to you, as well as demonstrate how the world of music also lives in the Twin Cities. We will study many major musical traditions in a range of styles (folk, classical, sacred, popular) practiced in Africa, Asia, the Americas, Europe, and the Middle East. We will explore music as an art as well as a social process that emerges from specific cultural contexts. In the course of our investigations, we will also discuss where and how music from across the globe has entered into U.S. popular culture. You will develop skills in active listening, music analysis, and ethnographic research and writing. Previous knowledge of musical instruments or notation is not required. Also offered as CRST 2180. Offered in the College for Women.

MUS 2200 History of Rock Music — 4 credits
This course for both majors and non-majors examines rock music from its origins in the United States to its present. Following a loose chronology, we will trace the development of rock music by exploring rock styles such as rockabilly, Motown, soul, progressive rock, punk, heavy metal, grunge, and hip-hop. Students will dissect songs within these styles to illuminate how rock functions as a musical style. Students will also consider how rock contributes to ideas about personal identity, youth culture, and violence. Students should be prepared to learn about rock music by listening to it, reading journalism and novels about it, scrutinizing music videos, and experiencing rock music in a live setting.

MUS 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

MUS 3350 Women and Music — 4 credits
How have women engaged with music throughout time and across cultures? How are femininity, masculinity, and sexuality constructed and expressed through music? This course will introduce you to the most influential female music-makers – from Beyoncé to Umm Kulthum, Hildegard of Bingen to Miriam Makeba - and ask you to analyze what role gender plays in their music-making. We will examine how and why women's roles in classical, popular, and sacred music have changed or remained the same. We will investigate the contexts and values that have influenced the participation - or lack of participation - of women in musical traditions around the world. You will develop skills in active listening, music analysis, academic research and writing, and anthropological and musicological approaches to the study of music. Also offered as WOST 3350. Offered in the College for Women.
MUS 3350W Women and Music — 4 credits
This course will explore the experience of women in popular art and music, examining their roles as performers, composers, and patrons in genres such as opera, rock, sacred music, rap and Renaissance song. Students will investigate depictions of women in music as well as the cultural values that have influenced women’s participation in musical traditions in the U.S. and Europe and across the globe. Also offered as WOST 3350W. Offered in the College for Women.

MUS 3360 Music and Healing — 4 credits
This course open to both majors and non-majors explores the way people across the globe use music to heal, empower, maintain health, and prepare for death. Of particular interest is the relationship of music to spirituality, memory and emotion; and new findings in neuroscience about music. Learning will be accomplished through listening to music, playing music, reading, video-viewing, and a variety of fieldtrips.
Prerequisite: There is no prerequisite, but it is recommended that majors take World Music (MUS 2180 or CRST 2180) before participating in this course.

MUS 4682 Directed Study — 2 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

MUS 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

MUS 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

MUS 4992 Topics — 2 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

MUS 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

MUSL 1310 Piano Lessons — 1 credit
Half-hour or 50-minute lessons available. Register for course number 1310 the first two semesters of lessons, 2310 the third and fourth semesters, 3310 the fifth and sixth semesters, and 4310 the seventh and eight semesters. Register for section D01 for 30-minute lessons, and section D02 for 50-minute lessons. Offered in the College for Women.
Prerequisites: For all levels above 1000, two semesters of the previous level.

MUSL 2310 Piano Lessons — 1 credit
Half-hour or 50-minute lessons available. Register for course number 1310 the first two semesters of lessons, 2310 the third and fourth semesters, 3310 the fifth and sixth semesters, and 4310 the seventh and eight semesters. Register for section D01 for 30-minute lessons, and section D02 for 50-minute lessons. Offered in the College for Women.
Prerequisites: For all levels above 1000, two semesters of the previous level.

MUSL 3310 Piano Lessons — 1 credit
Half-hour or 50-minute lessons available. Register for course number 1310 the first two semesters of lessons, 2310 the third and fourth semesters, 3310 the fifth and sixth semesters, and 4310 the seventh and eight semesters. Register for section D01 for 30-minute lessons, and section D02 for 50-minute lessons. Offered in the College for Women.
Prerequisites: For all levels above 1000, two semesters of the previous level.

THR 1110 Theater in the Twin Cities — 4 credits
A fundamental fine arts course which introduces students to theater history and to the performance elements found in a variety of theaters throughout the Twin Cities. The attendance and reviewing of St. Catherine University theater productions and Twin Cities productions is a requirement. Visiting artists will acquaint students with the wide range of experiences and opportunities faced by theater artists today. Offered in the College for Women.

THR 2140 Acting: Leadership in Performance — 4 credits
Why are some people perceived as confident and poised? How does one bring the most authentic self to every communication situation? This course introduces theories and processes for realizing authentic communication of character and thought. Emphasis is on non-verbal communication skills, textual analysis and practical application of performance theory. Offered in the College for Women.

THR 2150 Directing: Event Production — 4 credits
This class provides an introduction to the theories and craft of directing and event planning. Areas of study include textual analysis; audience analysis; concept development; rehearsal techniques; identification of event objectives, budget, venue usage, scheduling; and marketing design and implementation. Offered in the College for Women.

THR 2190 Media Communication — 4 credits
THR 2190 is a course designed to examine and explore the components of effective communication through media and the process of realizing a personal style that enhances and facilitates listener understanding. The student will work toward developing physical and vocal techniques essential for clear communication via audio and video channels. Critical assessment tools necessary for the examination of media performances of self and others are identified and applied. This study requires active, invested, receptive participation.
THR 2300 Voice in the Workplace - 4 credits
This course will help students maximize the impact and effectiveness of their speaking voice. The course explores a variety of vocal theories and methodologies aimed at achieving authentic vocal realization of thought and increasing listener reception and understanding of ideas. Offered in the College for Women.

THR 2310 Dance for Musical Theater - 4 credits
Foundation in techniques and styles of dance and choreography for musical theater. Offered in the College for Women.

THR 2684 Directed Study - 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.

Prerequisites: Faculty, department chair, and dean approval.

THR 2993 Topics - 3 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

THR 2994 Topics - 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

THR 3100 Survey of Musical Theater - 4 credits
Why has musical theater remained a major box office draw for over a century? How does it reflect its birthplace, America, and speak to an ever-changing social and cultural milieu? What is unique and significant about this theatre genre? Why do people hum show tunes? This course explores musical theatre and its evolution by examining significant musicals in the theatrical canon, as well as their creators, components, performers, and productions. The class follows a chronological organization, tracing the development of musical theatre during the 20th century and into the 21st century while unpacking the genre in terms of race, ethnicity, gender, religion, culture, class, and history. As part of the curriculum, students also watch a selection of musical productions, both on video and the live stage, acquiring the skills to critically view and analyze all aspects of musical theatre.

THR 4684 Directed Study - 4 credits
THR 4952 Independent Study - 2 credits
Project may build upon experience gained in any course in the department. See appropriate instructor.

Prerequisites: Instructor and department chair permission.

THR 4954 Independent Study - 4 credits
Project may build upon experience gained in any course in the department. See appropriate instructor.

Prerequisites: Instructor and department chair permission.

THR 4984 Topics - 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

THR 4994 Topics - 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

Theater Performance - Minor

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<td>THR 2140</td>
<td>Acting: Leadership in Performance</td>
<td>4</td>
</tr>
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<td>THR 2150</td>
<td>Directing: Event Production</td>
<td>4</td>
</tr>
<tr>
<td>THR 2190</td>
<td>Media Communication</td>
<td>4</td>
</tr>
<tr>
<td>THR 2300</td>
<td>Voice in the Workplace</td>
<td>4</td>
</tr>
<tr>
<td>THR 4994</td>
<td>Topics (Women in Theater)</td>
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Participation in two department productions

Total Credits: 20

Theater Studies - Minor

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<td>Acting: Leadership in Performance</td>
<td>4</td>
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<tr>
<td>THR 4994</td>
<td>Topics (Liturgical Drama)</td>
<td>4</td>
</tr>
<tr>
<td>THR 3100</td>
<td>Survey of Musical Theater</td>
<td>4</td>
</tr>
<tr>
<td>THR 4994</td>
<td>Topics (Women in Theater)</td>
<td>4</td>
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</table>

Participation in two department productions

Total Credits: 20

Philosophy

Studying philosophy at St. Kate’s helps students develop skills they can use to expose and question hidden assumptions, challenge perceived authorities and problematic traditions, and engage a wide range of perspectives on some of life’s most fundamental questions.

Studying philosophy also helps prepare students for a career by developing skills in communication, critical thinking and creativity, leadership and collaboration, and ethics and social justice.

Our courses are women-centered. Our courses engage diverse philosophical perspectives. And our courses teach students how to apply philosophical thinking to their everyday lives.

Major

- Philosophy - BA (p. 249)
- Philosophy (pre-MPH) dual degree - BA (p. 249)

Minor

- Philosophy - Minor (p. 250)

PHIL 1000 Philosophy and Human Life - 4 credits
In this course, students are introduced to issues of philosophy as they apply to everyday life. Ways of establishing beliefs about the world and the moral life and the nature and task of philosophic questioning will be explored. This course can serve as students’ only study in philosophy, satisfying the liberal arts core requirement, or it can be the basis for further study toward a minor or major in philosophy. Offered every semester. Offered in the College for Women.
PHIL 2100 Critical Thinking — 4 credits
This course involves understanding patterns of reasoning as they occur in ordinary language contexts, developing the practical skills of identifying and critically evaluating arguments. Topics include distinguishing arguments from rhetoric and other forms of persuasion; how to construct an argument; how claims are supported by reasons; distinguishing good arguments from bad ones; how poor arguments can manage to be persuasive. The course is offered alternate years. Offered in the College for Women.

PHIL 2150 Logic — 4 credits
This course focuses on techniques and applications of contemporary formal logic. Topics include the structures and forms of arguments; identifying arguments and translating them from ordinary language contexts to symbolic forms; validity, invalidity and soundness; deductive techniques for testing arguments; logical consistency; inductive logic and its applications. Offered every year. This course fulfills the mathematics and logical reasoning core requirement. Offered in the College for Women.

PHIL 2200W Ethics — 4 credits
This course involves the examination and evaluation of the major ethical theories of Western philosophical tradition. Contemporary ethical issues will be discussed in light of theories such as virtue ethics, natural law, deontological theory, utilitarianism and feminist ethics. The course is offered every semester. Offered in the College for Women.

PHIL 2300 Social and Political Philosophy — 4 credits
This course covers fundamental concepts and controversies in the philosophic understanding of human social and political life. Discussions will involve concepts such as justice, power, liberty, equality and nationalism; social contract theory and its alternatives; contemporary debates about national sovereignty, universal human rights, attempts to limit warfare. This course is offered annually.

PHIL 2400 Philosophy and Women — 4 credits
This course offers an examination of the portrayal of women in Western philosophic tradition and the influence of views on the nature, status and role of women. Readings from women who contributed to the development of philosophic ideas will be included. Representative contemporary issues might include the debate about pornography, violence against women and censorship. The course is offered alternate years. Also offered as WOST 2400. Offered in the College for Women.

PHIL 2450 Philosophy and Film — 4 credits
This course covers issues of knowledge and reality as they arise in film, such as what it means to know, what counts as certainty, what sort of being a human being is, and what it means to know another person. Offered in alternate years. Offered in the College for Women.

PHIL 2600 Philosophic Themes in Literature — 4 credits
This course offers an examination of philosophic issues, such as the meaning of life, suffering, the relationship between language and reality, and the question of human freedom, as they arise in literary texts. It involves discussion of the connections between literature and philosophy and the kinds of truth offered by each. Offered in alternate years.

PHIL 2700 Philosophy of Science — 4 credits
Modern science is a vast and very successful enterprise. This course explores its successes. Does the best science reveal laws of nature? Make bold predictions? Provide explanations? Achieve control? Students also study revisions and failures in science. Given these, to what extent should we trust today's facts? Finally, students consider science as a social institution, discussing the ways science and society influence each other. Offered every other year.

PHIL 2800 Philosophy of Psychology — 4 credits
Examination of attempts to explain our psychological states and capacities focuses on cognition, sensation, perception, emotion and memory. Philosophical theories of psychology such as mentalism, behaviorism and functionalism are discussed. Course also looks at the philosophical significance of recent work in psychology and computer science: computer simulation of cognitive processes, artificial intelligence and cognitive psychology. Also offered as PSYC 2800. Meets either the philosophy or social science liberal arts and science core requirement, not both. Offered annually. Offered in the College for Women.

PHIL 2900 Philosophy of the Arts — 4 credits
This course involves questions of the definition of artworks, the functions of art, aesthetic experience, aesthetic value, forgery and the original work of art, realistic representation and photography; and current controversies about public art, such as offensiveness, censorship and public funding. Offered alternate years. Offered in the College for Women.

PHIL 2994 Topics — 4 credits
The subject matter is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

PHIL 3000 Philosophy of Law — 4 credits
This course involves the fundamental questions of law and legal systems. Issues discussed include the nature of law, the relationship of law to morality, what counts as a valid law, civil disobedience, the limits of law, punishment and forms of dispute resolution. Recent developments in legal theory such as feminist jurisprudence will be discussed. Offered in alternate years.

PHIL 3100 Environmental Ethics — 4 credits
This course is an examination of the relationship of humans to the natural environment. Topics include an overview of philosophic ethics, definitions of nature, comparison of anthropocentric, biocentric and land ethics, ecofeminism and deep ecology, the rights of animals and other living things, and our responsibilities to future generations. Offered in alternate years.

PHIL 3300 Ethics in Communication — 4 credits
This course involves basic principles of ethical decision making and application to ethical problems that arise in verbal and nonverbal communication. Issues discussed include deception and withholding information, persuasion and advertising, freedom of speech and the press, confidentiality and privacy. Offered annually. Offered in the College for Women.

PHIL 3400 Biomedical Ethics — 4 credits
This course is an overview of normative ethical theory. It has application to topics in biomedicine, such as the concept of health, the provider-patient relationship, informed consent and refusal of treatment, truth-telling and confidentiality, research involving human subjects, life-sustaining treatment and physician-assisted death, reproductive decisions and technologies, genetic screening and interventions, allocation of scarce resources. Offered every semester. Offered in the College for Women and the College for Adults. Also offered as CRST 3400.

Recommended: PHIL 2200W. Open to students with no prior work in philosophy, but recommended that students be juniors or seniors.
PHIL 3450 Faith and Doubt — 4 credits
This course involves examination and evaluation of traditional philosophic arguments for and against the existence of God. It includes discussion of the foundations and implications of claims regarding the possible immortality of the human person, the problem innocent suffering poses to any claim for the benevolence of the universe and the question of miracles. Offered alternate years.

PHIL 3900 Feminist Philosophy — 4 credits
This course involves the exploration of feminist contributions in the traditional philosophical inquiries of metaphysics, epistemology, and ethics, as well as questions unique to feminist thought. Students will explore the social conception of the self, social constructions of knowledge, the objectivity and subjectivity debates, standpoint epistemologies, and the philosophic implications of multiple differences, including race, class, sexuality. Also offered as CRST 3900 and WOST 3900. Offered annually. Offered in the College for Women.

PHIL 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses. 
Prerequisites: Faculty, department chair and dean approval.

PHIL 4951 Independent Study — 1 credit
Independent study may be arranged with a faculty member. Also offered in the College for Adults.
Prerequisites: Instructor and department chair permission.

PHIL 4952 Independent Study — 2 credits
Independent study may be arranged with a faculty member. Also offered in Evening/Weekend/Online Program.
Prerequisites: Instructor and department chair permission.

PHIL 4953 Independent Study — 3 credits
Independent study may be arranged with a faculty member. Also offered in the College for Adults.
Prerequisites: Instructor and department chair permission.

PHIL 4954 Independent Study — 4 credits
Independent study may be arranged with a faculty member. Also offered in Evening/Weekend/Online Program.
Prerequisites: Instructor and department chair permission.

PHIL 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

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Independent study may be arranged with a faculty member. Also offered in the College for Adults.
Prerequisites: Instructor and department chair permission.

PHIL 4952 Independent Study — 2 credits
Independent study may be arranged with a faculty member. Also offered in Evening/Weekend/Online Program.
Prerequisites: Instructor and department chair permission.

PHIL 4953 Independent Study — 3 credits
Independent study may be arranged with a faculty member. Also offered in the College for Adults.
Prerequisites: Instructor and department chair permission.

PHIL 4954 Independent Study — 4 credits
Independent study may be arranged with a faculty member. Also offered in Evening/Weekend/Online Program.
Prerequisites: Instructor and department chair permission.

PHIL 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

Philosophy (Dual Degree) - BA

Philosophy/Master of Public Health
St. Kate's offers the opportunity to apply a student's liberal arts education in the field of public health through a unique 3+2 dual-degree program in philosophy/master of public health, global health focus (MPH). The dual-degree program allows students to complete their bachelor’s degree while pursuing the MPH degree.

Philosophy students (College for Women only) will complete the philosophy and pre-public health sequence of courses and supporting work for the MPH program. This includes courses in global health, biology or chemistry, and statistics while providing a special emphasis in philosophy.

Studying philosophy at St. Kate’s helps students develop skills they can use to expose and question hidden assumptions, challenge perceived authorities and problematic traditions, and engage a wide range of perspectives on some of life’s most fundamental questions. The philosophy major also helps prepare students for a career by developing skills in communication, critical thinking and creativity, leadership and collaboration, and ethics and social justice. Philosophy courses at St. Kate’s are women-centered. They engage diverse philosophical perspectives. And they teach students how to apply philosophical thinking to their everyday lives.

To enroll in this program, students apply to the MPH program during their junior year. If they are admitted to the MPH program, they receive a B.A. philosophy upon completion of the first year of the MPH program. The curriculum for the philosophy major is listed in the Pre-Professional Programs, Pre-Public health (p. 40) section of this catalog.

Philosophy - BA

Studying philosophy at St. Kate’s helps students develop skills they can use to expose and question hidden assumptions, challenge perceived authorities and problematic traditions, and engage a wide range of perspectives on some of life’s most fundamental questions.

Our courses are women-centered. Our courses engage diverse philosophical perspectives. And our courses teach students how to apply philosophical thinking to their everyday lives.

The philosophy major helps prepare students for a career by developing skills in communication, critical thinking and creativity, leadership and collaboration, and ethics and social justice. Philosophy majors often get jobs in fields that involve things like sales, client support, human resources work, legal support, writing and language, insurance claims, hospitality and travel, journalism and broadcasting, youth and career counseling, research, clerical work, policy analysis and planning, and data analysis.

The philosophy major also helps prepare students well for graduate school. Recent studies show that philosophy majors tend to score very well on the Graduate Records Exam (GRE), the Law School Admissions Test (LSAT) and the Graduate Management Admissions Test (GMAT) — these are all tests students take to get into graduate schools.

Everyone in the College for Women is welcome to become a philosophy major. Students take at least eight philosophy courses and two of them will be topics courses (one at the 2000 level and one at the 4000). Students get to choose the other six courses based on their interests.

Because our major is so flexible, lots of students decide to add philosophy as a double major.

This major is offered in the College for Women only.

Curriculum

The philosophy major requires 32 credits.

NOTE: Students who transfer philosophy courses worth fewer than four credits may need to take more than eight philosophy courses to reach the 32 credit minimum.

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Philosophy - Minor

Studying philosophy at St. Kate’s helps students develop skills they can use to expose and question hidden assumptions, challenge perceived authorities and problematic traditions, and engage a wide range of perspectives on some of life’s most fundamental questions.

Our courses are women-centered. Our courses engage diverse philosophical perspectives. And our courses teach students how to apply philosophical thinking to their everyday lives.

Studying philosophy helps prepare students for a career by developing skills in communication, critical thinking and creativity, leadership and collaboration, and ethics and social justice.

Everyone in the College for Women is welcome to become a philosophy minor. Students take at least five philosophy courses and two of them will be upper level courses (Topics 2994 or courses at 3000 or above). Students get to choose all of their courses based on their interests.

Physics - Minor

Physics is the most basic of the natural sciences and as such, strengthens the professional preparation of biologists, chemists, and curious intellectuals. Physics is about the nature of motion, forces, energy, matter, heat, sound, light and the structure of atoms. Chemistry is about how atoms form molecules and how molecules make up matter. Biologists study matter that is alive. So the study of physics provides an ideal foundation to better understand these fields and many others.

A minor in physics is intended to provide an in-depth study of physics for non-physics majors entering into a global and diverse workforce where a multidisciplinary science background is increasingly required. It will also serve those students who, through elective physics course studies, develop a greater interest in the discipline, or who plan to enter graduate school in an area where a strong physics background is useful.

The objective of the minor is to strengthen the student’s knowledge of the fundamental physical concepts underlying all of modern science and engineering. The minor will help the student develop analytical problem-solving skills and reinforce the student’s ability to engage in scientific thinking. The Physics minor is useful for students in many STEM disciplines who wish to extend their studies in this fundamental field and as a background for graduate study or work in a variety of technical fields.

Students may pursue a physics major through an agreement with the Associated Colleges of the Twin Cities (p. 60), details to be found in the Special Academic Programs section of this catalog.

This minor is offered in the College for Women only.

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<td>PHYS 4022</td>
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<td>PHYS 4XXX</td>
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PHYS 1040 Astronomy with Lab — 4 credits

This course provides an introduction to the physical principles and processes of science applicable to the study of astronomy. This study is largely observationally based utilizing the University’s astrophysical observatory with a computerized telescope and research instrumentation. Topics include a study of the solar system, the earth and moon system, stellar structure and evolution, giants, dwarfs, pulsars and black holes, nebulae, galaxies, quasars, cosmology and the search for extraterrestrial life. Four lectures and two laboratory hours per week. Also offered in Evening/Weekend/Online Program.

PHYS 1050 Conceptual Physics — 4 credits

This conceptual physics course will cover a wide variety of topics that may include: motion and forces, energy and gravity, sound and light, electricity and magnetism, vibrations, fluids and thermodynamics. While these topics themselves are important, they will also be providing a context for developing and honing problem-solving skills. Such skills are applicable in almost any field, including medical, scientific, teaching, or technological occupations. The course is intended for those students who have not had a recent course, or any course in high school or college physics. Basic algebra skills are needed for success in this course. Offered in the College for Women.

Prerequisite: Appropriate score on mathematics placement assessment.

PHYS 1080 Physics for the Health Sciences I — 4 credits

This course and its continuation, PHYS 1090, is designed especially for physical therapy and related studies requiring only algebra-based physics. The first semester focuses on applications of mechanics and thermodynamics to the human body and physical agent modalities. Four hours of lecture and two laboratory hours per week. Offered in the College for Women.

Prerequisite: MATH 1090 with a minimum grade of C- or appropriate level on mathematics placement assessment.

PHYS 1090 Physics for the Health Sciences II with Lab — 4 credits

This is a continuation of PHYS 1080. This course focuses on electric and magnetic fields, circuits, wave theory, optics and modern physics including medical imaging. Offered in the College for Women.

Prerequisite: Grade of C- or better in PHYS 1080.
PHYS 1110 Introductory Physics I — 4 credits
This course and its continuation, PHYS 1120, are intended for pre-medicine, physical and life science, mathematics and pre-engineering students. The principles of classical mechanics, vectors, kinematics, particle and rigid body rotational dynamics and statics; conservation laws; fluid mechanics and thermodynamics. Four hours of lecture and two laboratory hours per week. Offered in the College for Women.
Prerequisite with concurrency: MATH 1130.

PHYS 1120 Introductory Physics II — 4 credits
This is a continuation of PHYS 1110. The principles of thermal, wave, optical and electromagnetic phenomena with an introduction to modern physics are studied. Four hours of lecture and two laboratory hours per week. Offered in the College for Women.
Prerequisite: Grade of C- or better in PHYS 1110.
Prerequisite with concurrency: MATH 1140.

PHYS 1200 Engineering in Your World with Lab — 4 credits
Most of the world we experience everyday is human made or engineered. Engineers create products from indoor plumbing to airplanes that make our lives more comfortable and convenient. This course is an introduction to the engineering concepts associated with products in your everyday life, including structures, machines and mechanisms, hydraulics and pneumatics, and electricity. Classes are a mixture of mini-lectures about concepts and associated calculations, experiments to solidify concepts, discussions to generalize concepts to other technologies, and projects to apply the concepts to new problems. This course meets the liberal arts core requirement for lab science.

PHYS 2250 Modern Physics — 4 credits
The course will look at the historical context driven by experimental work with the atom. We will look at the physics of relativity, atomic physics, wave mechanics, nuclear physics and introductory quantum mechanics.
Prerequisites: PHYS 1120 and MATH 1140 with a minimum grade of C.
Recommended: Prior completion of or concurrent registration with MATH 2060.

PHYS 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

PHYS 4022 Medical Physics — 4 credits
This course will cover different radiation therapy/medical physics applications. This will include ongoing discussion of x-ray production and medical imaging such as CT, PET and MRI. This course will instruct students in the aspects of central axis, 2D and 3D dose distribution. Concepts related to dose calculation and the calibration of megavoltage treatment units will be discussed. Students will learn to apply the principles of physics discussed in their respective programs in the areas of monitor unit calculations and external beam treatment planning, brachytherapy, and special procedures. Also offered under RTT 4022.
Prerequisites for PHYS students: PHYS 1110, PHYS 1120, PHYS 2250, MATH 1140. Prerequisites for RTT students: RTT 3010, RTT 3015, RTT 3020 or 3022, RTT 3025, RTT 3030, RTT 3035.

PHYS 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

PHYS 4912 Research — 2 credits
Research-based learning experience designed in collaboration with a faculty member.
Prerequisites: Faculty and department chair approval.

PHYS 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

Psychology
The Psychology Department at St. Kate's features an energetic faculty specializing in the areas of clinical, counseling, biological, developmental, educational, social, and industrial-organizational psychology. Faculty members are devoted to innovative and collaborative teaching, and students work closely with faculty to perform research and develop written and oral reports of their findings. The department emphasizes the development of conceptual reasoning and critical thinking skills with a focus on scientific inquiry. As a result, our majors graduate with an impressive knowledge base combined with communication and analytical skills that can be applied in a variety of careers.

The introductory course, General Psychology, features a nationally recognized laboratory component that offers students a "hands-on" opportunity to experience how psychologists conduct research while building scientific writing skills. Upper division lab courses at St. Kate's are small - approximately 15-20 students - and students often work in groups of two to three to design and conduct empirical research studies. The department integrates service learning experiences and internships into the curriculum, which attune students to issues of social justice and fosters leadership skills.

Majors
• Applied Science in Psychology - BA, BS (p. 254)
• Psychology - BA (p. 255)

Minor
• Psychology - Minor (p. 257)

PSYC 1001 General Psychology with Lab — 4 credits
This course is an orientation to contemporary scientific psychology, including the study of learning and memory, sensation and perception, motivation and emotion, biology and behavior, personality, individual differences, abnormal psychology, psychotherapy and developmental and social psychology. Students in General Psychology in the baccalaureate day program will participate in weekly laboratories that focus on how psychologists ask and answer questions. Offered every semester. Offered in the College for Women.
PSYC 1090 Statistical Methods in Psychology — 4 credits
This course includes basic principles and techniques of statistical analysis, emphasizing the treatment and evaluation of representative psychological data, descriptive statistics including linear regression and correlation, hypothesis testing and inferential statistics through analysis of variance, confidence intervals and selected nonparametric statistics including chi square. Students will complete some homework exercises using statistical software. Offered every semester. This course meets the liberal arts and sciences core math/stats requirement.
Prerequisites: High school higher algebra and one of: appropriate level on mathematics/statistics placement assessment, ACT math score, a grade of C- or better in MATH 1010, or college algebra. Credit is given for only one of the following courses: ECON 1080, ECON 1090, HLTH 1090, STAT 1089, STAT 1090, or PSYC 1090. Offered in the College for Women and the College for Adults.

PSYC 2025 Lifespan Developmental Psychology — 4 credits
This course is a scientific study of development from prenatal life through late adulthood, with emphasis on the interplay of psychological processes, heredity and environment, and how these developmental processes are embedded in one’s culture and society. This chronological review addresses physical, cognitive, social and emotional changes across the lifespan. In this course in the baccalaureate day program students will observe children in the campus Early Childhood Center or in a similar setting off campus. Offered every semester. Offered in the College for Women and the College for Adults. Some sections have a service learning component.
Prerequisite: PSYC 1001.

PSYC 2030 Improvisation and Mental Health — 2 credits
The ability to tolerate ambiguity is essential to mental health. In this course, students will explore this premise by learning the fundamentals of improvisation and discovering how these skills can enrich their lives and make them more flexible, effective, and empathic, both personally and as future mental health workers.
Prerequisite: PSYC 1001.

PSYC 2040 Basic Counseling Skills — 4 credits
This course will introduce students to the core skills of counseling including attending, empathy, building rapport, and effective responding. This class will be interactive in nature with regular triad practice sessions. Students will be able to identify their specific skill strengths, as well as areas for future growth. Required reading will include text and journal articles. Students will be expected to maintain a journal during the course documenting their experience and submit two practice videos for evaluation. This course is a unique opportunity to not only learn the core essentials of counseling skills, but also to engage in practicing these skills in a learning environment. This course will NOT prepare students to be a counselor or a professional helper, rather it is designed to be an introduction to the interviewing process. This course will allow students to practice basic listening and interviewing skills that may motivate students to move forward towards a career in a helping profession.
Prerequisite: PSYC 1001.

PSYC 2850 Seminar I: Psychology Engages the World — 2 credits
The first of two seminars required for the psychology major, this course is designed to assist students as they explore the psychological knowledge, skills and abilities they will gain through the psychology major, and plan their curriculum accordingly. Students will explore careers, graduate school options and learn about the professional world of work. Students will also learn about diversity and ethics as applied to the science and practice of psychology. As part of this course, Students will engage in a 20-25 hour service internship in which they practice applying their psychological knowledge, skills and abilities. Offered in the College for Women.
Prerequisite: PSYC 1001.
Prerequisite with concurrency: Third psychology course.

PSYC 2992 Topics — 2 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women and the College for Adults.

PSYC 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

PSYC 3000 Research Methods in Psychology — 4 credits
The goal of this course is to provide students with both the knowledge and experience of how psychologists ask and answer questions using empirical methods. Topics include the foundations and logic of science, ethical principles regarding scientific inquiry, and the tools of research, including surveys, experiments, qualitative research, and observational research. In addition to lectures and class activities, students will actively engage in the research process by designing, conducting, and presenting a group research project. Offered in the College for Women.
Prerequisites: PSYC 1001, PSYC 1090 (may be taken concurrently with instructor approval).

PSYC 3005 Psychology of Grief Loss and Trauma — 4 credits
This course will provide an understanding of the effects of grief and loss on individuals. Students will explore theories around grief and loss, types of losses, the bereavement process, and treatment approaches. Special attention will also be given to understanding trauma and grief-related concerns such as Post Traumatic Stress Disorder (PTSD) and complicated grief.
Prerequisite: PSYC 1001.

PSYC 3010 Understanding Psychological Disorders — 4 credits
This course provides an overview of psychological disorders such as anxiety, addictive, eating, psychotic and personality disorders. Students will learn how abnormal behavior is conceptualized, about various theories of psychopathology and about clinical assessment, diagnosis, and treatment. For each disorder, students will explore etiology, prognosis, and empirically-supported treatments as well as general concerns related to mental illness. Offered every semester. Offered in the College for Women and the College for Adults.
Prerequisite: PSYC 1001.

PSYC 3020 Personality Theories — 4 credits
This course covers major theories and research that consider the definition, development, motivation, assessment and change of personality, as well as evaluation and comparison of the cognitive, biological, behavioral, trait, psychoanalytic and humanistic approaches in particular. Offered intermittently.
Prerequisite: PSYC 1001.
PSYC 3030 Health Psychology with Lab — 4 credits
This course is a study of current literature, theory and application of health psychology and behavioral medicine principles to health-related issues. Students will learn about the psychological aspects of physical illness/wellness, modification of health-related behaviors, patient-practitioner communication, adherence to a treatment plan, stress and coping, and the management of chronic and terminal illness. Offered in alternate years.
Prerequisite: PSYC 1001, PSYC 3000.

PSYC 3040 Introduction to Clinical and Counseling Psychology — 4 credits
This course is designed to introduce students to the core aspects of clinical and counseling psychology. This course will include an overview of the history, guiding principles, methods of assessment, and approaches to intervention that exist within clinical and counseling psychology. The specific sub-specialties within clinical and counseling psychology will also be explored. Offered annually. Offered in the College for Women.
Prerequisites: PSYC 1001 and PSYC 3010 or permission of the instructor.

PSYC 3050 Psychology of Gender — 4 credits
This course addresses a basic question: How does gender influence identity and development? Students will review research about the patterning and origins of gender differences in behavior, cognitive functioning and personality. Students will also consider how cultural definitions of gender influence the socialization of men and women into adult social and occupational roles. Students will be expected to critically analyze psychological research and theory for gender-related biases.
Offered annually. Also offered as WOST 3050. Offered in the College for Women.
Prerequisite: PSYC 1001.

PSYC 3150 Psychology of Adulthood and Aging — 4 credits
This course involves the study of the course of human maturation and aging from adulthood until death, with a focus on how gender, social class, race, culture and ethnicity mediates the aging process. Topics include the self and the life story, marriage and the family, intergenerational influences, work, retirement, health, well-being, physical aging, death and dying. Offered intermittently.
Prerequisites: PSYC 1001, PSYC 2025.

PSYC 3250 Socialization Processes with Lab — 4 credits
This is an advanced developmental psychology course about the role of socialization processes in personality and social development. Students will focus on cultural differences in socialization and the influence of different agents of socialization (parents, peers, teachers, media). Topics include gender role socialization, moral development, attachment and affiliation, and identity formation processes. Weekly laboratory sessions focus on descriptive and observational research methods. Students will design and complete an independent research project. Offered annually.
Prerequisites: PSYC 1001, PSYC 1090, PSYC 2025, PSYC 2060.

PSYC 3350 Learning Principles and Applications with Lab — 4 credits
This course covers perennial and current issues in the study of learning: emitted behaviors, classical, operant and observational learning; behavior modification; biological limits on learning; and applications to education and training. Students will participate in weekly laboratory exercises and design and execute an independent research project.
Prerequisites: PSYC 1001, PSYC 1090, PSYC 2060.

PSYC 3450 Memory and Cognition with Lab — 4 credits
This is a survey of current research paradigms, information processing theories and controversies in a wide range of areas, including attention, pattern recognition, mental imagery, models of memory and forgetting, language, concept formation, problem solving and creativity. Students will participate in weekly laboratory exercises and design and execute an independent research project. Offered annually. Offered in the College for Women.
Prerequisites: PSYC 1001, PSYC 1090, PSYC 2060.

PSYC 3550 Industrial/Organizational Psychology with Lab — 4 credits
This is a survey of current theory and research in industrial and organizational psychology. Topics include worker attitudes and motivation, personnel selection and training, job performance and performance appraisal, occupational health, organizations and organizational development, work/life balance and leadership. Emphasis is placed on principles of measurement; individual differences in behavior at work and influences of organizational factors on individual behaviors. Students participate in weekly lab sessions and design studies, collect and analyze data, interpret study findings and write scientific reports.
Offered annually.
Prerequisites: PSYC 1001, PSYC 1090, PSYC 2060.

PSYC 3650 Experimental Social Psychology with Lab — 4 credits
Survey of current theory and research. Topics include effects of mass communication and group membership upon the attitudes and behavior of the individual, experimental methodology, attitude formation and change, interpersonal attraction, altruism, aggression, prejudice and group dynamics. Students will participate in weekly laboratory sessions and design and execute social psychological research projects. Offered annually. Also offered as SOCI 3650. Offered in the College for Women.
Prerequisites: PSYC 1001, PSYC 1090.

PSYC 4010 Educational Psychology — 4 credits
Educational Psychology you will explore the theoretical and applied aspects of learning, motivation, human development, assessment, and diversity in the educational setting. You will study learning theories as well as cognitive, emotional, and social learning processes that underlie education and human development. The focus will be placed on diversity and developing skills to better understand learners to foster improved learning, influence and manage classroom learning, and recognize and consider individual differences.
Prerequisite: PSYC 1001.

PSYC 4220W History and Systems — 4 credits
This course introduces students to some of the major philosophies, scientific discoveries and cultural developments that led to the formation of psychology as a discipline; surveys the major ideas and methodological approaches that form the foundation of modern psychological thought; and critically examines psychology's impact on society. Topics include key developments in the history of science and psychology, as well as the history of psychology's involvement in education, mental health and culture. Students will have the opportunity to research a topic in psychology of their choice. Offered annually. Offered in the College for Women.
Prerequisites: Four courses in psychology. Minimum of Junior status.

PSYC 4602 Internship — 2 credits
This is a structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Permission of the instructor and department chair.
PSYC 4604 Internship — 4 credits
This is a structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Permission of the instructor and department chair.

PSYC 4682 Directed Study — 2 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

PSYC 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

PSYC 4850 Seminar II: Current Issues in Psychology — 2 credits
This is the capstone course for senior psychology majors in their final year. Students compile a portfolio of their papers from previous psychology courses and prepare a paper or poster for presentation to an external audience or submit a paper for publication. Students also lead discussions and engage in dialogue with faculty and student colleagues on timely and controversial issues in psychology and participate in the department’s assessment program. Offered in the College for Women.
Prerequisites: Senior status, six courses in psychology or permission of instructor.

PSYC 4912 Research — 2 credits
This involves an assigned or original research problem under the direction of a staff member.
Prerequisites: Permission of the instructor and department chair.

PSYC 4914 Research — 4 credits
This involves an assigned or original research problem under the direction of a staff member.
Prerequisites: Permission of the instructor and department chair.

PSYC 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

PSYC 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

PSYC 4992 Topics — 2 credits
A survey of current literature and theory in a selected area of contemporary psychology. The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women and the College for Adults.

PSYC 4994 Topics — 4 credits
A survey of current literature and theory in a selected area of contemporary psychology. The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women and the College for Adults.

Applied Science in Psychology - BA, BS
Students studying psychology may apply their liberal arts education in the field of public health or physical therapy through four dual degree programs. The Master of Public Health (MPH), Master of Arts in Occupational Therapy (MAOT), Doctor of Occupational Therapy-Entry Level (OTD EL), and Doctor of Physical Therapy (DPT) programs offer students the opportunity to enter the graduate program as undergraduate students in their senior year. Students complete their bachelor’s degree while pursuing the graduate degree.

Psychology/Master of Public Health
Applied science in psychology majors will complete the psychology pre-public health sequence of courses and supporting work for the MPH program. This includes courses in global health, statistics, biology or chemistry and statistics, while providing a special emphasis in psychology.

The psychology courses span disciplines, including humanities and the social and natural sciences; students learn how psychology applies to work, life and play. The St. Kate's psychology major is steeped in scientific inquiry and provides an outstanding foundation for a range of careers. If students choose to complete the fourth-year course work prior to applying for the MPH program they will be prepared to work in a variety of areas of the psychology discipline.

To enroll in this program, students apply to the MPH program during their junior year. If they are admitted to the MPH program, they receive a B.A. or B.S. (the student’s choice) in applied science in psychology upon completion of the first year of the MPH program. The curriculum for the applied science in psychology major is listed in the Pre-Professional Programs, Pre-Public health (p. 40) section of this catalog.

Psychology/Master of Arts in Occupational Therapy
Applied science in psychology majors will complete the psychology pre-occupational therapy sequence of courses and supporting work for the MAOT program. This includes courses in biology, anatomy, physiology, psychology, and statistics, while providing a special emphasis in psychology.

The applied science in psychology major requires general courses in psychology and provides the background for understanding the psychological responses to injury, surgery and the rehabilitation process. In addition to MAOT prerequisite courses, students may take classes in areas such as socialization processes, learning principles and applications, memory and cognition, abnormal and developmental psychology. In addition to preparing students for graduate work in
occupational therapy, the psychology major prepares them for graduate work in sports, experimental, clinical or counseling psychology.

To enroll in this program, students apply to the MAOT program during their junior year. If they are admitted to the MAOT program, they receive a B.A. or B.S. (the student’s choice) in applied science in psychology upon completion of the first year of the MAOT program. The curriculum for the applied science in psychology major is listed in the Pre-Professional Programs, Pre-Occupational Therapy Masters (p. 31) section of this catalog.

Psychology/Doctor of Occupational Therapy Entry Level

Applied science in psychology majors will complete the psychology pre-occupational therapy sequence of courses and supporting work for the OTD EL program. This includes courses in biology, anatomy, physiology, psychology, and statistics, while providing a special emphasis in psychology.

The applied science in psychology major requires general courses in psychology and provides the background for understanding the psychological responses to injury, surgery and the rehabilitation process. In addition to OTD EL prerequisite courses, students may take classes in areas such as socialization processes, learning principles and applications, memory and cognition, abnormal and developmental psychology. In addition to preparing students for graduate work in occupational therapy, the psychology major prepares them for graduate work in sports, experimental, clinical or counseling psychology.

To enroll in this program, students apply to the OTD EL program during their junior year. If they are admitted to the OTD EL program, they receive a B.A. or B.S. (the student’s choice) in applied science in psychology upon completion of the first year of the OTD EL program. The curriculum for the applied science in psychology major is listed in the Pre-Professional Programs, Pre-Occupational Therapy Doctoral (p. 27) section of this catalog.

Psychology/Doctor of Physical Therapy

Applied science in psychology majors will complete the psychology pre-physical therapy sequence of courses and supporting work for the DPT program. This includes courses in biology, anatomy, physiology, chemistry, physics, psychology, statistics and mathematics, while providing a special emphasis in psychology.

The applied science in psychology major requires general courses in psychology and provides the background for understanding the psychological responses to injury, surgery and the rehabilitation process. In addition to DPT prerequisite courses, students may take classes in areas such as socialization processes, learning principles and applications, memory and cognition, abnormal and developmental psychology. In addition to preparing students for graduate work in physical therapy, the psychology major prepares them for graduate work in sports, experimental, clinical or counseling psychology.

To enroll in this program, students apply to the DPT program during their junior year. If they are admitted to the DPT program, students receive a B.A. or B.S. (the student’s choice) in applied science in psychology upon completion of the first year of the DPT program. The curriculum for the applied science in psychology major is listed in the Pre-Professional Programs, Pre-Physical Therapy (p. 36) section of this catalog.

Psychology - BA

The St. Kate’s psychology major provides an outstanding foundation upon which to pursue graduate work or a career in a range of professional fields and professional studies. Many psychology students enter graduate programs in the mental health fields of counseling or clinical psychology, in school psychology or in experimental areas of the field. Others pursue professional degrees in law, medicine, industrial relations, physical therapy, occupational therapy or public health.

Psychology serves as a sound liberal arts major because the discipline broadly spans the humanities and social and natural sciences. St. Kate’s graduates have found positions immediately after graduation in schools working with students with special needs and as caseworkers in residential treatment centers, group homes and shelters. Others work in the legal system as victim advocates, as medical or social science researchers, as human resource professionals, as child life advocates in a hospital pediatric unit, and in various non-profit organizations. Our curriculum includes a seminar that focuses on helping students explore their future career options.

For upper-division psychology majors who have demonstrated excellence in their course work, paid positions are available as laboratory instructors, scientific writing tutors or statistics tutors. These unique opportunities allow students to gain professional skills, and to practice teaching while sharing their knowledge and skill with others.

Psychology majors will take courses in psychology, biology and philosophy, and are encouraged to participate in a broad, liberal arts curriculum. Many students pursue internships, which are available at a wide variety of social service and health agencies. Internship sites include the Hennepin County Juvenile Detention Center, the Wilder Foundation, Minnesota Department of Public Safety, Veterans Administration Medical Center, Minneapolis Children’s Medical Center, First Call for Help, the American Red Cross, the American Heart Association, the Arthritis Foundation, Tubman and Fraser.

Students may choose to double major in psychology and other fields, such as education, art, communication studies, nursing, or social work.

See also: Applied Science in Psychology (p. 254), Education - Social Studies with Grades 5-12 Teaching Licensure (p. 215) (for those interested in teaching in secondary schools), Pre-Physical Therapy (p. 36)

This major is offered in the College for Women.

Curriculum

The psychology major consists of 40 credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Required Psychology Courses</strong></td>
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<tr>
<td>PSYC 1001</td>
<td>General Psychology with Lab</td>
<td>4</td>
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<tr>
<td>PSYC 1090</td>
<td>Statistical Methods in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 2850</td>
<td>Seminar I: Psychology Engages the World</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 3000</td>
<td>Research Methods in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 4220W</td>
<td>History and Systems</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 4850</td>
<td>Seminar II: Current Issues in Psychology</td>
<td>2</td>
</tr>
<tr>
<td>Select at least two 3000-level psychology courses offering laboratory research:</td>
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<td></td>
</tr>
<tr>
<td>PSYC 3030</td>
<td>Health Psychology with Lab</td>
<td></td>
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</tbody>
</table>
Psychology - BA

PSYC 3250 Socialization Processes with Lab
PSYC 3350 Learning Principles and Applications with Lab
PSYC 3450 Memory and Cognition with Lab
PSYC 3550 Industrial/Organizational Psychology with Lab
PSYC 3650 Experimental Social Psychology with Lab
PSYC 3850 Biopsychology with Lab

Select at least one of the following: 4
- PSYC 3010 Understanding Psychological Disorders
- PSYC 3020 Personality Theories

Select at least two elective 4-credit courses from the remaining department offerings, which may include internships, research and independent study. 8

Total Credits 40

Curriculum

The major consists of 40 credits. Students complete the required psychology courses and a minimum of 20 credits from one of the four tracks listed below.

Psychology Tracks: Students take three specific courses, at least one at the 3000-level or higher, and two additional track specific courses, in consultation with their advisor.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>PSYC 1000</td>
<td>General Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 1090</td>
<td>Statistical Methods in Psychology</td>
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</tr>
<tr>
<td>PSYC 4850</td>
<td>Seminar II: Current Issues in Psychology</td>
<td>2</td>
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</tbody>
</table>

Select 20 credits from one of the following tracks 20

Research and Educational Psychology
- PSYC 2025 Lifespan Developmental Psychology
- PSYC 4994 Educational Psychology
- Additional ECON/MATH/STAT/BUS course in consultation with advisor
- Two additional courses in consultation with advisor

Social, Community and Leadership Psychology
- PSYC 2994 Community Psychology/Leadership Psychology
- PSYC 3650 Experimental Social Psychology with Lab
- PSYC 4994 Psychology of Microaggressions
- Two additional courses in consultation with advisor

Mental Health and Developmental Psychology
- PSYC 2025 Lifespan Developmental Psychology
- PSYC 3010 Understanding Psychological Disorders
- PSYC 3040 Introduction to Clinical and Counseling Psychology
- Two additional courses in consultation with advisor

Individualized Program

In consultation with advisor

Total Credits 40

Required Supporting Courses

Select two semesters of general biology with laboratory 8

Science Major Track:
- BIOL 1710 & BIOL 1720 Foundations of Biology I with Lab and Foundations of Biology II with Lab

Non-science Major Track:
- BIOL 1120 & BIOL 1110 Biology of Women with Lab and Environmental Biology with Lab
- BIOL 1120 & BIOL 1140 Biology of Women with Lab and Race, Class, Gender and the Environment with Lab
- Another approved laboratory biology sequence 2

Select two philosophy courses selected in consultation with advisor. Recommended courses include: 8
- PHIL 2100 Critical Thinking
- PHIL 2200W Ethics
- PHIL 2700 Philosophy of Science
- PHIL 3400 Biomedical Ethics
- PHIL/PSYC 2800 Philosophy of Psychology

Total Credits 16

1 Or equivalent statistics course
2 e.g., psychology and nursing double majors may substitute BIOL 2610 Human Anatomy and Physiology I with Lab and BIOL 2620 Human Anatomy and Physiology II with Lab.

Psychology majors satisfy the Writing Requirement for Majors in PSYC 4220W History and Systems. They complete the Liberal Arts and Sciences Core Writing Requirement with three writing-intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, CORE 3990W Global Search for Justice, and any other writing-intensive course in another department).

This major is offered in the College for Adults.
Reflective Woman, CORE 3990W Global Search for Justice, and any other writing-intensive course in another department).

Psychology - Minor
This minor is offered in the College for Women and the College for Adults.

Curriculum

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<tr>
<td>PSYC 1001</td>
<td>General Psychology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 1090</td>
<td>Statistical Methods in Psychology 1</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3000</td>
<td>Research Methods in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 2994</td>
<td>Topics (Approved Topics lab courses - see advisor for options)</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3030</td>
<td>Health Psychology with Lab</td>
<td></td>
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<tr>
<td>PSYC 3250</td>
<td>Socialization Processes with Lab</td>
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<tr>
<td>PSYC 3350</td>
<td>Learning Principles and Applications with Lab</td>
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<td>Memory and Cognition with Lab</td>
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<td>Industrial/Organizational Psychology with Lab</td>
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<tr>
<td>PSYC 3650</td>
<td>Experimental Social Psychology with Lab</td>
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<tr>
<td>PSYC 3850</td>
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One psychology elective from the remaining departmental offerings 4

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<tr>
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<tr>
<td>PSYC 2800</td>
<td>Philosophy of Psychology</td>
<td></td>
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<tr>
<td>PSYC 3010</td>
<td>Understanding Psychological Disorders</td>
<td></td>
</tr>
<tr>
<td>PSYC 3040</td>
<td>Introduction to Clinical and Counseling Psychology</td>
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</tbody>
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Total Credits 20

1 Or equivalent statistics course

Sociology

Sociology is the scientific study of human society at every level, from interpersonal interactions to systems of power. Using both quantitative and qualitative methods, Sociology offers insights into cultural norms, structured inequality, the role of race, class, and gender in shaping opportunity and identity, power and institutional arrangements, and interpersonal interaction.

St. Kate’s sociology department offers course topics that are rich and diverse. Through classroom interaction and collaborative research, students understand systems of power and privilege, and disparities in existing institutional arrangements; critically analyze the role of race, class, gender and other differences that shape social meaning and structural patterns; and learn to lead change through personal action, social movements, community organizations, the law and public policy.

St. Kate’s sociology faculty members are excellent teachers who also have a broad range of expertise and research interests, including specialties in deviance/law and inequality, race and ethnicity, immigration, identity, and policy, and the politics of performance.
SOCI 2350 Asian American Identities — 4 credits
The Asian American Identities course will engage students in a critical analysis of the multiple, fluid and intersecting identities of members of the Asian diaspora. Beginning with Asian immigration to the United States in the 1800s through the existence of multi-generational families in the present day, students will learn to interrogate how the perceived identities of Asian Americans has shaped these histories and experiences, and how agency in Asian American self-identification has served to empower them, challenge assumptions and create new realities. Offered in the College for Women. Also offered as CRST 2350.

SOCI 2400 The Sociology of War and Peace — 4 credits
This course examines the social problem of war and the social construction of peace. The course includes examination of the causes of war, the effects on society of war and preparation for it, the relationships between war, peace and justice, and methods of reducing war and promoting peace. Offered alternate years.

SOCI 2500 Rule-makers and Rule-breakers: Deviance and Social Control — 4 credits
How does society create insiders and "deviant" outsiders? How are legal and medical labels created and applied? What role does race, class, gender, sexual orientation, age and ability play in the construction of deviance and the application of social control? Who is criminalized? Who is medicalized? How do these labels effect social opportunity and identity? The course includes study of the various types of deviance and social control, including formal/legal, medical/psychiatric labeling, and informal stigma with special attention to mass incarceration, the school-to-prison pipeline, and the medicalization of deviance. Offered in alternate years. Offered in the College for Women. Also offered as CRST 2500 and WOST 2500.

SOCI 2684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

SOCI 2700 Social Movements-Social Change — 4 credits
This course provides students with an in-depth understanding of the dynamics of collective behavior and social movements. A variety of social movements and counter movements are considered. The course emphasizes collective responses to inequality and the role of race/ethnicity, class, gender and other differences in movements for social change. Offered in the College for Women. Also offered as CRST 2700 and WOST 2700.

SOCI 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

SOCI 3160 Migration, Citizenship, Community — 4 credits
This course will help students cultivate sociological imagination around issues related to migration and immigration. Through reading theories and narratives of migration against each other, a successful student, at the end of the semester, should achieve a deeper understanding of the following questions: Why does mass migration happen? What are the social and political consequences of migration? What happens to people's cultures, identities, and sense of belonging when they cross national borders? What does the immigration debate reveal about the social fabric of the United States? Sociological understanding of these questions will help students make ethical decisions and assume leadership in their civic and political lives. Offered in the College for Women.
Recommended: SOCI 1000. Also offered as CRST 3162.

SOCI 3210 Family, Identity and Inequality — 4 credits
Family is an important social institution in which identities are formed and inequalities are reproduced. Highlights of this course include perspectives of families in poverty, LGBT families, transracial and transnational families. Students conduct research about family, identity, and inequality (race, class and gender) and consider strategies for social change and individual action. Offered alternate years. Also offered as CRST 3210 and WOST 3210.

SOCI 3250 Cultural Anthropology — 4 credits
This is a survey of the evolution, integration and importance of culture. Students will develop an awareness of and appreciation for the variety of human cultural and subcultural adaptations, focusing on such institutions as economics, family, politics and religion. Ethnographic methods are also covered, as students learn to recognize and interpret cultural meaning. Offered in the College for Women. Also offered as CRST 3251 and WOST 3250. Offered annually.

SOCI 3340 Criminal Justice: From Policing to Punishment — 4 credits
The United States has more people in prison per capita than anywhere where in the world, with 2.3 million people in prison and jail and another 5 million on probation or parole. How does this happen? What is “the prison industrial complex”? What social factors shape our approach to policing and punishment? Who is criminalized and how? What role do race, class, and gender play in policing and punishment? This course analyzes the basic concepts and dynamics of the, including study of the personnel involved and experiences encountered in the system. This course offers students an in-depth look at the U.S. criminal justice system, and currently debated topics including police use of force and civilian killings, racial profiling, prosecutorial discretion, mass incarceration, use of solitary confinement, and the death penalty. Alternative approaches and social movements related to criminal justice reform for both juveniles and adults will also be explored. Also offered as CRST 3340. Offered in alternate years. Offered in the College for Women.

SOCI 3450 Women's Issues from Global Perspectives — 4 credits
This course examines the construction of gender, gender inequality, women's movement, and cultural representation of gender from a transnational perspective. This perspective emphasizes the connections between histories and conditions of different societies, particularly the power relations between the global North and the global South. Offered alternate years. Offered in the College for Women. Also offered as CRST 3450 and WOST 3450.
SOCI 3470 Sociology of the Law — 4 credits
This course provides an in-depth understanding of the interplay between law and society. Emphasis is on U.S. law and legal systems, but consideration is given to historical, cross-cultural and international variations. Topics include historical foundations and current directions of law in the U.S.; the organization of law and legal systems; sociological factors that shape the creation, interpretation, and application of the law; and law as a mechanism of social control and a tool for social change. Also offered as CRST 3470. Offered alternate years.

SOCI 3510 Sociology of Race and Ethnicity — 4 credits
This course examines structured inequality related to race and ethnicity. The course focuses on current research and theory pertinent to the social construction of race and ethnicity, intergroup relationships, power, stereotyping, prejudice and discrimination, systemic racism, and the ways that race intersects with class, gender and other differences. Includes historical and contemporary experiences of racial and ethnic groups in the U.S. Offered alternate years. Also offered as CRST 3510 and WOST 3510.

SOCI 3650 Experimental Social Psychology with Lab — 4 credits
Survey of current theory and research. Topics include effects of mass communication and group membership upon the attitudes and behavior of the individual, experimental methodology, attitude formation and change, interpersonal attraction, altruism, aggression, prejudice and group dynamics. Students will participate in weekly laboratory sessions and design and execute social psychological research projects. Offered annually. Also offered as PSYC 3650.

Prerequisites: PSYC 1001, PSYC 1090, PSYC 2060.

SOCI 3700W Social Theory — 4 credits
This is a seminar-structured course that examines the philosophical underpinnings of sociology and acquaints students with leading social theorists. It includes classical and contemporary theorists and perspectives, as well as the application of theory to contemporary social issues. Offered annually. Offered in the College for Women.

Prerequisites: SOCI 1000, junior or senior status or permission of the instructor.

SOCI 3860 Neighborhoods, Cities and Inequality — 4 credits
Analysis of the emergence of cities, urban social systems, urbanization and urbanism with special attention to international urban patterns. Topics include patterns of suburbanization, city lifestyles and social environment of the cities, ethnic diversity, urban planning, housing programs and urban change, urban future. Includes a service-learning component. Also offered as CRST 3860. Offered in alternate years. Offered in the College for Women.

SOCI 4602 Internship — 2 credits
This is a structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.

Prerequisites: Faculty sponsorship and approval by the department chair.

SOCI 4604 Internship — 4 credits
This is a structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.

Prerequisites: Faculty sponsorship and approval by the department chair.

SOCI 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.

Prerequisites: Faculty, department chair and dean approval.

SOCI 4912 Research — 2 credits
Specific, complex sociological research projects are coordinated with a faculty member and the department chair.

Prerequisites: Permission of the department chair.

SOCI 4914 Research — 4 credits
Specific, complex sociological research projects are coordinated with a faculty member and the department chair.

Prerequisites: Permission of the department chair.

SOCI 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.

Prerequisites: Permission of the faculty and department chair or program director.

SOCI 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.

Prerequisites: Permission of the faculty and department chair or program director.

SOCI 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

Sociology - BA

Sociology is an empowering discipline, giving its students useful intellectual tools for their personal as well as public lives. Sociology majors will graduate with valuable skills in three important areas: communication (especially written), data collection and analysis, and an understanding of social and organizational structure.

A sociology major prepares students for a variety of careers, in the nonprofit sector, criminal justice, government service, demography, law, human services, urban planning, public health, and many other areas. Many students continue their education in graduate school or in law or other professions. Recent sociology majors have pursued careers as: college professor, director of information and technology, legal assistant specializing in immigration law, freelance website writer and community project coordinator, and juvenile correctional worker. If students are interested in teaching sociology in the secondary schools, they may pursue a social studies major.

Students are encouraged to investigate career possibilities through internships. Many sociology majors complete an off-campus internship as part of their course work. Internship sites vary greatly. Recent
students have interned with Sarah’s: An Oasis for Women, the Minnesota AIDS Project, Jane Addams School Neighborhood House, Emerge, Chrysalis, Hennepin County Juvenile Center, the Minnesota House of Representatives, and the City of St. Paul. Many students interested in pursuing a career in law intern in law offices as undergraduates.

See also: Education - Social Studies with Grades 5-12 Teaching Licensure (p. 215) (for those interested in teaching sociology in secondary schools)

This major is offered in the College for Women.

**Curriculum**

The sociology major consists of eight courses (32 credits)

**NOTE:** Students who transfer sociology courses worth fewer than four credits may need to take more than eight sociology courses to reach the 32 credit minimum.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SOCI 1000</td>
<td>Principles and Concepts of Sociology</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2100W</td>
<td>Research Methods in Sociology</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3700W</td>
<td>Social Theory</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Select five additional courses in sociology</td>
<td>20</td>
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<tr>
<td>Total Credits</td>
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<td>32</td>
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**Required Supporting Course**

Select one of the following: 4

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<thead>
<tr>
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<tbody>
<tr>
<td>ECON 1080</td>
<td>Statistical Analysis for the Social Sciences</td>
<td>4</td>
</tr>
<tr>
<td>ECON 1090</td>
<td>Statistical Analysis for Decision Making</td>
<td>4</td>
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<tr>
<td>PSYC 1090</td>
<td>Statistical Methods in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>STAT 1090</td>
<td>Statistical Analysis</td>
<td>4</td>
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<tr>
<td>Total Credits</td>
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<td>4</td>
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</tbody>
</table>

**Recommended Supplementary Course Work**

Sociology international study, independent study, internship or research

Courses in history, political science, psychology and women’s studies

**Departmental Honors**

The Sociology Department extends departmental honors to those graduating majors who earn a 3.67 grade point average in sociology courses.

Membership in Alpha Kappa Delta, the international sociology honor society, is offered to students who meet the following criteria (extracted from the AKD Handbook, Article III, Section 3):

1. Must be an officially declared sociology major or demonstrate a serious interest in sociology within an official program of the host institution.
2. Must be at least a junior (third year) by standards of the host institution.
3. Must have accumulated the equivalent of an overall GPA of 3.0 (by a four point scale where: A=4, B=3, C=2, D=1, F=0) and rank in the top 35% of their class in general scholarship

4. Must have maintained the equivalent of a 3.0 GPA in sociology courses taken at the host institution prior to initiation.
5. Must have completed at least four regular courses in sociology prior to initiation (exclusive of extension or courses graded pass/fail).

Sociology majors satisfy the Writing Requirement for Majors by completing SOCI 2100W Research Methods in Sociology and SOCI 3700W Social Theory. They complete the Liberal Arts and Sciences Core Writing Requirement with two other writing-intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, and CORE 3990W Global Search for Justice).

**Sociology - Minor**

This minor is offered in the College for Women.

**Curriculum**

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**Theology**

The theology department offers a major and minor in theology. The department also offers a certificate in pastoral ministry in both the undergraduate and graduate programs. The pastoral ministry certificate prepares students for ministry in church and society. It integrates three necessary components of effective ministry: theological depth, pastoral experience and faith-based spirituality. Students may earn the pastoral ministry certificate at the undergraduate level either with or without a baccalaureate degree.

Students interested in teaching religion (especially in the Catholic high school system) will want to complete the teaching high school religion courses in addition to the education major. The State of Minnesota does not offer licensure in teaching religion.

St. Kate’s theology faculty members are outstanding teachers, respected scholars and involved professionals and community members. They are highly published, with more than 20 books and hundreds of journal articles and book reviews to their credit in recent years. St. Kate’s faculty also are active in the community and professional organizations, present often to external groups on their areas of expertise, and are known for their scholarly excellence and their ability to make theology meaningful by translating it into students’ everyday lives.

**Liberal Arts and Science Core Requirement in Theology**

All candidates for the B.A. and B.S. degrees are required to take at least one course in theology. This must be a course that offers students an intellectual account of some of the key elements of Christian theological tradition. Given the Catholic identity of the University, courses in Catholic theology are preferred. Nevertheless, theology courses from other institutions that reflect theological content and methodology similar to Roman Catholicism may also fulfill this requirement.

Consultation with the chair of the Theology Department in this matter...
is appropriate. THEO 1000 Theological Questions and all 2000-level theology courses (except THEO 2994 Topics) at the University fulfill this requirement. Note also that THEO 1000 Theological Questions is intended for first-time (not necessarily first-year) students of theology or students not very familiar with Christian theology. Students entering the University who have some familiarity with Christian faith and theology would be better served by enrolling in a 2000-level course. In addition to our 1000-level and 2000-level courses that focus on the key elements of Christian theological tradition, we offer 3000-level courses that focus on more specialized topics in theology. These 3000-level courses have a prerequisite of one previous theology course, but in some circumstances that prerequisite can be waived by the instructor.

**Major**
- Theology - BA (p. 265)

**Minor**
- Theology - Minor (p. 265)

**Certificate**
- Pastoral Ministry - Certificate (p. 264)

**THEO 1000 Theological Questions — 4 credits**
A class for first-time students of theology, this course is designed to familiarize them with the Christian tradition — its scripture, history and documents — as well as with the resources and methods of Christian theology. Taught every term, it provides a foundation of readings and skills to prepare students for further study of theology. The questions considered vary from instructor to instructor and from term to term. Offered in the College for Women and the College for Adults. Recommended for first-time students of theology. (2000 level theology courses are also recommended for first-time theology students.).

**THEO 2000 Maiden - Mother - Crone: Life Stages and the Spiritual Journey — 4 credits**
This course is an introductory theological reflection on spiritual life as it is experienced in events, stages and passages. Special emphasis is given to the challenges of Christian women’s spiritual development. Offered in the College for Women. Also offered as WOST 2000.

**THEO 2050 Passion, Violence, Praise: Exploring the Old Testament — 4 credits**
This is an introductory study of selected areas of the Old Testament in its original context. Emphasis is upon careful reading of the text in dialogue with modern approaches to scriptural study. As a beginning-level course, it requires no prior knowledge of the Bible. Offered in the College for Women and the College for Adults.

**THEO 2060 Freedom, Justice, and Liberation Theology Today — 4 credits**
Theology is rooted in human experiences of encountering God in this world, and the particular experiences of various oppressed communities have given rise to a rich body of theological reflection. The many varieties of liberation theology all focus attention on how theological ideas are not limited to the church or the classroom, but affect our lives, our commitments, and our choices in powerful ways. In this course, we will explore how liberation theology, which starts from the perspective of the oppressed, presents theological ideas about God, Jesus, community, motherhood, creation/the ecological crisis, and other topics. Each offering of this course will focus on a particular variety of liberation theology, such as Black and womanist theology; Latino/a and mujerista theology; Asian and minjung theology; African theologies; or Native American theology. Students may earn credit under this course number more than once for different liberation theologies. Also offered as CRST 2060. Offered in the College for Women.

**THEO 2100 New Testament Studies — 4 credits**
This is an introductory study of selected areas of the New Testament in its original context. Emphasis is upon careful reading of the text in dialogue with modern approaches to scriptural study. As a beginning-level course, it requires no prior knowledge of the Bible.

**THEO 2120 Living Faith: Encountering the Holy in Everyday Experience — 4 credits**
An introduction to the Christian faith with particular attention to the experience of women: faith as it is understood and as it is lived; faith and culture; faith and doubt. Also offered as WOST.

**THEO 2200 Christian Ethics — 4 credits**
This course is an introduction to the search for the norms of human conduct in the light of revelation. It involves a discussion of human nature, freedom, responsibility, conscience, sin, ethical norms and personal development in Christ. Application of Christian norms to selected ethical problems. Offered in the College for Women and the College for Adults.

**THEO 2400 Jesus of Nazareth, Christ of Faith — 4 credits**
This course is a study of who Jesus is and what Jesus does as Word, Son, Lord and Savior. It involves examining the images of Jesus in the New Testament, the development of doctrines about Jesus in the early Church, and contemporary models of Jesus’ identity and mission.

**THEO 2500 Health, Illness and Healing: Theology for Health Care Professionals — 4 credits**
This course is intended for students already working in health care professions. The course addresses fundamental questions of health and healthcare in the light of Christian theology—questions including the nature of health and the purposes of health care; Christian conceptions of persons as physical, psychological, social and spiritual wholes; the existence and meaning of suffering; and practices of love and justice as Christian responses to suffering. The course considers a diversity of theological perspectives on these topics and other selected ethical problems in the field of health care. It also invites students to articulate an understanding of their vocation as health care professionals in relation to their own theological convictions. Offered in the College for Adults.
THEO 2600 All are Welcome: Church as Beloved Community — 4 credits
How did the community of Jesus’ disciples become a Church of 2.2 billion people spread around the globe? What is the relationship between the Church as we know it here in the United States in the 21st century, and the Church as it exists in other parts of the world? Why is church membership declining precipitously in Europe and North America today, but rising just as sharply elsewhere? The course will look both to history and to contemporary accounts of faith communities for its answers. The history, contributions, and perspectives of Asian, African, African American and Latinx Christians will be a major focus of the course. Offered in the College for Women and the College for Adults.

THEO 2684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

THEO 2700 Exploring the Catholic Faith: Saints and Sinners, Candles and Crosses — 4 credits
What is distinctive about the Catholic understanding of the Christian faith? How do Catholics understand such things as the role of Mary, the saints, sacraments and sacramentals, sin and grace, and the authority of bishops and the pope in their faith and practice? This course will examine the beliefs and practices of Catholics in the context of the history of the Catholic Church, and will include an exploration of the arts and the Catholic imagination. Offered in the College for Women.

THEO 2750 Christian Spirituality — 4 credits
This course is an introduction to the Christian spiritual tradition, relying on the study of selected major primary sources. Descriptions of the movements of the inner life of believers will be critiqued in the light of contemporary spiritualities.

THEO 2800 Eat, Pray, Heal: Christian Sacramentality — 4 credits
This course examines the Christian community and sacraments as the means through which Christ communicates the Word in the power of the Holy Spirit. Biblical and historical sources of sacramental theology are included, as well as sacraments and the contemporary Christian life.

THEO 2850 Social Justice: A Christian Perspective — 4 credits
This course explores the theological foundations of the Christian commitment to social justice, the contribution of Catholic social teaching and liberation theology. It also may include consideration of a variety of contemporary social issues, depending on the instructor and the term. Excellent as a preparation for CORE 3990W Global Search for Justice.

THEO 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies, but will not duplicate existing courses. Offered in the College for Women.
Prerequisite: One theology course.

THEO 3020 Pastoral Theology — 4 credits
This class is an exploration of the discipline of pastoral theology as it relates to ministry in contemporary Church and society. Emphasis is placed on developing expertise in reflecting theologically upon one’s experience through the case-study method. Offered every other year in the evening; usually co-convened with THEO 6020. Offered in the College for Adults.
Prerequisite: One course in theology.

THEO 3060 Issues in Pastoral Theology — 4 credits
This course examines the theological foundations of religious education in contemporary Christian traditions. This course provides a balanced study of classic and contemporary religious education sources and theological reflection on personal experiences of religious education. It emphasizes baptism’s significant role for living and practicing the Christian faith, especially for those preparing to engage in formal or volunteer religious education ministry within Christian school and/or church structures.
Prerequisites: At least one previous theology course and consultation with course instructor.

THEO 3090 Passing on the Faith - The Ministry of Faith Formation — 4 credits
This course is an examination of the concept of pastoral care as manifest in scripture, Church history and specific contemporary ministries. Such topics as grief, the recovery of chemically dependent people and the role of women in the Church are explored. You also reflect on your life’s story as it relates to your understanding of ministry. Offered every other year in the evening; usually co-convened with THEO 6060.
Prerequisite: One course in theology.

THEO 3150 Christian Marriage — 4 credits
This course is a study of different types of marriage from historical and contemporary perspectives. It examines the theology of Christian marriage as relationship, contract and sacrament. Special attention is given to the sacrament of marriage in the Roman Catholic tradition. An examination of the spirituality of marriage throughout the stages of marriage and parenting is also involved.
Prerequisite: One theology course.
THEO 3360W War, Peace and the Apocalypse — 4 credits
This course is divided into two parts. The first part explores the Book of Revelation, also called “John’s Apocalypse,” in its original historical-cultural context. This part of the course lays the foundation for the study of apocalyptic theology and spirituality beyond the biblical texts. The second part continues with Revelation’s influence on apocalyptic thinking but broadens the focus to include the prevalence of apocalyptic movements in Western history. The course compares diverse apocalyptic narratives, ancient and modern, in order to understand better John’s Apocalypse and apocalyptic worldviews, language and theology. Students discuss and analyze the artwork of Albrecht Durer; the appropriations of John’s Apocalypse by interesting groups (e.g., the Branch Davidians) and individuals (e.g., Anne Wentworth); apocalyptic images in modern music, media and film; apocalyptic language in political rhetoric; and the role of apocalypticism among the Maya and Hopi, and within Catholic Marian devotion and Islam.
Prerequisite: None. Note: This course does not meet the liberal arts and sciences core theology requirement for College for Adults students or for B.S. students in the College for Women. It will count towards the additional theology course for B.A. students in the College for Women, however.

THEO 3380 Women, Gender and the Bible — 4 credits
This course involves a close reading of biblical texts to see how women are portrayed in the Old and New Testaments, and how gender is used in images of God and community. Secondary texts that comment on these issues are studied with a special emphasis on how recent developments in feminist criticism have influenced interpretation of the Bible. Also offered as WOST 3380. Fulfills the core requirement for single theology course.

THEO 3390 The Bible Goes to the Movies — 4 credits
This is a study of how the Bible has been interpreted through film, involving the viewing and evaluation of film in relationship to relevant readings from the Bible. Careful reading and analysis of biblical texts is involved, as well as comparison of the Bible with the filmmaker’s reading and interpretation of texts.
Prerequisites: THEO 2050 or THEO 2100, or one theology course and permission of the instructor.

THEO 3450 Women in American Christianity — 4 credits
This is a theological study of the contributions of women to the various religious traditions found in America. The approach is ecumenical, with an emphasis on the roles of women in the Christian churches. Also offered as WOST 3451. Offered every other year.
Prerequisite: One theology course.

THEO 3500W Liturgical Theology: Celebration at the Center — 4 credits
This course explores the centuries-long conviction that worship is centrally important for the life of faith. Students will examine briefly the way that conviction has been manifest in the life of diverse religious traditions, but will focus especially on the role of worship - indeed, celebration - in Christian tradition. The course provides a theological account of the relationship between worship and a Christian community’s understanding of God, Jesus Christ, the Spirit of God, church, sacramentality, and the relationship between church and world. The role of worship in the moral and spiritual development of Christian persons and communities will be emphasized. The course also emphasizes the centrality of Eucharist in Catholic liturgical life, and will explore a contemporary theology of worship - especially Eucharist - in light of post-Vatican II liturgical principles, as well as feminist and liberation theologies.
Prerequisite: One theology course.

THEO 3670W The Quest for God in Contemporary Experience — 4 credits
This course is an exploration of how contemporary people search for God. Some of the issues and questions considered are those who search for God and do not find God; modern science and belief in God; evil and suffering as obstacles to finding God; human experiences of trust, love, meaning and freedom as signals of God’s existence; women’s experiences of God; experiencing God as Word and Holy Spirit. Offered every other year. Offered in the College for Women.
Prerequisite: One theology course.

THEO 3700 Jewish Studies — 4 credits
This course covers the beliefs and practices of Judaism, the Jewish view of God, humanity and the relationship between ritual and morality. Jewish beliefs about life, death, the hereafter and Messianic expectations are included. Offered every second or third year.
Prerequisite: One theology course.

THEO 3752W Christianity, Judaism and Islam — 4 credits
This writing-intensive course traces Catholicism’s opening to Judaism and Islam that began in 1965 at the Second Vatican Council, and investigates the possibilities for inter-religious engagement and learning among the three faiths. It also provides an introduction to Judaism and Islam as living faith traditions, and offers practical opportunities for engagement with local Jewish and Muslim faith communities. It focuses special attention on the roles and activities of women in each of these faiths, especially women’s reforming activities within these religions and in the relationships among them. Also offered as WOST 3752.
Prerequisite: one theology course.

THEO 3753W Christianity, Hinduism and Buddhism — 4 credits
This course engages the religious and spiritual pluralism of our contemporary world. Forty-five years ago, Catholicism’s Second Vatican Council said the church “rejects nothing of what is true and holy in the world’s religions,” adding its respect for Hinduism’s “exploration of the divine mystery” and Buddhism’s path toward “liberation and illumination.” Where do the relationships among Christianity, Hinduism, and Buddhism stand today? The overall purpose of the course is practical as much as academic/intellectual: How can our own understanding of God, spirituality and our own lives benefit from engagement with the ancient spiritual traditions of Hinduism and Buddhism? The course focuses on three related tasks: first, we want to ask about the nature of religion and spirituality in our fast-moving and diverse world; second, we want to learn about the religious traditions of Hinduism and Buddhism; and third, we want to ask about the relevance of these traditions for Christianity and for our own lives: How does one engage in authentic interreligious encounters in our day? The course will include some practical opportunities for engaging Hindu and Buddhist spiritual practices in the Twin Cities area.
Prerequisite: One course in theology.

THEO 3800 Spirituality And Work — 4 credits
This course is a theological investigation of the relationship between spirituality and work. With Hebrew and Christian Scriptures as a foundation for theological reflection on the themes of co-creation and vocation, it focuses on work and spirituality in the corporate world, the service professions and the creative arts. The course also examines through readings, lectures, discussions and outside presenters the opportunities, obstacles, experiences, ethics and leadership of women at work.
Prerequisite: One theology course.
THEO 3850W Human Sexuality: Theological and Spiritual Explorations — 4 credits
This course explores the theological and spiritual significance of human sexuality, especially in the context of Christian theology and practice. Diverse anthropological, biblical, historical, feminist, and theological perspectives on human sexuality are examined. Several Catholic moral teachings regarding human sexuality—birth regulation, sex within and outside of the context of marriage, and homosexuality—are discussed. The course provides an opportunity for exploring and articulating one's own view of the connections between sexuality and spirituality. Also offered as WOST 3850W.
Prerequisite: One theology course.

THEO 3930W Christian Women Mystics — 4 credits
This course is an examination of the lives and writing of selected Christian women mystics across the centuries. Their lives and works are studied within the ecclesiastical context of their times and with a view to their enduring meaning for today's Christians. Also offered as WOST 3930W.
Prerequisite: One theology course.

THEO 4552 Tutorial — 2 credits
This involves directed study of an announced topic, period or figure in theology. Up to five students may work under the direction of a faculty member. See department chair for further information.
Prerequisites: Two theology courses.

THEO 4554 Tutorial — 4 credits
This involves directed study of an announced topic, period or figure in theology. Up to five students may work under the direction of a faculty member. See department chair for further information.
Prerequisites: Two theology courses.

THEO 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

THEO 4752 Practicum - Letter Graded — 2 credits
A practicum allows students to gain credit for certain non-classroom experiences. Credit for the experience is requested before beginning the experience. Normally open to junior and senior students. Offered in the College for Women.
Prerequisites: Permission of the department chair and agreement of project supervisor.

THEO 4754 Practicum - Letter Graded — 4 credits
A practicum allows students to gain credit for certain non-classroom experiences. Credit for the experience is requested before beginning the experience. Normally open to junior and senior students. Offered in the College for Women.
Prerequisites: Permission of the department chair and agreement of project supervisor.

THEO 4762 Practicum - S/U Grading Only — 2 credits
A practicum allows students to gain credit for certain non-classroom experiences. It is normally open to pastoral ministry students to meet the field education requirement for the certificate. The coordinator of the Pastoral Ministry program supervises each student's work. Credit for the experience is requested before beginning the experience. Offered in the College for Women and the College for Adults.
Prerequisite: Permission of the department chair.

THEO 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

THEO 4954 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

THEO 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies, but will not duplicate existing courses.
Prerequisite: One theology course.

Pastoral Ministry - Certificate

The purpose of the pastoral ministry certificate program is to prepare students for ministry in today’s church and society. The program integrates three necessary competencies for effective ministry: faith-based spirituality, theological depth and pastoral experience.

Students may acquire the certificate either with or without a baccalaureate degree or while pursuing the masters of arts degree in theology. Specific components of the certificate program required for all students are as follows:

1. A learning contract, through which students identify ministry goals and concrete objectives to attain them.

2. Required courses as noted below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select six of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THEO 2100</td>
<td>New Testament Studies</td>
<td>24</td>
</tr>
<tr>
<td>THEO 2200</td>
<td>Christian Ethics</td>
<td></td>
</tr>
<tr>
<td>or THEO 2850</td>
<td>Social Justice: A Christian Perspective</td>
<td></td>
</tr>
<tr>
<td>THEO 2400</td>
<td>Jesus of Nazareth, Christ of Faith</td>
<td></td>
</tr>
<tr>
<td>THEO 2600</td>
<td>All are Welcome: Church as Beloved Community</td>
<td></td>
</tr>
<tr>
<td>or THEO 2800</td>
<td>Eat, Pray, Heal: Christian Sacramentality</td>
<td></td>
</tr>
<tr>
<td>THEO 3020</td>
<td>Pastoral Theology</td>
<td></td>
</tr>
<tr>
<td>THEO 3060</td>
<td>Issues in Pastoral Theology</td>
<td></td>
</tr>
<tr>
<td>THEO 4754</td>
<td>Practicum - Letter Graded (see #3 below)</td>
<td></td>
</tr>
</tbody>
</table>
### B.A. Theology Majors

Courses for the theology major must include:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEO 3020</td>
<td>Pastoral Theology</td>
<td>4</td>
</tr>
<tr>
<td>THEO 3060</td>
<td>Issues in Pastoral Theology</td>
<td>4</td>
</tr>
<tr>
<td>THEO 4754</td>
<td>Practicum - Letter Graded (see #3 below)</td>
<td>4</td>
</tr>
</tbody>
</table>

3. **Theological field education** is a supervised internship in a pastoral setting. As a form of internship, students arrange it in prior consultation with the program coordinator. Registration for the credit is required for students that are only seeking the certificate. Students seeking a bachelor's degree are not required to register for credit but must complete an approved ministry practicum experience within their time of study.

4. **The ministry portfolio**, through which students demonstrate professional skills and an integrated understanding of their personal role in ministry.

### Federal Gainful Employment Disclosure Requirement for Certificates

Federal regulations require that all institutions disclose certain information and statistics regarding non-degree, certificate programs. Click on the link(s) below for the data provided by St. Kate’s for this program of study.

Pastoral Ministry Certificate (http://www.stkate.edu/gainful-employment/pastoral-ministry-day/Gedt.html)

Pastoral Ministry Certificate: College for Adults (http://www.stkate.edu/gainful-employment/pastoral-ministry-owo/Gedt.html)

### Theology - BA

The theology major at St. Kate’s offers opportunities to reflect on historical and theological aspects of religious experiences, practice and traditions, particularly, but not exclusively, within the Judeo-Christian framework. Students who choose theology as their major will investigate the biblical, historical, liturgical and doctrinal traditions of Christianity and also will become acquainted with the moral issues, spiritual aspirations and intellectual journeys of contemporary believers. The theology major is very flexible, which allows students to pursue those areas of study that they find most intriguing.

Theology majors find that many job opportunities await in youth ministry, social justice ministry and religious education ministry. Many students select theology as a second major or a minor, in combination with work in another area such as communications, education, history, literature, nursing, philosophy, psychology or social work. St. Kate’s theology majors have pursued a range of careers, putting their knowledge and skills to work in many different ways, including founding a facility for AIDS patients, working as a self-employed marriage and family therapist, working as a spiritual director, founding speaker series and facilitating grief groups.

Outstanding theology students may be invited to join Theta Alpha Kappa, the national theology honor society.

### Curriculum

#### Theology Major Requirements

Eight theology courses, of which at least four must be at the 3000-level or higher. Students interested in the major should plan an integrated program with their faculty advisor. At least five of the courses must be taken in the Theology Department at St. Catherine University.

**NOTE:** Students who transfer theology courses worth fewer than four credits may need to take more than eight theology courses to reach the 32 credit minimum.

Students apply for admission to the major after taking at least three theology courses from at least two different instructors.

Graduating theology majors are required to submit a portfolio to the Theology Department that displays their work in theology; further details about this requirement are provided by faculty advisors.

### Teaching Religion Certificate

This certificate is offered in the College for Women.

This certificate is designed for education majors to help them begin the ministry of teaching religion in grade schools or high schools. Students complete a total of five theology courses and a practicum. The practicum experience is completed through the Education Department in the student’s student teaching experience. Contact the Education Department for details about the student teaching experience.

### Curriculum

#### Code

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEO 3030</td>
<td>Educating for Life: Religious Education in Christian Communities</td>
<td></td>
</tr>
<tr>
<td>THEO 3090</td>
<td>Passing on the Faith - The Ministry of Faith Formation</td>
<td></td>
</tr>
</tbody>
</table>

Select four additional theology courses. Recommended:

- One scripture course
- One THEO course cross-listed with CRST or WOST
- One writing-intensive THEO course
- One other THEO course that adds breadth to the course of study

Total Credits: 20

Theology majors fulfill the Writing Requirement for Majors by taking any one of the 3000-level theology courses that are designated as writing intensive. They complete the Liberal Arts and Sciences Core Writing Requirement with three other writing-intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, CORE 3990W Global Search for Justice, and any other writing-intensive course in this or another department).

### Theology - Minor

This minor is offered in the College for Women.
Curriculum

Five theology courses, including at least two numbered 3000 or above. Three of the five courses for the minor must be taken at St. Catherine University.

Women's Studies

Women's studies is an interdisciplinary field, drawing on knowledge and research from a variety of disciplines - from sociology to biology to English to history - to help students understand women's experiences in the past and analyze women's situations today, both nationally and globally. It includes practical as well as theoretical components and is flexible by design so students can focus much of their course work on those areas that most interest them.

As part of this interdisciplinarity, women's studies examines the experiences of women of different backgrounds, so students can learn about their own location as a woman and about those of women from different racial/ethnic or class backgrounds from their own. The courses students take will help them deepen their understanding of and respect for cultural diversity and develop their awareness of social transformation processes - making the world a more just place for all people, across gender identities. An internship course allows students to choose a place to intern where they can see how the theories they have learned play out in "the real world." Students have interned locally and globally, in such diverse places as publishers, women's shelters, literacy programs, small businesses, government agencies, fair trade organizations, and judicial monitoring projects.

The women's studies major at St. Kate's is offered collaboratively among four campuses: St. Catherine, Augsburg, Hamline, and St. Thomas. That means students can take women's studies courses at any of these campuses and have them count as part of the major - and students are encouraged to do so in order to get a broad perspective on the field. Students can complete the minor at St. Kate's alone.

Major

- Women and International Development - BA, BS (p. 267)
- Women's Studies - BA (p. 267)
- Women and International Development (Dual Degree) - BA, BS (p. 269)
- Women's Studies (Dual Degree) - BA (p. 269)

Minor

- Women and the Arts - Minor (p. 266)
- Women's Studies - Minor (p. 268)

Women and the Arts - Minor

This minor offers a hybrid critical and creative approach to art, gender and community. Students gain critical insight into at least two different artistic fields while pursuing their own creative practice. Focusing on the contributions of women, students learn about past and present women artists while developing their own artistic talents. Recognizing that gender intersects with other aspects of identity and culture, this minor incorporates courses in critical studies of race and ethnicity and encourages global study and community action. With flexible, cross-listed courses, this minor synthesizes intellectual and embodied artistic knowledge and practice. This minor is well suited for students pursuing careers in fine arts, community arts organizing or arts administration.

This minor is offered in the College for Women.

Curriculum

The minor consists of 20 credits composed of:

- courses that represent at least two artistic fields
- three WOST or WOST cross-listed courses
- at least one CRST cross-listed course

At least 12 of these credits must come from outside of the student's major(s) or other minor field.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WOST 2050</td>
<td>Foundations in Women's Studies</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Four credits of artistic practice selected from the following fields:</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Visual Art (ceramics, painting, photography, sculpture, web design)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Music (vocal or instrumental, composition or performance)</td>
<td></td>
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<tr>
<td></td>
<td>Creative Writing (poetry, fiction, drama, screenplays, creative non-fiction)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fashion and Apparel (patternmaking, advanced construction)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theater (acting, directing)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dance (jazz dance, dance for musical theater)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Filmmaking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Critical analysis of women's contribution to an artistic field, selected from cross-listed WOST courses that deal with the representation, history or accomplishments of a woman or women in that field</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Theory of art and/or gender</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Artistic practice, critical analysis of women's contribution to an artistic field or theory</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 20

Highly Recommended

Two-credit study on women and the arts to produce an integrated project. This independent study could count within the 20 required minor credits and would allow the student the opportunity to deepen and manifest her learning.

Recommended

Internships with the Catherine G. Murphy Gallery, Théâtre de la Chandelle Verte, Franconia Sculpture Park, the Women's Art Institute, MN Fashion, Coffee House Press, etc. Courses with global components (e.g., Francophone Women Writers or a course abroad on British Writers and the Woman Question).

Students interested in pursuing this minor should contact the coordinator of the women and the arts minor or the women's studies program director to develop their individualized plan of study.

1 Women are people with diverse backgrounds of gender, class, race, sexuality, nation, age and ability. This vision of women is central to St. Catherine University Women's Studies.
Women and International Development - BA, BS

The women's and international development major prepares students for development careers in such contexts as NGOs, government agencies, foundations, and private development initiatives. The program emphasizes issues of justice and sustainability, women's roles in communities and organizations, applied research, and women's leadership in development.

With an emphasis on development practice, this major helps students use economic, social, cultural, and political structures to understand the process of development, women's crucial roles in that process, and persistent inequities in the distribution of social and economic goods. Students will learn the context of globalization to understand how to build a just and sustainable global society with equal rights for men and women across nations and cultures.

Women are people with diverse backgrounds of gender, class, race, sexuality, nation, age and ability. This vision of women is central to St. Catherine University Women's Studies.

See also: Women's Studies (p. 266)

Curriculum

This major is offered in the College for Women.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1120</td>
<td>Economics of Social Issues</td>
<td>4</td>
</tr>
<tr>
<td>ECON 2620</td>
<td>Principles of Macroeconomics</td>
<td>4</td>
</tr>
<tr>
<td>ECON/POSC XXXX</td>
<td>Haves and Have Nots: Examining Development, Poverty, and Inequality</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2200</td>
<td>People, Stories and Images: Qualitative Social Research</td>
<td>4</td>
</tr>
<tr>
<td>or ECON 3050</td>
<td>Quantitative Impact Evaluation: Applied Research Skills</td>
<td>4</td>
</tr>
<tr>
<td>WOST 2050W</td>
<td>Foundations in Women's Studies</td>
<td>4</td>
</tr>
<tr>
<td>WOST 4850W</td>
<td>Senior Seminar</td>
<td>4</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BIOL 1110</td>
<td>Environmental Biology with Lab</td>
<td></td>
</tr>
<tr>
<td>BIOL 1140</td>
<td>Race, Class, Gender and the Environment with Lab</td>
<td></td>
</tr>
<tr>
<td>HLTH 3350</td>
<td>Environmental Health</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>POSC 3150</td>
<td>Women and Globalization</td>
<td></td>
</tr>
<tr>
<td>POSC 3350</td>
<td>Nationalism and Ethnic Conflict</td>
<td></td>
</tr>
<tr>
<td>Select two of the following:</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>COMM 3100</td>
<td>Communicating across Cultures, Identities and Differences</td>
<td></td>
</tr>
<tr>
<td>ECON 3480W</td>
<td>International Economics: Trade and Immigration</td>
<td></td>
</tr>
<tr>
<td>HLTH 3250</td>
<td>Global Health</td>
<td></td>
</tr>
<tr>
<td>NPSO 2100</td>
<td>Intro to the Nonprofit Sector</td>
<td></td>
</tr>
<tr>
<td>POSC XXXX</td>
<td>Global Cities</td>
<td></td>
</tr>
<tr>
<td>SOCI 3250</td>
<td>Cultural Anthropology</td>
<td></td>
</tr>
<tr>
<td>SOCI 3450</td>
<td>Women's Issues from Global Perspectives</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1090</td>
<td>Statistical Analysis for Decision Making</td>
<td></td>
</tr>
<tr>
<td>HLTH 1090</td>
<td>Biostatistics</td>
<td></td>
</tr>
<tr>
<td>PSYC 1090</td>
<td>Statistical Methods in Psychology</td>
<td></td>
</tr>
<tr>
<td>STAT 1089</td>
<td>Statistical Analysis with Corequisite</td>
<td></td>
</tr>
<tr>
<td>STAT 1090</td>
<td>Statistical Analysis</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>44</td>
<td></td>
</tr>
</tbody>
</table>

WOST Courses: Students must take a minimum of five WOST or WOST cross-listed classes (many in the major are cross-listed, see specific classes).

Substantive International Experience: Majors are encouraged to engage in a substantive international experience (such as study abroad, an internship, an independent study, or work/lived experience abroad) during their studies.

Students are encouraged to check course prerequisites prior to planning their individual program of study.

Women's Studies - BA

The women's studies major prepares students for a wide range of careers because it prepares them to think critically, analyze ideas and policies skillfully, work with others very different from themselves, engage social justice concerns, and work toward social transformation. In the last few years, women's studies students have found employment as public policy analysts, professors, pastoral ministers, corporate managers, filmmakers, financial analysts, lobbyists, lawyers, child advocates, and more.

See also: Women and International Development (p. 267)

Curriculum

This major is offered in the College for Women.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WOST 2050W</td>
<td>Foundations in Women's Studies</td>
<td>4</td>
</tr>
<tr>
<td>WOST 3640</td>
<td>Feminist Theory</td>
<td>4</td>
</tr>
<tr>
<td>or PHIL 3900</td>
<td>Feminist Philosophy</td>
<td></td>
</tr>
<tr>
<td>WOST 4604</td>
<td>Internship</td>
<td>4</td>
</tr>
<tr>
<td>WOST 4850W</td>
<td>Senior Seminar</td>
<td>4</td>
</tr>
<tr>
<td>Two WOST courses cross-listed in arts or humanities</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Two WOST courses cross-listed in social sciences or sciences</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Two electives cross-listed with any department and WOST</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

1 Of these six courses, one must be a WOST course with a race/ethnicity component and three must be upper division courses.
Courses other than WOST 2050W Foundations in Women's Studies, WOST 3640 Feminist Theory, WOST 4604 Internship, and WOST 4850W Senior Seminar are cross-listed for women's studies within the originating department (see list below); a schedule of courses offered on the consortial campuses is published online annually and is available from the women's studies coordinator.

Cross-listed women's studies courses at St. Catherine University (see originating department listings for descriptions):

### Arts/Humanities

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 3630</td>
<td>Gender, Art, and Society</td>
<td>4</td>
</tr>
<tr>
<td>CLAS 3460W</td>
<td>Women in Greece and Rome</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 2260</td>
<td>Literature in Translation</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 2402</td>
<td>Language in Society</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 2290</td>
<td>Women and Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3400W</td>
<td>Language as Power</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3250</td>
<td>History of Civil Liberties and Civil Rights in the U.S.</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3560</td>
<td>Women in America to 1920</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3630</td>
<td>Women in Asia</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3650</td>
<td>U.S. Women Since 1920</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3790</td>
<td>History of Feminism in Western Society</td>
<td>4</td>
</tr>
<tr>
<td>MUS 3350W</td>
<td>Women and Music</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 2400</td>
<td>Philosophy and Women</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3900</td>
<td>Feminist Philosophy</td>
<td>4</td>
</tr>
<tr>
<td>THEO 2000</td>
<td>Maiden - Mother - Crone: Life Stages and the Spiritual Journey</td>
<td>4</td>
</tr>
<tr>
<td>THEO 3380</td>
<td>Women, Gender and the Bible</td>
<td>4</td>
</tr>
<tr>
<td>THEO 3450</td>
<td>Women in American Christianity</td>
<td>4</td>
</tr>
<tr>
<td>THEO 3850W</td>
<td>Human Sexuality. Theological and Spiritual Explorations</td>
<td>4</td>
</tr>
<tr>
<td>THEO 3930W</td>
<td>Christian Women Mystics</td>
<td>4</td>
</tr>
</tbody>
</table>

### Science/Social Science

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOL 1120</td>
<td>Biology of Women with Lab</td>
<td>4</td>
</tr>
<tr>
<td>COMM 2050</td>
<td>Media, Culture and Society</td>
<td>4</td>
</tr>
<tr>
<td>COMM 3070W</td>
<td>Gender and Rhetoric</td>
<td>4</td>
</tr>
<tr>
<td>COMM 3100</td>
<td>Communicating across Cultures, Identities and Differences</td>
<td>4</td>
</tr>
<tr>
<td>COMM 4600</td>
<td>Leadership and the Art of Persuasion</td>
<td>4</td>
</tr>
<tr>
<td>CRST 2150</td>
<td>Challenging Oppressions, Civic Engagement and Change</td>
<td>4</td>
</tr>
<tr>
<td>ECON 1120</td>
<td>Economics of Social Issues</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3050</td>
<td>Psychology of Gender</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2700</td>
<td>Social Movements-Social Change</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3210</td>
<td>Family, Identity and Inequality</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3250</td>
<td>Cultural Anthropology</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3450</td>
<td>Women's Issues from Global Perspectives</td>
<td>4</td>
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<tr>
<td>SOCI 3510</td>
<td>Sociology of Race and Ethnicity</td>
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### Courses with Race/Ethnicity Component

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<tr>
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<td>4</td>
</tr>
<tr>
<td>COMM 3100</td>
<td>Communicating across Cultures, Identities and Differences</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 2260</td>
<td>Literature in Translation</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 2290</td>
<td>Women and Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 2402</td>
<td>Language in Society</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3400W</td>
<td>Language as Power</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3250</td>
<td>History of Civil Liberties and Civil Rights in the U.S.</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3630</td>
<td>Women in Asia</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2700</td>
<td>Social Movements-Social Change</td>
<td>4</td>
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Other cross-listed courses include selected sections of topics courses, selected senior seminars and selected independent studies. Consult campus coordinator for current list of cross-listed courses.

Because courses are offered on several campuses, there is a potential for duplication of material. Credit will not be given toward the major for two courses that overlap substantially in content. Consult with the women's studies coordinator to avoid duplicating courses. Course descriptions are listed in originating departments in the catalogs of the individual ACTC colleges.

Women's studies majors satisfy the Writing Requirement for Majors by completing WOST 2050W Foundations in Women's Studies and WOST 4850W Senior Seminar. They complete the Liberal Arts and Sciences Core Writing Requirement with two other writing-intensive courses (CORE 1000W The Reflective Woman or CORE 2000W The Reflective Woman, and CORE 3990W Global Search for Justice).

Women's Studies - Minor

This minor is offered in the College for Women.

### Curriculum

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>WOST 2050W</td>
<td>Foundations in Women's Studies</td>
<td>4</td>
</tr>
<tr>
<td>WOST 3640</td>
<td>Feminist Theory</td>
<td>4</td>
</tr>
<tr>
<td>or PHIL 3900</td>
<td>Feminist Philosophy</td>
<td>4</td>
</tr>
<tr>
<td>Three other courses from three disciplines, chosen from the published list of cross-listed courses (see Women's Studies major)</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

With the approval of the coordinator, a maximum of two courses may be transferred from a non-ACTC institution.
Women and International Development (Dual Degree) - BA, BS
Women and International Development/Master of Public Health

St. Kate’s offers the opportunity to apply a student’s liberal arts education in the field of public health through a unique 3+2 dual-degree program in women and international development/master of public health, global health focus (MPH). The dual-degree program allows students to complete their bachelor’s degree while pursuing the MPH degree.

Women and international development students (College for Women only) will complete the women and international development pre-public health sequence of courses and supporting work for the MPH program. This includes courses in global health, statistics, biology or chemistry and statistics while providing a special emphasis in women and international development.

As a women and international development major, students focus on women’s roles in communities and organizations, and women’s leadership. If students choose to complete the fourth-year course work prior to applying for the MPH program they will be prepared to work in a variety of areas such as careers in non-governmental organizations, government agencies, foundations and private development initiatives.

To enroll in this program, students apply to the MPH program during their junior year. If they are admitted to the MPH program, they receive a B.A. or B.S. in women and international development upon completion of the first year of the MPH program. The curriculum for the women and international development major is listed in the Pre-Professional Programs, Pre-Public health (p. 40) section of this catalog.

Women's Studies (Dual Degree) - BA
Women's Studies/Master of Public Health

St. Kate’s offers the opportunity to apply a student’s liberal arts education in the field of public health through a unique 3+2 dual-degree program in women’s studies/master of public health, global health focus (MPH). The dual-degree program allows students to complete their bachelor’s degree while pursuing the MPH degree.

Women’s studies students (College for Women only) will complete the women’s studies and pre-public health sequence of courses and supporting work for the MPH program. This includes courses in global health, biology or chemistry, and statistics while providing a special emphasis in women’s studies.

The women’s studies major prepares students for a wide range of careers because it prepares them to think critically, analyze ideas and policies skillfully, work with others very different from themselves, engage social justice concerns, and work toward social transformation. If students choose to complete the fourth-year course work prior to applying for the MPH program they will be prepared to work in a variety of areas such as public policy analysts, professors, filmmakers, financial analysts, lobbyists, child advocates, and more.

To enroll in this program, students apply to the MPH program during their junior year. If they are admitted to the MPH program, they receive a B.A. in women’s studies upon completion of the first year of the MPH program. The curriculum for the women’s studies major is listed in the Pre-Professional Programs, Pre-Public health (p. 40) section of this catalog.

Course Descriptions

- **Prerequisite** — must be taken prior to the course
- **Prerequisite with concurrency** — may be taken prior to OR at the same time as the accompanying course
- **Corequisite** — must be taken the same term as the accompanying course
- **Recommended** — not required, but may better prepare the student for the course
- **Writing Intensive** courses are identified by the "W" appended to the course number (e.g., CORE 1000W The Reflective Woman)

Accounting (ACCT)

**ACCT 2110 Financial Accounting — 4 credits**
This course is an introduction to accounting, which will enable students to achieve a basic working knowledge of accounting and its uses. Emphasis is placed on the need to read and interpret financial statements. Accounting theory and uses of accounting information are integrated with the conceptual framework and social role of accounting. Problem solving, ethical issues and computer skills are an integral part of the course. A major goal of the course is to develop students’ critical-thinking skills. Also offered in Evening/Weekend/Online Program.

**ACCT 2112 Financial Accounting I — 2 credits**
This course is an introduction to accounting, which will enable students to achieve a basic working knowledge of accounting and its uses. Emphasis is placed on the need to read and interpret financial statements. Accounting theory and uses of accounting information are integrated with the conceptual framework and social role of accounting. Offered in the College for Women and the College for Adults.

**ACCT 2130 Managerial Accounting — 4 credits**
This course emphasizes the use of accounting information to help make managerial decisions. It also covers the basics of成本 accounting techniques, budgeting and the use of accounting information for management planning and control. This course helps students develop their critical-thinking and computer-spreadsheet skills. Offered in the College for Women and the College for Adults.

**ACCT 2312 Financial Accounting II — 2 credits**
This course will provide a solid foundation for financial accounting. It will emphasize the accounting cycle, preparation of financial statements, and computational and theoretical aspects of transaction analysis and accrual adjustments. Offered in the College for Women and the College for Adults.

**Prerequisite:** ACCT 2112 with a grade of C- or better.

**ACCT 2310 Financial Accounting I — 2 credits**
This course will provide a solid foundation for financial accounting. It will emphasize the accounting cycle, preparation of financial statements, and computational and theoretical aspects of transaction analysis and accrual adjustments. Offered in the College for Women and the College for Adults.

**Prerequisite with concurrency:** ACCT 2112.

**ACCT 2682 Directed Study — 2 credits**
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.

**Prerequisites:** Faculty, department chair and dean approval.
ACCT 3110 Intermediate Accounting I — 4 credits
Students will study accounting theory as it relates to principles and the processes of accounting for, and reporting on, business operations. All categories of assets and liabilities are covered. Students are required to do a practice set, research work, and perform problem solving. Students will employ critical thinking, Excel and ethical decision-making skills. Offered in the College for Women and the College for Adults.
Prerequisites: ACCT 2112 or ACCT 2312, and ACCT 2130. (On an exception basis, students earning a B or better in ACCT 2112 or ACCT 2312 may be allowed to enroll in ACCT 3110 without ACCT 2130.)

ACCT 3120 Intermediate Accounting II — 4 credits
A continuation of ACCT 3110. Students will study the remaining balance sheet accounts with special emphasis on the capital structure of corporations. In addition, complex accounting matters such as investments, tax allocation, pension applications, lease capitalization, accounting changes and error corrections are reviewed. One of the key objectives is to provide students with the opportunity to develop skills in the analysis of technical accounting issues. Offered in the College for Women and the College for Adults.
Prerequisite: ACCT 3110 with a grade of B- or better.

ACCT 3150 Income Tax — 4 credits
In this course students will take a theoretical review and analysis of federal individual income tax laws. Tax research and planning are emphasized. Students will study applications that stress theoretical understanding and secondarily, the preparation of income tax returns. Offered in the College for Women and the College for Adults.
Prerequisite: ACCT 3110 with a grade of C- or better.

ACCT 3202 Business Finance — 2 credits
This course deals with financial decisions that corporate management must make to maximize wealth. Key topics include interpretation and analysis of financial information, present value and future value analysis techniques, valuation of bonds and stocks, and impact of financial decisions on a firm's expected return and risk.
Prerequisite: ACCT 2130.

ACCT 3210 Financial Management — 4 credits
This course deals with financial decisions that corporate management must make to maximize stockholder wealth. Key topics students will study include capital budgeting, valuation of financial assets, determination of a firm's cost of capital, interpretation and analysis of financial information, working capital management and impact of financial decisions on a firm's expected return and risk. Offered in the College for Women and the College for Adults.
Prerequisite: ACCT 2130.

ACCT 3212 Advanced Finance — 2 credits
This course deals with financial decisions that corporate management must make to maximize stockholder wealth. Key topics include capital budgeting, determination of a firm's cost of capital, and working capital management.
Prerequisite with concurrency: ACCT 3202.

ACCT 4100 Advanced Accounting — 4 credits
In this course students will focus on consolidations and accounting for state and local governments and other not-for-profit organizations. Students will cover the basics of consolidations with an emphasis on the differences between profit and not-for-profit accounting and the preparation of financial statements for state and local governments and other not-for-profit organizations. This class is particularly beneficial for students interested in working for state and local governments, other not-for-profits, public accounting firms that audit governmental or other not-for-profit entities or students planning to take the CPA exam. Students will broaden their accounting skills so that they are prepared to work in a variety of organizations. Offered in the College for Women and the College for Adults.
Prerequisites: ACCT 2130, ACCT 3110.

ACCT 4120 Cost Accounting — 4 credits
Students will study the elements of product costs, including job, process, standard and variable costing systems and procedures. A managerial emphasis is added through inclusion of cost-volume-profit relationships, management uses of financial and cost data, and introduction to Balanced Score Card theory and practice for strategic analysis, CASB pronouncements and other selected topics. Students will increase their Excel skills and further develop their decision-making and critical-thinking skills. Offered in the College for Women and the College for Adults.
Prerequisites: ACCT 2130, ACCT 3110.

ACCT 4130W Auditing — 4 credits
This course will focus on the independent examination of the financial statements and all aspects of a financial audit in accordance with generally accepted auditing standards. Particular emphasis will be placed on the engagement risk assessment, analysis of internal controls, the gathering and the analysis of evidence in preparation for the audit report. The focus is on analytical thinking, the exercise of judgment, and evaluation of risks. Students will complete a variety of written projects related to auditing. Writing Intensive. Offered in the College for Women and the College for Adults.
Prerequisite: ACCT 3120 with a grade of C- or better.

ACCT 4140 Accounting Systems — 4 credits
Accounting systems introduces students to the use of relational databases and enterprise resources systems in the creation of Accounting Information Systems (AIS). The design of accounting information systems is covered in detail; modeling techniques such as simple entity relationship diagrams (ERDs), Data Flow Diagrams (DFDs) and Flowcharts are used to create high-level views and conceptual schemas of an AIS. The capture and manipulation of accounting transactions in revenue, purchasing and payroll accounting cycles are covered in detail. MS Visio is used for modeling and MS Access for implementation of models into databases. Microsoft Office Accounting 2001 ERP Software is used for exposure to AIS implementation. Offered in the College for Women and the College for Adults.
Prerequisite: ACCT 3120 with a grade of C- or better.
ACCT 4200 Fraud and Forensic Accounting Seminar — 4 credits
Concepts related to fraud and forensic accounting will be analyzed and examined. These concepts will include: the fraud triangle, fraud prevention, fraud detection techniques, fraud investigation, management (white collar crime) fraud and specific fraud schemes. Guest speakers and real word cases will be utilized to supplement the textbook concepts. Students will develop heightened awareness of fraud in organizations as well as analytical skills that can be used to identify fraud in financial statement and key internal controls for fraud prevention. Offered in the College for Women and the College for Adults.
Prerequisite: ACCT 3110.
Recommended: ACCT 4130W.

ACCT 4602 Internship — 2 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves the student in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, the student must meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

ACCT 4604 Internship — 4 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves the student in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, the student must meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

ACCT 4682 Directed Study — 2 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

ACCT 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

ACCT 4752 Accounting Practicum — 2 credits
This course complements students’ academic work by giving them the opportunity to apply textbook theory to an actual business practice in an internship. Through an internship, students discover more about a particular profession and learn about their career interests. Once offered an internship position, the next step is to start the process of enrolling in the Business Practicum course. This class is designed for both traditional internships and for "stretch assignments." If students are working at/near full-time, they may be able to negotiate a "stretch assignment" or "career development" project, which is above and beyond current work responsibilities, in their workplace. Whether a traditional internship or a "stretch assignment" students will participate once every two weeks (check the published annual schedule of class meetings) in structured class sessions with peers and instructor, who is also the Faculty Internship Advisor, to discuss and evaluate what students are learning in their internships. Class discussions and readings will focus on internship and career-related topics. Offered in fall, spring and summer sessions. Register under ACCT for accounting or BUSI for other business-related internships. Offered in the College for Women and the College for Adults.
Prerequisites: A minimum of three business courses completed, junior standing, and a work situation approved by the instructor.

ACCT 4753 Accounting Practicum — 3 credits
This course complements students’ academic work by giving them the opportunity to apply textbook theory to an actual business practice in an internship. Through an internship, students discover more about a particular profession and learn about their career interests. Once offered an internship position, the next step is to start the process of enrolling in the Accounting Practicum course. This class is designed for both traditional internships and for "stretch assignments." If students are working at/near full-time, they may be able to negotiate a "stretch assignment" or "career development" project, which is above and beyond current work responsibilities, in their workplace. Whether a traditional internship or a "stretch assignment" students will participate once every two weeks (check the published annual schedule of class meetings) in structured class sessions with peers and instructor, who is also the Faculty Internship Advisor, to discuss and evaluate what they are learning in their internships. Class discussions and readings will focus on internship and career-related topics. Offered in fall, spring and summer sessions. Register under ACCT for accounting or BUSI for other business-related internships. Offered in the College for Women and the College for Adults.
Prerequisites: A minimum of three business courses completed, junior standing, and a work situation approval by the instructor.
ACCT 4754 Accounting Practicum — 4 credits
This course complements students’ academic work by giving the opportunity to apply textbook theory to an actual business practice in an internship. Through an internship, students discover more about a particular profession and learn about their career interests. Once offered an internship position, the next step is to start the process of enrolling in the Business Practicum course. This class is designed for both traditional internships and for “stretch assignments.” If students are working at/near full-time, they may be able to negotiate a “stretch assignment” or “career development” project, which is above and beyond current work responsibilities, at their workplace. Whether a traditional internship or a “stretch assignment,” students will participate once every two weeks (check the published annual schedule of class meetings) in structured class sessions with peers and instructor, who is also their Faculty Internship Advisor, to discuss and evaluate what they are learning in their internships. Class discussions and readings will focus on internship and career-related topics. Offered in fall, spring and summer sessions. Register under ACCT for accounting or BUSI for other business-related internships. Offered in the College for Women and the College for Adults.
Prerequisites: A minimum of three business courses completed, junior standing, and a work situation approved by the instructor.

ACCT 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

ACCT 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

ACCT 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

American Sign Language (ASL)

ASL 1110 Beginning American Sign Language I — 4 credits
In this introductory course students will engage in receptive and expressive language readiness activities as well as learn vocabulary, basic use of ASL grammatical structure and signing space, conversational regulators, fingerspelling and introductory aspects. Offered in the College for Women and the College for Adults.

ASL 1120 Beginning American Sign Language II — 4 credits
Students will continue to study ASL grammatical structure, vocabulary, fingerspelling, use of signing space, conversational regulators and introductory aspects of Deaf culture. Offered in the College for Women and the College for Adults.
Prerequisite: ASL 1110.

ASL 1110 Introduction to American Deaf Culture — 4 credits
In this course students will study the culture of the American Deaf community. Issues raised include the relationship between language and culture, the history of Deaf education, the Deaf President Now revolution and the collective goals and values of the Deaf community. Offered in the College for Women.
Prerequisite with concurrency: ASL 2110.

ASL 2110 Intermediate American Sign Language I — 4 credits
Students will learn how to express abstract concepts in ASL using appropriate grammatical structure, signing space, vocabulary, fingerspelling and nonmanual markers. The course also features continued development of conversational regulators and aspects of Deaf culture. Offered in the College for Women and the College for Adults.
Prerequisite: ASL 1120.

ASL 2120 Intermediate American Sign Language II — 4 credits
This course is designed to expand students’ ability to express abstract concepts in ASL and to further develop their vocabulary and their receptive and expressive fluency. Students will also continue to read and discuss topics related to Deaf culture. Deaf community interaction required. Offered in the College for Women.
Prerequisite: ASL 2110.

ASL 2500 Fingerspelling Lab — 1 credit
In this course students will focus on the comprehension and production of lexicalized, rapid and careful fingerspelling. Phonological analysis of fingerspelling is also covered. Offered in the College for Women.
Prerequisite: ASL 2120, JR or SR status.

ASL 2681 Directed Study — 1 credit
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

ASL 3110 Advanced American Sign Language I — 4 credits
Designed as a lecture/lab course to expand students’ vocabulary and develop their language skills and conversational fluency. Students will identify and apply strategies needed to give instructions, explanations, and provide factual information. Students will also learn how to discuss more complex topics such as finance and to effectively use persuasion in discussions that require decision making. Deaf community interaction required. Offered in the College for Women.
Prerequisite: ASL 2110.

ASL 3120 Advanced American Sign Language II — 4 credits
A continuation of ASL 3110, with an additional focus on narrative skills. Deaf community interaction required. Offered in the College for Women.
Prerequisite: ASL 3110.

ASL 3130 Conversational ASL — 4 credits
Designed as a lecture/lab course to expand students’ vocabulary and develop their language skills and conversational fluency. Students will identify and apply strategies needed to give instructions, explanations, and provide factual information. Students will also learn how to discuss more complex topics such as finance and to effectively use persuasion in discussions that require decision making. Deaf community interaction required. Offered in the College for Women.
Prerequisite: ASL 2120.

ASL 3120 Advanced American Sign Language II — 4 credits
This course is designed to expand students’ ability to express abstract concepts in ASL and to further develop their vocabulary and their receptive and expressive fluency. Students will also continue to read and discuss topics related to Deaf culture. Deaf community interaction required. Offered in the College for Women.
Prerequisite: ASL 3110.

ASL 3130 Conversational ASL — 4 credits
Built receptive and expressive conversational skills through small group work and videotape. Emphasis on sign variation across gender, age, ethnicity and region. Offered in the College for Women.
Prerequisite with concurrency: ASL 3110.
ASL 3330 ASL Classifiers — 4 credits
In this course students will analyze semantic classifiers, size and shape specifications (SASSs) and handling or instrument classifiers (HCLs or ICLs). The interaction of SASSs with movement roots to trace the size and shape of objects is examined, as well as the use of HCL handshapes to represent how objects are handled and the role they play in marking causation and agency. The complex morphology of classifiers is the focus of students’ learning in this course, with examples of usage in formal and informal discourse. Offered in the College for Women.
Prerequisite: JR or SR status.
Prerequisite with concurrency: ASL 3120.

ASL 4682 Directed Study — 2 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

ASL 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

ASL 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

ASL 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

Apparel Design (APPD)

APPD 2500 Fashion Illustration and Portfolio Development — 4 credits
Development of illustration skills through a variety of media. Course focuses on fashion illustration, including studies in motion, fit, ease, and fabric and texture rendering. After developing hand skills, students work with varied computer media to develop professional illustrations and to integrate manual and digital works. Sustainability is stressed through use of materials that are sourced responsibly, use of digital technologies over that of paper, and use of natural materials to create illustrations. Creation of flats, both hand drawn and digital, is also covered. The final focus of the course is portfolio development including the creation of two digital portfolios as well as a traditional portfolio, created with current industry standards in mind. Offered in the College for Women.
Prerequisite: ART 2250.
Prerequisite with concurrency: ART 1200 or ART 2600.

APPD 2994 Topics — 4 credits

APPD 3050 Advanced Construction Methods — 4 credits
This course focuses on intermediate and advanced garment construction, with emphasis on tailoring, fitting, formalwear techniques, and creating sustainable fashion. Support structures and fitting are a major component of this course. Students must have basic sewing proficiency before taking this course. Offered in the College for Women.
Prerequisite: FASH 2100 or passing a sewing proficiency exam.

APPD 3150 Patternmaking — 4 credits
An introductory course in pattern design and development. Topics cover an introduction to flat pattern and drafting methods of pattern creation. You continue developing an understanding of and expertise in body measurement and fitting methods. Offered in the College for Women.
Prerequisites: FASH 2100, APPD 3050.

APPD 3400 Draping and Creative Design — 4 credits
This course is an exciting exploration of creativity as expressed through fashion draping techniques. Draping skills are introduced and developed to stimulate creative thinking and problem solving. Students also learn beginning flat pattern and drafting techniques to check fit and construction, as well as facilitating potential production. Fabric manipulation techniques are extensively used as a medium for design. Optitex CAD skills are introduced as well. Students practice fitting techniques throughout each design process. This course features a “Zero Waste” sustainability project, demonstrating student thought process and skills. A hands-on 2D & 3D exploratory creative lab class. Offered in the College for Women.

APPD 4050 Fashion Illustration — 4 credits
Development of illustration skills through a variety of media. Course focuses on fashion illustration, including studies in motion, fit, ease, and fabric and texture rendering. After developing hand skills, students work with varied computer media to develop professional illustrations and to integrate manual and digital works. Offered in the College for Women.
Prerequisite: ART 2250.
Prerequisite with concurrency: ART 1200 or ART 2600.

APPD 4150 Patternmaking II — 4 credits
The second patternmaking course develops skills in draping that uses fabric manipulation to create designs and develop patterns. This course also develops intermediate skills in flat pattern and drafting. Computer Aided Design and Pattern development skills are introduced. Students will learn advanced fitting. Students will also create an apparel line in a client-driven experience. Class promotes innovation and creativity in thinking. Offered in the College for Women.
Prerequisite: APPD 3150.

APPD 4400 Advanced Patternmaking — 4 credits
The advanced course in patternmaking explores complex pattern design and non-traditional patterning methods in various apparel categories. Sustainable design thinking is required by creating Zero-Waste engineered pattern projects. Students begin to develop their final capstone line and improve their expertise in fitting and construction methods. Students are paired with a design industry mentor familiar with the student’s design interests.
Prerequisites: APPD 3050 and APPD 3150.
APPD 4602 Internship — 2 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves the student in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, the student must meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

APPD 4604 Internship — 4 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves you in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office. A semester long classroom component is part of this course and focuses on furthering the professional development of students in the retail major program, particularly with respect to career development in retail merchandising in preparation for future work experiences and employment through resume & cover letter writing, development of interviewing and presentation skills, job search strategies, professional writing, discussion of current key topics within the industry and a variety of other professional experiences.
Prerequisites: Faculty sponsorship and approval by department chair.

APPD 4682 Directed Study — 2 credits

APPD 4800 Apparel Design Seminar — 4 credits
This course provides an opportunity for students to develop an integrated apparel design focus. It includes creative thinking and the development of an individualized style to be expressed in the creation of a senior apparel line and portfolio designs. These apparel lines are publicly exhibited at the end-of-year style show. Students also explore methods for portfolio display including traditional and electronic venues. Offered in the College for Women.
Prerequisites: APPD 3050, APPD 3150, APPD 4050, APPD 4150.

APPD 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

APPD 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

APPD 4992 Topics — 2 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

APPD 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

Art (ART)

ART 1000 Two-Dimensional Design — 4 credits
Introduction to the basic elements, principles and dynamics of visual art. Course features studio exercises and projects with exploration of two-dimensional art media and class critiques of studio work. Image-illustrated lectures, gallery visits, readings and critical writings supplement assigned studio problems as means of understanding concepts and acquiring skills in visual literacy and two-dimensional design. Required foundation course for studio art, visual art education majors and apparel design majors. Offered every semester. Offered in the College for Women.

ART 1010 Three-Dimensional Design — 4 credits
This foundation course is an introduction to the creation and understanding of three-dimensional form. Studio projects emphasize basic visual aesthetics, the principles and elements of spatial design and the processes and materials used to create sculptural forms. Three-dimensional design is also a preliminary course of study for architecture, furniture or product design, theater design, fashion design and many other disciplines. Image lectures, readings, critiques, gallery visits and written assignments supplement the course. Required foundation course for studio art, visual art education majors and apparel design majors. Offered every semester. Offered in the College for Women.

ART 1020 Art and Artists — 2 credits
This course examines the great works of visual imagination throughout human history with special focus on contemporary American artists of diverse backgrounds. Classroom exercises promote the application of creative visual thinking to your own life and work. Offered in the College for Adults.

ART 1050 Art in the Twin Cities — 4 credits
Basic introduction to the study of visual art for non-majors. This art appreciation course emphasizes experiencing art directly and in-depth at museums and venues throughout the Twin Cities. Lectures will focus on themes and issues related to art including: the artist, the process of art and an overview of art history, visual culture and contemporary issues in art. Image lectures, discussions, readings, museum visits and written assignments. Offered in Evening/Weekend/Online Program.

ART 1200 Drawing — 4 credits
Introduction to drawing focuses on drawing from observation and mastery of essential skills that includes a section on drawing from the human figure. Course presents art theory and studio practice leading to competence at the foundation level. Studio exercises, critiques and sketchbook assignments, supplemented by image lectures and readings. Required foundation course for studio art, visual art education majors and apparel design majors. Offered every semester. Offered in the College for Women.
ART 1370 Making Better Photographs: Essential Principles of Photography — 4 credits
This fine arts course offers an introduction to fundamental digital photography tools, processes, and aesthetic principles. Emphasis is placed on the use of photography as a tool for developing creativity and heightened visual awareness. Image-based assignments address core technical and aesthetic decisions at every stage in the photographic process including camera controls, image editing and manipulation, compositional strategies, and preparing images for final display. Access to a digital camera is required for the duration of the course. Although a digital SLR (DSLR) or similar camera is recommended and offers the greatest flexibility and creative control, it is not required. The course can be successfully completed using any digital camera from cell phones to DSLRs. (Required for online sections only: Adobe Lightroom Classic editing software installed on a personal computer is required for the duration of the online offering of the course. The education version of Adobe Lightroom Classic may be purchased on a subscription basis through Adobe Creative Cloud.) Offered in the College for Women and the College for Adults.

ART 2000 Jewelry — 4 credits
Introduction to the use of metal as an art medium and of three-dimensional design as applied to jewelry. Emphasis on developing skill with metalsmithing tools and basic techniques in fabrication. Formal and conceptual development will be explored within the context of historical and contemporary jewelry and metalwork production. Offered in the summer.

ART 2150 Color — 4 credits
Basic principles and theories of color are explored in a hands-on sequence of assignments. Using paint as the primary medium, and introducing digital processes, color mixing skills are acquired that are important to the fine artist and designer, as well as to anyone interested in understanding the influence of color on the human psyche. Class procedures include demonstrations, illustrated lectures and critiques. Offered annually. Offered in the College for Women.

ART 2250 Art and Technology — 4 credits
This course is an introduction to computers as a tool and digital culture as a medium for creative expression and communication. Students will gain a hands-on understanding of graphic software and hardware in both object- and pixel-oriented programs. The class will consider the impact of computer technology on visual art and culture by means of online research and discussion. Using the computer as an art-making tool, students undertake projects that incorporate their own artistic expression. Class procedures include demonstrations, illustrated lectures and critiques. Required course for studio art, visual art education and art history majors. Offered every semester. Offered in the College for Women.

ART 2300 Painting: Oil — 4 credits
This course is an exploration of the processes of painting with oil on canvas and other supports. The subject matter stresses practical knowledge of materials and experience in the use of the art elements, especially color, light and volume in compositions that employ various subject matter. This course exposes students to a variety of traditional and contemporary techniques in order to encourage the development of a personal vision. Image lectures, critiques. Offered annually. Offered in the College for Women.

ART 2310 Painting: Acrylic — 4 credits
This course is an exploration of the processes of painting with acrylic on canvas and other supports. The subject matter stresses practical knowledge of materials and experience in the use of the art elements, especially color, light and volume in compositions that employ various subject matter. This course exposes students to a variety of traditional and contemporary techniques in order to encourage the development of a personal vision. Image lectures, critiques. Offered annually. Offered in the College for Women.

ART 2320 Painting: Watercolor — 4 credits
Explore the methods of painting transparent watercolors on a variety of papers. Students learn how to manipulate design elements and principles, especially color, in painting a variety of subjects. Personal expression and strong compositional strategies are emphasized. Offered in the summer.

ART 2340 Printmaking — 4 credits
Discover the world of multiple copies of the same image through printmaking. Students will investigate woodcut, etching, and other printing techniques on a variety of surfaces to explore drawn images, pattern and surface design. Traditional and contemporary approaches and techniques will develop students’ ideas and personal imagery. Offered occasionally.

ART 2360 Introduction to Black and White Photography — 4 credits
This course offers an introduction to the basic skills of black and white photography, emphasizing both technique and the development of a creative visual vocabulary. Structured assignments develop a working knowledge of the camera and of the elements and principles of design. Both digital and darkroom processes will be explored. A self-directed final project encourages individual creativity. Some film and paper supplies are required. Cameras will be available for checkout. Offered every spring semester. Offered in the College for Women.

ART 2370 Photography and Digital Storytelling — 4 credits
This course is an introduction to Digital Storytelling, an art form that emphasizes personal expression and the use of multimedia production tools to tell true stories. In the course students will produce short movies (under three minutes) using still images and sound to explore the many ways in which small stories convey big ideas. Students will learn how to capture, edit and sequence digital photographs and sound to create self-contained videos that can be viewed by a wide audience on a variety of platforms, including the internet and many mobile devices. No prior photography experience is necessary. A digital camera is required equipment for the course. Offered in the College for Women.

ART 2400 Wheel-Thrown Pottery — 4 credits
In this introduction to the use of clay on the potter’s wheel, pottery form and a range of surface treatments will be explored. Students are given a historical, aesthetic and technical foundation for working with clay on the potter’s wheel. Offered annually. Offered in the College for Women.

ART 2450 Ceramics — 4 credits
An introductory ceramics course, this class explores the possibilities of artistic expression in clay through hands-on experience. This course will review the history of ceramics as well as look at contemporary artists as students learn a variety of hand-building techniques. Students will be encouraged to go beyond learning the techniques toward developing their personal expression. Offered annually. Offered in the College for Women.
ART 2500 Sculpture — 4 credits
Sculpture is the study of form, formation and transformation. In this class, students will learn about sculptural form and space and the infinite possibilities of material, process and inspiration. Students will be instructed in clay, wood, plaster, metal and mixed media as well as installation and time-based art. Along with developing three-dimensional skills, students will be encouraged to begin developing their own sculptural aesthetic. Image lectures, field trips and readings. Offered annually.
Recommended: ART 1010.

ART 2550 Sculpture: Metal — 4 credits
In this introduction to the materials, processes, and forms of welded and cast sculpture, students will learn fabrication processes including welding, brazing, cutting, bending and metal casting, as well as finishing processes such as grinding and surface treatment. The possibility for sculptural exploration throughout the process will be emphasized as students work on independent projects. Studio work is supplemented with technical demonstrations, image lectures, readings, field trips and critical discussions. Offered occasionally.
Recommended: ART 1010.

ART 2600 Figure Drawing — 4 credits
In-depth study in drawing the human figure, featuring concepts, anatomy, vocabulary and process, with exploration of materials and techniques and consideration of aesthetic and cultural issues in depicting the human body. Studio work is supplemented by readings and discussion, illustrated lectures, critiques, critical writing assignment and class visits to galleries and museums. Offered in the College for Women and the College for Adults.
Prerequisite: Some previous drawing experience.

ART 2952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

ART 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Topics may be either studio art courses or art history courses. Offered in the College for Women and the College for Adults.

ART 3150 Publication Design — 4 credits
This graphic design course offers hands-on computer experience in the major forms of printed communications: books, newspapers and magazines. Typography and the principles of visual communication integrating images and text are explored through exercises and projects. Students are introduced to historical aspects and contemporary issues in the field as well as current software for layout design. Class procedures include demonstrations, illustrated lectures, critiques and field trips. Offered in rotation every third semester. Offered in the College for Women.
Recommended: ART 2250.

ART 3180 Illustration Design — 4 credits
This graphic design course explores the concepts and techniques of communicating with images. Using appropriate software, students complete exercises and projects that introduce them to commercial practices, as well as develop their personal vision and style. Class procedures include demonstrations, illustrated lectures and critiques. Offered in rotation every third semester. Offered in the College for Women.
Recommended: ART 2250 and/or ART 1000 or ART 1200.

ART 3200 Graphic and Web Design — 4 credits
Graphic design is the application of art and communication skills to the needs of society. Using computer software, the first part of the course is a comprehensive foundation in the conceptual, aesthetic and technical aspects of graphic design, including graphic identity. The second part builds on these skills to explore designing for the internet using appropriate software. Students execute exercises and projects. Class procedures include demonstrations, illustrated lectures and critiques. Offered in rotation every third semester.
Recommended: ART 2250.

ART 3310 Advanced Painting — 4 credits
Continuation of ART 2300, 2310 or 2320 with greater independence, emphasizing development of a personal vision and style in painting. Offered every semester in conjunction with above courses. Offered in the College for Women.
Prerequisites: ART 2300, ART 2310 or ART 2320.

ART 3350 Advanced Printmaking — 4 credits
Advanced work in printmaking processes, investigating techniques learned in ART 2340 with photo applications and color printing. The development of a personal visual style will be encouraged along with traditional print editions. Offered in conjunction with ART 2340.
Prerequisite: ART 2340.

ART 3400 Advanced Wheel-Thrown Pottery — 4 credits
Continued exploration of ART 2400, using a broader range of clay bodies, surface treatments and firing techniques. Students will develop a greater critical understanding and a personal vision. Offered in conjunction with ART 2400. Offered in the College for Women.
Prerequisite: ART 2400.

ART 3450 Advanced Sculpture: Ceramics — 4 credits
A continuation of ART 2450, students will focus on expanding their clay skills while continuing to develop and refine their individual ideas. Students will also learn more about glazes and the firing process. Offered in conjunction with ART 2450. Offered in the College for Women.
Prerequisite: ART 2450.

ART 3500 Advanced Sculpture — 4 credits
Continued exploration and development of techniques, conceptual skills and content introduced in ART 2500 or ART 2550. Students will explore their ideas more deeply and in virtually any medium, as well as refine their vocabulary and knowledge of contemporary sculptural practice. Image lectures, critiques, readings and writing assignments supplement the course. Offered annually in conjunction with ART 2500.
Prerequisite: ART 2500 or ART 2550.
ART 4200 Women’s Art Institute Summer Studio Intensive — 3 credits
A resurgence of activity and discussion around the issues of women and art has galvanized contemporary women artists to ask new questions. Structured around questions that the participants themselves bring, this innovative and rigorous course focuses on investigating ideas and creating art that arise through the combination of open studio work, intense individual tutoring, inspiring conversation and critiques, and presentations from guest artists, critics and art historians. This intensive four-week studio program is designed for individuals who have mastered basic skills and now wish to pursue deeper levels of understanding and expression in their work. Disciplines explored include painting, drawing, collage, photography, sculpture, digital art, installation and performance. Students are assigned a preliminary project and are expected to produce a major portfolio of work by the end of the course for class critique. Also offered as WOST 4200.
Prerequisite: Instructor permission.

ART 4602 Internship — 2 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, students must meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

ART 4604 Internship — 4 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, students must meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

ART 4681 Directed Study - Studio Art — 1 credit
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

ART 4684 Directed Study - Studio Art — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

ART 4800 Senior Seminar for Studio Art Majors — 4 credits
Senior Seminar for Studio Art Majors is a study of the resources and opportunities available to artists and designers to aid in their development as working professionals. Topics that will be addressed include career planning, resume writing, portfolio preparation, non-profit resources, graduate studies, and other strategies for making a living as an artist or designer. Course content will take the form of lectures, demonstrations, studio work, discussions, readings, visiting artist lectures, studio visits, and student presentations. There will be class presentations by working artists and professionals to acquaint students with a range of challenges and opportunities faced by artists and designers working in several disciplines. During the course, students will also be required to produce a self directed art project, and to critically examine their own work and the work of other students in order to clarify career goals and identify potential opportunities. Required course for studio art majors. Offered in the College for Women.
Prerequisite: Successful completion of Portfolio Review II, approval of department chair.

ART 4850 Senior Exhibition — 1 credit
Preparation and exhibition of graduating studio art majors’ artwork in the Catherine G. Murphy Gallery. Represents the culmination of major study for studio art majors, including those studying visual arts education. Students must complete the Senior Exhibition within four years of finishing the other requirements for the studio art major. Offered spring semester only.
Prerequisites: Successful completion of Portfolio Review II and approval of department chair.

ART 4951 Independent Study — 1 credit
Independent studies presuppose a measure of experience in the area of study and the intent to go beyond the content of scheduled classes.
Prerequisites: Faculty sponsorship and the department chair approval.

ART 4952 Independent Study - Studio Art — 2 credits
Independent studies presuppose a measure of experience in the area of study and the intent to go beyond the content of scheduled classes.
Prerequisites: Faculty sponsorship and the department chair approval.

ART 4954 Independent Study - Studio Art — 4 credits
Independent studies presuppose a measure of experience in the area of study and the intent to go beyond the content of scheduled classes.
Prerequisites: Faculty sponsorship and the department chair approval.

ART 4993 Topics — 3 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

ART 4994 Studio Art Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

Art History (ARTH)
ARTH 1100 Introduction to Art History: Ancient Through Medieval — 4 credits
This course is an introduction to the history of Western art from prehistory through the Middle Ages. Beginning with the cave paintings of prehistoric France and Spain, this course surveys the visual arts and architecture of ancient Egypt and the ancient Near East, the Classical Greek and Roman worlds, and finally medieval Europe. It considers a variety of media (sculpture, pottery, wall painting, mosaics, and manuscripts as well as architecture) as meaningful expressions of their historical contexts. Questions surrounding how art and architecture function in society are explored throughout, and the basic principles of visual analysis are taught and utilized. Offered in alternate years. Offered in the College for Women.

ARTH 1110 Introduction to Art History: Renaissance through Modern — 4 credits
This course is an introduction to the history of Western art from the early Renaissance in Europe to the present in Europe and the U.S. It surveys the artists, architects, and art movements that constitute the canon of Western art since the Renaissance with an eye to examining how society influences artistic production and vice versa. The role of patronage, individual artistic personalities, religion, war and peace, and attitudes about gender are explored throughout. The basic principles of visual analysis are taught and utilized; students are also introduced to fundamental methods of art history such as iconography, formalism, and social art history. This course also includes a visit to, and analysis of an artwork in, the Minneapolis Institute of Arts. Offered in alternate years. Offered in the College for Women.

ARTH 1150 Ways of Seeing — 4 credits
The way we see things is affected by what we know or what we believe.” John Berger made this claim in 1972, when he published a thin, but hugely influential book called Ways of Seeing. This course intends to bring Berger’s statement – and the insights of his book – to bear on our own experiences of art, history, and visual culture in the early 21st century. An introduction to the history of art and visual culture, this course considers local and global case studies that implicate images, image makers, and viewers. These are explored according to themes that cut across historical and geographical boundaries, themes that include, but are not limited to art and ideology, beauty and art, the female body and the male gaze, iconography, piety and religious spaces, museums, popular and consumer culture, and social change. Offered annually. Offered in the College for Women.

ARTH 2650W Modern Art — 4 credits
This course offers students an introduction to some of the major artists, movements, and ideas of modern art as it flourished in continental Europe in the early 20th century. It also equips students with the skill of close looking and the ability to conduct original research on a single work of art. This writing-intensive course asks each student to conduct a semester-long research project on a work of modern art in the collection of the Minneapolis Institute of Arts. Concurrent with their research, students learn about the broader socio-historical context that made modern art possible. Beginning around 1880 and ending in the early 1940s, this course covers phenomena and movements including primitivism and abstraction as well as Cubism, Constructivism, and Surrealism. It also examines how concepts of race and ethnicity, class and gender shaped artistic production while considering the impact of WWI and WWII on modern art. This writing-intensive course is required for students majoring in art history, studio art, and/or art education. Offered annually. Offered in the College for Women.

ARTH 2670 Contemporary Art — 4 credits
This course examines key ideas and select episodes in the art of the past fifty, or so, years. It assumes that artists working today are keenly aware of and engaged with potent cultural mythologies that shape our ways of being in the world. How, then, do contemporary artists respond to such mythologies (or value systems)? How do their modes of visualizing this engagement with society manifest themselves in performance, film, video, installation, and conceptual art as well as in more traditional media such as painting and sculpture? Consideration of primary sources (e.g. artworks, artist’s statements and interviews) and secondary sources (i.e. art criticism and art historical texts) will be central to course content and discussion. Fieldtrips and visits with artists are also integrated into the course schedule and assignments. Offered in alternate years.

ARTH 2994 Art History Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

ARTH 3630 Gender, Art, and Society — 4 credits
This course considers the artworks, lives, and voices of historically marginalized artists, who identify as cisgender women, transgender women, or non-binary, across history, geography, and society. As an art history course, it is alert to the ways in which these artists have been marginalized by master narratives. It also challenges the single stories that essentialize the study of gender and art (e.g. the overlooked woman artist, the forgotten maverick) by emphasizing, as much as possible, the artists’ lived experiences as well as the formal integrity of their work. Organized in three parts – history/literature, theory, practice – this class includes lectures and discussions, individual and group work, films and videos, as well as visits with practicing artists and feminist scholars. The capstone assignment in the course is participation in an Art + Feminism Wikipedia Edit-a-thon. Students will learn how to edit Wikipedia. Each student will select an artist (cis-woman, trans-woman, or non-binary) to research in order to amend that artist’s existing page or create a new one. Also offered as WOST 3630. Offered in the College for Women.

ARTH 3700 Renaissance And Baroque — 4 credits
This course traces developments in painting, sculpture and architecture in Italy from the 14th century to the 17th century. The lives and works of Giotto, Donatello, Brunelleschi, Botticelli, da Vinci and Michelangelo are considered in advance of their creative offspring in the Baroque period, artists and architects such as Caravaggio, Gentileschi, Bernini and Borromini. Discussion of these artists and their creations will center on their materials and methods, reception, patronage and functions in society. The impact of the Reformation and Counter-Reformation on the visual and plastic arts of these periods will also figure prominently. Offered in alternate years.
ARTH 4000 Methods and Theories of Art History — 4 credits
This course is both an introduction to the methods of art history and also a thought experiment in speculative fiction. Students in this course will create a toolbox of methodologies and theories that enhance our understanding of art and its history. Potential texts will consider traditional object-based methods of art history such as formalism and iconography as well as newer approaches that stress the various contexts in which artworks are created and understood. These include: social art history (including Postcolonial, Marxist and Feminist approaches), hermeneutics, psychoanalysis and reception theory. The speculative-fiction framework for this course is Octavia E. Butler’s 1993 novel Parable of the Sower, which will help us to envision the future of art and art history beyond survival. We will imagine a lost chapter of the novel that describes the burning of a museum. Faced with the opportunity to salvage artworks from the museum’s galleries, the book’s protagonist Lauren Olamina and her band of survivors must quickly determine what to save for the future of humanity. By thinking with Butler, and her Earthseed tenets, we will each select an artwork in the Minneapolis Institute of Art to save and interpret with tools provided by a dying discipline known as art history. How will the central questions of the discipline change in this post-apocalyptic world? How will it change Lauren’s first Earthseed community? How will the artworks they’ve chosen, remnants of lost societies and survivors of modern institutions that could not, at last, be sustained, function in Acorn and beyond?

ARTH 4684 Directed Study - Art History — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

ARTH 4952 Independent Study - Art History — 2 credits
Independent studies presuppose a measure of experience in the area of study and the intent to go beyond the content of scheduled classes.
Prerequisites: Faculty sponsorship and department chair approval.

ARTH 4954 Independent Study - Art History — 4 credits
Independent studies presuppose a measure of experience in the area of study and the intent to go beyond the content of scheduled classes.
Prerequisites: Faculty sponsorship and department chair approval.

ARTH 4994 Art History Topics — 4 credits
The subject matter of the course is announced in the annual schedule of courses. Content varies from year to year but does not duplicate existing courses.

Biology (BIOL)

BIOL 1100 The Mississippi River — 4 credits
In this introductory science course, students will learn principles of environmental science and gain an understanding of complex systems by examining multiple disciplines (chemistry, geology, biology, ecology, etc). The Upper Mississippi River System and the Mississippi River Gorge will be utilized as a unique, local resource throughout the course as students explore the complex interactions within this ecosystem. The lecture and lab are fully online. This course has no prerequisites. Offered in the College for Women and the College for Adults.

BIOL 1110 Environmental Biology with Lab — 4 credits
A study of the nature of scientific inquiry and basic biological, chemical, ecological and earth science principles in the context of environmental issues. Areas of study may include biodiversity, global climate change, acid rain, agriculture and the environment, air and water pollution, and the role of economics, politics and ethics in environmental concerns. Three hours of class and two hours of laboratory per week. Offered in the College for Women and the College for Adults.

BIOL 1120 Biology of Women with Lab — 4 credits
A study of the nature of scientific inquiry and basic biological principles in the context of issues relevant to women. Areas of study include reproductive anatomy and physiology, the cardiovascular system, genetics and sexual differentiation, women and cancer, sexually transmitted diseases, pregnancy, infertility, contraception, menopause, women and exercise, women and nutrition, and women and aging. Three hours of class and two hours of laboratory per week. Offered in the College for Women and the College for Adults.

BIOL 1140 Race, Class, Gender and the Environment with Lab — 4 credits
This course is designed to acquaint students with the nature of scientific inquiry, the science behind current environmental issues, and how environmental issues have differentially affected various groups in society. In addition, what affected groups have done to address these issues and what we can do are addressed. Three hours of class and two hours of laboratory per week. Offered in the College for Women and the College for Adults.

BIOL 1180 Human Genetics — 4 credits
A study of classical and molecular genetics in the context of human genetic analysis, with particular emphasis on issues relevant to women. Topics covered include Mendelian genetics, human pedigree analysis, human genetic disease, gene and chromosome structure, gene expression, regulation of gene expression, mechanisms of genetic variability, cancer genetics, and genomics technology. The course also looks at the ethical, legal, economic and political dimensions of modern genetic technologies such as gene therapy, prenatal genetic screening, and sequencing. Three hours of lecture and two hours of laboratory per week. Offered in the College for Women.

BIOL 1710 Foundations of Biology I with Lab — 4 credits
This course is the first in a three-semester sequence of introductory biology courses. It is required of all biology majors and designed for students majoring in the sciences as well as those preparing for graduate school in the sciences or professional programs such as medicine, physical therapy, dentistry, veterinary medicine, or psychology. Topics include: the nature of science and how scientific methods are used to address questions; how evolution has resulted in the unity and diversity of living organisms and how and why scientists classify organisms into taxonomic groups; and the diversity of living organisms using the theme of how organisms reproduce to ensure the continuity of life from generation to generation. Class meets three hours per week and involves lecture, discussion and case studies. Laboratory involves investigative semester-long scientific research projects conducted by teams of students and meets for three hours each week with additional time as needed. Offered fall semester. Offered in the College for Women.
Prerequisite: NONE.
BIOL 1720 Foundations of Biology II with Lab — 4 credits
This course is the second in a three-semester sequence of introductory biology courses. It is required of all biology majors and designed for students majoring in the sciences as well as those preparing for graduate school in the sciences or professional programs such as medicine, physical therapy, dentistry, veterinary medicine, or psychology. BIOL 1720 is an introduction to biology from the perspective of cells—how molecules interact to organize the structure and function of cells and how the resulting specialization of cells produces functional organs and well-regulated organisms. The concepts will be constructed through analysis of biological processes such as cellular respiration, photosynthesis, signal transduction, plant protective mechanisms, basic inheritance of traits, and plasticity of organisms within environments, epigenetics, gene expression, and regulatory mechanisms. Broad questions and scenarios will highlight various aspects of biology, including medicine, evolutionary paths/adaptations, environmental connections, and structure-function relationships. Students will become proficient in a variety of cellular, molecular and physiological techniques and will learn how and when to apply them to answer biological questions. Class meets three hours a week for an exploration of biological concepts and three hours a week for laboratory experiences. Offered in the College for Women.
Prerequisite: Grade of C- or above in BIOL 1710.

BIOL 2200 Introduction to Microbiology with Lab — 4 credits
Study of microorganisms with special reference to those that cause disease. Topics include microbial structure, physiology, growth, genetics, mechanisms of pathogenicity, host defenses, and bacterial, viral, protozoan and fungal diseases. Three hours of class and two hours of laboratory per week. Intended for majors in health professions and foods and nutrition. Does not fulfill the requirements for the biology major. Offered fall semester, spring semester and during the summer. Offered in the College for Women.

BIOL 2400 General Anatomy and Physiology with Lab — 4 credits
(BIOL 2400 is required for all students in A.A.S. and A.S. programs.) The content of this course includes the basic anatomy and physiology of the body. After a preliminary introduction to such areas as terminology, overview of the body, the chemical basis of life, and morphology of cells and tissue, the larger interactions between structures and functions of the different body systems are summarized and integrated. Students will then apply this knowledge to critical questions. There is a laboratory requirement for the course. This course serves as an essential link to the University’s healthcare and human-service programs. Offered in the College for Adults.

BIOL 2410 Advanced Anatomy and Physiology with Lab — 4 credits
This course is designed to enable students to gain a comprehensive, correlated knowledge of the anatomical structures and physiological mechanisms of the human body. The course provides an organizational framework of unifying principles and concepts together with factual data presented in a way that facilitates application to subsequent pathophysiological and clinical courses. The course format includes both lecture and discussion. Students will learn anatomical and physiological concepts through structured collaborative learning exercises, including the analysis of case studies. There is a laboratory requirement for this course. Offered in the College for Adults.
Prerequisite: BIOL 2400.

BIOL 2420 Human Disease — 2 credits
This course introduces the fundamental concepts of disease. Students will study a range of infectious, chronic and genetic diseases; students will learn the etiology of these diseases, their clinical manifestations, principles of treatment and prevention where applicable. Offered in the College for Adults.
Prerequisite with concurrency: BIOL 2400.

BIOL 2610 Human Anatomy and Physiology I with Lab — 4 credits
This course covers the core principles of human anatomy and physiology, as well as the specific anatomical structure and physiologic function of the cell, tissues, integumentary system, skeletal system, joints, muscular system, central and peripheral nervous systems, and the ear and eye. This course does not fulfill the requirements for the biology major. Three lecture hours and two laboratory hours per week, with additional time for lab practicals. The course is offered fall semester and during first summer session. Offered in the College for Women and the College for Adults.

BIOL 2620 Human Anatomy and Physiology II with Lab — 4 credits
This course covers the core principles of human anatomy and physiology, as well as the specific anatomical structure and physiologic function of the autonomic system, endocrine system, cardiovascular system, lymphatic system, respiratory system, digestive system, urinary system, and reproductive system. This course does not fulfill the requirements for the biology major. Three lecture hours and two laboratory hours per week, with additional time for lab practicals. The course is offered spring semester and during second summer session. Offered in the College for Women and the College for Adults.
Prerequisites: BIOL 2610 and at least sophomore standing.

BIOL 2650 Understanding Medical Research: Drugs, Devices and Complementary Therapies — 4 credits
This course deals with the basics of clinical research and how the efficacy and effectiveness of drugs, devices and other medical therapies are tested. The course also includes a section on drug physiology and reviews the specific physiology underlying representative clinical trials. Students should be able to critically evaluate clinical trial literature at the end of the course. Not recommended for majors. One three-hour lecture session per week. Does not meet core lab science requirement. Offered in the College for Women and the College for Adults.
Prerequisite with concurrency: BIOL 2610 or BIOL 1120.

BIOL 2710 Foundations of Biology III with Lab — 4 credits
This is the third course in a foundational sequence for biology majors and is intended to familiarize students with concepts in the modern sciences of ecology, evolution and behavioral biology, providing a solid foundation in the genetics, evolution and dynamics of populations, behavioral ecology, the ecology of interacting species and communities, element cycling and ecosystem dynamics. Experimental design and quantitative analysis are key components of both class and lab. Class meets three hours per week and involves lecture, discussion and case studies. Laboratory involves investigative field research projects conducted by teams of students and meets for three hours each week with additional time as needed. Offered fall semester. Liberal Arts Distribution Requirement: Although this is a lab science course, it does not meet the core liberal arts and sciences laboratory science requirement. Offered in the College for Women.
Prerequisites: Satisfactory completion of BIOL 1710 and BIOL 1720 (C- or better) or permission of instructor.
BIOL 2720 Sophomore Seminar — 2 credits
Sophomore Seminar is required of all biology majors. Each section of the course will focus on a current topic, and students will learn the biology necessary to understand it, read articles to evaluate evidence for multiple perspectives on the issue, and discuss the social context of the problem. Students will read and discuss primary literature, learn to process and synthesize information, build an argument based on evidence, and write a scientific review paper. Students will also hone oral presentation skills. This course and BIOL 4850 together constitute the Writing Intensive Course in the Biology Major. The course will provide them with the process of writing in a formal scientific style as well as the quality of the final product. Informal writing will be used as a learning tool to reflect on concepts and respond to issues. Class meets twice per week. Offered spring semester. Offered in the College for Women.
Prerequisites: BIOL 1710, BIOL 1720, BIOL 2710 (each with a C- or better).

BIOL 2984 Topics — 4 credits
Offered in the College for Adults.

BIOL 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

BIOL 3050 Ecology with Lab — 4 credits
Study of the interrelationships between organisms and their environment within the framework of the various levels of ecology: organismal (including physiological and behavioral ecology), population, community and ecosystem ecology. Course topics studied in depth will vary from semester to semester. Laboratory involves investigative field research projects conducted by teams. Three class and three laboratory hours per week, with additional time for field trips. A course in statistics is recommended. Offered fall semester in alternate years.
Prerequisite: BIOL 2720.

BIOL 3100 Plant Biology with Lab — 4 credits
A study of plants in which all representatives of the kingdom are included with special emphasis on flowering plants. Such areas as physiology, morphology, reproduction, life cycles and ecological implications are covered in depth. Three class and three laboratory hours per week. Offered fall semester in alternate years with BIOL 3450. Offered in the College for Women.
Prerequisite: BIOL 1720.

BIOL 3120 Comparative Vertebrate Anatomy with Lab — 4 credits
Class covers variations in vertebrate structure, phylogenetic history of the vertebrates, anatomical principles and a dissection laboratory. Three lectures and three laboratory hours per week. Offered in alternate years with BIOL 3140.
Prerequisites: BIOL 1720, BIOL 2710.
Prerequisite with concurrence: BIOL 2720.

BIOL 3140 Comparative Animal Physiology with Lab — 4 credits
Exploration of fundamental themes in physiology (homeostasis, structure-function relationships, consequences of scale, feedback systems) in an integrative and comparative context. Students learn through case-based work in teams and individual competencies (3 hours per week). Laboratory time (3 hours per week) provides hands-on, experimental engagement with organismal level physiological questions. Offered in alternate fall semesters.
Prerequisite: BIOL 1720.
Prerequisite with concurrence: BIOL 2710.

BIOL 3200 Animal Behavior — 4 credits
A study of animal behavior, including behavioral development, physiological mechanisms of behavior, the adaptive value of behavior and the evolution of behavior. Class periods are a mixture of lecture, discussion and small group work based on text readings and current literature. Laboratory focuses on developing skills in observation, description, measurement and analysis of behavior in a variety of animals. Three class and three laboratory hours per week. Offered alternate years.
Prerequisite: BIOL 2710.
Prerequisite with concurrence: BIOL 2720.

BIOL 3210 Biology of Microorganisms with Lab — 4 credits
A study of microbial diversity, structure, physiology, growth and control of growth, with particular emphasis on bacteria, fungi and viruses. Topics include genetics, biotechnology, pathogenicity, microbial diseases and host responses. Microbiological concepts and laboratory techniques are integrated in a hands-on, interactive approach to learning. Two three-hour sessions per week. Offered in alternate years in spring semester.
Prerequisite: BIOL 2710.
Prerequisite with concurrence: BIOL 2720.

BIOL 3222 Cell Biology — 2 credits
Using a seminar format, this course will explore the structure and function of plant, animal and bacterial cells, cellular organelles and compartmentalization, properties of cell membranes, signal transduction, intracellular processing and transport of macromolecules, intercellular junctions, cytoskeleton, extracellular matrix, cell cycle and control of cell division. Course topics studied in depth will vary from semester to semester. Two class sessions per week. Offered in the College for Women.
Prerequisites: Satisfactory completion of BIOL 1720 or CHEM 4400 and two CHEM courses (C- or better).

BIOL 3224 Cell Biology with Lab — 4 credits
Study of the structure and function of plant, animal and bacterial cells, cellular organelles and compartmentalization, properties of cell membranes, signal transduction, intracellular processing and transport of macromolecules, intercellular junctions, cytoskeleton, extracellular matrix, cell cycle and control of cell division. Course topics studied in depth will vary from semester to semester. Three class and three laboratory hours per week.
Prerequisites: Satisfactory completion of BIOL 1720 or CHEM 4400 and two CHEM courses (C- or better).

BIOL 3250 Histology with Lab — 4 credits
Microscopic anatomy of vertebrate tissues and organs with emphasis on humans. Includes discussions on tissue function and histogenesis. Laboratory includes processing tissue samples for examination as well as a microscopic survey of tissues in organ systems. Three class and three laboratory hours per week. Offered alternate years. Offered in the College for Women.
Prerequisite: BIOL 2710.
Prerequisite with concurrence: BIOL 2720.

BIOL 3300 Evolutionary Biology with Lab — 4 credits
A study of the patterns and processes of evolution. Major topics include evolutionary history, variation in natural populations, mechanisms of evolution (population and quantitative genetics) and adaptation. Laboratory work may include experimental analysis of mechanisms of evolution, interpretation of evolutionary patterns found in the fossil record and experimental study of molecular evolution. Three class and three laboratory hours per week. Offered spring semester. Offered in the College for Women.
Prerequisite: BIOL 2710.
BIOL 3352 Molecular Biology — 2 credits
Using a seminar format, this course explores problem-based learning about cell structure and function at a molecular level. Topics will vary from semester to semester, focusing on cutting-edge topics in structural and functional genomics, transcriptomics, proteome conformation and functional domains, post-translational modification of proteins, proteomics, and molecular applications in medicine and forensics. Molecular techniques including Western blotting, PCR, DNA sequencing, bioinformatics, and protein purification will be applied to research questions. Two class sessions per week.
**Prerequisites:** Satisfactory completion of BIOL 1720 or CHEM 4400 and two CHEM courses (C- or better).

BIOL 3444 Genetics with Lab — 4 credits
A study of the transmission of genetic information between generations of organisms, and of the mechanisms of expression of information within an individual organism. The main emphasis will be on the molecular basis of heredity, mutational and functional analysis of the genetic material, gene regulation, and genome structure and variation. Course topics studied in depth will vary from semester to semester. Three class and three laboratory hours per week. Offered in the College for Women.
**Prerequisites:** Satisfactory completion of BIOL 1720 and two CHEM courses (C- or better).

BIOL 3450 Plant Physiology And Biochemistry — 4 credits
This class offers an in-depth look into the fascinating world of plant function, including why plants make so many chemicals that humans use (spices, herbs, perfumes, medicines...). Students will gain insight into plant metabolism and biochemistry relating to growth, development, protection, and responses to the environment. Three class and three laboratory hours per week. This course is offered intermittently instead of Plant Biology BIOL 3100 (offered every other year).
**Prerequisite:** BIOL 2710.
**Prerequisite with concurrency:** BIOL 2720.

BIOL 3502 Contemporary Biology — 2 credits
A seminar-style course in contemporary biology designed for biology majors who have completed at least their first semester of sophomore biology major courses. The subject matter of this course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Course may be discussion or lab focused. Offered in the College for Women.
**Prerequisites:** BIOL 1710, BIOL 1720, BIOL 2710.
**Prerequisite with concurrency:** BIOL 2720.

BIOL 3504 Contemporary Biology with Lab — 4 credits
A course in contemporary biology designed for biology majors who have completed at least their first semester of sophomore biology major courses. The subject matter of this course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.
**Prerequisites:** BIOL 1710, BIOL 1720, BIOL 2710 with a minimum grade of C-.
**Prerequisite with concurrency:** BIOL 2720.

BIOL 3850 Biopsychology with Lab — 4 credits
The study of biological mechanisms underlying behavior. Examines the anatomy, physiology and pharmacology of the nervous system in relation to sensation, movement and cognition. Three hours of lecture and three hours of laboratory (including independent student research) each week. Also offered as PSYC 3850. Offered in alternate years. Offered in the College for Women.
**Prerequisite:** BIOL 1720.
**Prerequisite with concurrency:** A course in statistics.

BIOL 3994 Topics — 4 credits

BIOL 4220 Immunology with Lab — 4 credits
Problem-based learning about the cells and tissues of the immune system and how they interact to generate an immune response. Topics include antibody structure and function, nature of antigens, innate immunity, humoral and cellular immunity, immunological responses to transplantation and tumors, immunopathology, immunodeficiencies, hypersensitivity and immunological technologies. Techniques discussed and applied to research questions in the laboratory include Western blotting, ELISA, agglutination assays, immunochemistry, immunohistochemistry, and flow cytometry. Three class and three laboratory hours per week.
**Prerequisites:** Satisfactory completion of BIOL 1720 or CHEM 4400 and two CHEM courses (C- or better).

BIOL 4354 Molecular Biology with Lab — 4 credits
Problem-based learning about cell structure and function at a molecular level. Topics will vary from semester to semester, focusing on cutting-edge topics in structural and functional genomics, transcriptomics, protein conformation and functional domains, post-translational modification of proteins, proteomics, and molecular applications in medicine and forensics. Molecular techniques including Western blotting, PCR, DNA sequencing, bioinformatics, and protein purification will be applied to research questions. Three class and three laboratory hours per week. Offered in the College for Women.
**Prerequisites:** Satisfactory completion of BIOL 1720 or CHEM 4400 and two CHEM courses (C- or better).

BIOL 4502 Advanced Contemporary Biology — 2 credits
An advanced seminar-style course in contemporary biology designed for biology majors in their junior or senior year. This course will deepen students' understanding of a current issue in biology and will develop leadership and independence. The subject matter of this course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Course may be discussion or lab focused.
**Prerequisites:** BIOL 1710, BIOL 1720, BIOL 2710, BIOL 2720, one 3000-level BIOL course.

BIOL 4504 Advanced Contemporary Biology with Lab — 4 credits
An advanced course in contemporary biology designed for biology majors in their junior or senior year. This course will deepen students' understanding of a current issue in biology and will develop leadership and independence. The subject matter of this course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.
**Prerequisites:** BIOL 1710, BIOL 1720, BIOL 2710, BIOL 2720, one 3000-level biology course.

BIOL 4602 Internship — 2 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, students need to meet with the internship coordinator in the Career Development Office and then with their faculty advisor. It is highly recommended that students complete the internship prior to January of their senior year.
**Prerequisites:** Instructor and department chair permission.
BIOL 4604 Internship — 4 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, students need to meet with the internship director in the Career Development Office and then with their faculty advisor. It is highly recommended that students complete the internship prior to January of their senior year.
Prerequisites: Instructor and department chair permission.

BIOL 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

BIOL 4850W Senior Seminar — 2 credits
A capstone course designed to refine students’ ability to access and critically read scientific literature, hone abilities in scientific writing through informal assignments and preparation of a research proposal based on extensive review of the literature, and further develop oral presentation skills. Topics vary but encompass areas of current biological research. Offered fall semester, spring semester and during the summer. Offered in the College for Women.
Prerequisites: Senior standing and two BIOL courses at the 3000 level or permission of instructor.

BIOL 4912 Research — 2 credits
Research-based learning experience designed in collaboration with a faculty member.
Prerequisites: Faculty and department chair approval.

BIOL 4914 Research — 4 credits
Research-based learning experience designed in collaboration with a faculty member.
Prerequisites: Faculty and department chair approval.

BIOL 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

BIOL 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

BIOL 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.
Prerequisites: BIOL 1710, BIOL 1720.

Business (BUSI)

BUSI 2000 Leadership Perspectives — 2 credits
This course combines the work completed in the Leadership Institute program, Leadership Perspectives, with academic assignments. Through reading, critical reflection and analysis, each student explores relevant leadership topics that apply to organizational leadership and his/her own personal and professional leadership development. Leadership Perspectives begins with an intensive two-day session followed by six monthly four-hour classes. The course concludes with a six-hour intensive session. Using the Transformation Trilogy model, assessment tools and instructor advising, each student develops a individual strategic leadership action plan with measurable outcome-based personal and professional goals. The class explores in depth the process of leadership, change management and employee engagement. Contact the Continuing Education Office for more information.

BUSI 2012 Business Analytics — 2 credits
Business analytics are applied in many areas within business including management, marketing, accounting, finance, sales, operations, and strategic planning. It is now critical for managers to be able to make sense of the increasing availability of extremely large amounts of information called "Big Data." In this course, students will learn basic analysis and business modeling methods to analyze data while utilizing Microsoft Excel®. Emphasis will be placed on students acquiring the ability to apply, analyze, and evaluate data to make sound and strategic business decisions by thinking critically about the analysis or model constructed. Offered in the College for Women and the College for Adults.

BUSI 2502 Global Business — 2 credits
Globalization has become an integral part of the business landscape. This course is an introduction to international business aimed at familiarizing students with the basic concepts and theories relevant to conducting business in the international arena. Throughout the course, students will become familiar with the context of international business and the major trends and challenges that impact global business strategies. Among the topics to be examined are sociocultural and political forces influencing global business decisions, international trade and economic policies, international marketing, and global leadership issues and practices. Case studies, group exercises, lectures, quizzes, and classroom interactions are used to assist students in acquiring an understanding of how to succeed in international contexts. Offered in the College for Women and the College for Adults.

BUSI 2652 Legal Environment of Business — 2 credits
In this course students will survey the legal process and principles as applied in the areas that concern business. Topics covered include courts, court procedures, constitutional law, torts, contracts, agency, commercial paper, and business organizations.

BUSI 2992 Topics — 2 credits

BUSI 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Courses are also offered as ACCT 2994 for accounting, MGMT 2994 for management, MKTG 2994 for marketing, or SALE 2994 for sales.
BUSI 3002 #MeToo: Sexual Harassment in the Workplace — 2 credits
#MeToo: Sexual Harassment in the Workplace is a unique course designed by the Business Department faculty at St. Catherine University. This course examines current organizational strategies in place to address sexual harassment in the workplace and explore the impact of the #MeToo Movement. Students will develop an awareness of the managerial, legal, ethical, and cultural issues related to sexual harassment, analyze and apply this consciousness in role plays. This cumulates in an evaluation of what organizational leaders can do to foster and apply these concepts to the creation of safe workplace environments.

BUSI 3650 Business Law — 4 credits
In this course students will study the legal process and principles as applied in the areas that concern business. Topics covered include contracts, sales and commercial paper. Offered in the College for Women and the College for Adults.
Prerequisite: Junior or senior standing or instructor permission.

BUSI 3652 Business Law - Contracts — 2 credits
In this course students will continue study of the legal process and principles as applied in the areas that concern business with more depth on contracts, the uniform commercial code, and business ethics.
Prerequisite with concurrence: BUSI 2652.

BUSI 3900W Social Entrepreneurship — 4 credits
This course provides a hands-on case approach to understanding how to develop sustainable business sales plans for a specific international product. A primary focus of the class is up-front work to analyze a product and its potential impact, and identify a target market segment that will benefit. Students will then determine how to best position this product within this market segment for greatest acceptance. This is followed by a sales plan to reach the market. Mentors will be available to provide advice in terms of how to approach this challenging problem. These mentors will be subject matter experts on an area of significance to the project: the developing country, the product, nutrition and agriculture, and/or sales and business professionals. The outcome of the class is a business plan including value proposition to the customer, pricing, sales channel, distribution channel, cost model and implementation plan. The teams are expected to use sales process design, combined with actual input from research, in solving the challenge. Students will learn how to position and market a product while considering the range of sales, marketing, management, political, social, ethical and cultural factors encountered in the international arena. Offered in the College for Women.

BUSI 4602 Intenship — 2 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office. Also offered in the College for Adults. Register under ACCT for accounting, MGMT for management, MKTG for marketing or SALE for sales.
Prerequisites: Faculty sponsorship and approval by department chair.

BUSI 4604 Intenship — 4 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office. Also offered in the College for Adults. Register under ACCT for accounting, MGMT for management, MKTG for marketing or SALE for sales.
Prerequisites: Faculty sponsorship and approval by department chair.

BUSI 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses. Available in the College for Women and the College for Adults. Register under ACCT for accounting, MGMT for management, MKTG for marketing or SALE for sales.
Prerequisites: Faculty, department chair and dean approval.

BUSI 4752 Business Practicum — 2 credits
This course complements students' academic work by giving them the opportunity to apply textbook theory to an actual business practice in an internship. Through an internship, students discover more about a particular profession and learn about their career interests. Once offered an internship position, the next step is to start the process of enrolling in the Business Practicum course. This class is designed for both traditional internships and for "stretch assignments." If students are working at/near full-time, they may be able to negotiate a "stretch assignment" or "career development" project, which is above and beyond current work responsibilities, in their workplace. Whether a traditional internship or a "stretch assignment," students will participate once every two weeks (check the published annual schedule of class meetings) in structured class sessions with peers and instructor, who is also the Faculty Internship Advisor, to discuss and evaluate what they are learning in their internships. Class discussions and readings will focus on internship and career-related topics. Offered in fall, spring and summer sessions. Register under ACCT for accounting or BUSI for other business-related internships. Offered in the College for Women and the College for Adults.
Prerequisites: A minimum of three business courses completed, junior standing, and a work situation approval by the instructor.

BUSI 4753 Business Practicum — 3 credits
This course complements students' academic work by giving them the opportunity to apply textbook theory to an actual business practice in an internship. Through an internship, students discover more about a particular profession and learn about their career interests. Once offered an internship position, the next step is to start the process of enrolling in the Business Practicum course. This class is designed for both traditional internships and for "stretch assignments." If students are working at/near full-time, they may be able to negotiate a "stretch assignment" or "career development" project, which is above and beyond current work responsibilities, in their workplace. Whether a traditional internship or a "stretch assignment," students will participate once every two weeks (check the published annual schedule of class meetings) in structured class sessions with peers and instructor, who is also the Faculty Internship Advisor, to discuss and evaluate what they are learning in their internships. Class discussions and readings will focus on internship and career-related topics. Offered in fall, spring and summer sessions. Register under ACCT for accounting or BUSI for other business-related internships. Offered in the College for Women and the College for Adults.
Prerequisites: A minimum of three business courses completed, junior standing, and a work situation approval by the instructor.
BUSI 4754 Business Practicum — 4 credits
This course complements students' academic work by giving them the opportunity to apply textbook theory to an actual business practice in an internship. Through an internship, students discover more about a particular profession and learn about their career interests. Once offered an internship position, the next step is to start the process of enrolling in the Business Practicum course. This class is designed for both traditional internships and for "stretch assignments." If students are working at/near full-time, they may be able to negotiate a "stretch assignment" or "career development" project, which is above and beyond current work responsibilities, in their workplace. Whether a traditional internship or a "stretch assignment," students will participate once every two weeks (check the published annual schedule of class meetings) in structured class sessions with their peers and instructor, who is also their Faculty Internship Advisor, to discuss and evaluate what they are learning in their internships. Class discussions and readings will focus on internship and career-related topics. Offered in fall, spring and summer sessions. Register under ACCT for accounting or BUSI for other business-related internships. Offered in the College for Women and the College for Adults. 
Prerequisites: A minimum of three business courses completed, junior standing, and a work situation approval by the instructor.

BUSI 4800 Business Portfolio — 0 credits
All business majors are required to complete a business portfolio in order to fulfill graduation requirements. The portfolio is the vehicle that enables students to integrate the life skills and knowledge they bring with them and the knowledge, skills and values learned within the courses and field experiences throughout the program. This portfolio allows students to validate their experiences at St. Catherine University. The portfolio is cumulative in nature; most aspects are completed as part of course work. The portfolio must be presented to the student’s advisor no later than September 30 for December graduates or February 15 for May graduates. For specific portfolio requirements, please refer to the Professional Portfolio Handbook. Offered in the College for Women and the College for Adults.

Prerequisite: Senior standing.

BUSI 4951 Independent Study — 1 credit
Research and analysis of a field of business. Also offered in the College for Adults Program. Register under ACCT for accounting, MGMT for management, MKTG for marketing or SALE for sales. 
Prerequisites: Permission of department chair after arranging with a sponsoring instructor.

BUSI 4952 Independent Study — 2 credits
Research and analysis of a field of business. Also offered in the College for Adults Program. Register under ACCT for accounting, MGMT for management, MKTG for marketing or SALE for sales. 
Prerequisites: Permission of department chair after arranging with a sponsoring instructor.

BUSI 4954 Independent Study — 4 credits
Research and analysis of a field of business. Also offered in the College for Adults Program. Register under ACCT for accounting, MGMT for management, MKTG for marketing or SALE for sales. 
Prerequisites: Permission of department chair after arranging with a sponsoring instructor.

BUSI 4992 Topics — 2 credits
The subject matter of the course will be announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Courses are also offered as ACCT 4992 for accounting, MGMT 4992 for management, MKTG 4992 for marketing, or SALE 4992 for sales.

BUSI 4994 Topics — 4 credits
The subject matter of the course will be announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Courses are also offered as ACCT 4994 for accounting, MGMT 4994 for management, MKTG 4994 for marketing, or SALE 4994 for sales.

Career (CARR)
CARR 1002 Career Readiness and Professional Development for Women — 2 credits
Career Readiness and Professional Development provides students with an introduction to career exploration and preparation. It is designed to facilitate the development of a career-focused mindset through reflection, assessment, classroom activities, and participation in career development events. Course content will be integrated as part of an overall career and professional development experience from the time of a student’s enrollment through graduation. Students build professional communication skills, prepare a professional resume and online presence, and begin work on an e-portfolio that highlights discipline-specific expertise and career competencies valued by employers. Guest lecturers will enhance student learning by exposing students to career possibilities in public, private, and non-profit organizations. Offered in the College for Women.

Chemical Dependency Counseling (CDC)
CDC 3000 Chemical Dependency/Addiction and Recovery - Assessment and Intervention — 4 credits
This course provides the student with an introduction to the philosophy of addiction treatment and an overview of the addiction process, prevention, treatment and recovery. Students will acquire the knowledge and skills needed for holistic practice with clients dealing with a variety of addictions. Students will gain understanding of the trans-disciplinary nature of addiction treatment. Students examine various biological, psychological, environmental and socio-cultural theories of what contributes to addiction. Students also gain understanding and skills for addiction screening, assessment, and intervention as well as an introduction to the range of services that are available regarding addiction and recovery. Offered in the College for Women and the College for Adults.

CDC 3050 Chemical Dependency/Addiction and Recovery - Families and Cultural Diversity — 4 credits
This course is designed to educate students in the provision of alcohol and drug counseling to clients, family members and others who are directly affected by someone using alcohol or other drugs. The course will explore the relationship between addiction and the systems of the family and other cultures. Special attention will be paid to identifying typical long-term responses within various family members and cultural influences on the development and maintenance of addiction. This course is based on an interdisciplinary model of practice. This model incorporates sociological perspectives, cognitive, health and addiction theories. Spirituality in working with addictions is a specific focus, as well as treatment, intervention and the role of the professional in addiction treatment and recovery. Offered in the College for Women and the College for Adults.
CHEM 1000 Chemistry of Life with Lab — 4 credits
Principles associated with the chemistry of the human body and its environment are discussed in this course, including food, radiation, energy, textiles, polymers, dyes, water, air, drugs, medications, cosmetics and cleaning agents. The focus is on physical, social and environmental concerns of modern society. This course fulfills the lab science requirement and is required for the STEM certificate and minor. The class time block includes both lecture and lab work. Offered fall semester in the College for Adults and alternating spring semesters in the College for Women.

CHEM 1010 General Chemistry for Health Sciences with Lab — 4 credits
A one-term course designed for non-majors providing an overview of general, organic and biological chemistry. Study of basic concepts related to atomic and molecular structure, bonding, gas laws, chemical thermodynamics and chemical kinetics; survey of the structure and properties of representative organic molecules and functional groups; survey of the structure and function of biologically important molecules including proteins, carbohydrates, lipids and nucleic acids; overview of intermediary metabolic processes related to carbohydrate and fat metabolism; and an overview of molecular genetics. Offered in the College for Women.

Prerequisite: Appropriate score on math/stats placement assessment or ACT math score or college algebra.

CHEM 1110 General Chemistry I with Lab — 4 credits
The first course in a two semester sequence designed to provide a comprehensive introduction of modern chemical principles. Topics include stoichiometry; modern theories of atomic structure and chemical bonding; chemical periodicity; and the properties of gases, liquids and solids. Lectures and three laboratory hours per week. Offered in the College for Women.

Prerequisite: Appropriate level on math placement assessment.

CHEM 1120 General Chemistry II with Lab — 4 credits
Continuation of CHEM 1110. Topics include properties of solutions; the principles of chemical equilibrium and chemical kinetics; applications to aqueous equilibria including acid-base and solubility equilibria; and the principles and applications of electrochemistry. Lectures and three laboratory hours per week. Offered in the College for Women.

Prerequisite: Minimum grade of C- in CHEM 1110 or permission of instructor.

CHEM 2010 Organic Chemistry I with Lab — 4 credits
Course includes aliphatic and aromatic hydrocarbons, alcohols and ethers and their derivatives; structure, nomenclature and properties of molecules; mechanisms for important classes of organic reactions; energy considerations in molecular structure, conformation and reactions; and separation and analytical techniques. Lectures and four laboratory hours per week. Offered in the College for Women.

Prerequisite: Minimum grade of C- in CHEM 1120.

CHEM 2020 Organic Chemistry II with Lab — 4 credits
A continuation of CHEM 2010, this course involves the chemistry of organic molecules containing oxygen, halogen and nitrogen atoms; reaction mechanisms, infrared, nuclear magnetic resonance and ultraviolet spectra; synthetic and analytical techniques; and structure and chemistry of bio-organic molecules. Lectures and four laboratory hours per week. Offered in the College for Women.

Prerequisite: Minimum grade of C- in CHEM 2010.
CHEM 2150 Environmental Science: A Path to Sustainability — 4 credits
This course is designed to provide an introduction to modern concepts of environmental science and principles of sustainability. Sustainability as the major umbrella will include five sub-themes of natural capital, natural capital degradation, solutions, trade-offs, and individual matter. Accompanying the lecture will be an extensive hands-on laboratory involving GPS, environmental footprint assessment, and environmental monitoring experiments that are computer based. Lecture and three hours of laboratory per week.
Prerequisites: Two courses in science and/or math in any of the following combinations — two STEM courses, two biology courses, two chemistry courses, or one math (above 1050) and one science course.

CHEM 2400 Nutritional Biochemistry — 4 credits
With a focus on human metabolism, this course explores biochemical functioning as it relates to physiology, incorporating examples from nutritional and health sciences. Topics include protein structure and function, biochemistry of lipids, carbohydrate metabolism, and the role of DNA and RNA in protein synthesis. Included is a discussion of techniques in molecular biology and how the use of these techniques relates to both the nutritional and medical fields. This course is offered every other year during the fall semester. Offered in the College for Women.
Prerequisite: CHEM 2010 with grade of C- or above.

CHEM 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of courses. Content varies from year to year but does not duplicate existing courses.

CHEM 3000 Quantitative Analysis with Lab — 4 credits
Practical approach to data analysis and experimental error. Covers solubility, acid-base and complexation equilibria; the practice of gravimetric and volumetric analysis; an introduction to spectrophotometric and electrochemical methods of analysis. Lectures and four laboratory hours per week. Offered in the College for Women.
Prerequisite: CHEM 1120.

CHEM 3310 Physical Chemistry I with Lab — 4 credits
Equilibrium chemical thermodynamics with a focus on the laws of thermodynamics and their mathematical formulation in terms of equilibrium state functions. Applications to phase equilibria, material equilibria and electrochemistry. Lectures and three hours of laboratory per week. Offered in the College for Women.
Prerequisites: PHYS 1120, MATH 1140, CHEM 2020.

CHEM 3320 Physical Chemistry II — 4 credits
This course is a continuation of CHEM 3310. It covers physics of atomic and molecular systems; quantum mechanics of atoms and simple molecules; Hückel molecular orbital theory; atomic and molecular spectroscopy; statistical mechanics and chemical kinetics. Lectures and three hours of laboratory per week. Offered in the College for Women.
Prerequisite: CHEM 3310.

CHEM 4000W Advanced Inorganic Chemistry with Lab — 4 credits
A modern study of structure, bonding, methods of synthesis and characterization, and mechanisms of reaction of inorganic compounds. The coordination chemistry of transition metals is emphasized; group theory, thermodynamics and molecular orbital theory serve as unifying concepts. Lectures and three hours of laboratory per week. Offered in the College for Women.
Prerequisite with concurrency: CHEM 2020.

CHEM 4200 Advanced Analytical Chemistry with Lab — 4 credits
Fundamental principles of chemical instrumentation design and the theory of modern chemical separation and identification techniques. Topics include various electrochemical, spectroscopic and chromatographic methods for chemical separation and analysis. Lectures and three hours of laboratory per week. Offered in the College for Women.
Prerequisite: CHEM 3000.

CHEM 4400 Biochemistry — 4 credits
This course is designed to provide an introduction to modern concepts and principles of biochemistry in terms of structure/function, mechanistic, and energetic relationships. Lectures and four-and-one-half hours of laboratory per week. Offered in the College for Women.
Prerequisite: CHEM 2020.

CHEM 4500W Advanced Biochemistry with Lab — 4 credits
This course is designed to be an in-depth survey in modern concepts and principles of biochemistry exploring nucleic acids, mechanisms of gene regulation, and biochemical signaling. The laboratory for the course will cover a semester-long capstone project that will cover major techniques in biotechnology. Offered in the College for Women.
Prerequisite: CHEM 4400.

CHEM 4602 Internship — 2 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves you in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

CHEM 4604 Internship — 2 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

CHEM 4681 Directed Study — 1 credit
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

CHEM 4682 Directed Study — 2 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

CHEM 4850 Seminar — 0 credits
Weekly presentations from students, faculty and guest speakers on a range of topics from throughout the discipline of chemistry. Instruction and practice in library and online literature searching and the preparation and presentation of a scientific/technical talk. Offered in the College for Women.
Prerequisite: CHEM 2020 with grade of C- or above.
CHEM 4911 Research — 1 credit
Work on a problem under the direction of a member of the staff.
Prerequisite: Permission of the department chair.

CHEM 4912 Research — 2 credits
Work on a problem under the direction of a member of the faculty.
Prerequisites: Permission of the department chair.

CHEM 4914 Research — 4 credits
Work on a problem under the direction of a member of the faculty.
Prerequisites: Permission of the department chair.

CHEM 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

CHEM 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

CHEM 4992 Topics — 2 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

CHEM 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

Classics (CLAS)

CLAS 2450 Classical Mythology — 4 credits
An introduction to the major myths of the gods and heroes of ancient Greece, along with their origins and interpretations. Because classical mythology played such an important role in the development of the arts in Western civilization, this course has a strong visual component, and every lecture is accompanied by slides. Also offered as INDI 2450 and LATN 2450. Fulfills the fine arts requirement. Offered in the College for Women and the College for Adults.

CLAS 2460 Ancient Greece — 4 credits
The Ancient Greeks present an intriguing paradox for our modern sensibilities. They invented democracy, but envisioned it as a system in which only elite male members of society were permitted to participate. The Greeks saw themselves as the champions of “freedom,” but their prosperity was built on the labor of slaves, most women were strictly confined to their homes, and it was permissible to kill girl babies or female members of the household for any reason. The Greeks believed themselves to be the upholders of civilization against the “Barbarians,” but the Persian “barbarians” they opposed were an elegant and sophisticated people who upheld religious freedom for all and prohibited slavery within their borders. Yet the Greeks also produced some of the most superb art and the finest achievements of literature that the world has ever seen. This course explores the history of ancient Greece from the Paleolithic through the onset of the Hellenistic era, with emphasis on art, literature and material culture, to try to form a coherent vision of this remarkable and self-contradictory people. Also offered as HIST 2460.

CLAS 2470 Ancient Rome — 4 credits
This course follows the history of Rome from prehistoric times through the rise and struggles of the Republic and into the early Empire up to the death of Marcus Aurelius, last of the “Five Good Emperors,” in 180 CE. The two largest areas of focus will be on daily life in the Roman Republic (for which you will read one or more comic plays by the playwright Plautus) and the gripping saga of the five Julio-Claudian emperors (Augustus, Tiberius, Caligula, Claudius, and Nero), whose reigns we will explore through readings from the Roman historians Tacitus and Suetonius, as well as viewings of the BBC’s masterful “I, Claudius” series. Also offered as HIST.

CLAS 2992 Topics — 2 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

CLAS 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

CLAS 3450W Hindu Mythology — 4 credits
Hindu Mythology comprises one of the most complex and intriguing sets of narratives ever created by humankind, and its moral and ethical underpinnings are as rich and profound as its symbolism and metaphorical imagery. This writing-intensive course will teach students how to understand and engage with the world’s oldest extant mythico-religious tradition by reading ancient texts, absorbing and analyzing their meanings on multiple levels, and turning their thoughts and research on them into clear and informative prose. By the end of the course, students will understand what the Om symbol represents, Śiva, Kāli and Visnu will be old friends, they will use words like "dharma" and "karma" with a confident understanding of their actual meanings, and will have acquired some of the habits of mind required to turn even the most confusing material into straightforward prose that others can understand and enjoy.
Communication Studies (COMM)

COMM 1000W Introduction to Communication: Women and Social Change — 4 credits
This course teaches key concepts in communication studies through the lens of women's suffrage. Students will explore concepts within major areas of the discipline of communication studies including, gender identity, small group theory, rhetorical analysis, critical theory and media criticism. After developing a skill set in this area, students will apply learned concepts to develop a richer understanding of the role played by communication practices in women's history. Also offered as WOST 1000W. Writing intensive. Offered in the College for Women and the College for Adults.

COMM 1020 Interpersonal Communication — 4 credits
Relationships are fundamental to achieving a good quality of life. This course explores the development of personal identity and highlights key communication factors like listening, language, and nonverbal behaviors to examine how communication impacts our relationships with other people. The influence of gender and culture is always present in relationships, and students will learn to think critically about how gender and culture shape interactions. Students will gain and demonstrate an advanced understanding of the dynamics that are fundamental to communication as they apply what they learn in class to approach their communication interactions in new and original ways. Offered in the College for Women and the College for Adults.

COMM 1030 Speaking to Lead and Influence — 4 credits
How is writing a speech different from writing a paper? Why does public speaking seem to come naturally to some, but not to others – or does it? Why are you so nervous? How do gendered norms impact your credibility as a female speaker? Undoubtedly, the ability to speak eloquently in a variety of settings is a vital component of contemporary leadership. This course is designed to introduce students to the skills needed to communicate effectively in a variety of public settings – from interview situations and boardroom meetings to public speeches and social contexts. The course will focus on the practical application of rhetorical concepts, while maintaining an emphasis on self-empowerment and civic engagement. Readings and assignments are designed to foster the following skills: choosing effective speech topics, writing, outlining, and editing speech text, delivery and eloquence, audience analysis, ethics, language and structure, evaluation and criticism of speech texts. Offered in the College for Women and the College for Adults.

COMM 2050 Media, Culture and Society — 4 credits
Why does the Daily Show matter? How does the medium of the cell phone increase the quantity of communication while decreasing the quality? Why do we design our living rooms around the television? What is the responsibility of a media critic? How does cultural context impact meaning? How are issues of gender, race, sexuality and class negotiated in contemporary media? In what ways do media impact identity? Why study the media, anyway? These are some of the key questions guiding our exploration of media, culture and society. This class introduces some key concepts and theories for the study of media, provides a historical backdrop for the emergence of cultural critique, and surveys some of the current trends in media and cultural studies, promoting a critical consumption of the cultural texts that infiltrate our increasingly mediated lives. Also offered as WOST 2051. Offered in the College for Women and the College for Adults.

COMM 2090 Small Group Communication — 4 credits
Life is one long group project. Learning how to work effectively in a small group is fundamental to communicating well in work, community, and personal contexts. In this course, students will gain skills to effectively work with peers, combining talents and ideas to produce outcomes that are better than those created through individual efforts. As they both consider the theories of small group communication and experience the day-to-day interactions of working on a group project, students will apply course concepts to refine their own communication and behaviors as they interact skillfully with others. The class focuses on topics such as role emergence, decision-making, conflict resolution, and group culture. Offered in the College for Women.

Prerequisite: COMM 1030.
COMM 2684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

COMM 2994 Topics: — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

COMM 3030 Rhetoric, Civic Participation and Social Justice — 4 credits
What does it mean to be a citizen? What are your duties and responsibilities as citizens? How should you seek to actively engage the world around you? How can citizens participate in society in order to change society? This class answers these questions by examining the role of public discourse in constituting public decisions and public life. Students will examine how rhetorical practices contribute to the construction, maintenance and destruction of community. By the end of class students will have learned to become a more active and effective participant in our democratic culture through rhetorical action, and thereby to contribute to the improvement of civic discourse in our society. To achieve this overarching goal, class assignments will require students to research controversial public issues, develop their opinions in relation to those issues, and create strategic plans through which they can initiate social change. Offered in the College for Women.
Prerequisite: Junior standing.

COMM 3070W Gender and Rhetoric — 4 credits
This course takes a critical approach to the study of gender and sex and, as such, explores not only the social construction of gender but also how these constructions are constructed, maintained, and/or transformed. Gender will be explored as it is constituted and functions in the institutions of religion, education, the workplace, and media. This course aims to develop the student’s awareness of gender so as to better understand how one’s own performances of gender intersect with and/or challenge cultural norms. Throughout, students are encouraged to be mindful of the role of social justice in the context of gender studies and gender equality. Students will engage in small and large group discussion, informal writing, as well as a research paper. Also offered as WOST 3070W. Offered in the College for Women.
Prerequisites: COMM 1030 and COMM 2090 for COMM majors. For non-majors, instructor approval.

COMM 3090 Communication in Organizations — 4 credits
This course examines organizational communication as a liberal art and as a useful body of knowledge and practice. Students will gain a competent understanding of relevant foundational theory within the discipline regarding historical approaches to organizing, organizational culture, leadership communication, and identity in organizations. Students will apply both social scientific and interpretive/critical approaches in exercises and communication analyses to create and implement a vision for organizational change. This course strives to balance attention to descriptive knowledge—understanding and articulating why things work the way they do—and prescriptive knowledge—understanding how to improve communication and, ultimately, the organization. Offered in the College for Women.
Prerequisites: COMM 1030 and COMM 2090.

COMM 3100 Communicating across Cultures, Identities and Differences — 4 credits
In the 21st century, individuals continue to be marginalized because of their differences. The existence of racism, sexism, homophobia and religious discrimination indicate that the categories separating individuals from one another fuel acts of hatred, oppression and degradation. This class studies how communication plays a significant role in the construction of cultures, identities and differences. Through such an inquiry students will learn how social, political, economic, racial, sexual, cultural and geographic differences impact the process of communication and consequently, cause conflict between groups and individuals that belong to different social categories. Through studying how cultures, identities and differences impact communication, students will develop strategies for effectively and ethically participating in an increasingly diverse cultural landscape. Also offered as WOST 3101 and CRST 3101. Prerequisite: Junior standing or higher.

COMM 3110 Communication Training and Development — 4 credits
This class will be of interest to anyone who wants to better understand how to assist individuals in organizations in communicating with others more effectively. In the first part of the class, students will learn how to design communication workshops for a variety of audiences. The second part of the course is designed to teach students how to assess communication problems in organizations. Finally, students learn how to intervene in situations to resolve communication-related problems.
Prerequisites: COMM 1030, COMM 2090 or consent of instructor.

COMM 3200W Public Relations Writing — 4 credits
This course combines theory and practice from the Communication Studies discipline to give students the opportunity to develop skills to create effective promotional and public relations messages a professional context. Students will learn to analyze audiences and assess promotional goals to plan effective public relations messages. Students will also work collaboratively and individually to produce news releases, content for an online newsroom, promotion for an event, and a portfolio of collected work. Special issues related to promotional writing include planning and research, appropriate grammar and mechanics, and basic publication design principles. Offered in the College for Women.
Prerequisite: Junior standing.

COMM 4000 Leadership Capstone — 2 credits
This is the capstone course to the minor in Leadership. As such, it requires students to organize and reflect on their leadership experiences in and outside of the classroom. Working with either CWL or the internship office, facilitated by the professor, students will participate in a leadership project outside of class in which they will be expected to apply and reflect on the leadership tools they have acquired. The leadership project will serve as the capstone project in the professional and personal portfolios. Students will also complete the Kouzes and Posner Leadership Assessment and compare and reflect on the assessments from the Foundations course (COMM 2000) as well as personal reflections completed as part of the course.
Prerequisite: COMM 2000 and junior or senior status.
COMM 4600 Leadership and the Art of Persuasion — 4 credits
This course studies the practice of leadership communication from within the framework of persuasive, effective, ethical and enduring leadership. By studying the communication practices of female leaders in the cultural, political, business and intellectual sectors of society and by focusing on the unique challenges faced by these leaders as women in particular, this course provides practical examples of different forms of effective leadership particularly well-suited to the St. Kate's student. To provide students with a foundation through which they can begin to act as leaders in their daily lives, these practical examples are discussed in conjunction with theories of leadership, persuasion and argumentation. Also offered as CRST 4600 and WOST 4600. Offered in the College for Women and the College for Adults.
Prerequisites: for majors: COMM 3070W, COMM 3090. For nonmajors: instructor permission. Senior standing for all students.

COMM 4602 Internship — 2 credits
This structured out-of-class learning experience takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair; COMM 1030, COMM 2090.

COMM 4604 Internship — 4 credits
This structured out-of-class learning experience takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair; COMM 1030, COMM 2090.

COMM 4682 Directed Study — 2 credits
COMM 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

COMM 4850 Senior Seminar — 2 credits
Senior seminar invites students to explore the communication studies major, examining how their work has changed them personally and prepared them for professional life. Discussion and sharing among the participants of the seminar are stressed. A central goal of the course is for students to document how they meet departmental outcome goals. Students combine elements from previous portfolios (COMM 1030, COMM 4600, CORE 1000W and CORE 3990W) with new work (reflective essay, career development assessments, career plans, cover letters, resumes, etc.) in a culminating document that demonstrates competency in oral and written communication and information and technology proficiency. This senior seminar is required for communication studies majors. Offered in the College for Women and the College for Adults.
Prerequisites: COMM 3070W and COMM 3090, Senior standing.

COMM 4952 Independent Study — 2 credits
Project may build upon experience gained in any course in the department.
Prerequisites: Instructor and department chair permission; COMM 1030, COMM 2090.

COMM 4954 Independent Study — 4 credits
Project may build upon experience gained in any course in the department.
Prerequisites: Instructor and department chair permission; COMM 1030, COMM 2090.

COMM 4992 Topics — 2 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

COMM 4994 Topics — 4 credits
Seminars invite students to explore a particular issue in depth. Students undertake a major research project under the supervision of the instructor. Discussion and sharing among the participants of the seminar is stressed. When offered, the specialized content area is highlighted in a subtitle, and the relevant prerequisites are listed in the course schedule. The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women and the College for Adults.

**Computer Science (CSCI)**

CSCI 1040 Computers for Multimedia and Electronic Communications — 2 credits
Learn how a computer works while using applications such as word processors to make professional publications and presentation packages to make quick videos. Also make interactive web pages with nothing more than Notepad and a web browser. Learning the underlying computer concepts helps people get the most out of computer applications. The foundations include history, hardware, languages and impact on society, introduction to structures programming and algorithms, and the use of software packages such as word processing, presentation, and web browsers.

CSCI 1050 Computers for Research and Business — 2 credits
Learn how a computer works while using applications such as spreadsheets, databases, and visual organization tools. Practice basic programming to manipulate and transfer data in and among applications. Learning the underlying computer concepts helps people get the most out of computer applications. The foundations include history, hardware, languages and impact on society, introduction to structures programming and algorithms, and the use of software packages such as spreadsheets, databases, and visual diagramming.

CSCI 1110 Algorithms and Computer Programming I — 4 credits
Introduction to problem solving methods and algorithm development; designing, coding, debugging and documenting programs. Implementation of problem solutions in a suitable high-level language. Offered fall semester. Offered in the College for Women.
Prerequisite: Grade of C or better in MATH 1090, or appropriate level on mathematics/statistics placement assessment or ACT math score.

CSCI 1120 Algorithms and Computer Programming II — 4 credits
Continuation of the development of discipline in program design, style and expression. Introduction to algorithm analysis, string processing, recursion, internal search/sort methods and simple data structures. Offered annually. Offered in the College for Women.
Prerequisite: A grade of C or better in CSCI 1110. NOTE: If you transferred CSCI 1110 to St. Catherine University and the course did not include Java or object-oriented programming techniques, you must learn them before enrolling in CSCI 1120.
CSCI 2070 Principles Of Computer Organization — 4 credits
Introduction to the fundamental concepts of computer organization and machine architecture. Implementation of these concepts with the assembler of a particular machine. Offered alternate years.
Prerequisites: CSCI 1110.

CSCI 2080 Data Structures and Algorithm Analysis — 4 credits
Systematic study of algorithms and their complexity. Includes searching and sorting techniques not included in CSCI 1120; tree and graph traversal algorithms; the class P and NP; NP complete problems. Offered alternate years.
Prerequisites: CSCI 1120, MATH 1800.

CSCI 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

CSCI 3100 Computer Graphics Algorithms — 4 credits
This course covers algorithms and data structures for 2- and 3-dimensional computer graphics. Topics include graphic applications, object and bitmap graphics, raster graphics, interactive graphics, geometrical transformations, 2-D and 3-D projections and spline curves. Offered in alternate years.
Prerequisites: CSCI 1120, MATH 2050.

CSCI 4602 Internship — 2 credits
Structured out-of-class learning experience that takes place on- or off-campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and department chair approval.

CSCI 4604 Internship — 4 credits
Structured out-of-class learning experience that takes place on- or off-campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and department chair approval.

CSCI 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

CSCI 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

CSCI 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

CSCI 4994 Topics: Advanced Concepts In Computer Science — 4 credits
Focus differs from term to term with such offerings as database management, artificial intelligence, analysis and design of software.
Credit may be obtained under this course number more than once for different emphases. Offered alternate years.
Prerequisite: CSCI 1120.

Core (CORE)

CORE 1000W The Reflective Woman — 4 credits
The Reflective Woman is a discussion-based course intended to develop knowledge, values and skills in critical and creative inquiry, effective communication and an understanding of diversity. As the title implies, The Reflective Woman uses a variety of approaches uniquely responsive to learning styles of women. In its three units, the course explores identity development within social contexts, different approaches to truth and evidence, and ways to work toward community and justice. Offered in the College for Women and the College for Adults.

CORE 2000W The Reflective Woman — 4 credits
The Reflective Woman is a discussion-based course intended to develop knowledge, values and skills in critical and creative inquiry, effective communication and an understanding of diversity. It also provides a common experience to all students in the Women's College that fosters a sense of academic community and grounds the educational experiences of students in the St. Catherine mission. As the title implies, the Reflective Woman uses a variety of approaches uniquely responsive to learning styles of women. This 2000 level course is aimed at transfer students who enter the college as sophomores or above. In its three units, the course explores identity development within the context of social structures, different approaches to truth and evidence, and ways to work toward community and justice.
Prerequisites: 32 credit hours completed, one composition course or instructor approval.

CORE 2800 Core Integrated Study Seminar — 4 credits
Core Integrative Study Seminars (ISS) are interdisciplinary courses in the humanities, arts and sciences that can be used to satisfy two liberal arts core requirements in the humanities, arts, and sciences by taking the one course. Students are limited to using one such course to satisfy two requirements. Taught by two faculty members in the humanities, arts, and sciences disciplines, these Integrative Study Seminars will reflect the best practices for integration of multiple disciplines and perspectives on important topics and issues. Core ISS courses are designed to satisfy the student learning objectives for each of the disciplinary core requirements that are being satisfied and will be taught by faculty members credentialed in the respective disciplines.
CORE 3990W Global Search for Justice — 4 credits
Global Search for Justice is a capstone liberal arts seminar examining in depth the conditions of justice experienced by a people or peoples outside of European/North American majority culture. Several versions of Global Search for Justice are offered each term, each focusing on a different aspect of justice. Recent sections have been: The Immigrant Experience, Environmental Justice, Women and Work, Women’s Health Issues, Voices of Dissent, and Community Change. Offered in the College for Women and the College for Adults.
Prerequisites: CORE 1000W or CORE 2000W with a minimum grade of C- and junior or senior status.

Crit Studies of Race, Ethnicity (CRST)

CRST 1120 Economics of Social Issues — 4 credits
This course involves the study of important relationships between economic growth, equity and public policies. It offers an economic perspective on current domestic and global social problems. Topics include crime, discrimination, inequality, the welfare system, social security, education, poverty, unemployment, health care, international trade and globalization. Also offered as WOST 1121, ECON 1120. Offered in the College for Women.

CRST 1140 Race, Class, Gender and the Environment with Lab — 4 credits
This course is designed to acquaint students with the nature of scientific inquiry, the science behind current environmental issues, and how environmental issues have differentially affected various groups in society. In addition, what affected groups have done to address these issues and what we can do are addressed. Also offered as BIOL 1140. Offered in the College for Women.

CRST 1200 Survey of U.S. Political and Social History, 1600-1900 — 4 credits
This course is a survey of U.S. political and social history from the colonial era to 1900, with emphasis on the multiracial and multicultural aspects of the American experience. Also includes an overview of women’s social and political roles and status from 1600 to the achievement of suffrage. Also offered as HIST 1200. Offered in the College for Women.

CRST 1201W Foundations of Critical Studies of Race and Ethnicity — 4 credits
This course provides an overview of the key concepts and issues in the interdisciplinary study of race/ethnicity. The course serves as an introduction to the complexity of diverse racial/ethnic groups in the U.S., issues of racial formation, white privilege, individual and institutional discrimination, multiple differences and intersecting oppressions, racial/ethnic identity and collective resistance, as well as the global dimensions of race/ethnicity. Course materials facilitate engagement in critical analysis of textual and statistical information from a variety of disciplinary sources. Offered every term. Offered in the College for Women.

CRST 2060 Freedom, Justice, and Liberation Theology Today — 4 credits
Theology is rooted in human experiences of encountering God in this world, and the particular experiences of various oppressed communities have given rise to a rich body of theological reflection. The many varieties of liberation theology all focus attention on how theological ideas are not limited to the church or the classroom, but affect our lives, our commitments, and our choices in powerful ways. In this course, we will explore how liberation theology, which starts from the perspective of the oppressed, presents theological ideas about God, Jesus, community, motherhood, creation/the ecological crisis, and other topics. Each offering of this course will focus on a particular variety of liberation theology, such as Black and womanist theology; Latino/a and mujerista theology; Asian and minjung theology; African theologies; or Native American theology. Students may earn credit under this course number more than once for different liberation theologies. Also offered as THEO 2060. Offered in the College for Women.

CRST 2120 The Immigrant Perspective in Literature — 4 credits
This course explores the issues of cultural adaptation and change and educational aspirations of immigrant women in the U.S. Students will read novels and memoirs written by and about immigrants in the U.S. and readings that provide the historical and socio-cultural context for each of them. Through the exploration of literary content that is personally meaningful, students will increase their fluency and comprehension in reading academic English and develop analytical and critical reading skills. Students will also develop confidence and ease contributing to class and group discussions. Meets liberal arts core requirement in literature. Offered in the College for Women.
Prerequisite: For non-native speakers of English by placement or instructor’s permission only. Also offered as ENGL 2120.

CRST 2150 Challenging Oppressions, Civic Engagement and Change — 4 credits
This course involves the study of important relationships between economic growth, equity and public policies. It offers an economic perspective on current domestic and global social problems. Topics include crime, discrimination, inequality, the welfare system, social security, education, poverty, unemployment, health care, international trade and globalization. Also offered as WOST 1121, ECON 1120. Offered in the College for Women.

CRST 2151W Sociocultural Aspects of Dress — 4 credits
The course involves the study of social, psychological, cultural and aesthetic aspects of dress. Focus is on understanding multicultural diversity and broadening the perspective in which one views dress. Sustainable fashion as a cultural phenomenon is explored. This course includes cultural experience through a service learning component. Offered in the College for Women. Also offered as SOCI 2150 and WOST 2150. Offered in the College for Women.

CRST 2151W Sociocultural Aspects of Dress — 4 credits
The course involves the study of social, psychological, cultural and aesthetic aspects of dress. Focus is on understanding multicultural diversity and broadening the perspective in which one views dress. Sustainable fashion as a cultural phenomenon is explored. This course includes cultural experience through a service learning component. Offered in the College for Women. Also offered as FASH 2150W.

CRST 2180 World Music — 4 credits
This course is designed to open up the vast global world of music to you, as well as demonstrate how the world of music also lives in the Twin Cities. We will study many major musical traditions in a range of styles (folk, classical, sacred, popular) practiced in Africa, Asia, the Americas, Europe, and the Middle East. We will explore music as an art as well as a social process that emerges from specific cultural contexts. In the course of our investigations, we will also discuss where and how music from across the globe has entered into U.S. popular culture. You will develop skills in active listening, music analysis, and ethnographic research and writing. Previous knowledge of musical instruments or notation is not required. Also offered as MUS 2180. Offered in the College for Women.
CRST 2200 People, Stories and Images: Qualitative Social Research — 4 credits
This hands-on seminar/practicum aims to familiarize students with principles of qualitative research and introduce them to various qualitative research methods used to examine social issues. Students will gain practical skills in designing and conducting qualitative research; they will also develop critical thinking skills in recognizing and negotiating the power dynamics and ethical dilemmas inherent in the research process. These skills are applicable in multiple disciplines and translatable for lifelong learning and careers in a variety of settings, be it for government organizations or non-profits, dealing with domestic or international issues. Qualitative research skills also help us become a more reflective and engaging person! Also offered as SOCI 2200 and WOST 2200.

CRST 2220 Short Fiction — 4 credits
This introductory course explores short fiction, traditionally through the form of the short story. Varying by semester and instructor, some sections have investigated forms as various as the joke, the treaty, and the novella. Topics have included Reading Race, Fathers and Sons, and Fairy Tales for Adults. In each case, you closely investigate literary elements such as plot, character, theme and style along with the social significance of literature. Credit may be earned under this course number more than once for different emphases. Meets the liberal arts core requirement in literature.

CRST 2230 The Novel — 4 credits
An exploration of the novel, this course varies by instructor and semester. Topics may include Novels into Film, Six Degrees of Harry Potter, Oprah Books, Courtship and Marriage, and Lesbian Literature. Credit may be earned under this course number more than once for different emphases. Meets the liberal arts core requirement in literature. Also offered in Evening/Weekend/Online Program.

CRST 2240 Drama on the Page and on Stage — 4 credits
In order to truly appreciate the power of drama, students not only explore plays in their written form but also experience them as theatrical performances. As determined by instructor and semester, this course is organized around such themes as The Family Circle, Social Protest and Reform, Dreamers and Schemers, and the Self in Society. Credit may be earned under this course number more than once for different emphases. Meets the liberal arts core requirement in literature.

CRST 2250 Critical Hmong Studies — 4 credits
The Critical Hmong Studies course will engage students in a critical analysis of the changing nature of Hmong culture and Hmong identity worldwide. The course traces Hmong origin from China, and historical events to current time, including Hmong involvement in the Vietnam War, Hmong migration throughout the world, and Hmong life in host societies. Students will explore debates surrounding cultural identity, intergenerational conflict, changing traditions and cultural practices in host societies. In addition, students will examine gender issues, acculturation, the portrayal of Hmong in media, Hmong in education, and racism among others. Offered in the College for Women.

CRST 2280 Introduction to Literary Themes — 4 credits
Examine the cultural and historical themes of imaginative texts across multiple literary genres, including short and long fiction, nonfiction, poetry, and drama. Varying themes have included the Harlem Renaissance, Irish and Scottish Literature, Women on the Road, Portrayals of Native Americans in Poetry, Literature in Sickness and in Health, and Marriage and Family Relationships. Credit may be earned under this course number more than once for different emphases. Also offered in Evening/Weekend/Online Program. Meets the liberal arts core requirement in literature.

CRST 2350 Asian American Identities — 4 credits
The Asian American Identities course will engage students in a critical analysis of the multiple, fluid and intersecting identities of members of the Asian diaspora. Beginning with Asian immigration to the United States in the 1800s through the existence of multi-generational families in the present day, students will learn to interrogate how the perceived identities of Asian Americans has shaped these histories and experiences, and how agency in Asian American self-identification has served to empower them, challenge assumptions and create new realities. Offered in the College for Women. Also offered as SOCI 2350.

CRST 2500 Rule-makers and Rule-breakers: Deviance and Social Control — 4 credits
How does society create insiders and “deviant” outsiders? How are legal and medical labels created and applied? What role does race, class, gender, sexual orientation, age and ability play in the construction of deviance and the application of social control? Who is criminalized? Who is medicalized? How do these labels effect social opportunity and identity? The course includes study of the various types of deviance and social control, including formal/legal, medical/psychiatric labeling, and informal stigma with special attention to mass incarceration, the school-to-prison pipeline, and the medicализsation of deviance. Offered in alternate years. Offered in the College for Women. Also offered as SOCI 2500 and WOST 2500.

CRST 2600 All are Welcome: Church as Beloved Community — 4 credits
How did the community of Jesus’ disciples become the Church as we know it? What is the source of the Church’s vitality, and what is its mission? This course will look to historical texts and the experiences of the faith-community through the ages for its answers. Offered in the College for Women and the College for Adults. Also offered as THEO.

CRST 2684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

CRST 2700 Social Movements-Social Change — 4 credits
Provides students with an in-depth understanding of the dynamics of collective behavior and social movements. A variety of social movements and counter movements are considered. The course emphasizes collective responses to inequality, and the role of race/ethnicity, class, gender and other differences in movements for social change. Offered alternate years. Also offered as SOCI 2700 and WOST 2700. Offered in the College for Women.

CRST 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.
CRST 3101 Communicating across Cultures, Identities and Differences — 4 credits
In the 21st century individuals continue to be marginalized because of their differences. The existence of racism, sexism, homophobia, and religious discrimination indicate that the categories separating individuals from one another fuel acts of hatred, oppression, and degradation, but why? What makes such discrimination possible? How do categories of people come to be seen as “different”? How does being “different” affect people’s lived experience? What meaning does difference have at the level of the individual, social institution, or culture? What difference does difference make? This class will answer these questions by studying how communication plays a significant role in the construction of cultures identities and differences. Through such an inquiry students will learn how social, political, economic, racial, sexual, cultural and geographic differences impact the process of communication and consequently, cause conflict between groups and individuals that belong to different social categories. Through studying how cultures, identities and differences impact communication, students will develop strategies for effectively and ethically participating in an increasingly diverse cultural landscape. Also offered as WOST 3101 and COMM 3100. Offered in the College for Women and the College for Adults.

CRST 3160 Hispanics in the United States — 4 credits
Students will gain knowledge about the layered history and issues involving Hispanics and Latinos in the United States. As students discuss a number of materials, from writings, to film and documentaries, to the arts, to experiential learning tasks, students will increase their awareness of and experience with cross-cultural, bilingual ways of life, thinking, and being. Students will speak primarily in Spanish. Offered spring semester. Offered in the College for Women.

Prerequisite: SPAN 2110 or permission of instructor.

CRST 3162 Migration, Citizenship, Community — 4 credits
This course will help students cultivate sociological imagination around issues related to migration and immigration. Through reading theories and narratives of migration against each other, a successful student, at the end of the semester, should achieve a deeper understanding of the following questions: Why does mass migration happen? What are the social and political consequences of migration? What happens to people’s cultures, identities, and sense of belonging when they cross national borders? What does the immigration debate reveal about the social fabric of the United States? Sociological understanding of these questions will help students make ethical decisions and assume leadership in their civic and political lives. Offered in the College for Women.

Recommended: SOCI 1000. Also offered as SOCI 3160.

CRST 3210 Family, Identity and Inequality — 4 credits
Family is an important social institution in which identities are formed and inequalities are reproduced. Highlights of this course include perspectives of families in poverty, LGBT families, transracial and transnational families. Students conduct research about family, identity, and inequality (race, class and gender) and consider strategies for social change and individual action. Offered alternate years. Also offered as SOCI 3210 and WOST 3210.

CRST 3250 History of Civil Liberties and Civil Rights in the U.S. — 4 credits
The origins and evolution of American civil liberties and civil rights are covered from the colonial era through the 20th century civil rights and women’s rights movements. Course examines the U.S. Constitution and Bill of Rights and the roles of the Supreme Court, federal and state governments, and rights movements in the development of civil liberties and civil rights. Also offered as HIST 3250 and WOST 3251. Not open to first-year students.

CRST 3251 Cultural Anthropology — 4 credits
This is a survey of the evolution, integration and importance of culture. Students will develop an awareness of and appreciation for the variety of human cultural and subcultural adaptations, focusing on such institutions as economics, family, politics and religion. Ethnographic methods are also covered, as students learn to recognize and interpret cultural meaning. Also offered as SOCI 3250 and WOST 3250. Offered annually. Offered in the College for Women.

CRST 3300 Haves and Have-Nots — 4 credits
Students will study the causes of international inequality in the distribution of wealth to examine why some countries are rich and others are poor. Discussions critically examine contending theories of development and underdevelopment (modernization theory, dependency and world systems theories, cultural explanations and state-centric theories). Also offered as POSC 3300. Offered in the College for Women.

CRST 3340 Criminal Justice: From Policing to Punishment — 4 credits
The United States has more people in prison per capita than anywhere where in the world, with 2.3 million people in prison and jail and another 5 million on probation or parole. How does this happen? What is “the prison industrial complex”? What social factors shape our approach to policing and punishment? Who is criminalized and how? What role do race, class, and gender play in policing and punishment? This course analyzes the basic concepts and dynamics of the, including study of the personnel involved and experiences encountered in the system. This course offers students an in-depth look at the U.S. criminal justice system, and currently debated topics including police use of force and civilian killings, racial profiling, prosecutorial discretion, mass incarceration, use of solitary confinement, and the death penalty. Alternative approaches and social movements related to criminal justice reform for both juveniles and adults will also be explored. Also offered as SOCI 3340. Offered in alternate years. Offered in the College for Women.

CRST 3350 Nationalism and Ethnic Conflict — 4 credits
Students will study theories of nationalism and the aspirations of nationalist actors in both domestic and international contexts. Particular attention is given to problems of citizenship and state formation; ethnicity and nationalism; democratic institutional design and political representation; and ethnic conflict. Case studies are drawn from the industrial democracies and the developing world. Also offered as POSC 3350. Offered in the College for Women.

CRST 3400 Biomedical Ethics — 4 credits
Overview of normative ethical theory. Application to topics in biomedicine: the concept of health, the provider-patient relationship, informed consent and refusal of treatment, truth-telling and confidentiality, research involving human subjects, life-sustaining treatment and physician-assisted death, reproductive decisions and technologies, genetic screening and interventions, allocation of scarce resources. Offered every semester. Offered in the College for Women and the College for Adults. Also offered as PHIL 3400.

Recommended: PHIL 2200W. Open to students with no prior work in philosophy, but such students should consult with the instructor or department chair before registering.
CRST 3401W Language as Power — 4 credits
This class will take students into the complex and often hidden intersections of language and power, focusing on the many ways in which language serves as a tool of power. It will examine how people negotiate power on several levels, both individually and socially; how words imply more than they say (and thus can be used to manipulate); how language policies in education and other societal institutions privilege some groups while oppressing others; and how oppressed groups use language to resist their oppression. Because language is so intimately tied to the communities that use it, we will examine language use through the lenses of race/ethnicity and gender among others. Also offered as ENGL 3400W and WOST 3400W. This class counts as one of the four Writing Intensive courses required for graduation. Does not meet the liberal arts core requirement in literature.
Prerequisite: ENGL 2402. Offered in the College for Women and the College for Adults. Not open to first year students. Offered in the College for Women and the College for Adults. Not open to first year students.

CRST 3450 Women's Issues from Global Perspectives — 4 credits
This course examines the construction of gender, gender inequality, women's movement, and cultural representation of gender from a transnational perspective. This perspective emphasizes the connections between histories and conditions of different societies, particularly the power relations between the global North and the global South. Offered alternate years. Offered in the College for Women. Also offered as WOST 3450 and SOCI 3450.

CRST 3451W Development Economics: Examining Poverty and Inequality — 4 credits
This course explores the role of poverty and inequality in the process of economic development and growth. Students will examine the impact of social, political, and economic factors on poverty and how these factors relate to economic growth in developing countries. Topics include international financing of economic development, human and natural resources and their role in the development of economies, monetary policy and international aid. The emphasis of this course is on the role of women in national development and how this can impact the overall economy and economic stability of a developing country. Offered in the College for Women and the College for Adults.
Prerequisite: ECON 1120 or ECON 2610 or ECON 2620. Also offered as ECON 3450W and WOST 3452W.

CRST 3460 Managing a Diverse Workforce — 4 credits
This course provides a hands-on approach to understanding how to work with people from different cultures. Students are asked to examine their own values and perspectives, to become aware of their own biases, and through examining different cultural orientations, to work towards greater understanding and acceptance of difference. The course focuses on the impact of diverse cultures on the work environment and management practices that enhance the full utilization of human diversity. Students will learn about belief systems, attitudes and conditioning and how these cognitive processes interact with the management of a diverse workforce. The management functions, organization behavior, change and productivity are examined in relation to issues of diversity. Anyone planning to work outside the home, regardless of discipline or field, can benefit from this course. Offered in the College for Women and the College for Adults. Also offered as MGMT 3460.

CRST 3470 Sociology of the Law — 4 credits
In-depth understanding of the interplay between law and society. Emphasis is on U.S. law and legal systems, but consideration is given to historical, cross-cultural and international variations. Topics include: historical foundations and current directions of law in the U.S., the organization of law and legal systems; sociological factors that shape the creation, interpretation, and application of the law; and law as a mechanism of social control and a tool for social change. Also offered as SOCI 3470. Offered alternate years.

CRST 3480 World Englishes: Past and Present — 4 credits
This course focuses on English as a global language, tracing its history from Old English to Early Modern English to its spread around the world and its subsequent pluralization into many unique and diverse Englishes, from Jamaica to India, Nigeria to Singapore. The course looks at how English has changed over time as well as how and why English spread. It examines the reasons for its spread and the forces that helped propel English to its current position, as well as shift the status of other languages, including standard language ideology, linguistic imperialism, and linguisization. The course also looks at the use of English today in education, health, science, business, and politics, both in its capacity as an official language in 88 countries as well as its role as an international lingua franca. It also examines various social justice issues resulting from its current status, such as unequal access to English language education, discriminatory attitudes toward localized varieties of English, and the endangered status of other languages. Finally, the course explores several seminal works in World Englishes literature that reflect localized varieties of English in different ways. Also offered as ENGL. Offered in the College for Women.

CRST 3490 Topics in Language Studies — 4 credits
The subject matter of this course varies. Topics may include: World Englishes; Linguistic Human Rights; Teaching English as a Second Language; Language, Race & Ethnicity; and Critical Discourse Analysis. Offered in alternate years.
Prerequisite: ENGL 2402. Offered in the College for Women. Also offered as ENGL 3490.

CRST 3510 Sociology of Race and Ethnicity — 4 credits
This course examines structured inequality related to race and ethnicity. The course focuses on current research and theory pertinent to the social construction of race/ethnicity, inter-group relationships, power, stereotyping, prejudice and discrimination, systemic racism, and the ways that race intersects with class, gender and other differences. Includes historical and contemporary experiences of racial and ethnic groups in the U.S. Offered alternate years. Also offered as SOCI 3510 and WOST 3510.

CRST 3560 Women in America to 1920 — 4 credits
Roles, status and expectations of women are covered from the colonial era to 1920; includes developments in family, sex, education, work, dress, politics; also covers the feminist movement of the 19th century. Also offered as HIST 3560 and WOST 3560. Offered in the College for Women.

CRST 3650 U.S. Women Since 1920 — 4 credits
This course covers roles, status and expectations of women in the United States from 1920 to the present; developments in family, sex, education, politics, work and dress; feminist ideologies, their social and intellectual contexts and opposition. Also offered as HIST 3650 and WOST 3650. Offered in the College for Women and the College for Adults.
CRST 3860 Neighborhoods, Cities and Inequality — 4 credits
Analysis of the emergence of cities, urban social systems, urbanization and urbanism with special attention to international urban patterns. Topics include patterns of suburbanization, city lifestyles and social environment of the cities, ethnic diversity, urban planning, housing programs and urban change, urban future. Includes a service-learning component. Also offered as SOCI 3860. Offered in alternate years. Offered in the College for Women.

CRST 3900 Feminist Philosophy — 4 credits
This course involves the exploration of feminist contributions in the traditional philosophical inquiries of metaphysics, epistemology, and ethics, as well as questions unique to feminist thought. Students will explore the social conception of the self, social constructions of knowledge, the objectivity and subjectivity debates, standpoint epistemologies, and the philosophic implications of multiple differences, including race, class, sexuality. Also offered as PHIL 3900 and WOST 3900. Offered annually. Offered in the College for Women.

CRST 4600 Leadership and the Art of Persuasion — 4 credits
This course studies the practice of leadership communication from within the framework of persuasive, effective, ethical and enduring leadership. By studying the communication practices of female leaders in the cultural, political, business and intellectual sectors of society and by focusing on the unique challenges faced by these leaders as women in particular, this course provides practical examples of different forms of effective leadership particularly well-suited to the St. Kate’s student. To provide students with a foundation through which they can begin to act as leaders in their daily lives, these practical examples are discussed in conjunction with theories of leadership, persuasion and argumentation. Also offered as COMM 4600 and WOST 4600. Offered in the College for Women and the College for Adults.
Prerequisites: for majors: COMM 3070W, COMM 3090. For nonmajors: instructor permission. Senior standing for all students.

CRST 4602 Internship — 2 credits
An internship is a structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves the student in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience meet with the internship coordinator in the Career Development Office and then with a faculty advisor.
Prerequisites: Instructor and department chair permission and CRST 2050W.

CRST 4604 Internship — 4 credits
An internship is a structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves the student in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience meet with the internship coordinator in the Career Development Office and then with a faculty advisor.
Prerequisites: Instructor and department chair permission and CRST 2050W.

CRST 4684 Directed Study — 4 credits
CRST 4850W Senior Seminar — 4 credits
This capstone course offers an in-depth examination of a topic in critical studies of race and ethnicity. Topics change with each offering. You engage in independent research and presentations incorporating interdisciplinary literature and perspectives on race/ethnicity. Offered every other year. Offered in the College for Women.
Prerequisites: CRST 2050W; CRST 3510 or SOCI 3160.

CRST 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

CRST 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

CRST 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

Early Childhood Education (ECED)

ECED 1000 Introduction to Early Childhood Education — 4 credits
In this course students will study the historical roots and contemporary manifestations of early childhood education theories and practices. Theories regarding the learning modes and stages of development in the young child will be presented, including exceptionalities. Students will characterize the components of curriculum development inherent in developmentally appropriate practice. Students will begin to explore their own personal biases and how they may shape their understanding of children and education.

ECED 2040W Historical, Cultural and Social Foundations of Early Childhood Education — 4 credits
In this course students will study the relationships between early childhood education and the cultural, historical and social realities of the United States. Students will study the history of early childhood education and critically examine ways in which power and privilege have influenced the evolution of the education system at large and specifically early childhood education. The existence of implicit, and explicit, teacher bias will be explored in-depth using current research, self-reflective practices, and an understanding of systemic "isms" present in today's educational institutions. Students will gain the knowledge, resources, and tools to be culturally responsive and practice anti-bias and anti-racist teaching strategies.
Prerequisite: ECED 1000.
ECED 2200 The Art of Early Childhood Classroom Guidance and Assessment — 4 credits
In this course students will examine classroom management and assessment from relationship-driven, anti-bias, and anti-racist points of view. Students will consider the connection for children between past trauma and current behavior in the classroom. The current structure at work in mainstream educational classroom management will be critically examined and students will construct their own vision of transformational classroom management and assessment. Students will choose strategies that are respectful, and empowering to children. The intersection of classroom management and assessment will be examined. Students will understand and develop authentic assessment tools and practices based on observation and developmentally appropriate practice, including motivation and relationship-driven techniques that consider individual needs. Students will adapt classroom management and assessment strategies to diverse cultural norms and examine the influences of their own implicit bias in discipline and assessment choices. This course requires 10 hours of observation in an Early Childhood classroom.
Prerequisite: ECED 1000.
Prerequisite with concurrency: ECED 2040W.

ECED 2300 Early Childhood Education Accreditation and Standards — 1 credit
This course provides an overview of the legal and professional mandates related to early childhood teaching. Competency–based modules include the Department of Human Services regulations, Department of Education standards for the Standards of Effective Practice for Teachers, and the Standards for Early Childhood Teachers (or others as specified by state of residence). Professional development sites such as Develop are included, as well as Parent Aware standards (Minnesota’s Quality Rating and Improvement System) and the opportunity to explore other state early childhood education policies and requirements.
Prerequisite: ECED 2040W.

ECED 2400 Effective Practice in Early Childhood Education — 4 credits
In this course students will be introduced to early childhood educational theory and methods. They will learn about developmental theory, needs of young children, teaching practices and materials, characteristics of a functioning early childhood classroom, and the role of the early childhood teacher. Intentional practices such as creating an inclusive classroom by honoring diverse learners, fostering a strong classroom community, and anti bias and anti racist teaching will be explored and applied to course assignments. Students will demonstrate their understanding of these concepts through written essays, class discussions, creating lesson plans, and engaging in critical reflection. This class will be taught primarily online but includes a three-day session on campus.
Prerequisite: ECED 2040W.

ECED 2500 Technology in Teaching and Learning in Early Childhood Education — 1 credit
Students examine current issues related to integrating digital technology in the early childhood P-3 classroom settings. We explore effective forms of technology integration for varied settings, needs and populations. For instance, students will identify and use digital tools that can enhance outcomes for learners; and/or improve efficiency in teaching, providing feedback to learners, communicating with parents, or assessment. Students will learn to use technology to provide authentic and empowered learning.
Prerequisite: ECED 2040W.

ECED 2600 Health, Wellness and Nutrition in Early Childhood Education — 1 credit
In this course students will gain a deeper understanding of the three foundational building blocks for healthy growth, development and wellness: nutrition, health and safety. Students will explore the many facets of each component including feeding strategies, food safety, health assessments, mental health, establishing safe environments, addressing child abuse and neglect, and more. Student understanding will be assessed through collaborative online discussion, 3 quizzes which include multiple choice and short answer questions, and a final exam. Upon completion of the course, students will feel confident in their ability to develop and carry out a wellness curriculum in their teaching practices and classroom environment.
Prerequisite: ECED 2040W.

ECED 2820 Infant and Toddler Methods and Materials — 4 credits
The foundation of early childhood development begins with understanding the intricate cognitive process that evolves from conception through the toddler years. It is through this understanding of development, learning to design, prepare, and interact appropriately with infants and toddlers that a healthy stage can be set for further early childhood development. In this course emphasis will be placed on the role of the adult in guiding healthy adult-child relationships in both home and group care environments. This course includes 10 hours of required fieldwork.
Prerequisite with concurrency: ECED 2040W.

ECED 3340 Child in the Family — 4 credits
Study of the needs of the child at each stage of her/his development with an emphasis on finding appropriate ways of meeting these needs within the context of the family. Identification of possible physical and emotional crises children may face including methods for effectively dealing with these crises. Offered in the College for Adults.
Prerequisite: PSYC 2025 or PSYC 2026.

ECED 3350 Understanding of Diverse Family Experiences and Student Exceptionalities in Early Childhood — 4 credits
This course is designed for early childhood professionals to increase their awareness of diverse family experiences and early childhood exceptionalities. Students will learn about working with families through the lens of context. Students will also learn techniques and strategies to engage families of diverse backgrounds and acquire knowledge about the early identification of children with special needs.
Prerequisite: ECED 2040W.
ECED 3560 Emergent Literacy in the Content Areas — 2 credits
This course is designed for pre-service early childhood educators to investigate the role of literacy (reading, writing, listening, and speaking) across the primary curriculum. The course assumes that effective teachers of language arts are knowledgeable, literate, and curious people who develop and maintain a classroom community in which they and their students learn together. It also recognizes a need for equitable literacy practices that support the development of all students regardless of their race, gender identity, social class, sexual orientation, religious beliefs, ability-level, or family background. Specifically, the interdisciplinary nature of literacy and the ways it moves from concrete to abstract will be explored and scaffolded in order to prepare pre-service early childhood educators to apply emergent literacy knowledge to real-world experiences. Through engagement in readings, media, online discussions, and inquiry projects, students in this course will learn about the discipline-specific demands of literacy in the content areas. The course will also explore academic, personal, and social considerations that are particular to students in the primary grades, including the roles of motivation, comprehension, critical thinking, and assessment in teaching and learning. Pre-service early childhood educators will identify and utilize literacy strategies, text forms, and key principles of literacy across the content areas to foster equity-minded literacy experiences in early childhood education. This course requires 10 hours of fieldwork experience.
Prerequisite with concurrency: ECED 2040W.

ECED 3600 Teaching and Learning in the Lower Elementary Classroom — 3 credits
In this course, students will be introduced to early elementary educational theory and methods. They will learn about developmental theory, needs of elementary children, teaching practices and materials, characteristics of a functioning early elementary classroom, and the role of the early elementary teacher. Intentional practices such as creating an inclusive classroom by honoring diverse learners, fostering a strong classroom community, and anti-bias and anti-racist teaching will be explored and applied to course assignments. Students will demonstrate their understanding of these concepts through written essays, classroom observations, creating lesson plans, and engaging in critical reflection. This class will be taught online but includes 10 hours of fieldwork.
Prerequisite with concurrency: ECED 2040W.

ECED 4105 Early Childhood Practical Life and Dramatic Play — 2 credits
The goals of coordination of movement, independence, concentration, and development of the sense of order as approached through Montessori practical life pedagogy. Emphasis on the cycle of activity and its process, and the analysis of movement involved in the area of Practical Life. The principle objectives of the course are: 1) To teach the practical application and sequence of Montessori materials utilizing the practical life skills and materials. 2) To connect the current research in child development to the philosophy and theory developed by Maria Montessori.
Prerequisite with concurrency: ECED 2040W.

ECED 4155 Early Childhood Sensorial — 2 credits
In this course, students will create a rationale and develop the techniques necessary to ensure the development of sensory growth in young children. Introduction of sensorial materials in a sequential order with an emphasis on the refinement of sensory perception, repetition, control of error and language (three-period lesson) will be presented and practiced. Distinct education in presentation techniques as applicable to the materials and the young child will be addressed.
Prerequisites with concurrency: ECED 2040W, ECED 2400.

ECED 4265 Creative Expression in Early Childhood — 2 credits
Early childhood art, music, and movement is a developmental process of absorption, exploration, and self-expression. Students analyze the cultural manifestations of the creative forms and how they can be integrated in the early childhood environment. Physical Education is presented as Movement, which may include the development of the body through exploration, cooperative play, games, rhythms, and dance. Art is presented as an exploration of media and the modes of creation, and as a means to self-expression with a focus on variety. Emphasis is on the process of an art activity, rather than the product. Music is presented to foster an appreciation of music in general, and to aid in creative expression through singing and playing. Exploration of individual and collective music applications are explored, as is the intersection of music and culture. This course requires 10 hours of fieldwork experience.
Prerequisites with concurrency: ECED 2040W, ECED 2400.

ECED 4275 Early Childhood Science — 2 credits
Students in Early Childhood Science will learn to involve the child and utilize the child's intrinsic interest and curiosity in the observation of scientific phenomena through simple experiments. Because young children love the natural and physical world, care of the earth is introduced along with the importance of protecting our environment for the future. The mathematical brain and logical thinking of young children is developed through computational thinking activities, including classifying, experimenting, and drawing conclusions. The study of Earth Science, Life Science, Physical Science/Physics and Chemistry, Technology and Engineering for the young child is introduced. Equity, inclusion, and diversity as they pertain to science are addressed in the context of social justice, and anti-bias, anti-racist teaching.
Prerequisite: ECED 2040W.
Prerequisite with concurrency: ECED 2400.

ECED 4365 Early Childhood Mathematics — 2 credits
Presenting the basic skills of mathematics using developmental materials. Emphasis on process: from the numbers 1-10 through the decimal system, the operations of arithmetic and memorization of basic facts. Includes supervised practice with materials.
Prerequisite: ECED 2040W.
Prerequisite with concurrency: ECED 2400.

ECED 4375 Early Childhood Language Arts and Reading — 2 credits
Analysis of language as spoken and written communication. Rationale for the sensory-motor involvement with emphasis on the sequence of skills to be developed to assist the child's natural growth toward effective spoken and written communication. Oral language, phonetic analysis, initial writing, handwriting skills, early reading and beginning grammar skills are taught as a foundation for total reading.
Prerequisites with concurrency: ECED 2040W, ECED 2400.

ECED 4385 Early Childhood Social and Cultural Studies — 2 credits
Early Childhood Social and Cultural Studies exposes students to the teaching of geography and history. The course takes a holistic approach to the study of history and culture, using interdisciplinary knowledge to construct the body of knowledge. In this course, students will learn to explain the content, presentation and rationale for the study of history, geography, and culture within early childhood.
Prerequisite: ECED 2040W.
Prerequisite with concurrency: ECED 2400.
Economics (ECON)

ECON 2610 Principles of Microeconomics — 4 credits
Economics is a social science that constructs and analyzes models of human behavior, particularly as it pertains to the consumption and production of goods and services in a world of scarce resources. This course will focus on the foundational concepts in microeconomics, such as market structures, prices, consumer and firm behavior, spillovers, and trade. Students learn how to apply economic reasoning to business and public policy decisions making this course an excellent foundation for upper-level study in economics, business and policy. This course is required for all economics-related majors and for most business-related majors. It is also an excellent social science elective for students from any major. Offered in the College for Women and the College for Adults.

ECON 1090 Statistical Analysis for Decision Making — 4 credits
This course covers the basic theory and practice of using statistics to guide decision making. Topics include descriptive statistics, probability, sampling, hypothesis testing, and regression. Focus is on real world public policy and business examples. The course also develops students’ Excel skills to prepare them to conduct statistical analysis in government, advocacy, business, and industry settings. This course fulfills the liberal arts core mathematics/statistics requirement and is appropriate for students majoring in business, economics, political science, sociology, or any major that requires statistics. Offered in the College for Women and the College for Adults.

Prerequisites: ECED 3280, ECED 3600.

ECOL 2000 Human Ecology — 2 credits
In this course students will be introduced to the basic concepts of ecosystems in relation to human behavior and human adaptations within these ecosystems. The role of the individual and society in contributing directly and indirectly to the quality of the environment are emphasized along with the impact of current environmental quality on the overall health of humans. Topics include overpopulation, various forms of pollution, nutrition and resources. Also offered as SCS 2000. Offered in the College for Adults.

ECOL 4840 Bachelor Completer Capstone Project: A Critical Exploration of Early Childhood Education — 2 credits
In this course, students will explore an early childhood topic of their choice deeply and critically, using an anti-bias and anti-racist lens. Resources compiled over their time in the Early Childhood Education program through the Ed Portfolio will be used to guide and shape chosen topics. Students will be supported in selecting relevant and impactful literature to expand knowledge on their topic of choice and take up different perspectives on issues in early childhood. Emphasis will be placed on looking critically, holistically and with an equity oriented mindset during research, discussions, editing and writing. 

Prerequisites: ECED 3280, ECED 3600.

ECON 1080 Statistical Analysis for the Social Sciences — 4 credits
This course provides an introduction to entry level statistical reasoning. Focus is placed on logical underpinnings of statistics to help students understand and evaluate research in popular and academic sources, with less focus on the use of software and mathematical formulas. This course fulfills the liberal arts core math and logic requirement and is appropriate for students who require a statistics course for their program, but do not intend to go further in statistics or economics. There is no math prerequisite for this course, but students should have a solid understanding of basic mathematical concepts. This course does not meet the statistics requirement for all majors and minors. Consult the academic catalog. Offered in the College for Adults. Credit is given for only one of the following courses: ECON 1080, ECON 1090, HLTH 1090, PSYC 1090 or STAT 1090.

Prerequisites: Faculty, department chair and dean approval.
ECON 2620 Principles of Macroeconomics — 4 credits
Economics is the only field in which two people can share a Nobel Prize for saying opposing things. This course will teach students basic of macroeconomic vocabulary and theories and provide a foundation for understanding conflicting views on important policies. Students will learn about rising prices, interest rates, unemployment, the size of the economy, why recessions occur and what central banks do. This course is required for all economics-related majors and for many business and political science majors as well. It is also an excellent social science elective for students from any major. Offered in the College for Women and the College for Adults.

ECON 2900 Topics in Healthcare Economics — 4 credits
This course provides a broad overview of the institutions that provide healthcare and examines some of the economic factors that affect the provision of healthcare in the United States. Government policies toward the healthcare sector and government interventions in the sector are examined and compared to alternative models around the globe. Designed for non-economists who plan to work in the healthcare field or who wish to study the economics of healthcare. A good elective course for social sciences and/or nursing majors. Offered in the College for Women and the College for Adults.

ECON 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

ECON 3000 From Nudges to Nuclear War: Game Theory and Behavioral Economics — 4 credits
In public policy, we frequently encounter situations of conflict and cooperation. Game theory offers tools to model these situations, including showing why groups of rational people can make bad choices. Game theory famously came into prominence during the cold war, where it offered insights to avoid global nuclear war. Today, game theory is used in debates on a wide range of policy questions, from climate change to health insurance to employment discrimination. Recent developments in game theory include behavioral economics, which shows that people don't always act the way economic models predict a person would. The insights from behavioral economics help design smarter policy, including “nudges” and how choices are framed. In this class, we will learn how to use game theory & behavioral economics to analyze important questions in policy, political science, & economics. Offered in the College for Women. Also offered as POSC.

Stakeholders need to know whether projects, policies or programs are producing the intended effect. Quantitative program evaluation is the collection, analysis and use of data to assess effectiveness and efficiency. In this course students will design, execute and present data-based analyses. We will use statistics to isolate causal impacts using both experimental and quasi-experimental methods. We will study projects, policies and programs in the United States and abroad and draw examples from many disciplines including education, public health, economics, business, sociology and political science. The quantitative skills developed in this course are highly sought after by employers in both non-profit and for-profit settings. This course is open to students from any major and is good preparation for upper-level undergraduate and graduate courses that have research components. Offered in the College for Women and the College for Adults.

Prerequisite: One of the following - ECON 1080, ECON 1090, PSYC 1090, STAT 1089, STAT 1090. Also offered as WOST 3051.

ECON 3300 Environmental Economics and Policy — 4 credits
Economics is a social science that constructs and analyzes models of human behavior, particularly as it pertains to the consumption and production of goods and services in a world of scarce resources. Environmental economics is a subdiscipline which aims to apply economic theory to solve environmental problems. This course will focus on the foundational concepts of environmental economics, such as market failure, risk assessment, and cost-benefit analysis, as well as common environmental policies including command-and-control, cap-and-trade, and taxes and subsidies as incentives. As a capstone project, students must pitch an original idea for an environmental business, policy, or program supported by the economic concepts they learned throughout the semester. Offered in the College for Women.

ECON 3350 Financial Markets and Institutions — 4 credits
This course covers the nature, evolution and functions of money; the role of depository institutions; the structure of financial markets; the principles of central banking; monetary theory; and the instruments of monetary policy. Required for financial economics majors and an excellent elective for other social science and business majors. Offered in the College for Women and the College for Adults.

Prerequisite: ECON 2620.

ECON 3450W Development Economics: Examining Poverty and Inequality — 4 credits
This course explores the role of poverty and inequality in the process of economic development and growth. Students will examine the impact of social, political, and economic factors on poverty and how these factors relate to economic growth in developing countries. Topics include international financing of economic development, human and natural resources and their role in the development of economies, monetary policy and international aid. The emphasis of this course is on the role of women in national development and how this can impact the overall economy and economic stability of a developing country. Offered in the College for Women and the College for Adults.

Prerequisite: ECON 1120 or ECON 2610 or ECON 2620. Also offered as CRST 3451W, POSC 3450W, and WOST 3452W.

ECON 3460W Global Financial Issues — 4 credits
This course covers institutional and theoretical issues in international finance; foreign exchange markets, currency futures and options markets, balance of payments and international economic linkages. It also examines foreign exchange risk management, multinational finances and foreign investment analyses. Required for financial economics majors and an excellent elective for other social science and business majors. Offered in the College for Women and the College for Adults.

Prerequisites: ECON 1090, ECON 2610, ECON 2620.

ECON 3480W International Economics: Trade and Immigration — 4 credits
This course provides an in depth exploration of the economics of international trade and immigration. The first half of the course covers the foundations of trade theory and also examines international trade agreements, tariff and non-tariff trade barriers, and U.S. trade policy as well trade policy of other nations. The second half of the course studies international factor movements primarily focusing on economic and political forces that shape the flows of people across borders. Offered in the College for Women and the College for Adults.

Prerequisites: ECON 1120 or ECON 2610 or ECON 2620.
ECON 3610 Microeconomic Theory — 4 credits
Microeconomics is the study of how households and firms make choices. We will examine choices related to consumer behavior (as prices and income change how do buying habits adjust?), producer behavior (as technologies change how do production decisions adjust?), worker behavior (if wages go up do people work more or less?) and choices made under uncertainty (how do households and firms deal with risk?). We will use calculus-based models of constrained choice to examine the tradeoffs faced when making these and other economic decisions. We will also use basic game theory to explore competitive strategies and develop a model of general equilibrium and economic efficiency. Required for economics majors and an excellent upper level elective for other social science and also math majors. Offered in the College for Women.
Prerequisites: MATH 1130, ECON 2610 (will allow high school calculus and/or high school economics to meet these prerequisites).

ECON 3620 Macroeconomic Theory — 4 credits
Should we cut taxes or increase government spending to solve recessions? Should we invest in education or infrastructure to promote growth? This course is a treatment of such macroeconomic questions, answering them with theories and data. Topics include growth, money, interest, income, government expenditures, inflation, and unemployment. We will use calculus-based models of constrained choice to examine the tradeoffs faced when making economic policy decisions. Students will assess the factors contributing to different countries’ growth using real-world data. The course focuses on fiscal and monetary policy options for achieving economic goals. Offered in the College for Women.
Prerequisite: ECON 2620.

ECON 3650 Cost-Benefit Analysis — 4 credits
This course teaches a systematic and rigorous approach to assessing the benefits and costs of projects, programs, and policies. Across business, economic, personal, or policy decisions, cost-benefit analysis is fundamental to deciding the best course of action and determining its payoffs. This course provides students with both the conceptual foundations and practical skills needed to undertake and communicate decisions grounded in cost-benefit analysis. Offered in the College for Women.
Prerequisite: ECON 1120, ECON 2610 or ECON 2620.

ECON 3994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

ECON 4150 Econometrics — 4 credits
This course covers basic econometric methods, sampling distribution, test of hypotheses, estimation, simple and multiple regression, restricted estimation, generalized linear regression, simultaneous equations systems, and application of economic theory in research using computers.
Prerequisites: ECON 1090, ECON 2610, ECON 2620.

ECON 4602 Internship — 2 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

ECON 4604 Internship — 4 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

ECON 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

ECON 4850 Senior Seminar — 4 credits
In this course, we will examine how to navigate the many options available to economics, financial economics, international business economics, and public policy students after graduation. We will explore how to synthesize your years at St. Kate’s and communicate your skills to employers. Topics covered include graduate school, career paths, professional communication skills, and how to craft a happy and fulfilling life. The course emphasizes experiential learning, guest lectures, and field trips. Offered in the College for Women and the College for Adults.
Prerequisites: ECON 3450, ECON 3460W, ECON 3480W.

ECON 4914 Research — 4 credits
A senior thesis written under the direction of a member of the faculty: literature search, data collection, statistical analysis, writing of text.
Prerequisites: Permission of instructor.

ECON 4951 Independent Study — 1 credit
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

ECON 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

ECON 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.
ECON 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

Education (EDUC)

EDUC 2010 Physics and Engineering for Educators — 3 credits
Most of the world we experience everyday is human made or engineered. Engineers create products from indoor plumbing to airplanes that make our lives more comfortable and convenient. This course is an introduction to the engineering concepts associated with products in your everyday life, including structures, machines and mechanisms, fluids, and electricity.

EDUC 2030 Earth and Space Science for Educators — 3 credits
Earth and space science is an integral part of the K-8 Minnesota State Standards and Next Generation Science Standards. This course focuses on a hands-on, discovery learning approach to teaching and learning. Topics include understanding the nature of science, Earth's place in the Universe, Earth structures & processes, interdependence in Earth systems, and human interactions with Earth systems. The course will also focus on the pedagogy or teaching of science content to children.

EDUC 2070W Teachers as Leaders for a Changing Society — 4 credits
In this writing-intensive course, students will examine historical and emerging issues that impact experiences of children, families, and teachers in U.S. public elementary or secondary schools. Students will learn about promoting social justice in school settings and teaching as a career choice. Up to 50 hours of fieldwork in a multicultural setting are required. Prerequisite for all education courses. Offered in the College for Women and the College for Adults. Required for elementary, secondary and K12 licensure. Must pass with a C- or above.

EDUC 2090 General Methods: K-12, Secondary — 4 credits
In this course students will learn educational methods in six areas: planning for instruction, strategies for implementing instruction, evaluating and reporting techniques, and instructional technology. Fieldwork required. Check the class schedule for hours required. Prerequisite with concurrency: EDUC 2070W.

EDUC 2110 Foundations and Theories in Early Childhood Education — 2 credits
In this course students will study the historical roots and contemporary manifestations of early childhood education theories and practices. Students will also learn about the research of educators and child psychologists who have made significant contributions to current understanding of the young child. Theories regarding the learning modes and stages of development in the typical and atypical young child will be presented. Fieldwork required. Check the class schedule for hours required. Through fieldwork experience students will make practical applications of these theories in contemporary inclusive child care programs.

EDUC 2681 Directed Study — 1 credit
EDUC 2682 Directed Study — 2 credits
EDUC 2800 General Methods: Elementary — 2 credits
In General Methods, students focus on essential elements in standards based classrooms: planning, instructional strategies, differentiated instruction, assessment and grading. This is the foundation course in educational methods. Up to 40 hours fieldwork in a multicultural setting are required. Offered in the College for Women and the College for Adults. Prerequisite with concurrency: EDUC 2070W.

EDUC 3015 Methods and Materials in Mathematics — 4 credits
Elementary teachers are responsible for providing a learning experience in a classroom that enables students to engage in meaningful tasks in mathematics instruction. There are many facets to this learning environment of which an elementary teacher must be aware — knowledge of the discipline, planning the lesson, assessment, follow-up. This course is designed to give students an opportunity to read, discuss and design activities to enhance student learning. Fieldwork required. Check the class schedule for hours required.
Prerequisites: Admission to the major, MATH 2500.

EDUC 3030 Methods and Materials in Science — 2 credits
In this course students will learn the basic framework of instructional skills, techniques, and methods for effective science teaching, and they will explore material resources for use in the elementary science classroom. Throughout the course, students will engage in scientific inquiry and engineering practices. Additionally, students will participate in authentic elementary classroom experiences during the fieldwork portion of the course. Students will prepare and teach science lessons in their fieldwork experiences, implementing the Minnesota State Science Standards, formative assessment, academic language, and the 5E's. Check the class schedule for fieldwork hours required.
Prerequisite: Admission to the Education Department, EDUC 2070W, EDUC 2800.

EDUC 3050 Methods and Materials in Social Studies — 2 credits
The goals for this course correspond with the licensure requirements for all elementary teachers in social studies with the explicit purpose of providing students with opportunities to apply fundamental social studies concepts and the connections among them in course assignments. The course content and learning activities focus on experiences designed to prepare students with competencies and skills related to tools of inquiry and problem solving. Students will use social studies as an integrating concept through an understanding of how to use the sciences, social sciences, mathematics, arts and communication in the exploration of environmental, cultural and social issues and topics. Fieldwork required. Check the class schedule for hours required.
Prerequisite: Admission to the Education Department.

EDUC 3080 Methods and Materials in Art for Elementary Teachers — 2 credits
EDUC 3080 Methods and Materials in Art for Elementary Teachers Art is an important component of the elementary curriculum. In this course, students will learn the basic framework of instructional skills, techniques and methods of teaching and integrating art in an elementary classroom setting. Fieldwork required. Check the class schedule for hours required.
Prerequisite: Admission to the Education Department.

EDUC 3110 Methods and Materials in Music — 1 credit
Teachers in elementary schools must be prepared to teach music to their young learners. In this course, students will learn the basic framework of instructional skills, techniques and methods of teaching and integrating music in an elementary classroom setting. Fieldwork required. Check the class schedule for hours required.
Prerequisite: Admission to the Education Department.

EDUC 3130 Methods and Materials in Physical Education — 1 credit
Developing healthy physical habits is a lifelong disposition. In this course, students will learn the basic framework of instructional skills techniques and methods of teaching and integrating physical education in an elementary classroom setting. Fieldwork required. Check the class schedule for hours required.
Prerequisite: Admission to the Education Department.
EDUC 3250 Focus Studies In Elementary Art Education — 2 credits
To prepare for a position as a K-12 visual arts teacher, students will examine the historical base for art education and investigate specific theories and philosophies of teaching and learning as these apply to elementary art education. Students will examine how artistic learning occurs, explore motivational and evaluative strategies and classroom management techniques. This course meets the state standards for K-12 licensure for teachers of art and is a requirement for all art education majors seeking K-12 licensure. Fieldwork required. Check the class schedule for hours required.
Prerequisite: Admission to the Education Department.

EDUC 3290 Methods and Materials in Kindergarten Education — 2 credits
In this methods course students will study early childhood growth and development with an emphasis on the five- and six-year-old child. Students will study the child in relation to modes of learning, appropriate management and guidance strategies, and program scheduling. Students will build competency in these areas through observations and experiences that expand and make practical the knowledge and understandings gained from lectures, discussions, class assignments and fieldwork. Fieldwork required. Check the class schedule for hours required. Criteria for developing effective kindergarten programs is based on these learnings and experiences.
Prerequisite with concurrency: EDUC 2800.

EDUC 3450 Literature for Young Adults — 2 credits
As a teacher of middle level and secondary students, students will study literature in a variety of genres for young adults in grades seven through 12 based on their development and interests. Students will become acquainted with transition literature and contemporary adult literature read by young adults. Students will evaluate YA literature critically and learn techniques for promoting reading. Readers’ advisory, reader response, and a student’s right to read will be emphasized with regard to free reading.
Prerequisite: Admission to the Education Department.
Corequisite: EDUC 2070W.

EDUC 3490 Focus Studies in Visual Arts Education — 2 credits
The course will provide an in-depth focus on a specific area in Visual Arts Education, such as sculpture, printmaking, animation, art history, museum studies, etc. Check the class schedule for hours required. Fieldwork required. Check the class schedule for hours required.
Corequisite: Admission to the Education Department.

EDUC 3500 Literacy Methods for Teaching the Intermediate Grades — 4 credits
Literacy Methods for Teaching the Intermediate Grades is a course that explores theories, methods, and materials used to develop children's literacy, with an emphasis on reading, writing, and speaking in grades 3 through 6. The course assumes that effective teachers of language arts are knowledgeable, literate and curious people who develop and maintain a classroom community in which they and their students learn together. Throughout the term, in traditional class meetings as well as in the field-based Literacy Lab, the learning emphasis is placed on assisting students to use listening, speaking, reading and writing for acquiring information, developing understandings, constructing responses to texts in various forms, thinking critically about language, participating in self-assessment, and developing social interactions that support learning.
Prerequisites: Admission to the Education Department, EDUC 2070W, INDI 2440, EDUC 2800.
Corequisite: EDUC 3550.

EDUC 3540 Classroom Management and Assessment Techniques — 4 credits
This course is designed to give teacher candidates a broad overview of classroom leadership and management related to creating and sustaining positive, productive learning environments. It also explores assessment practices that contribute to effective management of instruction and behavior. Recognizing the connection between assessment-informed instruction and effective classroom management, this course also explores current practices and principles of assessment across the K-6 curriculum. The characteristics and uses of both formal and informal assessment tools and strategies will be studied with an emphasis on formative assessment.
Prerequisite: Admission to the Education Department, EDUC 2070W. Not open to first-year students.

EDUC 3550 Literacy in the Content Areas: Elementary — 2 credits
This class is designed to provide opportunities for pre-service teachers to investigate the role of literacy (reading, writing, listening and speaking) across the curriculum. Through readings, discussion, online activities, writing, and inquiry projects, students will learn about the discipline-specific demands of literacy in the content areas, in particular, how academic language supports reading comprehension and effective written communication. The course will also explore academic, personal, and social considerations that are particular to students in the upper elementary grades, including the roles of motivation, comprehension, critical thinking and assessment in teaching and learning. Required for elementary education licensure.
Prerequisites: Admission to the Education Department, EDUC 2070W, EDUC 2800, INDI 2440.
Corequisite: EDUC 3490.

EDUC 3551 Literacy in the Content Areas: Secondary — 2 credits
Literacy in the Content Areas is designed to introduce teacher candidates to theories and research-based practices that support K-12 students’ literacy development across the curriculum. The emphasis of the course is on helping teacher candidates use literacy (reading, writing, listening and speaking) as a tool to support students’ learning in every discipline, while exploring the academic, personal, and social considerations that are particular to adolescents, especially the roles of motivation, comprehension, critical thinking and assessment in teaching and learning. To this end, students in EDUC 3551 learn about basic literacy development, adolescent English language learners, effective vocabulary instruction, the role of academic language in successful reading comprehension and effective written communication, and how to integrate high-quality texts from a variety of media to create engaging relevant learning experiences for all learners. Throughout the semester, teacher candidates study the Literacy Design Collaborative framework and create a module, based on a topic in their content area, that uses literacy as the foundation for discipline-based learning. Fieldwork required. Check the class schedule for hours required.
Prerequisites: Admission to the Education Department, EDUC 2070W, EDUC 2090.

EDUC 3650 Student Teaching Seminar — 2 credits
During student teaching, students meet to share ideas from their classrooms and extend their course learning. Particular focus is placed on developing teacher leadership. In addition, information, support and guidance in the completion of the edTPA will be provided. Taken concurrently with student teaching.
Prerequisite: Admission to the Education Department.
EDUC 3700 Student Teaching and Seminar: Preprimary — 4 credits
Student teaching is the culminating experience in students’ preparation to become a teacher. Students will participate in opening-of-school activities, teaching experience for 180 hours in cooperating schools of the metropolitan area; conferences with cooperating teacher and University supervisor; and seminars arranged by Education Department.

Prerequisite: Admission to the Education Department.

EDUC 3750 Secondary Communication Arts and Literature Methods — 2 credits
This course examines best practice teaching techniques and methods for the secondary communication arts and literature classroom. Secondary Communication Arts and Literature Methods will address current trends and issues related to the discipline of language arts. It will help students identify relevant content and utilize engaging teaching strategies to promote learning in communication arts and literature. The course includes a field experience that will provide the opportunity to apply some of the strategies learned in the course. Fieldwork required. Check the class schedule for hours required.

Prerequisite: Admission to the Education Department.

EDUC 3751 Secondary Mathematics Methods — 2 credits
This course examines best practice teaching techniques and methods for the secondary mathematics classroom. Secondary Mathematics Methods will address current trends and issues related to the discipline of mathematics. It will help students identify relevant content and utilize engaging teaching strategies to promote learning in mathematics. The course includes a field experience that will provide the opportunity to apply some of the strategies learned in the course. Fieldwork required. Check the class schedule for hours required.

Prerequisite: Admission to the Education Department.

EDUC 3752 Secondary Science Methods — 2 credits
This course examines best practice teaching techniques and methods for the secondary science classroom. Secondary Science Methods will address current trends and issues related to the discipline of science. It will help students identify relevant content and utilize engaging teaching strategies to promote learning in science. The course includes a field experience that will provide the opportunity to apply some of the strategies learned in the course. Fieldwork required. Check the class schedule for hours required.

Prerequisite: Admission to the Education Department.

EDUC 3753 Secondary Social Studies Methods — 2 credits
This course examines best practice teaching techniques and methods for the secondary social studies classroom. Secondary Social Studies Methods will address current trends and issues related to the broad discipline of social studies. It will help students identify relevant content and utilize engaging teaching strategies to promote learning in social studies. The course includes a field experience that will provide the opportunity to apply some of the strategies learned in the course. Fieldwork required. Check the class schedule for hours required.

Prerequisite: Admission to the Education Department.

EDUC 3754 Secondary Family and Consumer Science Methods — 2 credits
This course examines best practice teaching techniques and methods for the secondary family and consumer science classroom. Secondary Family and Consumer Science Methods will address current trends and issues related to the broad discipline of family and consumer science. It will help students identify relevant content and utilize engaging teaching strategies to promote learning in family and consumer science. The course includes a field experience that will provide the opportunity to apply some of the strategies learned in the course. Fieldwork required. Check the class schedule for hours required.

Prerequisite: Admission to the Education Department.

EDUC 3760 Secondary Visual Arts Methods — 2 credits
Students will gain a basic framework of instructional strategies, curriculum designs and assessment models within the discipline of visual arts, including evaluation of print and non-print resources and materials. Fieldwork required. Check the class schedule for hours required.

Prerequisite: Admission to the Education Department, EDUC 2070W, EDUC 2090, EDUC 3250.

EDUC 3780 Advanced Secondary Methods — 2 credits
This course provides advanced preparation for teaching in secondary schools. Advanced Secondary Methods will build on previous concepts and skills related to best practices for teaching and will focus on secondary instructional strategies, classroom assessment and classroom management. This course includes a field experience that will allow students the opportunity to apply classroom practices learned throughout the course.

Prerequisites: EDUC 2070W, EDUC 2090.

EDUC 3812 Student Teaching Elementary — 4-12 credits
Student teaching is the culminating experience in students’ preparation to become a teacher. Students will be assigned to an elementary classroom for fourteen weeks. Student responsibilities will include lesson design and presentation, evaluation of student learning and management of daily classroom routines. Through conferences with a University supervisor and cooperating teachers in the school students will be provided with feedback and guidance about their professional progress. Seminars facilitated by the University supervising instructor will provide students with additional information as needed and appropriate. Twelve credits required. Can be taken as four credits in January and eight credits in spring semester by students also completing a middle-level endorsement; otherwise, taken as one 12-credit course.

EDUC 3840 Student Teaching and Seminar in Physical Education: Elementary — 6 credits
Student teaching is the culminating experience in students’ preparation to become a teacher. Students will be assigned to an elementary physical education class for full-day teaching experience for six weeks. Student responsibilities will include lesson planning, teaching and evaluation. Conferences with cooperating teacher and University supervisor will be conducted on a regular basis.

EDUC 3860 Student Teaching and Seminar in Physical Education: Secondary — 6 credits
Student teaching is the culminating experience in students’ preparation to become a teacher. Students will be assigned to a secondary physical education classroom for six weeks. Student responsibilities will include lesson design and presentation, evaluation of student learning and management of daily classroom routines. Through conferences with a University supervisor and cooperating teachers in the school students will be provided with feedback and guidance about their professional progress. Seminars facilitated by the University supervising instructor will provide students with additional information as needed and appropriate.

EDUC 3890 Student Teaching and Seminar in Art: Secondary — 6 credits
Student teaching is the culminating experience in students’ preparation to become a teacher. Students will be assigned to a secondary art classroom for six weeks. Student responsibilities will include lesson design and presentation, evaluation of student learning and management of daily classroom routines. Through conferences with a University supervisor and cooperating teachers in the school students will be provided with feedback and guidance about their professional progress. Seminars facilitated by the University supervising instructor will provide students with additional information as needed and appropriate.
EDUC 3900 Student Teaching and Seminar in Art: Elementary — 6 credits
Student teaching is the culminating experience in students’ preparation to become a teacher. Students will be assigned to an elementary art classroom for six weeks. Student responsibilities will include lesson design and presentation, evaluation of student learning and management of daily classroom routines. Through conferences with a University supervisor and cooperating teachers in the school students will be provided with feedback and guidance about their professional progress. Seminars facilitated by the University supervising instructor will provide students with additional information as needed and appropriate.

EDUC 3910 Student Teaching and Seminar: Middle Level — 4 credits
Student teaching is the culminating experience in students’ preparation to become a teacher. Students will be assigned to middle school classroom in your endorsement area for six weeks. Student responsibilities will include lesson design and presentation, evaluation of student learning and management of daily classroom routines. Through conferences with a University supervisor and cooperating teachers in the school students will be provided with feedback and guidance about their professional progress. Seminars facilitated by the University supervising instructor will provide students with additional information as needed and appropriate.

EDUC 3912 Student Teaching Secondary — 12 credits
Student teaching is the culminating experience in students’ preparation to become a teacher. Students will be assigned to a secondary classroom for fourteen weeks. Student responsibilities will include lesson design and presentation, evaluation of student learning and management of daily classroom routines. Through conferences with a University supervisor and cooperating teachers in the school students will be provided with feedback and guidance about their professional progress. Seminars facilitated by the University supervising instructor will provide students with additional information as needed and appropriate.

EDUC 3920 Student Teaching and Seminar in World Languages and Cultures: Elementary — 6 credits
Student teaching is the culminating experience in students’ preparation to become a teacher. Students will be assigned to an elementary world languages and cultures classroom for six weeks. Student responsibilities will include lesson design and presentation, evaluation of student learning and management of daily classroom routines. Through conferences with a University supervisor and cooperating teachers in the school students will be provided with feedback and guidance about their professional progress. Seminars facilitated by the University supervising instructor will provide students with additional information as needed and appropriate.

EDUC 3930 Student Teaching and Seminar in World Languages and Cultures: Secondary — 6 credits
Student teaching is the culminating experience in students’ preparation to become a teacher. Students will be assigned to a secondary world languages and cultures classroom for six weeks. Student responsibilities will include lesson design and presentation, evaluation of student learning and management of daily classroom routines. Through conferences with a University supervisor and cooperating teachers in the school students will be provided with feedback and guidance about their professional progress. Seminars facilitated by the University supervising instructor will provide students with additional information as needed and appropriate.

EDUC 4604 Internship — 4 credits
EDUC 4608 Internship — 8 credits
EDUC 4681 Directed Study — 1 credit
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

EDUC 4682 Directed Study — 2 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

EDUC 4684 Directed Study — 4 credits
EDUC 4951 Independent Study — 1 credit
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

EDUC 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

EDUC 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

EDUC 4992 Topics — 2 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.
Prerequisite: EDUC 2070W.

EDUC 4993 Topics — 3 credits
EDUC 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.
Prerequisite: EDUC 2070W.

English (ENGL)
**ENGL 1250 Reading Literature — 4 credits**
Literature is an essential element of the liberal arts core curriculum, and this course explores why. With an eye toward global contexts and issues of social justice, the women-centered poetry, drama, and fiction of “Reading Literature” will cross a variety of time periods, cultures, and contexts. In short writing assignments students will integrate personal reaction with textual evidence to improve critical reading and writing skills. Class discussions encourage thoughtful engagement and active listening. Offered in the College for Women and the College for Adults. Meets liberal arts core requirement in literature.

**ENGL 1905W College Writing — 4 credits**
Designed to develop writing skills that will prove useful for a lifetime, this class will help students to discover their voice, generate and organize their ideas, explore the role of audience and purpose, navigate their way through grammar and mechanics basics, edit for clarity and hone their research skills. From invention to revision, the writing process is the focus here. Students will read the works of accomplished writers to discover the secrets of their success, share their writing with peers in small groups and meet with their instructor in individual conferences. Skills learned in the class will enhance academic performance and career development. This class counts as one of the four Writing Intensive courses required for graduation. Offered in the College for Women and the College for Adults.

**ENGL 2100 Prose and Poetry — 2 credits**
This writing-based literature course introduces students to a variety of ways in which the written word can be used to express, analyze and critique an array of personal, cultural and political themes and experiences. Students will study closely the writings of emerging, established and renowned authors working in a variety of genres (journals, short fiction, drama, poetry, memoir). Student will simultaneously engage in a series of creative writing exercises and projects that allow them to explore the implications of the written word in their daily life. In addition, students are required to attend several readings by published authors in the local community, as well as give a final reading of their own creative works at the end of the term. Offered in the College for Adults.

**ENGL 2120 The Immigrant Perspective in Literature — 4 credits**
This course explores the issues of cultural adaptation and change and educational aspirations of immigrant women in the U.S. Students will read novels and memoirs written by and about immigrants in the U.S. and this course explores why. With an eye toward global contexts and issues of social justice, the women-centered poetry, drama, and fiction of “Reading Literature” will cross a variety of time periods, cultures, and contexts. In short writing assignments students will integrate personal reaction with textual evidence to improve critical reading and writing skills. Class discussions encourage thoughtful engagement and active listening. Offered in the College for Women and the College for Adults. Meets liberal arts core requirement in literature.

**ENGL 2120W The Immigrant Perspective in Literature — 4 credits**
For non-native speakers of English by placement or instructor’s permission only. Also offered as CRST 2120.

**ENGL 2130W Written Communication for College — 4 credits**
This course focuses on research-based writing and includes extensive practice paraphrasing, summarizing, analyzing, synthesizing, integrating, and documenting outside sources. Also addressed are the cultural assumptions of U.S. academic writing, with particular attention given to plagiarism and personal voice. Students will complete a research paper on a topic of their own choosing, preferably related to their intended major. Students will also work on editing their papers for errors. This class counts as one of the four Writing Intensive courses required for graduation. Offered in the College for Women. **Prerequisite:** For non-native speakers of English by placement or instructor’s permission only.

**ENGL 2140 Grammar in Writing — 2 credits**
Designed to develop writing skills specifically for non-native speakers of English. Students will also work on adding, deleting, rearranging and reorganizing elements in their writing. In addition, students will practice editing papers they are currently writing (or have written) for grammatical errors, using a process developed specifically for non-native speakers of English. Students will also work on increasing syntactic variety and complexity in their writing. **Prerequisite:** For non-native speakers of English. By placement or instructor’s permission only.

**ENGL 2140W Written Communication for College — 4 credits**
Designed to develop writing skills specifically for non-native speakers of English. By placement or instructor’s permission only. Also offered as CRST 2140.

**ENGL 2202 Literary Theory and Practice — 4 credits**
In Literary Theory and Practice, students will study the history of literary analysis as they learn and critique established models of literary, cultural, and rhetorical approaches to texts. Students will also be challenged to develop their own critical voice as they enact their own textual practice in a final research paper. Required for English majors and as a prerequisite for all upper-level literature courses. Offered in the College for Women and the College for Adults.

**ENGL 2220 Short Fiction — 4 credits**
This course explores short fiction through short stories and tales. Varying topics include Reading Race and Ethnicity, Fairy Tales for Adults, Comic Vision, Women Short Story Writers, and Slices of Life/Striking Revelations. Students will closely investigate literary elements of plot, character, theme, and point of view along with the social significance of literature. Credit may be earned under this course number more than once for different emphases. Meets the liberal arts core requirement in literature. Offered in the College for Women and the College for Adults.

**ENGL 2230 The Novel — 4 credits**
An exploration of the novel, this course varies by instructor and semester. Topics may include Novels into Film, Six Degrees of Harry Potter, Oprah Books, Courtship and Marriage, and Lesbian Literature. Credit may be earned under this course number more than once for different emphases. Meets the liberal arts core requirement in literature. Offered in the College for Women.

**ENGL 2240 Drama: On the Page and on the Stage — 4 credits**
In this course, students will have opportunities to appreciate the power of drama in scripts and live performance. Varying themes include the Family Circle, Social Protest and Reform, Dreamers and Schemers, the Self in Society, and Twin Cities Theater. Credit may be earned under this course number more than once for different emphases. Meets the liberal arts core requirement in literature. Offered in the College for Women and the College for Adults.
ENGL 2250 Introduction to Poetry — 4 credits
This course explores the rich language of poetry, offering tools for literary analysis and strategies for reading aloud and in silent contemplation. Readers closely examine poetic forms, deliberately rhetorical speech, figurative language, and poetic traditions. Though some assignments invite the oral and written imitation of poetic forms and metaphors, this is not a course in creative writing. Various themes have included "The Power of Poetry," "Poetry: A Field Guide" and "Asian-Pacific-American Women's Poetry." Credit may be earned under this course number more than once for different emphases. Meets the liberal arts core requirement in literature. Offered in the College for Women and the College for Adults.

ENGL 2260 Literature in Translation — 4 credits
This introductory course takes up the vast, rich, and profound stores of world literature - not written originally in English. Varying by semester and instructor, this course raises key questions of literature, geography and culture. Topics have included the Bible as Literature, Asian Literature, and Poetics & Politics of Translation. Students debate issues of universality and uniqueness in expression and culture. Offered occasionally. This class meets the liberal arts core requirement in literature.

ENGL 2270W Global Shakespeare — 4 credits
Discover Shakespeare through close reading and discussion of his sonnets and plays within an international context. Explore performance criticism by global authors from diverse cultural backgrounds and experience adaptations of Shakespeare's plays on stage or screen. Form a critical perspective on Shakespeare as a global cultural phenomenon and as a site of resistance for authors and thespians of color, and understand "the Bard" from his incarnation in Elizabethan England through his transformations and translations in the 21st century. Offered annually. This class counts as one of the four Writing Intensive courses required for graduation, and it also meets the liberal arts core requirement in literature. Offered in the College for Women.

ENGL 2280W Literary Themes — 4 credits
Examine the cultural and historical themes of imaginative texts across multiple literary genres, including short and long fiction, nonfiction, poetry, and drama. Varying themes have included the Harlem Renaissance, Irish and Scottish Literature, Women on the Road, Portrayals of Native Americans in Poetry, Literature in Sickness and in Health, and Marriage and Family Relationships. Credit may be earned under this course number more than once for different emphases. Offered in the College for Women and the College for Adults. Meets the liberal arts core requirement in literature.

ENGL 2290 Women and Literature — 4 credits
This course focuses on the ways which women's identities, world views, roles, and relationships emerge in literary works written by both women and men. Varying themes include International Black Women Writers, Mothers and Daughters, Women, Men and Marriage, Fictional Female Detectives, Female Heroes, Lesbian Texts in Contexts, Black Women's Personal Narratives, and Scarlet Women. Credit may be earned under this course number more than once for different emphases. Also offered as WOST 2290. Offered in the College for Women and the College for Adults.

ENGL 2302W Writing for Writers — 4 credits
This foundation course surveys the types of writing students will encounter in the St. Kate's English curriculum across creative, nonfiction, and professional modes. We will explore essay, journalistic, and memoir writing, investigate the elements of good fiction and poetry, and delve into the basic practices of business and professional writing. Interactive class activities, group work and guest speakers will enhance the learning in this introductory course aimed at students who take their writing seriously. Required for English majors and as a prerequisite for upper-level writing courses. Offered in the College for Women and the College for Adults.

ENGL 2310 Creative Writing — 4 credits
This course allows students to explore realms of imaginative writing. Students will produce poems and stories along with other genres, including possibly plays, memoirs, experimental intermixing, and cross-overs. As the first course of the creative writing sequence, students will try out a number of styles, forms and approaches to language and gain exposure to a broad range of creative work. Offered every semester. This course does not meet the liberal arts core requirement in literature, nor, while writing intensive, does this course fulfill a writing intensive requirement. Offered in the College for Women and the College for Adults.

ENGL 2350 Grammar in Practice — 4 credits
This course focuses on the grammar of standard written English from the rhetorical perspective; that is, how the topic, purpose and audience affect the writer's grammatical and stylistic choices. In addition, the sociocultural significance of grammatical usage in U.S. society, and issues and concerns that surround the teaching of grammar are addressed. Appropriate for education majors and students who wish to strengthen their grammar skills. This class does not count as one of the four Writing Intensive courses required for graduation. It does not fulfill the liberal arts literature requirement. Offered in the College for Women and the College for Adults.

ENGL 2402 Language in Society — 4 credits
This course introduces students to basic concepts in the study of language. It examines language as it is used in everyday interaction, focusing on the relationships between language use and the social structures in which we live: families, communities, classrooms, workplaces. Students look at how language variation relates to social characteristics such as gender, ethnic identity, and social class and how social factors mold their attitudes toward other languages and other dialects. Required for English majors and as a prerequisite for ENGL 3400 and 3490. Also offered as WOST 2402. It does not meet the liberal arts requirement in literature. Offered in the College for Women and the College for Adults.

ENGL 2470 Teaching English as a Second Language (TESL) — 4 credits
This course introduces students to the field of TESL, also referred to as Teaching English as a Foreign Language (TEFL) overseas. Students will explore how second languages are learned especially in contrast to native or first languages. Students will also look at individual differences in second language learning, asking the question what is a good language learner as well as what are the conditions that best facilitate second language learning? Students will read about best practices in teaching language, specifically speaking, listening, reading, writing, vocabulary and grammar. Students will have the opportunity to observe and assist an experienced ESL teacher in the classroom, for the service-learning component of this class and to connect theory with practice through a series of reflective journals about their service-learning experience and a materials development project. Finally, students will learn about the broader context of language learning, both within the U.S. as well as overseas. Students will read and discuss articles that critically examine the relationships of language, culture, and identity for immigrants in the U.S. and the role of English as an international language overseas. Guest speakers, consisting of St. Kate's graduates and staff, will talk about their experiences teaching English overseas, learning English and adapting to life in Minnesota, and the role of English in their home countries. Offered in the College for Women.
ENGL 2500 The Short Story — 2 credits
This writing-based literature course introduces you to the skill of reading and writing short stories. You will read and analyze written work by emerging, established and renowned authors. You will also experiment with your own short story writing to facilitate learning about the varying techniques for writing effective short stories. Both reading and writing activities focus on the intentional use of style and language in short stories. Offered in the College for Adults.

ENGL 2684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

ENGL 2982 Topics In Literature — 2 credits
The subject matter of this course is announced in the annual schedule of classes. All topics courses are writing-based literature courses. Content varies from year to year but does not duplicate existing courses. Possible topics include Culture and Film, World Literature, Contemporary Poetry and Folklore.

ENGL 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies but does not duplicate existing courses. Some sections meet the liberal arts core requirement in literature. Offered in the College for Women.

ENGL 3250 Canons in Conversation — 4 credits
In this course, traditional canonical literary works will be paired with literary works that challenge, comment on or expand upon them. Through exploration of these pairings, we will focus on criteria that have been used to designate works as “classics” or “great literature” and will grapple with the ways that race, gender, class and other cultural factors affect this selection process.
Prerequisite: ENGL 2200 or equivalent. Offered in the College for Women and the College for Adults.

ENGL 3260 Literary Movements and Eras — 4 credits
This course captures the spirit of a selected literary era or movement by comparing texts within their social and cross-cultural contexts. Readings may also bridge literary genres to include fiction, poetry and drama, as well as autobiography, essays, letters, even popular songs. Students may earn credit under this course number more than once for varied emphases.
Prerequisite: ENGL 2202 or equivalent. Offered in the College for Women.

ENGL 3265 Global Writers in English — 4 credits
Aimed at English majors and minors, this course surveys literature written in English from around the world. This class offers exposure to the poetry, drama and fiction of authors from such locales as Kenya, Nigeria, Ghana, Ireland, Canada, Australia, and India. Much care is taken to make connections between this work and counterparts in Great Britain and the United States. Key topics include Empire and Post-Colonialism, Literary Nationalism and Women Writers. Offered in alternate years.
Prerequisite: ENGL 2202 or equivalent.

ENGL 3270 Intertextuality — 4 credits
This course explores the connections between literary works and their film adaptations or transformations, online revisions or retellings, graphic renderings or other manifestations in new media. As we put texts in conversation, we will analyze how they creatively misread or revise other texts.
Prerequisite: ENGL 2202 or equivalent. Offered in the College for Women.

ENGL 3290 Topics in Literary and Cultural Studies — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies but does not duplicate existing courses.
Prerequisite: ENGL 2202 or equivalent.

ENGL 3300 Intermediate Creative Writing: Poetry — 4 credits
This poetry workshop course continues the investigation of sources for creativity and furthers the practice and understanding of both traditional and experimental patterns of poetry. Emphasis is on affirming a strong individual voice while expanding students' ability to express themselves through prosodic forms. Students immerse themself in poetry through reading, discussing and attending live performances of poetry. Revision becomes an urgent and imaginative activity. Fulfills neither the liberal arts core requirement in literature nor a writing intensive requirement. Offered in alternate years. Offered in the College for Women.
Prerequisite: ENGL 2310 or permission of instructor.

ENGL 3310 Intermediate Creative Writing — 4 credits
This workshop course continues the investigation of sources for creativity and furthers the practice and understanding of a particular genre, rotating every other semester among Poetry, Performance, Fiction, and Creative Nonfiction. Emphasis is on affirming a strong individual voice while expanding your ability to express it. Revision becomes an urgent and imaginative activity. Credit may be earned under this course number twice for different emphases.
Prerequisite: ENGL 2302W or ENGL 2310.

ENGL 3330 Creative Nonfiction — 4 credits
In this class, students will explore the vast and evolving world of creative nonfiction as they create literature from the real events of their life and the world around them. Students will engage analysis and reflection, memory and meditation, humor and healing as they write their own nonfiction works. Students' work for this class may include personal essays, nature writing, literary journalism, travel writing, cultural criticism, and more. Offered in the College for Women and the College for Adults.

ENGL 3340 Writing for Digital Age — 4 credits
This course focuses on the forms, principles, and ethics of journalistic writing. In the process of reading and writing news stories, feature articles, profiles, opinion/editorial pieces and reviews, students will learn the differences between journalistic and academic writing, the range of forms published in the print media, and the ethical considerations involved in researching, interviewing and writing for newspapers and magazines. Offered occasionally. Does not meet the liberal arts core requirement in literature. Offered in the College for Women and the College for Adults.

ENGL 3340W Writing for Digital Age — 4 credits
This course focuses on the forms, principles, and ethics of journalistic writing. In the process of reading and writing news stories, feature articles, profiles, opinion/editorial pieces and reviews, students will learn the differences between journalistic and academic writing, the range of forms published in the print media, and the ethical considerations involved in researching, interviewing and writing for newspapers and magazines. Offered occasionally. Does not meet the liberal arts core requirement in literature. Offered in the College for Women and the College for Adults.

ENGL 3350W Professional Writing — 4 credits
This class aims to enhance, enrich and refine your writing skills. You will develop strategies for expressing yourself powerfully and with purpose and explore how every word chosen is an important and critical decision for a writer. Essays written by professionals will inspire critical thinking and analytical abilities and provide models for experimentation in different writing genres, as we work to develop communication skills that will transfer to career opportunities after graduation. Offered in the College for Women.
Prerequisite: ENGL 2302W or equivalent.
ENGL 3400W Language as Power — 4 credits
This class will take students into the complex and often hidden intersections of language and power, focusing on the many ways in which language serves as a tool of power. It will examine how people negotiate power on several levels, both individually and socially; how words imply more than they say (and thus can be used to manipulate); how language policies in education and other societal institutions privilege some groups while oppressing others; and how oppressed groups use language to resist their oppression. Because language is so intimately tied to the communities that use it, we will examine language use through the lenses of race/ethnicity and gender among others. Also offered as CRST 3401W and WOST 3400W. This class counts as one of the four Writing Intensive courses required for graduation. Does not meet the liberal arts core requirement in literature.
Prerequisite: ENGL 2402. Offered in the College for Women and the College for Adults. Not open to first year students.

ENGL 3450 Linguistics — 4 credits
This class will introduce students to the scientific study of language. Students will learn how languages are structured, how they express meaning, how they are learned, and how they change over time. The class will examine the sound systems of languages, the ways they construct words, and how they put words together into phrases and sentences. Using English as a basis, the course will explore the vast variety of the world's languages. Not open to first-year students. Offered in the College for Women.

ENGL 3480 World Englishes: Past and Present — 4 credits
This course focuses on English as a global language, tracing its history from Old English to Early Modern English to its spread around the world and its subsequent pluralization into many unique and diverse Englishes, from Jamaica to India, Nigeria to Singapore. The course looks at how English has changed over time as well as how and why English spread. It examines the reasons for its spread and the forces that helped propel English to its current position, as well as shift the status of other languages, including standard language ideology, linguistic imperialism, and linguicism. The course also looks at the use of English today in education, health, science, business, and politics, both in its capacity as an official language in 88 countries as well as its role as an international lingua franca. It also examines various social justice issues resulting from its current status, such as unequal access to English language education, discriminatory attitudes toward localized varieties of English, and the endangered status of other languages. Finally, the course explores several seminal works in World Englishes literature that reflect localized varieties of English in different ways. Also offered as CRST 3480.
Offered in the College for Women.

ENGL 3490 Topics in Language Studies — 4 credits
The subject matter of this course varies. Topics may include: World Englishes; Linguistic Human Rights; Teaching English as a Second Language; Language, Race and Ethnicity; and Critical Discourse Analysis. Offered in alternate years.
Prerequisite: ENGL 2402. Offered in the College for Women. Also offered as CRST 3490.

ENGL 4310 Creative Writing Workshop — 4 credits
The culminating step in the creative writing sequence, this workshop course is focused on the production of a polished body of work: fiction, poetry, drama, or creative nonfiction-memoir. In addition to participating in writing workshops and meeting writers from the Twin Cities community, students will be exposed to an array of publication venues — quarterlies, journals — where they might consider submitting their work for publication. Offered only occasionally, the course does not meet the liberal arts core requirement in literature, nor can intensive writing credit be earned.
Prerequisites: Two courses in creative writing or permission of instructor.

ENGL 4320W The Editorial Process — 4 credits
In this course, students work on bringing their editorial skills and their confidence in those skills up to a level that permits them to take advantage of the many jobs available for people with an excellent command of written- and spoken-English. After an intensive evaluation of their own writing quality up to this point, students undertake a thorough review of grammar, punctuation and writing technique. Students experience hands-on editing practice. Offered annually. This class counts as one of the four Writing intensive courses required for graduation. Offered in the College for Women and the College for Adults.
Prerequisite: ENGL 2302W or equivalent or permission of instructor.

ENGL 4602 Internship — 2 credits
This course is a structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a venue to explore career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

ENGL 4604 Internship — 4 credits
This course is a structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves you in a venue to explore career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

ENGL 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.
ENGL 4686 Internship: Writing in the Workplace — 4 credits
This trailblazing class for junior and senior English majors and minors will send you into an office, either on or off-campus, for a one-semester internship where you will have the opportunity to engage in a variety of workplace experiences. You might develop copy for newsletters, websites, brochures and books; produce public relations materials; cultivate editing and proofing skills; research historical documents or experiment with graphic design programs. All professional experiences will enrich your writing, communication and interpersonal skills and provide you with a set of materials you can take with you in your search for employment after graduation. Additionally, one class meeting each week will focus on effective writing strategies for the business world; language skill development and the art of resume, cover letter and email writing; planning for job interviews; and suggestions for working productively with colleagues in an office community. Guest speakers throughout the semester will enhance the learning.
Prerequisite: ENGL 1905W or ENGL 2302W or ENGL 2305W. Once registered, you will receive a list of interesting and diverse on and off-campus internships to consider and information about officially checking in with the Career Development Office. Offered in the College for Women.

ENGL 4702 Internship in TESL — 2 credits
The internship provides students with the opportunity to apply theory and knowledge about second language acquisition, best practices in teaching English, and the broader context of language learning to their own practice and development as a teacher of English as a second language. The internship will take place at an adult learning center, a high school for new Americans, or an elementary school with English language learners (ELLs) in the Twin Cities area, or overseas at an approved site or through an approved organization. In addition to teaching or co-teaching their own class, students will submit weekly reflections on their teaching.
Prerequisite: Instructor and department chair permission.

ENGL 4704 Internship in TESL — 4 credits
The internship provides students with the opportunity to apply theory and knowledge about second language acquisition, best practices in teaching English, and the broader context of language learning to their own practice and development as a teacher of English as a second language. The internship will take place at an adult learning center, a high school for new Americans, or an elementary school with English language learners (ELLs) in the Twin Cities area, or overseas at an approved site or through an approved organization. In addition to teaching or co-teaching their own class, students will submit weekly reflections on their teaching.
Prerequisite: Instructor and department chair permission.

ENGL 4860W Senior Seminar — 4 credits
Senior Seminar engages us together, as a community of scholars, in concentrated, in-depth study of a literary or linguistic topic. Building on the skills and practices cultivated across the English major, this capstone course is based on collaborative reading, thinking, and research, and culminates in a substantial critical essay related to the seminar focus. Offered every semester; preference is given to senior English majors, though juniors may register if the class limit of 12 permits.
Prerequisite: Instructor permission. Offered in the College for Women and the College for Adults.

ENGL 4951 Independent Study — 1 credit
ENGL 4952 Independent Study — 2 credits
For students wishing intensive or advanced work in literature under the direction of faculty specialists.
Prerequisites: Faculty and department chair permission.

ENGL 4954 Independent Study — 4 credits
For students wishing intensive or advanced work in literature under the direction of faculty specialists.
Prerequisites: Faculty and department chair permission.

ENGL 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies but does not duplicate existing courses. Offered in the College for Women and the College for Adults.

Exercise and Sport Science (EXSS)

EXSS 1100 Fitness and Wellness — 2 credits
This course will introduce and explore topics critical to Fitness and Health. EXSS 1100 is designed as a lecture/lab to help students develop foundational knowledge for a lifetime of fitness and wellness. Students will actively engage in the study and practice of sustained exercise and wellness. This course integrates current scientific research with practical application. Lectures and interdisciplinary convocations will examine research in fitness, wellness and related topics including cardio-respiratory fitness, strength training, stress management, and nutrition. Students will participate in a pre-and post fitness assessment. Students are required to engage in two additional activity sessions per week outside of class. Offered in the College for Women and the College for Adults.

EXSS 2500 Foundations of Longevity and Aging: Aging in a Diverse America — 4 credits
This experiential course introduces seminal aging and emerging research about personal, racial, geographical, political and environmental factors that influence healthful aging in America. Selected research will focus on developing foundational skills needed to support future learning and research in longevity and aging. To prepare students for work in a bigger, aging and more diverse America, key diversity topics are explored including health disparities, future workforce needs, global health access, socioeconomic impact of health policy, cross-cultural communication, minority studies on age-related change, successful adaptation through use of technology, activity, and social supports and differences in end of life concerns. The course introduces students to research methods and data analysis including quantitative quasi-experimental research, qualitative thematic analysis and design thinking. Offered in the College for Women.

EXSS 2650 Introduction to Exercise and Sport Science — 1 credit
Coursework includes exposure to the various disciplines, resources and career opportunities in the field of exercise science. Note: this is a major course and does not fulfill the Health and Fitness liberal arts core requirement.

EXSS 2750 Introduction to Exercise and Sport Science — 2 credits
Course work includes exposure to the various disciplines and career opportunities in the field of physical education and exercise science, study of the principles and components of physical fitness, and the application of exercise science principles in fitness programming and education. Does not meet the health and fitness liberal arts core requirement. Offered fall semester every year. Offered in the College for Women.
EXSS 2800W Introduction to Research Methods in Exercise Science — 4 credits
Methods and principles of testing and measurement in exercise science. Includes basic statistical methods, test construction, evaluation and measurement of anthropometrics, fitness, motor performance, skill levels and related functions. Does not meet the health and fitness liberal arts core requirement. Offered spring semester every year. Offered in the College for Women.

EXSS 2992 Topics — 2 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

EXSS 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

EXSS 3200 Health Behavior Psychology — 4 credits
Introduces students to the fields of exercise and health psychology and the common theories and models used to explore health behaviors, with a strong emphasis on physical activity behavior. Learning outcomes include understanding individual health behaviors, facilitating psychological growth and development, comprehension of social, environmental and cultural impacts on health behaviors as well as applying these theories and models to enhance the health and well-being of others.

EXSS 3350 Kinesiology and Biomechanics with Lab — 4 credits
This is a lecture/laboratory course on the study of human motion including anatomical foundations of the skeletal and muscle systems and the application of mechanical principles to the analysis of human motion in physical education, fitness activities, sport and activities of daily life. Does not meet the health and fitness liberal arts core requirement. Offered spring semester every year. Offered in the College for Women.

Prerequisite: BIOL 2610.

EXSS 3400 Foundations of Sport Psychology — 4 credits
This course is designed to introduce students to the field of sport psychology by providing a broad overview of the major topics, theories, and research in the field. Offered every spring. Offered in the College for Women.

EXSS 3450 Exercise Physiology with Lab — 4 credits
This is a lecture/laboratory course covering the theory and analysis of physiological responses and adaptations to exercise for fitness and human performance. Course topics include energy systems, exercise metabolism, circulatory and respiratory adaptations, blood pressure, oxygen consumption, acid-base balance, temperature regulation, body composition and nutrition, ergogenic aids. Does not meet the health and fitness liberal arts core requirement. Offered fall semester every year. Offered in the College for Women.

Prerequisite: BIOL 2610.

EXSS 3500 Methods of Strength Training and Conditioning — 4 credits
This course is designed to further students’ understanding of anatomy and how to apply that understanding in the development of appropriate resistance training and conditioning programs. This course will further students’ knowledge of exercise technique and the ability to instruct others appropriately. Students will examine resistance training and conditioning topics through discussion, demonstrations, and coaching sessions. Does not meet the health and fitness liberal arts core requirement. This course will prepare individuals to sit for the National Strength and Conditioning Association’s (NSCA) Certified Strength and Conditioning Specialist (CSCS) exam. Offered in the College for Women.

EXSS 3550 Exercise Testing and Prescription with Lab — 4 credits
This course gives students experience with the equipment and procedures used for assessment, design and implementation of fitness programs. Procedures include: physical work capacity (VO2/stress test), EKG, blood pressure, body composition (skin fold calipers, bioelectrical, and impedance), muscular strength and muscular endurance. Does not meet the health and fitness liberal arts core requirement. Offered winter semester every year. Offered in the College for Women.

Prerequisites: EXSS 3350, EXSS 3450.

EXSS 3610 Motor Learning — 2 credits
This course involves the study of human motor skill acquisition. Theories and applications related to skill acquisition, motor learning and control are examined with reference to the learner, the learning environment and individual differences. Does not meet the health and fitness liberal arts core requirement. Offered spring semester every year. Offered in the College for Women.

EXSS 3615 Motor Learning and Motor Control — 4 credits
This course involves the study of human motor skill acquisition. Theories and applications related to skill acquisition, motor learning and control are examined with reference to the learner, the learning environment and individual differences. Does not meet the health and fitness liberal arts core requirement. Offered fall and spring semester every year. Offered in the College for Women.

Recommended: BIOL 2610 and BIOL 2620.

EXSS 3700 Theory, Techniques and Psychology of Coaching Women’s Sports — 2 credits
A study of the principles and procedures involved in the organization, management and implementation of sports programs. Special consideration will be given to psychological aspects of motivation and ethics, including the interpersonal relationships involved with coaching. Does not meet the health and fitness liberal arts core requirement. Offered fall semester every other year. Offered in the College for Women.

EXSS 3720 The Coaching Practicum — 2 credits
The coaching practicum provides you with the opportunity to work in an observation participation setting under a qualified coach. The purpose is to provide supervision from a qualified coach in a particular area of interest. Does not meet the health and fitness liberal arts core requirement. Offered every semester. Offered in the College for Women.

Prerequisite: EXSS 3700 and instructor permission.

EXSS 3750 Care and Prevention of Athletic Injuries — 2 credits
An overview of problems (recognition, principles and responsibilities) related to athletic injuries to both upper and lower body. Emphasis on prevention, immediate care and rehabilitation. Does not meet the health and fitness liberal arts core requirement. Offered fall semester every year. Offered in the College for Women.

Prerequisites: BIOL 2610 and BIOL 2620.
EXSS 4300 Advanced Biomechanics — 2 credits
This course is designed to give experience in the equipment and methodologies used in the field of biomechanics and kinesiology. Topic areas include the use of video data collection and reduction methods, force platform, electromyography, gait studies, anthropometric studies and other research in the field. Does not meet the health and fitness liberal arts core requirement. Offered winter semester every year. Offered in the College for Women.
Prerequisite: EXSS 3350.

EXSS 4602 Internship — 2 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

EXSS 4604 Internship — 4 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the Director of Fieldwork. A semester long curricular component is part of this course and focuses on furthering the professional development of students in the Exercise Science program, particularly with respect to career development in fitness and wellness. Offered in the College for Women.
Prerequisites: Faculty sponsorship and approval by department chair.

EXSS 4612 Fieldwork — 2 credits
Exercise Science students registered for a 2 credit fieldwork program complete a structured out-of-class learning experience that takes place on- or off-campus and includes a substantial work component. Fieldwork involves students in a particular profession in an exploratory way to test careers and potential. To initiate a fieldwork experience, meet with the Director of Fieldwork. A semester long curricular component is part of this course and focuses on furthering the professional development of students in the Exercise Science program, particularly with respect to career development in fitness and wellness. Offered in the College for Women.
Prerequisites: EXSS 3350, EXSS 3450, EXSS 3500, and EXSS 3550 plus approval from the director of fieldwork.

EXSS 4614 Fieldwork — 4 credits
Exercise Science students registered for a 4 credit fieldwork program complete a structured out-of-class learning experience that takes place on- or off-campus and includes a substantial work component. Fieldwork involves students in a particular profession in an exploratory way to test careers and potential. To initiate a fieldwork experience, meet with the Director of Fieldwork. A semester long curricular component is part of this course and focuses on furthering the professional development of students in the Exercise Science program, particularly with respect to career development in fitness and wellness. The fieldwork experience allows students to engage in preparation for future work experiences and employment through shadowing and working with certified/licensed professionals practicing in the field. Offered in the College for Women.
Prerequisites: EXSS 3350, EXSS 3450, EXSS 3500, and EXSS 3550 plus approval from the director of fieldwork.

EXSS 4682 Directed Study — 2 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

EXSS 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

EXSS 4752 Practicum — 2 credits
A practicum is a brief period of work during which students practice a profession in a training status. Often required for licensing or entry into a profession. Offered in the College for Women.
Prerequisites: Instructor and department chair approval.

EXSS 4754 Practicum — 4 credits
A practicum is a brief period of work during which students practice a profession in a training status. Often required for licensing or entry into a profession.
Prerequisites: Instructor and department chair approval.

EXSS 4850 Capstone — 1 credit
A capstone course for seniors in the Exercise and Sport Science program, this course is designed to help students prepare for their future as professionals in the field.
Prerequisites: EXSS 2650, Senior status.

EXSS 4951 Independent Study — 1 credit
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

EXSS 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

EXSS 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.
EXSS 4992 Topics — 2 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

EXSS 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

Family and Consumer Science (FACS)

FACS 3350 Child in the Family — 4 credits
Study of the needs of the child at each stage of her/his development with an emphasis on finding appropriate ways of meeting these needs within the context of the family. Identification of possible physical and emotional crises children may face including methods for effectively dealing with these crises. Offered in the College for Women and the College for Adults.
Prerequisite: PSYC 2025 or PSYC 2026.

Fashion Merchandising (MRCH)

MRCH 3200 Technical Garment Analysis — 4 credits
This course is an in-depth study of the apparel mass production process. Topics cover evaluation of apparel quality, development of and written garment specifications, garment costing, the sourcing of fabrications and findings, product development and sustainability and corporate social responsibility. Skills in computer-aided specifications development are emphasized. Offered in the College for Women.
Prerequisites: FASH 2050, FASH 2100.

MRCH 3300 Omnichannel Retail — 4 credits
Course builds on previous business courses to cover the fundamentals of non-store merchandising techniques. The class focuses on distribution channels outside the retail “norm”, exploring catalogs, Internet and other alternative retail techniques such as social media, kiosks, trunk shows, television and multi-level. Guest speakers introduce students to career opportunities in fields such as home-based sales, television and internet. Students integrate these techniques into business plans. Individual class presentation format is used. Offered in the College for Women.
Prerequisites: MKTG 2300 or MKTG 2302.

MRCH 3400 Visual Merchandising and Trend Analysis — 4 credits
This course involves the study of elements and principles of design applied to the display of merchandise. Focus is on understanding the role of visual merchandising in relation to consumer purchasing behavior and the process of creating effective displays in a variety of retail settings. Analyses of the process of predicting changes in fashion over time are explored, with particular emphasis on identifying those factors that influence acceptance or rejection of apparel at the consumer level. Offered in the College for Women.
Prerequisites: FASH 2050, FASH 2150W.

MRCH 3450 Visual Merchandising — 4 credits
This course involves the study of elements and principles of design applied to the display of merchandise in retail, online and other omni-channel retail/service environments. The course will delve in retail floor spaces and planograms. The focus is on understanding the role of visual merchandising in relation to consumer purchasing behavior and the importance of eye appeal when creating the window, interior retail, and virtual displays. Students will learn the process of creating effective displays using the latest principles and techniques in a variety of retail and display settings. Students will create merchandising plans and displays using sustainable strategies.
Prerequisites: FASH 1000, FASH 2150, FASH 3150, ART 2250 or instructor’s permission. Offered every other year.

MRCH 4400 Sustainable Product Development — 4 credits
Sustainable Product Development is an application of design and merchandising perspectives to product development cycle from concept to production handoff for diverse target markets keeping sustainability at the forefront of design thinking. The course is designed to simulate real-life scenarios with a cross-functional team environment and industry partnership and guidance.
Prerequisite: MRCH 3200.

MRCH 4602 Internship — 2 credits
Fashion merchandising and apparel design students registered for a 2 credit internship complete a structured out-of-class learning experience that takes place on- or off-campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

MRCH 4604 Internship — 4 credits
Fashion merchandising and apparel design students registered for a 4 credit internship complete a structured out-of-class learning experience that takes place on- or off-campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test careers and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office. A semester long classroom component is part of this course and focuses on furthering the professional development of students in the retail major program, particularly with respect to career development in retail merchandising in preparation for future work experiences and employment through resume and cover letter writing, development of interviewing and presentation skills, job search strategies, professional writing, discussion of current key topics within the industry and a variety of other professional experiences.
Prerequisites: Faculty sponsorship and approval by department chair.

MRCH 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

MRCH 4850 Retail Math — 4 credits
This course involves the study of retail buying and merchandising from a global perspective with a focus on planning, developing and presenting product lines. Skills in retail math are developed. Exploration of career opportunities is offered through the presentations of guest speakers. Offered in the College for Women.
Prerequisite: Junior or senior status, or permission of instructor.
MRCH 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

MRCH 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

MRCH 4992 Topics — 2 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

MRCH 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

Fashion and Apparel (FASH)

FASH 1000 Introduction to Fashion Careers — 2 credits
According to Coco Chanel, fashion is everywhere. For those who love fashion, this is an exploratory course surveying career opportunities in the fashion industry and focuses on career paths within design and merchandising. An assessment tool will be used to assist in understanding which careers may match the student's strengths, skills, and interests.

FASH 2050 Textiles with Lab — 4 credits
An in-depth consumer-oriented approach to the analysis of fibers, yarns, fabrics and finishes with an eye towards sustainability. Close look at the characteristics of fibers and fabrics and their effect on end-use serviceability. Students will learn to differentiate fabrics and finishes. Offered in the College for Women.
Prerequisite: Sophomore standing.

FASH 2100 Apparel Construction and Analysis — 4 credits
This course includes basic apparel construction techniques with emphasis on the decision making involved in selecting appropriate techniques and fabrics for particular end uses. It involves an introduction to basic measuring and fitting criteria, as well as basic support materials; it also provides an introduction to the apparel industry labor issues within the context of social responsibility. The concept of fashion sustainability is introduced. Offered in the College for Women.
Prerequisite: Permission of instructor.

FASH 2150W Sociocultural Aspects of Dress — 4 credits
The course involves the study of social, psychological, cultural and aesthetic aspects of dress. Focus is on understanding multicultural diversity and broadening the perspective in which students view dress. Sustainable fashion as a cultural phenomenon is explored. This course includes cultural experience through a service learning component. Offered in the College for Women. Also offered as CRST 2151W.

FASH 2992 Topics — 2 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

FASH 2994 Topics — 4 credits
FASH 3000 History of Dress — 4 credits
This course involves the study of the historic patterns of dress from ancient times to the present. Illustrated lectures stress political, economic and social conditions as reflected in the clothing of men and women during each period.
Prerequisites: FASH 1000, FASH 2150W, or instructor permission.

FASH 3100 History of Costume — 4 credits
This class involves the study of the historic patterns of dress from ancient times to the Neoclassic period. Illustrated lectures stress political, economic and social conditions as reflected in the clothing of men and women during each period. Offered in the College for Women.

FASH 3150 Aesthetics and Trends — 4 credits
This course will provide an overview of aesthetic analysis in relation to past, current and future fashion trends providing a framework for objective and scientific analysis of visual stimulus and context, including determining what external factors are relevant to aesthetic judgments (time, culture, place) and analyzing inter-relationships between creator, audience and object. Analyses of the process of predicting changes in fashion over time are explored, with particular emphasis on identifying those factors that influence acceptance or rejection of apparel at the consumer level.
Prerequisites: FASH 1000, FASH 2150W, FASH 3000.

FASH 3994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

FASH 4100 History of Fashion — 4 credits
This course involves the study of the cycles of change in the style of men's and women's clothing from 1790 to the present. Focus is on the development of couture and the study of important designers in each period. Illustrated lectures stress political, economic and social conditions as reflected in the clothing during each period. Offered in the College for Women.
Prerequisite: FASH 3100.

FASH 4571 Internship Practicum — 1 credit
The internship practicum focuses on furthering the professional development of students in the retail major program, particularly with respect to career development in retail merchandising in preparation for future work experiences and employment through resume and cover letter writing, development of interviewing and presentation skills, job search strategies, professional writing, discussion of current key topics within the industry and a variety of other professional experiences. Offered in the College for Women.
Prerequisite: Junior or Senior status or faculty sponsorship and approval by department chair.
FASH 4602 Internship — 2 credits
Fashion merchandising and apparel design students registered for a 2 credit internship complete a structured out-of-class learning experience that takes place on- or off-campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office. **Prerequisites:** Faculty sponsorship and approval by department chair.

FASH 4603 Internship — 3 credits
Structured out-of-class learning experience that takes place on- or off-campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test careers and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office. In addition, fashion merchandising students must register for a 1-credit semester long classroom component as part of this course that focuses on furthering the professional development of students in the retail major program, particularly with respect to career development in retail merchandising in preparation for future work experiences and employment through resume and cover letter writing, development of interviewing and presentation skills, job search strategies, professional writing, discussion of current key topics within the industry and a variety of other professional experiences. The 1-credit internship practicum is offered spring semester. The 3-credit internship is offered fall, spring and summer. Offered in the College for Women.

FASH 4604 Internship — 4 credits
Fashion merchandising and apparel design students registered for a 4 credit internship complete a structured out-of-class learning experience that takes place on- or off-campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test careers and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office. A semester long classroom component is part of this course and focuses on furthering the professional development of students in the retail major program, particularly with respect to career development in retail merchandising in preparation for future work experiences and employment through resume and cover letter writing, development of interviewing and presentation skills, job search strategies, professional writing, discussion of current key topics within the industry and a variety of other professional experiences. **Prerequisites:** Faculty sponsorship and approval by department chair.

FASH 4681 Directed Study — 1 credit
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses. **Prerequisites:** Faculty, department chair and dean approval.

FASH 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses. **Prerequisites:** Faculty, department chair and dean approval.

FASH 4952 Independent Study 2 — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract. **Prerequisites:** Permission of the faculty and department chair or program director.

FASH 4954 Independent Study 2 — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract. **Prerequisites:** Permission of the faculty and department chair or program director.

FASH 4992 Topics — 2 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

FASH 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

**Food Science and Nutrition (FSNU)**

FSNU 2300 Nutrition Foundations — 4 credits
Introduction to the scientific principles of nutrition, including macro- and micro-nutrient functions and effects of nutrient deficiency and excess. This course emphasizes the role food plays in the health of individuals and families throughout the life cycle. The course includes a personal diet analysis, healthy diet planning, concepts of weight management/ metabolism, and the relationship between food and the environment. Offered in the College for Women. **Recommended:** High school biology and chemistry.

FSNU 2800 Intercultural and Community Nutrition with Lab — 4 credits
This course covers food patterns and foodways of various cultures around the world and in our community. Agricultural, social, nutrition, economic, religious, and cultural issues are discussed with a cultural sensitivity lens. Emphasis is placed on understanding the populations served through nutrition policy, community programming, and healthcare systems. Lecture and laboratory. Offered in the spring of even years.

FSNU 2900 Food Science — 4 credits
This course provides an introduction to food science and technology. The chemical and physical composition of foods will be examined along with the major principles of food processing, preservation and storage. Students will gain hands-on experience applying the technology of various food products in the lab, and conducting an investigation of current issues related to food and health through special project work. Lecture and laboratory. Offered in the College for Women. **Prerequisite:** CHEM 1010 or CHEM 1110 or equivalent.
FSNU 3000 Nutrition — 4 credits
Scientific principles of nutrition, including the study of nutrient functions and interrelationships, effects of deficiencies, dietary allowances and application to food selection and meals of individuals and families throughout the life cycle are covered.
Prerequisite: CHEM 1010 or CHEM 1120 with a grade of C- or above.
Prerequisite with concurrency: BIOL 1720 or BIOL 2520 with a grade of C- or above, or permission of instructor.

FSNU 3150 Food Systems and Policy — 4 credits
The course provides a critical look into our food system and how food evolves from seed to grocery store shelves. It evaluates the ways nutrition policies and recommendations are set, and how they may be influenced by the current food system. Offered in the College for Women.
Prerequisite: FSNU 2300.

FSNU 3250 Sports Nutrition — 2 credits
This course involves the study of the effect of nutrient intake on human energy and athletic performance; current use of ergogenics and dietary supplements; review of current literature, teaching resources and consumer publications. Nutritional recommendations for athletes through the life cycle. Offered fall semester. Offered in the College for Women and the College for Adults.
Recommended: FSNU 2300.

FSNU 3350 Lifelong Nutrition — 4 credits
This course includes an in-depth exploration into nutrition recommendations and concerns throughout the lifecycle. Topics covered include nutrition for pre-conception, pregnancy, lactation, infancy, childhood, adolescence, adulthood, and aging. This course also covers discussion of common chronic diseases and appropriate nutrition interventions. Offered in the College for Women.
Prerequisite: FSNU 2300.

FSNU 3550 Food and Nutrition Management — 4 credits
This course focuses on 4 main content areas: (1) design, layout and equipment for the institutional kitchen; (2) organization and management; (3) human resource management; and (4) financial resource management. Principles of marketing, entrepreneurship, and business plans are covered. Offered alternate years.

FSNU 3600 Foodservice Operations Management with Lab — 4 credits
Application of principles of food production and service to institutional practice: considerations of quality and quantity in volume feeding, methods of purchasing food for institutions, menu planning, recipe standardization, and portion control. Lecture, laboratory and field trips. This course includes approximately 45 hours of hands-on training in a variety of institutional settings. Offered in the College for Women.
Prerequisite: FSNU 2900.

FSNU 3770 Nutrition Education and Counseling — 4 credits
This course is designed to develop effective skills for presentations to a variety of audiences throughout the life cycle. Educational theory and techniques are emphasized. Students also learn and practice techniques for interviewing, counseling and group process. Use of media and preparation of written educational materials are included. Students design, develop and present various forms of nutrition education for a variety of audiences. Offered in the College for Women.
Prerequisite: FSNU 2300, Junior or Senior standing.

FSNU 3992 Topics — 2 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

FSNU 4100 Community Lifespan Nutrition — 4 credits
Study of the role of nutritionists in the community and the health and nutritional needs of individuals and groups within the different stages of the life cycle. Nutrition concepts and interventions associated with each stage of the lifespan from pre-conception through older adulthood. Principles of epidemiology, the healthcare system, and the political process are explored. Planning, assessment, evaluation and legislative regulation of food and nutrition programs in the community are discussed. Students volunteer in and observe food and nutrition programs in the community. Lecture and laboratory. Offered in the College for Women.
Prerequisites: FSNU 2900, FSNU 2300, PSYC 2025.

FSNU 4220 Sensory Evaluation — 2 credits
This course involves sensory evaluation, theory and practice, psychophysics of the senses, sensory tests and data analysis. Oral presentations and written papers are required. Lecture and laboratory. Offered as needed.
Prerequisites: FSNU 2900 and a statistics course.

FSNU 4270 Current Issues in Foods and Nutrition — 4 credits
The focus of this course will be to research, evaluate, debate and think critically about the rapidly changing current issues in food, nutrition science, and health. This course will look at these issues from a variety of professional perspectives to gain a holistic view of the factors that influence and force change. Using contradictory statements and data from the scientific and lay sources we will carefully draw and defend arguments, in small and large debate formats, using multiple technologies to create engaging and informative content. Offered in the College for Women.
Prerequisite: FSNU 2900.
Prerequisite with concurrency: FSNU 2300.

FSNU 4300 Advanced Nutrition — 4 credits
This course includes digestion, transport and absorption of nutrients; hormonal aspects of nutrition; biochemical and physiological functions of nutrients; body composition, obesity and fad diets; herbs and supplements; critical analysis techniques for evaluation of scientific and popular literature in nutrition. Offered in the College for Women.
Prerequisite: FSNU 2300.

FSNU 4310W Experimental Foods and Nutrition with Lab — 4 credits
This course provides an introduction to the use of statistics and computers in food and nutrition research. Students will develop an original research project using sensory, physical and survey measurements. Oral scientific presentations and written papers required. The course contains both lecture and laboratory components. Offered in alternate years. Offered in the College for Women.
Prerequisites: FSNU 2900 and one statistics course.

FSNU 4350 Medical Nutrition Therapy I — 4 credits
This course involves principles of nutritional care related to clinical situations, including nutrition as therapy in selected diseases and application of these principles to daily living for prevention of disease and maintenance of health. Lecture and laboratory. Offered in the College for Women.
Prerequisite: FSNU 2300.
Prerequisites with concurrency: CHEM 2400 or CHEM 4400, or permission of instructor.
FSNU 4375 Medical Nutrition Therapy II with Lab — 4 credits
In this course students will discuss principles of nutritional care related to clinical situations, including nutrition as therapy in selected diseases and application of these principles to daily living for prevention of disease and maintenance of health. Lecture and laboratory. Offered in the College for Women.
Prerequisites: FSNU 2300, FSNU 4350.

FSNU 4602 Internship — 2 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

FSNU 4604 Internship — 4 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

FSNU 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

FSNU 4752 Practicum: Diabetes Education — 2 credits
This is an interdisciplinary study of diabetes mellitus. Attend the workshop at the International Diabetes Center and complete several written assignments. Offered in the College for Women.
Prerequisites: FSNU 2300, faculty and department chair approval.

FSNU 4754 Practicum — 4 credits

FSNU 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

FSNU 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

FSNU 4992 Topics — 2 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

FSNU 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

FSNU 4994 Topics — 4 credits

History (HIST)

HIST 1050 Europe from the Medieval to the Early Modern Period — 4 credits
This course covers the fall of the Roman Empire, Medieval heritage, Renaissance and Reformation, exploration and discovery, development of the "state," Spanish hegemony, Age of Absolutism, Enlightenment and revolution, new vistas. Offered in the College for Women.

HIST 1060 Europe Since 1800 — 4 credits
This course examines the impact the ideologies of the Enlightenment and French Revolution had on the development of modern Europe. Students explore how nationalism, imperialism, liberalism, fascism and communism shaped European society, politics, and culture in the 19th and 20th centuries. Events covered include the French Revolution, the Revolutions of 1848, the "scramble" for Africa, World War I, the Interwar Period, World War II, the Cold War, and the Revolutions of 1989. Offered in the College for Women.

HIST 1160 East Asia Since 1600 — 4 credits
This course serves as a general survey of the history of East Asia from 1600 to the present with an emphasis on the 19th and 20th centuries. The majority of the course material focuses on China and Japan. Korea and Vietnam are also included but receive less coverage. The course focuses on the political, social, and economic systems of these countries, major historical events, intra-Asian interactions and East Asia's response to the West. Offered in the College for Women.

HIST 1200 Survey of U.S. Political and Social History, 1600-1900 — 4 credits
This course is a survey of U.S. political and social history from the colonial era to 1900, with emphasis on the multiracial and multicultural aspects of the American experience. Also includes an overview of women's social and political roles and status from 1600 to the achievement of suffrage. Also offered as CRST 1200. Offered in the College for Women.

HIST 2000W Introduction to Historiography — 4 credits
History and historiography are used to illustrate various basic aspects of the historian's craft and to teach students how to read and write about history critically. The course explores varieties of historical interpretation and methodologies, the relationship of thesis and fact in historical argument, the issues of audience and types of sources, and the various genres of history. Offered in the College for Women.

HIST 2200 Twentieth Century America — 4 credits
This course provides an examination of U.S. society, culture, politics and foreign policy from 1900 to the present, with an emphasis on the connections among these various aspects of the 20th century American experience. Offered in the College for Women.

HIST 2280 Ireland from the 12th Century to the 21st Century — 4 credits
The social and political history of Ireland is covered, from the 12th century to the present, including Northern Ireland after partition. Special emphasis is given to Irish political resistance movements and rebellions, as well as the Irish Civil War and the Troubles in Northern Ireland. Offered in the College for Women.
HIST 2300 World History Since 1500 — 4 credits
This course surveys the global connections and networks formed beginning in the sixteenth century and continuing into the present. Course topics include exploration and conquest, colonialism and imperialism, the expansion and abolition of the slave trade and slavery, ideas of race and gender, cultural connections, and globalization. Offered in the College for Women.

HIST 2320 History Goes to the Movies — 4 credits
From the golden days of Hollywood with “Cleopatra” and “Ben-Hur” to 2017’s “Dunkirk,” history has been a rich source of material to the moviemaking industry. For many people, these cinematic portrayals have served as the gateway to a rich and ongoing fascination with the study of the past. The “History Goes to the Movies” series allows students to explore these visualizations alongside the primary texts upon which they are based, in a rotating set of topics courses taught by different faculty members according to their expertise. Offered in the College for Women.

HIST 2400 Revolution! Haiti, Slavery and the French Revolution 1780-1820 — 4 credits
History is marked by significant revolutionary movements, including: the Chinese Cultural Revolution, the Russian Revolution, the Industrial Revolution, the French Revolution, and the social revolutions of the 1960s. This topics course will focus on a significant political, social, cultural, or economic revolutionary movement. Topics will rotate based on faculty expertise. Questions and themes addressed in this course include: what defines a revolution, causes and effects of revolutions, outcomes and costs, and legacy. Offered in the College for Women.

HIST 2460 Ancient Greece — 4 credits
The Ancient Greeks present an intriguing paradox for our modern sensibilities. They invented democracy, but envisioned it as a system in which only elite male members of society were permitted to participate. The Greeks saw themselves as the champions of “freedom,” but their prosperity was built on the labor of slaves, most women were strictly confined to their homes, and it was permissible to kill girl babies or female members of the household for any reason. The Greeks believed themselves to be the upholders of civilization against the “Barbarians,” but the Persian “barbarians” they opposed were an elegant and sophisticated people who upheld religious freedom for all and prohibited slavery within their borders. Yet the Greeks also produced some of the most superb art and the finest achievements of literature that the world has ever seen. In this course students will explore the history of ancient Greece from the Paleolithic through the onset of the Hellenistic era, with emphasis on art, literature and material culture, to try and form a coherent vision of this remarkable and self-contradictory people. Also offered as CLAS 2460.

HIST 2470 Ancient Rome — 4 credits
This course follows the history of Rome from prehistoric times through the rise and struggles of the Republic and into the early Empire up to the death of Marcus Aurelius, last of the “Five Good Emperors,” in 180 CE. The two largest areas of focus will be on daily life in the Roman Republic (for which you will read one or more comic plays by the playwright Plautus) and the gripping saga of the five Julio-Claudian emperors (Augustus, Tiberius, Caligula, Claudius, and Nero), whose reigns we will explore through readings from the Roman historians Tacitus and Suetonius, as well as viewings of the BBC’s masterful “I, Claudius” series. Also offered as CLAS.

HIST 2480 Traditional China — 4 credits
This course covers the major themes in Chinese history from Neolithic times to approximately 1400. Key topics include the development of China’s major philosophical traditions; the unification of China and the evolution of the bureaucracy; the spread of Buddhism to China; traditional Chinese society; and early contacts with Europeans. The course consists of lecture, film, small group discussion and class discussion. Offered in the College for Women.

HIST 2520 China and Japan in Ancient Times — 4 credits
This class covers the histories of China and Japan from ancient times to approximately 1600. The course will focus on the political, social, intellectual, and economic systems of these countries, major historical events and intra-Asian interactions. China and Japan each developed distinct cultures and political systems, but for much of the early part of East Asian history, China exerted a profound influence over its closest neighbors in terms of politics, religion, philosophy and culture. We will spend the first part of the semester examining the early development of philosophical systems such as Confucianism that originated in China, as well as China’s political system. We will then turn to Japan, to examine both indigenous Japanese elements and Japan’s borrowing of Chinese cultural elements at different times, in different ways, and for different reasons. The course will include lecture, reading of both primary and secondary sources, film, and discussion.

HIST 2540 Late Imperial China — 4 credits
This course covers China’s last three dynasties, the Yuan (1279-1368) (briefly), the Ming (1368-1644) and the Qing (1644-1911). Major topics include the social and political systems of imperial China; the Manchu conquest; missionary presence; Western imperialism; and the fall of Qing. Offered in the College for Women.

HIST 2550 Revolution and Communist Rule in China: 1900 to Present — 4 credits
This course covers China’s last three dynasties, the Yuan (1279-1368) (briefly), the Ming (1368-1644) and the Qing (1644-1911). Major topics include the social and political systems of early imperial China; the founding and growth of the Chinese Communist Party; Civil War and Communist victory; the regime of Mao Zedong; and Deng Xiaoping’s Second Revolution. Offered in the College for Women.

HIST 2584 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.

Prerequisites: Faculty, department chair and dean approval.

HIST 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

HIST 3210 Modern British History — 4 credits
This course covers the Restoration and Glorious Revolution; English society and politics in the 18th century; Industrial Revolution; 19th century political and social history; British imperialism, and twentieth century social and political history.
HIST 3250 History of Civil Liberties and Civil Rights in the U.S. — 4 credits
The origins and evolution of American civil liberties and civil rights are covered from the colonial era through the 20th century. This course examines the U.S. Constitution and Bill of Rights and the roles of the Supreme Court, federal and state governments, and rights movements in the development of civil liberties and civil rights. Also offered as CRST 3250 and WOST 3251. Not open to first-year students.

HIST 3300 The Sixties in the U.S. — 4 credits
This course is an in-depth examination of U.S. society, politics, culture, and ideology in the 1960s. Course includes music, literature, film, and political manifestos of the decade.

HIST 3390 Modern Middle East — 4 credits
This course covers the history of the Modern Middle East from the 19th century to the present. Beginning with a brief review of the early expansion of Islam, the course will focus on the reforming movements of the 19th century, the experience of European colonialism, the growth of nationalism, decolonization, and the events of the Arab Spring. The readings will blend primary sources on political and national policies with more autobiographical sources focusing on the experiences of individuals. Offered in the College for Women.

HIST 3460W Women in Greece and Rome — 4 credits
This course examines the evidence we have regarding the lives and societal position of women in the classical world from the Homeric epics through the Roman Empire. Students read a variety of texts, including law cases, short stories, love letters, medical writings and manuals on estate management, as well as several Athenian plays. The course also deals with the visual arts and archeological evidence from the time period in order to convey as complete and as possible a picture of women's lives during these times. Writing and reflection on texts and images composes a substantial portion of each class period, as does reading these reflections aloud to one another, and critiquing the style and content of one another's writing. During the semester students also write a substantial research paper on the topic of your choice and deliver it as a class presentation. Departmental Statement on Writing for History Courses: The ability to absorb information and turn it into clear and thoughtful prose is the most important skill required to succeed in a History class. History is a nuanced and complex subject, and we therefore stress the importance of incorporating the writing process into the learning process. Students must develop the habit of articulating their understanding of the material in a clear and straightforward manner that simultaneously conveys information and interprets the relevance and importance of that information for the reader. Producing both long and short papers is an important part of our pedagogy, as are tests that require a large amount of writing. Also offered as WOST 3460W and CLAS 3460W.

HIST 3550 Revolution and Communist Rule in China — 4 credits
This course covers the major events and themes in 20th-century Chinese history. Emphasis is on the Communist phase of the Chinese Revolution. Major topics include the social and political systems of early 20th century China; the founding and growth of the Chinese Communist Party; Civil War and Communist victory; the regime of Mao Zedong; and Deng Xiaoping's Second Revolution. Offered in the College for Women.

HIST 3560 Women in America to 1920 — 4 credits
Roles, status and expectations of women are covered from the colonial era to 1920; includes developments in family, sex, education, work, dress, politics; also covers the feminist movement of the 19th century. Also offered as CRST 3560 and WOST 3560. Offered in the College for Women.

HIST 3570 The New Woman in America and England 1880-1940 — 4 credits
This course examines the lives of women in the United States and England in the years between 1880 and 1940. This period, which spanned about three generations, saw the emergence of the so-called "New Woman" in both American and English societies. The New Woman was a term mainly (although not exclusively) used to refer to single, educated, independent women of the middle or upper classes (or working class women who pulled themselves up to the middle class) who were living in cities and who were self-supporting, pursuing professions, devoting their lives to reform, political activism and community service. These women challenged many entrenched norms of femininity and female dependence by living independently of their families and of men for either their entire lives or for significant periods of their lives, in many cases forming their most significant social bonds with other women. The emergence of the New Woman caused tremendous social anxiety in both the United States and England because she challenged traditional feminine norms and social expectation for women. Also offered as WOST. Offered in the College for Women.

HIST 3610 Europe: from World War I to World War II — 4 credits
This course covers World War I — the war everybody/nobody wanted; the social, political and economic impact of total war; the Russian Revolution; the Peace Settlements; the Roaring Twenties — an Age of Anxiety; the Great Depression; Authoritarian and Totalitarian States; Aggression and Appeasement; World War again.

HIST 3620 Europe Since World War II — 4 credits
This course examines Europe's role as the "front" of the Cold War, and the effects its division had on the political, social, and economic lives of citizens on both sides of the Iron Curtain. Topics explored will include social development in communist bloc countries, critiques of capitalism in western Europe, the growth of the welfare state in western Europe, the rise of dissidents in eastern Europe, the revolutions of 1989, and the integration of immigrants into European societies.

HIST 3630 Women in Asia — 4 credits
This course examines the history of women in China, Japan and Korea from ancient times to the present. Major topics include traditional gender roles and the influence of Confucianism; industrialization and war; political and legal change; and contemporary issues affecting women's lives. Also offered as WOST 3631. Offered in the College for Women.

HIST 3650 U.S. Women Since 1920 — 4 credits
This course covers roles, status and expectations of women in the United States from 1920 to the present; developments in family, sex, education, politics, work and dress; feminist ideologies, their social and intellectual contexts and opposition. Also offered as CRST 3650 and WOST 3650. Offered in the College for Women and the College for Adults.

HIST 3700 History of Feminism in Western Society — 4 credits
This course traces the development of feminist thought and activism in Western society from the ancient Greeks to the late 20th century in the United States. The course explores the social, political, legal and cultural status of women in Western society across time. Special emphasis is placed on the roots of modern feminism as it developed in the 18th, 19th and 20th centuries in Western Europe and in the United States. Also offered as POSC 3700 and WOST 3700. Not open to first-year students.
HIST 3790 Women in Europe Since 1500 — 4 credits
This course examines how European women shaped politics, economies, and society from 1500 to the present. Students study the ways women exert power on society, even when they are excluded from direct participation in it. The course covers the development of European feminism, women's involvement in the revolutionary movements of the 19th and 20th centuries, their expanding role in politics and society, and the continuing challenges European women face. Also offered as WOST 3790.

HIST 3795 The History of British Feminism through Literature — 4 credits
The history of the evolution of British feminist thought and activism from the 18th through early 20th centuries is studied within the broader historical contexts of women's roles and status across classes and the major political, social and economic developments of the period in Great Britain. A primary focus of the course is the treatment of women's issues and the expression of feminist ideas in literature, especially works by female authors. Also offered as WOST 3795. Offered in the College for Women.

HIST 4604 Internship — 4 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, students need to meet with the internship coordinator in the Career Development Office and then with their faculty advisor.

HIST 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses. 
Prerequisites: Faculty, department chair and dean approval.

HIST 4850 History Senior Seminar — 4 credits
Students review the historiographical and methodological issues involved in researching and writing history. Students undertake intensive and extensive research in primary and secondary sources on a topic in history. The research culminates in a thesis paper that is presented publicly to the University community. Offered in the College for Women. 
Prerequisite: HIST 2000W (formerly HIST 1300W).

HIST 4851 History Senior Seminar I — 2 credits
Students review the historiographical and methodological issues involved in researching and writing history. During this semester, students will select their research topic and identify available primary sources. They will spend the majority of the semester mastering the secondary literature on their topic and compiling an annotated bibliography. 
Prerequisite: HIST 2000W. Offered in the College for Women.

HIST 4852 History Senior Seminar II — 2 credits
Students will complete the research in primary sources and write and revise their major research paper. They will also publicly present their research to the University community. 
Prerequisites: HIST 2000W and HIST 4851. Offered in the College for Women.

HIST 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract. 
Prerequisites: Permission of the faculty and department chair or program director.

HIST 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract. 
Prerequisites: Permission of the faculty and department chair or program director.

Hmong (HMNG)

HMNG 1110 Elementary Hmong I — 4 credits
This is an interactive course designed for students with little or no exposure to Hmong language and culture. The focus of this course is on the consonants, vowels, and tones of the Hmong written language, the Romanized Popular Alphabet (RPA). Along with learning how to speak, read, write, and listen in Hmong, you will also be introduced to Hmong history, culture, and traditions through stories, films, and poetry. Offered annually. Offered in the College for Women.

HMNG 1120 Elementary Hmong II — 4 credits
This course is a continuation of Elementary Hmong I. Students are expected to have already learned the consonants, vowels, and tones. The focus is on the development of listening, reading, writing, and speaking skills in Hmong through short discussions, debates, reading, presentations and other activities. The writing component will come in through weekly journals, responses to readings and discussions, etc. Along with learning how to speak, read, write, and listen in Hmong, students will also be introduced to Hmong history, culture, and traditions through stories, films, and poetry. Offered annually. Offered in the College for Women. 
Prerequisite: HMNG 1110.

HMNG 2110 Intermediate Hmong I — 4 credits
This course is a continuation of Elementary Hmong II. Students are expected to have already learned the consonants, vowels, tones, and the development of listening, reading, writing, and speaking. The purpose of this course is to prepare students to become confident in reading, writing, listening, and speaking in Hmong. Topics will be taught throughout the semester and students will be exposed to Hmong literature, proverbs and expressions, and events to allow for a deeper understanding of contemporary Hmong issues and identity in transition. Offered annually. Offered in the College for Women. 
Prerequisite: HMNG 1120.

HMNG 2684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses. 
Prerequisites: Faculty, department chair and dean approval.
Honors (HNRS)

HNRS 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

HNRS 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

HNRS 4970 Senior Honors Project — 4 credits
The senior honors project is a major piece of research or creative work, which is publicly presented. The project is independently designed in close consultation with a faculty advisor and faculty committee and can be within the major field or combine several disciplines. Students have conducted original research in a range of disciplines, composed music, written plays and choreographed dance performances. The title of the senior project is written on your official transcript. Students register for HNRS 4970 the semester before they plan to graduate.
Prerequisite: St. Catherine University Honors Program students only.

HNRS 4990 Honors Seminar — 4 credits
Seminars have an interdisciplinary, liberal arts focus and are taught. Class size is limited and relies heavily on student discussion. Honors seminar topics have included women’s health issues, images of African Americans in popular culture, Mary, Queen of Scots, and the making and meaning of comedy. One honors seminar can be used to fulfill two liberal arts core requirements. Additional honors seminars fulfill one liberal arts core requirement. An honors student is required to take at least two honors seminars. Offered each semester.
Prerequisite: Antonian Scholar Honors Program students only.

Information Science (ISCI)

ISCI 1000 Information, Technology and Digital Society — 4 credits
This course is an introduction to the field of information science and informatics. Students with any major, especially those with majors in the liberal arts and social sciences will find this particularly helpful in gaining an overview of how information technology influences different fields and industries. Students will gain useful insights and learn about applications of how information and data is used in many sectors. It is a foundational course for students entering a minor in Information Systems or in Digital Humanities. This course is also designed to help students with the comprehensive digital information literacy requirements needed for higher education, with an emphasis on the concepts and practice skills germane to effectively using the power built into computer and Internet applications as well as other digital media and technologies. Students will explore the nature of information itself, critical issues surrounding the use of technologies and how such issues impact everyday life through critical thinking and reflection. Topics will include the underlying designs and uses of digital devices and computer systems such as MS Office suite and the Internet as an integral part of any IT curriculum helping students prepare for other technology-intensive IS courses.

ISCI 1200 Web Design — 4 credits
This course is intended to provide a basic introduction to website design and development techniques, using standard languages such as HTML and CSS, and established user experience design (UX) principles and techniques. Students will create a website with an understanding of user’s needs and taking a user-centered design approach. Students gain a basic understanding of web content languages, website management, and design, usability principles and information architecture through creating websites validated by World Wide Web Consortium standards. It is a project based course that students will learn through hands-on activity of website design building. At the same time, the course is intended to stimulate student critical thinking about social and justice issues where online technology is either of primary concern (e.g. the Digital Divide, Net Neutrality, and Open Source software) or is used as an important tool (e.g. Occupy Wall Street, the Arab Spring movement, the Black Lives Matter movement, and recent political campaigns). Special attention is paid to underrepresented and disadvantaged communities, and their access to communication and educational technology.
Prerequisite: None.

ISCI 1300 Intro to iPhone/iPad App Dev — 4 credits
Students will create simple apps for the iPhone and iPad while learning fundamental programming principles and practices using Swift, Apple’s new programming language. They will learn how to take an app from design through to implementation using the industry-standard tools and techniques used to make apps for the App Store. This course will cover design guidelines, prototyping techniques, problem-solving strategies, interface building tools, coding, and debugging. The curriculum is designed to blend and balance creativity with technology. No previous programming experience is necessary. However, learning to program computers is intellectually challenging and does require considerable dedication and hard work.
ISCI 2684 Directed Study — 4 credits

ISCI 3100 Database Management — 4 credits
An introduction to database concepts, design and implementation. The focus is on database design using the ER model, as well as managing and implementing relational database systems. The design process is iterative and consists of four phases: Requirements, Design, Coding, and Testing. This process is often employed in many project management and technology development projects. Topics include Data Modeling Using Entity-Relationship Model, Chen and Crow’s Foot Notation, Relational Database Implementation, Structured Query Language, and schema Normalization. This course is co-convened with LIS 7510. The courses share the same course description, objectives and content, with different course requirements.

Prerequisites with concurrency: ISCI 1000, ISCI 1200. Offered in the College for Women.

ISCI 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.

Prerequisites: Faculty, department chair and dean approval.

ISCI 4900 Capstone in Information Science and Technology — 4 credits
This course is required for those students in the Information Science and Technology degree programs, including the Digital Humanities (DH) and Information Systems (IS) minors as a culminating learning experience in the final year. It intends to help students integrate the knowledge and skills in information technology and/or digital tools gained through the curriculum and be able to apply these to a real life problem or new research question. Students will gain experience working on a project where they can apply technology to make a positive impact in their community and demonstrate their ability to carry out an information systems/ digital humanities project from beginning to end. The project can be done as an individual or a group project. Students may also revise, expand and modify a project they created in other courses to produce an improved product of professional quality.

Prerequisites: Senior standing. For students in the Information Systems minor or Digital Humanities minor only.

Interdisciplinary (INDI)

INDI 1000 Strategies For Academic Success — 2 credits
This course addresses the diverse needs of first-year students at St. Catherine University, introducing them to college-level academic culture in general and St. Kate’s in particular. Evaluating their learning strengths and weaknesses, students develop skills in reading, writing, study skills, note taking, test taking, time management and use of information technologies. Although general objectives have been determined, specific content is based on students’ individual needs. Offered annually.

Prerequisite: Permission of the LEAP Program.

INDI 1150 Basic Patient Care — 2 credits
Principles of basic patient care are demonstrated and practiced, including the monitoring of vital signs, use of the stethoscope and use of proper body mechanics. This course addresses appropriate use of medical information, professionalism, ethics and infection control. An introduction to the interdisciplinary medical/healthcare team is provided. Techniques for the holistic assessment of patients and professional communication skills used with patients and among the disciplines are stressed. Offered in the College for Women.

INDI 1991 Topics — 1 credit
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

INDI 2000 Career Development for Women — 2 credits
This course is designed to help women examine their interests, needs and values as they consider their futures and develop career goals. Students are introduced to the importance of the role work will play in their life and will develop plans for matching self-concepts, abilities and interests with their career needs. Guidance and information is provided in helping students to prepare for and develop career related materials, create a professional online presence and plan for a career and/or graduate school. Course offered fall term is geared to first and second year students in the baccalaureate program. January term is a hybrid course that will meet one night per week and open to all undergraduates. Spring term is open to all undergraduates. Course materials vary somewhat depending upon the make up of the class and student goals.

INDI 2010 Personal Financial Fitness — 2 credits
This course will teach students practical, hands-on skills that will be used throughout your lifetime. Students will leave this class with the ability to establish goals, develop a personal budget, create and organize a personal file, and understand the mechanics of successful financial management; specifically, wise use of credit and the importance of risk management.

INDI 2020 Mindfulness: Practice, Science, and Therapeutic Benefits — 4 credits
A growing body of research has documented that mindfulness — a secularized and therapeutically-validated form of meditation — is a powerful tool for reducing stress and improving the health and well-being of mind and body. Mindfulness meditation is now practiced in the hospital, clinic, school, university, corporate office, and therapy room. It is both a topic of study in neuroscience laboratories and a rapidly expanding literature. Through study and practice of mindfulness, readings, lecture, discussion and writing, students will develop their own practice, acquire techniques to teach others and learn about the practice’s scientific, performance-enhancing and therapeutic applications.

INDI 2030 Madness, Psychiatry and Mental Health; A History — 4 credits
The human afflictions of “madness,” “insanity,” and “mental illness” have been present since the dawn of human history. From the ancients to the modern era, those in the throes of “madness” have reported a wide array of experiences, from feeling intimate with the Divine, to being inundated by bizarre perceptions and unwanted impulses, from feeling inspired toward acts of creativity, to falling into unrelenting depths of despair. Across the centuries, treatments for those suffering from these afflictions include compassionate care and pity, hospitalization and imprisonment, counseling and killing, analyzing and medicating. In this interdisciplinary course, we study the histories of medicine, psychiatry and psychology to understand these disorders and ailments (Adapted from Eghigian, From Madness to Mental Illness, 2010, p. 1). Offered in the College for Women.

INDI 2220 Medical Terminology — 2 credits
This course is an introduction to the basic core terms and structure of medical terminology that is used by health professionals. Students learn to define, create and break down common medical terms. The course is primarily completed through self-study with assistance from the instructor. Open to all majors. Also offered in Evening/Weekend/Online Program.
INDI 2350 Essentials of Anatomy & Physio — 2 credits
This course fulfills the anatomy and physiology course requirement for students in the University's graduate level holistic health studies program. Prerequisite: Holistic health studies students only. Offered in the College for Adults.

INDI 2440 Choosing and Using Books for Children — 4 credits
Choosing and Using Books for Children is designed to help the understanding that literacy is foundational to effective participation in society. The emphasis in this course is on scientifically-based theories and best practices for critical literacy and applying that knowledge to the selection of engaging, socially important literature for children to support language development, personal development, and academic learning. Students in this class learn how to use high-quality children's books to support language development, personal development, and academic learning. They also learn to work with the strengths, interests, and needs of K-3 students in order to plan engaging instruction that fosters children's ability to use language to analyze, learn from, and take action inspired by a wide array of texts from textbooks, to literature, to media texts. Fieldwork required. Check the class schedule for hours required.
Prerequisite with concurrency: EDUC 2070W.

INDI 2450 Classical Mythology — 4 credits
This course is an introduction to the major myths of the gods and heroes of ancient Greece, along with their origins and interpretations. Because classical mythology played such an important role in the development of the arts in Western civilization, this course has a strong visual component, and every lecture is accompanied by slides. Also offered as CLAS 2450 and LATN 2450. Fulfills the fine arts requirement. Offered in the College for Women and the College for Adults.

INDI 2910 The Anatomy of Violence — 4 credits
The purpose of this course is to increase the knowledge and understanding of cultural, racial and interpersonal violence and develop a commitment to promoting a violence-free society. Emphasis is on exploration of the extent, causes and effects of violence and strategies for intervention on the micro and macro levels. Specific areas of study include domestic/partner abuse, child abuse/neglect, peer/date violence, elder abuse, sexual assault/sexual harassment, cultural violence, racism and other systemic oppression. Offered in the College for Women and the College for Adults. Also offered as WOST 2910.

INDI 2951 Independent Study — 1 credit
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

INDI 2953 Independent Study — 3 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

INDI 2992 Topics — 2 credits
Topics courses develop specific topic areas. They do not duplicate existing course offerings. Topics courses are announced in the annual list of courses.

INDI 2990 Topics — 0 credits
Topics courses develop specific topic areas. They do not duplicate existing course offerings. Topics courses are announced in the annual list of courses.

INDI 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

INDI 3150 Pharmacology for the Healthcare Professional — 4 credits
This course addresses the general principles of pharmacology and medication implications for clinical practice (e.g., pharmacokinetics and pharmacodynamics). Content areas include the autonomic nervous system, cardiovascular, endocrine, respiratory, gastrointestinal, infectious disease, pain therapy, and the central nervous systems. Within these areas major drug classifications, mechanisms, indications, precautions, and adverse effects are addressed. Over-the-counter medications and non-pharmacological therapies are also addressed. Accessing available information about drug therapy is reviewed, including the use of print references and web-based resources. Offered in the College for Women.
Prerequisites: CHEM 1010, BIOL 2200, BIOL 2610, BIOL 2620.

INDI 3400 Implementing Critical Literacy in Early Childhood Education — 4 credits
This course is designed to foster students' reflection on and engagement with literacy in their own lives. As students develop their understanding that literacy is foundational to effective participation in society as well as to social action that can change the communities including the world in which we live, they will grasp the importance of their role in fostering literacy and implementing culturally relevant literature in early childhood education. Students will begin to facilitate children's ability to enhance their own lives and influence others through the use of effective spoken and written language and the creation of dramatic and multi-media products. Students will learn to plan engaging instruction that fosters critical literacy as a method to promote anti-bias/anti-racist education. The emphasis in this course is on scientifically-based theories and best practices for critical literacy through choosing highly engaging, socially important literature for children and using it to support language development, personal development, and academic learning.
INDI 4100 Holistic Care and Integrative Therapies — 4 credits
This interdisciplinary course offers students an opportunity to explore current trends and uses of complementary/integrative therapies (CIT) and holistic care. Seminar and experiential learning activities will be used to promote increased understanding and application of CIT and holistic care. Students will study principles and current research in CIT/holistic care, make site visits to assess complementary/holistic care resources in your community, schedule/experience a complementary therapy session for their own personal use, and learn/demonstrate several complementary/integrative therapies such as acupressure, clinical aromatherapy, Healing Touch, and massage.

INDI 4600 Internship — 0 credits
This is a structured out-of-class learning experience that takes place on-or off-campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience meet with the internship coordinator in the Career Development Office.
Prerequisites: Approval by internship coordinator.

INDI 4602 Internship — 2 credits
This course supplements students' off-campus internship experience. Students will meet with the instructor and a cohort of students bi-weekly to discuss, reflect on, and learn from their internship experience and participate in professional development activities. The instructor will serve as their internship advisor and will complete a site visit with the student and their site supervisor.
Prerequisites: A work situation approved by the instructor - meet with the instructor to obtain a registration permit.

INDI 4604 Internship — 4 credits
This course supplements students' off-campus internship experience. Students will meet with the instructor and a cohort of students bi-weekly to discuss, reflect on, and learn from their internship experience and participate in professional development activities. The instructor will serve as their internship advisor and will complete a site visit with the student and their site supervisor.
Prerequisites: A work situation approved by the instructor - meet with the instructor to obtain a registration permit.

INDI 4900 Introduction to Physical Therapy — 2 credits
This seven-week course introduces pre-physical therapy students to the profession of physical therapy and provides an opportunity for students to apply and understand the vocational relevance of the knowledge acquired in physical therapy program prerequisite courses. Further, the course is designed to facilitate student appreciation of how each of the three pre-physical therapy academic majors at the University impacts the practice of physical therapy. Students are introduced to the integrative curriculum model of the Doctor of Physical Therapy Program at St. Catherine University, as well as instructional methods utilized in the program (clinical case studies, tutorials). There is a focus on transitioning from an undergraduate to a graduate student.
Prerequisites: Completion of one semester each of biology, psychology, physics, chemistry, and anatomy/physiology. Pre-PT students only.

INDI 4992 Topics — 2 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

INDI 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

Interpreting (INTP)

INTP 2020 Introduction to the Interpreting Profession — 2 credits
Students will be introduced to the profession of interpreting in this survey course through lecture, interviews, readings and projects. Students will use the Demand/Control Schema as a tool for analyzing different specialty areas, such as medical, educational and performing arts interpreting. Topics include an overview of the history of the profession as well as an introduction to linguistic, ethical, cultural and situational issues in the field. Offered in the College for Women.
Prerequisite: ASL 2110.

INTP 2682 Directed Study — 2 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

INTP 3050 American Sign Language and English Text Analysis — 4 credits
In this lecture/lab course, students will analyze spoken and signed texts intralingually for both meaning and form. Through lecture, discussion and small group work students will develop the knowledge and competencies to compare and contrast the differences between ASL and English texts with an emphasis on discourse markers, register, topic shift, tense, pronominalization and affect. Offered in the College for Women.
Prerequisite with concurrence: ASL 3110.

INTP 3060 American Sign Language/English Translation — 4 credits
In this lecture/lab course students will analyze spoken and signed texts intralingually for both meaning and form. Through lecture, discussion and small group work students will develop the knowledge and competencies to compare and contrast the differences between ASL and English texts with an emphasis on discourse markers, register, topic shift, tense, pronominalization and affect. Offered in the College for Women.
Prerequisite with concurrence: ASL 3120.

INTP 3210 Ethics and Decision-Making — 4 credits
This course will help guide students in clarifying their own values and then integrating that knowledge in the tasks of ethical decision making and problem solving as it pertains to interpreting. Readings, discussions and activities focus on developing their "ethical fitness" as a professional interpreter. Students will analyze the current codes of ethics for interpreters in the U.S. and Canada as well as compare various professional codes from other disciplines and identify underlying values. Case studies are used to integrate and apply knowledge learned in the course. Offered in the College for Women.
Prerequisite: INTP 2020.
Prerequisite with concurrence: PHIL 2200W.
INTP 4002 Pre-Internship Seminar — 2 credits
This course will help prepare ASL/English Interpreting majors for internship, which is completed the following semester during J-term and spring semester. The two major components of internship include 1) fieldwork under the supervision of a host interpreter and 2) additional requirements such as the development of professional development goals, a professional website and business plan. Fieldwork allows students to work in the “real world” in a safe, supportive environment. Pre-Internship Seminar allows students to begin the work of preparation — by reading and discussing current events and topics within the field, begin the development of your professional portfolio and website, including resume, work samples, internship and professional development goals, and business plan. Students will also prepare for and take the National Interpreter Certification written exam as well as confirm arrangements for their fieldwork placement. Offered in the College for Women.
Prerequisites with concurrency: INTP 3210, INTP 4050.

INTP 4050 ASL/English Interpreting I — 4 credits
In this lecture/lab course, students will build on the knowledge gained in INTP 3050 and 3060. Using primarily a discourse-based approach, students will prepare for and consecutively interpret a variety of texts. Interpretations are analyzed, and students will identify linguistic, cultural, textual and situational factors influencing their choices to achieve meaning transfer. The efficacy of the consecutive format is also examined. Peer review and self analysis strategies are developed throughout this course. Offered in the College for Women.
Prerequisite: INTP 3060.

INTP 4060 ASL/English Interpreting II — 4 credits
In this lecture/lab course, students will develop knowledge and competencies for interpreting in a simultaneous format. A variety of texts and situations are presented for analysis and interpretation. Offered in the College for Women.
Prerequisite: INTP 4050.

INTP 4210W Senior Seminar — 2 credits
In this course, students will read and discuss research that has been completed in the area of ASL and interpreting. Students will determine a research topic and complete a literature review. The course culminates with students giving presentations on their topics. Offered in the College for Women.
Prerequisite: Senior standing in the major.

INTP 4310 Healthcare Interpreting — 4 credits
In this course students will analyze medical discourse and learn techniques for interpreting during healthcare interviews. Interpreting theory is applied through the use of videos and mock medical situations. Topics covered include the team approach to professional healthcare provision, pre- and post-sessions with the practitioner(s), ethics, role and boundaries, how to appropriately adapt the environment as needed, teaming with deaf interpreters and the use of translation, and consecutive and simultaneous interpreting in healthcare settings. Students will also build their medical vocabulary in ASL. Offered in the College for Women.
Prerequisite: INDI 2220 or HIMP 1050.
Prerequisite with concurrency: INTP 3050 or permission of instructor.

INTP 4410 Educational Interpreting — 4 credits
In this course students will develop knowledge, skills and strategies for interpreting in educational settings, pre-K through post-secondary. Linguistic, educational, developmental and interpreting issues are explored, as well as techniques for preparation and working as a member of an educational team. Other topics include: the educational system and values, the educational team, classroom accessibility, the IEP process, problem solving and decision making. Classroom observation required. Offered in the College for Women.
Prerequisite with concurrency: INTP 4050 or permission of instructor.

INTP 4602 Internship — 2 credits
Internship complements students’ academic work through practical experiences in a community setting. Students will observe their host interpreter(s), and also interpret with direct supervision. The internship also requires that students attend internship salons, mentoring sessions and develop a portfolio.
Prerequisite with concurrency: INTP 4060. Permission of instructor granted by assessment.

INTP 4604 Internship — 4 credits
Internship complements students’ academic work through practical experiences in a community setting. Students will observe their host interpreter(s), and also interpret with direct supervision. The internship also requires that students attend internship salons, mentoring sessions and develop a portfolio. Offered in the College for Women.
Prerequisite with concurrency: INTP 4060.

INTP 4682 Directed Study — 2 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

INTP 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

INTP 4952 Independent Study — 2 credits

INTP 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

INTP 4992 Topics — 2 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.
IPE 1020 Medical Terminology — 1 credit
This fully online course is designed to provide students with an overview of healthcare terminology. Students will use a programmed text to learn the building blocks of terminology including prefixes, suffixes and roots. Testing is done online. Offered in the College for Adults.

IPE 1030 Healthcare Teams Foundations and Medical Terminology — 2 credits
In this course, students will examine the roles and responsibilities of the healthcare team. They will be introduced to interprofessional practice and its impact on healthcare delivery. Students will discover that developing team skills is an important component of professional practice. Communication and self-awareness skills needed to implement the concepts of interprofessionality and team-based care will be developed through role play, lecture, team exercises, and case studies. The course is also designed to help develop comprehensive, integrative skills in using and understanding medical terminology used in clinical settings and in medical literature. Included in the course work are prefixes, suffixes, roots and combining forms. Emphasis is on pronunciation, spelling and the definition of words as they relate to basic anatomy and physiology. Terms for diagnostic procedures, pathology and treatment procedures for each body system, as well as complementary words, are included. Students will increase their medical vocabulary and comprehension of the medical language which is a necessary component of interprofessional communication. This course is geared toward first and second year students interested in pursuing a career in a health/human services profession. Offered in the College for Women and the College for Adults.

IPE 1040 Healthcare Teams and Quality Outcomes — 2 credits
Students will explore the common components of patient-centered care, patient safety, evidence-based practice, quality improvement, and informatics as they apply to development of the professional role. Offered in the College for Women and the College for Adults.

IPE 1050 Pain and Suffering - An Interprofessional Perspective — 4 credits
In this course student will learn about the interaction between health care and spirituality as they explore the theological responses to the problem of pain and suffering as an aspect of the practical work of caring for patients. Students will discover that developing team skills is an important component of professional practice and team-based care, and that reflecting on their own understanding of the meaning of pain in human life is an important component of responding to the pain of others. Students will learn communication and self-awareness skills needed to implement the concepts of interprofessionality as they explore the issue of pain and suffering through an interprofessional perspective. The course will include health-care centered principles of quality improvement, research and evidence based practice, and communication; it will also include theological reflection on the nature of the human person, the place of suffering in human life, and the ways in which communities manifest their spiritual commitments. The course is also designed to help develop comprehensive, integrative skills in using and understanding medical terminology used in clinical settings and in medical literature. This course meets the liberal arts and science core requirement in theology. It also replaces IPE 1030 and IPE 1040.

IPE 2800 Healthcare Teams: Opportunities and Challenges in Aging — 4 credits
In this course, students will learn to differentiate normal health changes from pathology and maximize older adult strengths and minimize risks to the health, mental health and well-being of elders. They will understand evidence-based practices and technologies for older adult health promotion and wellness and recognize the importance of developing relationships and working with other professionals who provide interprofessional health care delivery to older adults and their families. Knowledge is gained through lectures as well as team-based classroom learning activities. Skills are developed from actual service learning experiences working in teams with elders in community sites. The course is geared toward first and second year students interested in pursuing a career that may involve working with elders in a health or human services profession. Offered in the College for Women. 
Prerequisite: a medical terminology course (INDI 1150, INDI 2220, IPE 1030, or IPE 1020).

IPE 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

IPE 4200W Healthcare Teams - Evidence-Based Practice — 4 credits
Research methods has theory, seminar, Panopto modules and clinical components that enable students to synthesize and apply research methodology and research types to provide clinical care at the systems and community level of population based practice. This course will enhance the student's understanding and ability to provide evidence-based patient care. This course also includes an interprofessional education component that promotes and advances interdisciplinary understanding and a focus on scientific writing. Offered in the College for Women.

IPE 4500 Learning from Elder Teachers in Healthcare Teams — 0 credits
This course provides students with clinical experience as a participant in an interprofessional healthcare team. After an initial orientation, students will be assigned to small interprofessional teams assigned to work with an Elder Teacher, a resident from Carondelet Village, under the guidance of an IPE team mentor from Carondelet Village and a faculty mentor from the student's academic program. Together the team will review the elder teacher's health status, discuss treatment plans and find new ways to optimize his or her health, independence and vitality.

IPE 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

Latin (LATN)

LATN 2450 Classical Mythology — 4 credits
This course is an introduction to the major myths of the gods and heroes of Ancient Greece, along with their origins and interpretations. Because classical mythology played such an important role in the development of the arts in Western civilization, this course has a strong visual component, and every lecture is accompanied by slides. Fulfills the fine arts requirement. Also offered as CLAS 2450 and INDI 2450. Offered in the College for Women and the College for Adults.
Management (MGMT)

MGMT 2400 Principles of Management — 4 credits
This course provides students with an understanding of effective management practices and structures. It emphasizes leadership requirements for managers, as well as three additional primary functions of management: planning, organizing and controlling. Students will explore the ethical foundation for business practices. Offered in the College for Women and the College for Adults.

MGMT 2402 Principles of Management — 2 credits
This course provides an understanding of effective management practices and structures. It emphasizes leadership requirements for managers, as well as four primary functions of management: planning, organizing, leading and controlling. Upon completing this course, students will gain a broad introductory understanding of management theory and application.

MGMT 3400 Leadership, Effective Teams and Change Management — 4 credits
This course concentrates on four critical aspects of management: leadership, organizational change, ethics and teams. Students will explore a wide range of theories on effective leadership and apply these theories to their own experience. Students will examine ethics as a philosophical foundation in managing a company. Students will learn and apply organizational change theories/principles and effective team management practices. Case studies and group exercises are used throughout the course. Offered in the College for Women and the College for Adults.

Recommended: MGMT 2400.

MGMT 3460 Managing a Diverse Workforce — 4 credits
This course provides a hands-on approach to understanding how to work with people from different cultures. Students are asked to examine their own values and perspectives, to become aware of your own biases, and through examining different cultural orientations, to work towards greater understanding and acceptance of difference. The course focuses on the impact of diverse cultures on the work environment and management practices that enhance the full utilization of human diversity. Students will learn about belief systems, attitudes and conditioning and how these cognitive processes interact with the management of a diverse workforce. The management functions, organization behavior, change and productivity are examined in relation to issues of diversity. Anyone planning to work outside the home, regardless of discipline or field, can benefit from this course. Offered in the College for Women and the College for Adults. Also offered as CRST 3460.

MGMT 3850 Healthcare Policy — 4 credits
Healthcare professionals work in a system in transition due to healthcare reform. Policy makers and healthcare professionals must address issues such as high costs, improving quality, access for the uninsured, and new technologies. Emerging leaders need to understand the underlying dynamics of health care reform at the federal and state levels. Course goals include understanding key aspects of the U.S. healthcare system and healthcare reform, especially the Affordable Care Act and also insights into international system comparisons. Students will analyze reform strategies, including strengths and weaknesses of strategies. Offered in the College for Women and the College for Adults.

MGMT 4400 Operations Management — 4 credits
Operations Management familiarizes students with the concepts of operations management – the functions and processes involved in the production and delivery of goods and services. Students will learn how effective administration of business practices creates efficiency within organizations. Topics include measuring performance, strategy, supply chain design, supply chain management, resource management, quality control, and project management. More advanced topics of queuing analysis, forecasting, linear optimization, and decision analysis will also be introduced.

Prerequisites: ECON 1090 (or equivalent stats class), BUSI 2012.

MGMT 4490W Strategic Management — 4 credits
This course is a culminating capstone course in which students will use an integrative case approach to the formulation and implementation of policy within business- and administrative-type organizations. Students will draw upon the analytic tools and managerial concepts and techniques developed in previous business administration, economics and quantitative methods courses. Offered in the College for Women and the College for Adults.

Prerequisites: Senior standing, ACCT 3202 or ACCT 3210, MKTG 2300 or MKTG 2302, MGMT 2400.

MGMT 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.

Prerequisites: Faculty, department chair and dean approval.

MGMT 4850W Senior Seminar in Healthcare Management — 4 credits
Using case studies and problem solving learning, you will integrate and apply theory, knowledge, and skills critical to success in health care management. This course prepares students to think clearly and critically as well as to use written communication skills essential for working in today's healthcare environment. Topics include regulatory mechanisms in health care, ethics in heath information and health care delivery, HIPAA regulations, health care financing, and project analysis and management. Cases will include complex situations involving groups, individuals, and organizations. Students will learn to identify, locate, retrieve and use sources of information to problem solve issues as they resolve specific health care management cases. This course is designated as a St. Catherine University writing intensive course. Offered in the College for Adults.

Prerequisites: ACCT 2110 or ACCT 2112, ACCT 2130, MGMT 3850 and senior status.

MGMT 4954 Independent Study — 4 credits

Marketing (MKTG)

MKTG 2302 Introduction to Marketing — 2 credits
This introductory course examines the role of marketing in organizations. Students will explore the process of identifying customer needs, segmenting and targeting markets and developing a marketing mix (product, place, promotion, pricing). Offered in the College for Women and the College for Adults.
MKTG 2350W Integrated Marketing Communications — 4 credits
This course is an introduction to the promotion element in the marketing mix, focusing on the integration of all elements, including advertising, personal selling, public relations, sales promotion, sponsorship, interactive marketing, and other marketing channels. Students will master new web-based technologies, such as Twitter, LinkedIn, WordPress and other social media. As a writing intensive course, students will write - individually and as a team - a wide variety of marketing communication pieces using standard technology (i.e., desktop word processing) and web tools, such as Google Docs and online blogging. Offered in the College for Women and the College for Adults.

MKTG 3300 Interactive Marketing: Social Networks, Multi-Media and SEO (Search Engine Optimization) — 4 credits
Interactive Marketing: Social Networks, Multimedia, and SEO examines Internet marketing activities used by all industries in for-profit and non-profit models to advertise their brand, interact with customers, and ultimately convert searchers into buyers. This course focuses on four fundamental areas of interactive marketing: Search Engine Optimization (SEO), multimedia technologies such as graphic design, audio and video production, social networks, and community management. This course is built on experiential education where by students work on real world projects for actual clients. Using a combination of current digital marketing theory and practical exercises; students will: • Work with local small businesses and create a social media strategy • Practice creating clear and reasonable recommendations and communicating them effectively • Successfully complete AdWords and SMS certifications. The course is taught in the Social Media labs. The lab is equipped with industry-quality software for graphics, web design, and video production. Offered in the College for Women.

MKTG 3350 Buyer Behavior and Market Research — 4 credits
In this course students will learn fundamental business research strategies, including the use of primary and secondary data sources, the application of marketing theory and methodologies to understand customer needs, and fundamental market research tools including survey questionnaires and focus groups. Students will explore key concepts in consumer behavior and corporate buying, including influences on customer decision making. Offered in the College for Women and the College for Adults.
Prerequisite: MKTG 2302.

MKTG 3500 International Marketing and Management — 4 credits
This course is an introduction to international marketing and management aimed at familiarizing students with the range of marketing, management, political, social, ethical and cultural factors encountered in the international arena. Among the topics to be examined are globalization, international trade organizations, modes of entry, country risk analysis, product adaptations and approaches to intercultural negotiating. Students will also examine cultural norms and values in key world regions and use this knowledge to find successful solutions to real life management and marketing situations through case studies. In addition to case studies, group exercises, lectures and role plays are used to assist students in acquiring an understanding of how to succeed in international contexts. Offered in the College for Women and the College for Adults.
Prerequisite: MGMT 2400.
Recommended: MKTG 2302.

MKTG 4300 Strategic Marketing — 4 credits
Students will gain an in-depth understanding of important marketing concepts, including market and customer analysis, competitive analysis, environmental analysis, portfolio analysis and the value proposition. Students will learn methods for developing a sustainable competitive advantage for a company. Using case studies, students will learn to apply methods, analyze data and develop effective market strategies. Offered in the College for Women and the College for Adults.
Prerequisites: ACCT 2112, MKTG 2302.
Recommended: a statistics course, ECON 2610, ACCT 2130, MKTG 2350W, MKTG 3350, MGMT 3400.

Mathematics (MATH)

MATH 1010 Mathematical Skills for Quantitative Reasoning with Lab — 2 credits
This preparatory course is designed to help students refresh and strengthen mathematical concepts and problem-solving skills for use within the context of other courses, such as chemistry, physics, economics and statistics. Successful completion of MATH 1010 ensures placement into MATH 1050, MATH 2500, ECON 1080, ECON 1090, PSYC 1090, STAT 1090, CHEM 1010, and CHEM 1110. Offered every semester. Offered in the College for Women and the College for Adults.

MATH 1050 Mathematical Ideas in Contemporary Society — 4 credits
This course offers an examination of mathematical ideas and insights that permeate society and influence modern thinking. The course topics derive from areas including decision making, geometry and measurement, statistics and data analysis, and management science. Other topics may be included depending on current interests of instructor and students. Offered every semester. Offered in the College for Women.
Prerequisites: First-year high school algebra and geometry and appropriate level on mathematics/statistics placement assessment or a grade of C- or better in MATH 1010. MATH 1050 does not serve as a preparation for any other mathematics course.

MATH 1089 Precalculus with Corequisite — 4 credits
Analytical treatment of the elementary functions emphasizing the exponential, logarithmic, and trigonometric functions and their graphs. This course is intended as preparation for calculus with supplemental review of intermediate algebra material included. Offered every fall semester. Prerequisites: High school higher algebra and appropriate level on mathematics/statistics placement assessment.

MATH 1090 Precalculus — 4 credits
Analytical treatment of the elementary functions emphasizing the exponential, logarithmic and trigonometric functions and their graphs. This course is intended as preparation for calculus. Offered every semester. Offered in the College for Women.
Prerequisites: High school higher algebra and appropriate level on mathematics/statistics placement assessment.

MATH 1130 Calculus I — 4 credits
This course covers limits, derivatives and integrals of functions of one real variable and applications. Offered every semester. Offered in the College for Women.
Prerequisite: appropriate level on calculus and trigonometry placement assessments; or appropriate level on ACT math score, SAT math score, or a grade of at least C in MATH 1090.

MATH 1140 Calculus II — 4 credits
This course involves techniques of integration; applications of integration; infinite series; L'Hôpital's rule and improper integrals. Offered every semester. Offered in the College for Women.
Prerequisite: A grade of C or better in MATH 1130.
MATH 1201 College Algebra for the Health Sciences I — 2 credits
This introductory math course is designed specifically for students in Associate Degree healthcare programs. Students will practice mathematical techniques and develop problem solving skills that they will use in the advanced math and science courses in their program. Students will gain mathematical fluency in such areas as polynomials, algebraic inequalities, rational functions, exponential equations and graphs, and logarithmic models. Offered in the College for Adults.

MATH 1202 College Algebra for the Health Sciences II — 2 credits
This course will allow students to develop mathematical fluency in such areas as polynomials, algebraic inequalities, rational functions, exponential graphs, and logarithmic models. These skills will serve students in future program courses and also during their careers as health care professionals. Offered in the College for Adults.

Prerequisite: MATH 1201 or college algebra.

MATH 1800 Discrete Mathematics — 4 credits
This course covers mathematical induction, introduction to logical reasoning and set theory, including relations and functions; enumeration techniques, generating functions, recurrence relations; graphs and trees; and applications to computer and decision sciences. Offered annually. Offered in the College for Women.

Prerequisite: Appropriate level on mathematics/statistics placement assessment or ACT math score, or minimum grade of C in MATH 1090.

MATH 2050 Linear Algebra — 4 credits
The course covers vectors and vector spaces; matrices, determinants, systems of linear equations; linear transformations; characteristic vectors; and linear programming. Offered annually. Offered in the College for Women.

Prerequisite: MATH 1130 or permission of instructor.

MATH 2060 Calculus III — 4 credits
This course covers vectors and analytic geometry of three dimensions; functions of several real variables; partial derivatives; and multiple integrals. Offered annually. Offered in the College for Women.

Prerequisite: MATH 1140.

MATH 2500 Mathematical Structures — 4 credits
This course covers the real number system and its operations; patterns and relations, number sense, and number theory; and space and shape, data collection, randomness and uncertainty, with a special emphasis on problem solving and communication. This course is designed to fulfill the Minnesota Board of Teaching’s requirements for grades K-6 teachers of mathematics for elementary education majors. Does not fulfill liberal arts core requirement in mathematics/statistics. Offered every spring semester. Offered in the College for Women and the College for Adults.

Prerequisites: High school higher algebra and appropriate level on mathematics/statistics placement assessment or ACT math score.

MATH 2510 Mathematics For Middle School Teachers — 4 credits
This course covers number sense; space, shape and measurement; data investigations; randomness and uncertainty; patterns, relations and functions; and discrete mathematics with applications to middle school mathematics. It is for students seeking a mathematics middle level endorsement. Does not fulfill the liberal arts core requirement in mathematics/statistics. Also offered in Evening/Weekend/Online program as a hybrid course.

Prerequisite: MATH 2500.

MATH 2600 Differential Equations — 4 credits
This course involves methods for solving first order and linear equations; solution of linear systems and power series solutions; introduction to the Laplace transform; and approximation methods and application of differential equations. Offered alternate years. Offered in the College for Women.

Prerequisite: MATH 1140.

MATH 2684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses. For declared mathematics majors only.

Prerequisites: Faculty, department chair and dean approval.

MATH 2850 Sophomore Seminar for Mathematics Majors — 2 credits
This course will introduce students to the study of mathematical papers and writings in seminar format, involving student-led discussions. There is an emphasis on learning how to read and write mathematics in a cooperative environment. It requires the production and presentation of papers on seminar topics and emphasizes writing as a process. The emphasis is on the introduction and practice of skills that will be demonstrated in Senior Seminar. Together with MATH 4850W, this fulfills the WI requirement in the major. Offered fall semester. Offered in the College for Women.

Prerequisite: MATH 1130.

MATH 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

MATH 3010 Abstract Algebra — 4 credits
This course covers the properties of set, relations and mappings and introduction to groups, rings and fields. Offered in alternate years.

Prerequisites: MATH 1800, MATH 2050.

MATH 3130 Probability — 4 credits
This course involves probability theory in discrete and continuous sample spaces; random variables and distribution functions and moments; the moment-generating function, functions of random variables, law of large numbers and central limit theorem. Offered in alternate years. Offered in the College for Women.

Prerequisites: MATH 1800, MATH 2060.

MATH 3140 Mathematical Statistics — 4 credits
This course involves random sampling and sampling distributions. It also covers the theory of statistical estimation, criteria and methods of point and interval estimation; theory of testing statistical hypotheses; regression and analysis of variance. Offered alternate years. Offered in the College for Women.

Prerequisite: MATH 3130.

MATH 3250 Geometry — 4 credits
This course covers axioms for geometries, geometrical transformations and their invariants and non-Euclidean geometries.

Prerequisite: MATH 2050.
MATH 4604 Internship — 4 credits
MATH 4682 Directed Study — 2 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses. For declared mathematics majors only.
Prerequisites: Faculty, department chair and dean approval.
MATH 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses. For declared mathematics majors only.
Prerequisites: Faculty, department chair and dean approval.
MATH 4850W Senior Seminar — 2 credits
Study of mathematical papers and writings in seminar format, involving student-led discussions. Emphasis on reading and writing mathematics in a cooperative environment. Production and presentation of paper on seminar topic. Offered yearly as needed.
Prerequisites: MATH 2850, Senior status or permission of department chair.
MATH 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.
MATH 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.
MATH 4994 Topics — 4 credits
Variables. Students are invited to suggest topics.
MATH 4954 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.
MATH 4994 Topics — 4 credits
Variables. Students are invited to suggest topics.
MUS 1050 Music in the Twin Cities — 4 credits
Explore the thriving music scene within the Twin Cities in this experiential course where attendance at live musical events forms a significant part of our course curriculum. We will explore a range of musical styles - popular, classical, and world music - at a variety of venues, such as The Dakota Jazz Club, Orchestra Hall, The Cedar, The Ordway, and The O'Shaughnessy. We will visit famous musical landmarks like Prince's Paisley Park, The Current radio station (89.3), and record stores like The Electric Fetus, Hymie's, and Fifth Element (RhymeSayers Entertainment) in the pursuit of local musical knowledge and lore. You will develop skills in active listening, music analysis, musicological and anthropological approaches to the study of music, and an awareness of arts organizations in the Twin Cities. Previous knowledge of musical instruments or notation is not required.
MUS 2180 World Music — 4 credits
This course is designed to open up the vast global world of music to you, as well as demonstrate how the world of music also lives in the Twin Cities. We will study many major musical traditions in a range of styles (folk, classical, sacred, popular) practiced in Africa, Asia, the Americas, Europe, and the Middle East. We will explore music as an art as well as a social process that emerges from specific cultural contexts. In the course of our investigations, we will also discuss where and how music from across the globe has entered into U.S. popular culture. You will develop skills in active listening, music analysis, and ethnographic research and writing. Previous knowledge of musical instruments or notation is not required. Also offered as CRST 2180. Offered in the College for Women.
MUS 2200 History of Rock Music — 4 credits
This course for both majors and non-majors examines rock music from its origins in the United States to its present. Following a loose chronology, we will trace the development of rock music by exploring rock styles such as rockabilly, Motown, soul, progressive rock, punk, heavy metal, grunge, and hip-hop. Students will dissect songs within these styles to illuminate how rock functions as a musical style. Students will also consider how rock contributes to ideas about personal identity, youth culture, and violence. Students should be prepared to learn about rock music by listening to it, reading journalism and novels about it, scrutinizing music videos, and experiencing rock music in a live setting.
MUS 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.
MUS 3350 Women and Music — 4 credits
How have women engaged with music throughout time and across cultures? How are femininity, masculinity, and sexuality constructed and expressed through music? This course will introduce you to the most influential female music-makers – from Beyoncé to Umm Kulthum, Hildegard of Bingen to Miriam Makeba - and ask you to analyze what role gender plays in their music-making. We will examine how and why women’s roles in classical, popular, and sacred music have changed or remained the same. We will investigate the contexts and values that have influenced the participation - or lack of participation - of women in musical traditions around the world. You will develop skills in active listening, music analysis, academic research and writing, and anthropological and musicological approaches to the study of music. Also offered as WOST 3350. Offered in the College for Women.
MUS 3350W Women and Music — 4 credits
This course will explore the experience of women in popular art and music, examining their roles as performers, composers, and patrons in genres such as opera, rock, sacred music, rap and Renaissance song. Students will investigate depictions of women in music as well as the cultural values that have influenced women's participation in musical traditions in the U.S. and Europe and across the globe. Also offered as WOST 3350W. Offered in the College for Women.

MUS 3360 Music and Healing — 4 credits
This course open to both majors and non-majors explores the way people across the globe use music to heal, empower, maintain health, and prepare for death. Of particular interest is the relationship of music to spirituality, memory and emotion; and new findings in neuroscience about music. Learning will be accomplished through listening to music, playing music, reading, video-viewing, and a variety of fieldtrips.
**Prerequisite:** There is no prerequisite, but it is recommended that majors take World Music (MUS 2180 or CRST 2180) before participating in this course.

MUS 4682 Directed Study — 2 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
**Prerequisites:** Faculty, department chair and dean approval.

MUS 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
**Prerequisites:** Faculty, department chair and dean approval.

MUS 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
**Prerequisites:** Permission of the faculty and department chair or program director.

MUS 4992 Topics — 2 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

MUS 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

**Music Ensemble (MENS)**

MENS 1200 Choral Society — 0 credits
This is a masterworks choir of 70-90 mixed voices, composed of students, faculty, staff and community singers. There is one rehearsal per week (Thursday evenings). The ensemble performs two concerts per year with a guest orchestra. Offered in the College for Women and the College for Adults.
**Prerequisites:** Audition required.

MENS 1201 Choral Society — 1 credit
This is a masterworks choir of 70-90 mixed voices, composed of students, faculty, staff and community singers. There is one rehearsal per week (Thursday evenings). The ensemble performs two concerts per year with a guest orchestra. Offered in the College for Women and the College for Adults.
**Prerequisites:** Audition required.

MENS 1400 Women's Choir — 0 credits
This is the principal collegiate choral ensemble of St. Catherine's. The choir performs often throughout the year, both on and off campus, including alternate-year concert tours. Recent tours have included Europe, Texas and California. Repertoire is from every style period, with an emphasis on music by contemporary composers, particularly women.
Two rehearsals per week. Offered in the College for Women.
**Prerequisites:** Audition required.

MENS 1401 Women's Choir — 1 credit
This is the principal collegiate choral ensemble of St. Catherine's. The choir performs often throughout the year, both on and off campus, including alternate-year concert tours. Recent tours have included Europe, Texas and California. Repertoire is from every style period, with an emphasis on music by contemporary composers, particularly women.
Two rehearsals per week. Offered in the College for Women.
**Prerequisites:** Audition required.

MENS 1501 Liturgical Choir — 1 credit
The Liturgical Choir serves the worshipping community of St. Catherine's at Sunday Eucharist, Advent Vespers, Baccalaureate Liturgies, and other special celebrations that take place throughout the school year. This choir, which is open to both singers and instrumentalists, learns, sings, and plays a diverse repertoire of music for worship, representing many cultures, genres and styles. The choir will also be formed in the aspects of the vocation of music ministry from a liturgical and spiritual perspective. The choir is required to be present and serve at the above listed special celebrations, and at Sunday Morning 10:30 a.m. Liturgy on a rotating basis. Rehearsals are held Wednesday afternoon, from 3:30 – 5:00 PM and Sunday mornings beginning at 8:45 AM. Offered in the College for Women.

MENS 1720 Studio Accompanying — 1 credit
This is the study and performance of piano accompaniments for vocal or instrumental solo repertoire.
**Prerequisites:** Enrollment is by audition.

MENS 1901 Ensemble: Music Theater Workshop — 1 credit
This involves the musical and dramatic preparation of a musical show or opera, leading to complete performance with costumes, set and orchestra. Offered in alternate years. Offered in the College for Women.
**Prerequisite:** Participation by audition.

MENS 1911 Ensemble: Music Theater Scenes — 1 credit
This involves the musical and dramatic preparation of scenes from musical shows and opera to be presented in public performance. Offered periodically.
**Prerequisites:** Participation by audition.

**Music Lessons (MUSL)**
MUSL 1310 Piano Lessons — 1 credit
Half-hour or 50-minute lessons available. Register for course number 1310 the first two semesters of lessons, 2310 the third and fourth semesters, 3310 the fifth and sixth semesters, and 4310 the seventh and eight semesters. Register for section D01 for 30-minute lessons, and section D02 for 50-minute lessons. Offered in the College for Women. 
Prerequisites: For all levels above 1000, two semesters of the previous level.

MUSL 2310 Piano Lessons — 1 credit
Half-hour or 50-minute lessons available. Register for course number 1310 the first two semesters of lessons, 2310 the third and fourth semesters, 3310 the fifth and sixth semesters, and 4310 the seventh and eight semesters. Register for section D01 for 30-minute lessons, and section D02 for 50-minute lessons. Offered in the College for Women. 
Prerequisites: For all levels above 1000, two semesters of the previous level.

MUSL 3310 Piano Lessons — 1 credit
Half-hour or 50-minute lessons available. Register for course number 1310 the first two semesters of lessons, 2310 the third and fourth semesters, 3310 the fifth and sixth semesters, and 4310 the seventh and eight semesters. Register for section D01 for 30-minute lessons, and section D02 for 50-minute lessons. Offered in the College for Women. 
Prerequisites: For all levels above 1000, two semesters of the previous level.

MUSL 4310 Piano Lessons — 1 credit
Half-hour or 50-minute lessons available. Register for course number 1310 the first two semesters of lessons, 2310 the third and fourth semesters, 3310 the fifth and sixth semesters, and 4310 the seventh and eight semesters. Register for section D01 for 30-minute lessons, and section D02 for 50-minute lessons. Offered in the College for Women. 
Prerequisites: For all levels above 1000, two semesters of the previous level.

Nursing (NURS)

NURS 2600 Internship — 0 credits
This elective clinical internship course provides learning opportunities to apply nursing theory to nursing practice. The focus is on gaining depth of understanding of the role of the registered nurse, as well as strengthening nursing skills in the clinical setting. In this course, you are precepted by nurses in the practice setting. You will also work with a St. Catherine University nursing faculty during this experience. Offered in the College for Adults. 
Prerequisites: NURS 2200 or NURS 2540, approval by program director.

NURS 2900 Introduction to Professional Nursing Practice — 4 credits
This course introduces students to nursing practice and the foundational nursing concepts of the patterns of knowing as they apply to the provision of basic nursing assessment, analysis, diagnosis, and independent nursing interventions with individuals and families in non-acute care settings. Emphasis is placed on the development of knowledge, skills and attitudes in the assessment, analysis, diagnosis phases of the nursing process as it relates to the psychosocial functional health patterns. Students will have the opportunity to assume a health promotion role interacting with individuals and families in lab, simulation and selected field experiences. Offered in the College for Women. 
Prerequisites: IPE 1030, IPE 1040.
Prerequisite with concurrency: BIOL 2610.
Corequisite: INDI 2800 (or IPE 2800).

NURS 2910 Nursing Care of Individuals and Families — 4 credits
This course builds on NURS 2900. The focus in this course is on continuing to develop skills as a reflective and mindful professional nurse. Students will apply the classroom content to assessment and health promotion activities in the practice setting working with individuals and families (i.e. aging individuals, families and maternal-newborn patients in hospital and community settings). The patterns of knowing in nursing are used as the theoretical framework in the nursing process with an emphasis on nursing assessment, analysis, and intervention. Classroom content includes physical assessment, the continuum of care, teaching/learning principles and health promotion throughout the life span. Offered in the College for Women. 
Prerequisite: NURS 2900 and admission to the nursing major.

NURS 3102 Holistic Nursing Care - Transition to Professional Practice — 2 credits
This course introduces students to professional holistic nursing practice. Emphasis is on transition of knowledge within an expanded professional role. This approach engages body, mind and spirit, while unfolding a relationship centered caring practice supported by a unitary science and presence of self.
Corequisites: NURS 3303, NURS 3403.

NURS 3106 Foundations of Nursing and Holistic Care — 6 credits
This course introduces students to the foundations of holistic nursing practice. This approach engages body, mind and spirit, while unfolding a relationship centered caring practice supported by a unitary science and presence of self. Students will begin the journey of using a reflective practice and authentic presence with clients and each other.
Prerequisites: Successful completion of all prerequisites to begin the nursing program.
Corequisites: NURS 3303 and NURS 3403.

NURS 3281 Pathophysiology — 4 credits
Students will build on the biopsychosocial sciences, to explore the central concepts of pathology of physiologic and psychologic alterations. Students will explore alterations in health and related medical, pharmacologic and nursing interventions. To honor and respect the diversity of the human experience a holistic perspective of the patient/client is maintained. This course is a concept-based pathophysiology course. This means that students will learn how the central concepts (i.e., inflammation, immunity, perfusion, etc.) lead to disease. Students will learn how diseases are prevented, diagnosed and treated. Offered in the College for Women. 
Prerequisites: PSYC 3010, NURS 2910 with a minimum grade of C.
Corequisites: NURS 3291, 3800.

NURS 3282 Applied Pathophysiology — 4 credits
This course builds on NURS3281. This course extends the application of pathophysiological knowledge in providing holistic nursing care across the lifespan. Of primary focus is the development of empirical knowing through the explication of sound rationale for assessment, diagnostic tests, medical and pharmacologic interventions. An inclusive, holistic perspective is maintained to honor and respect the diversity of the human experience. Offered in the College for Women. 
Prerequisite: NURS 3281 with a minimum grade of C.
Corequisites: NURS 3292, 3810.
NURS 3291 Nursing Interventions I — 4 credits
In this course, students will use the central concepts in NURS 3281 Pathophysiology to determine and apply evidence-based nursing interventions to patients across the continuum of care and through the lifespan. Learning activities will occur in the classroom, lab, and simulation. Offered in the College for Women.
Prerequisites: NURS 2910 and PSYC 3010 with a minimum grade of C.
Corequisites: NURS 3281, 3800.

NURS 3292 Nursing Interventions II — 4 credits
In this course, students will use the concepts in NURS 3281 Pathophysiology and NURS 3282 Applied Pathophysiology to develop and apply evidence-based nursing interventions to patients across the continuum of care and through the lifespan. Students will develop appropriate nursing interventions by incorporating scientific evidence along with the patient’s preference and values. Learning activities will occur in the classroom, lab, and simulation. Offered in the College for Women.
Prerequisite: NURS 3291 with a minimum grade of C.
Corequisites: NURS 3282, 3810.

NURS 3303 Human Caring - Professional Roles and Culture — 3 credits
This course presents the nursing triad model of compassionate care: nurse as scientist, artist, and healing presence. The baccalaureate student is introduced to philosophy, theory, and concepts of the art and science of nursing along with the direct experience of tacit knowing, while using practical skills needed to implement patient care. Reflective practice is supported by many “ways of knowing” expressed by multicultural groups, along with caring behaviors developed within the context of care delivery in various nursing situations.
Prerequisites: Successful completion of all prerequisites to begin the nursing program.
Corequisites: NURS 3106 and NURS 3403.

NURS 3305 Transition to Professional Holistic Nursing Practice — 5 credits
This course introduces students to professional holistic nursing practice and to the holistic care of older adults. This approach engages body, mind and spirit, while unfolding a relationship centered caring practice supported by a unitary science and presence of self. Students will begin the journey of using a reflective practice and authentic presence with clients and each other. Students will explore how to maximize older adult strengths and minimize risks to their health, mental health and well-being. Students will attend to the experience of older adults in a manner that honors the unique meaning within each individual’s lived experience.
Prerequisites: Successful completion of all prerequisites to begin the LPN-BSN nursing program.
Corequisite: NURS 3303.

NURS 3403 Holistic Care of Older Adults — 3 credits
This course introduces students to holistic nursing care of older adults and the common changes associated with aging, as differentiated from alterations in health. Students will explore how to maximize older adult strengths and minimize risks to their physical and mental health and well-being. Students will attend to the experience of older adults in a manner that honors the unique meaning within each individual’s lived experience.
Prerequisite: Admission to the BSN.

NURS 3502 Holistic Health Assessment — 2 credits
This course introduces holistic assessment of patients across the lifespan with a focus on a systematic approach to the collection and analysis of health data for diverse patients. Students learn to complete assessments that inform holistic nursing process.
Prerequisites: NURS 3106 (not required for LPN to BSN), NURS 3303, and NURS 3403 (not required for LPN to BSN).

NURS 3705 Holistic Nursing Care of Children and Childbearing Families — 5 credits
This course uses a holistic, culturally sensitive, person and family centered approach to the healthcare needs of mothers, children, and families. Theoretical and evidence-based practice findings are the basis for nursing holistic strategies to promote and maintain health and healing through the establishment of a safe, caring environment.
Prerequisites: NURS 3106 or NURS 3305, NURS 3303, NURS 3403 (not required for LPN to BSN), and NURS 3502.
Corequisites: NURS 3803 and NURS 3902.

NURS 3800 Appl of Theory Nursing Prac I — 4 credits
In this course students will focus on the operationalization of theoretical concepts in the provision of nursing care across healthcare settings. Students will apply the knowledge, skills and attitudes acquired in NURS 3281 and NURS 3291 to individuals and families in the acute care and the mental health or community health practice settings. Learning activities will occur in the clinical setting, seminar and simulation. Offered in the College for Women.
Prerequisites: NURS 2910 and PSYC 3010 with a minimum grade of C.
Corequisites: NURS 3281, 3291.

NURS 3803 Holistic Population Based Nursing: Community Perspectives — 3 credits
This course focuses on the integration of nursing theory with public health science to address health disparities in populations, communities and groups. This includes the development of a broader perspective of health and wellness across the continuum including prevention of disease and injury. Emphasis is placed on a holistic population assessment and the development of nursing role and interventions to mitigate health risks in vulnerable populations, communities and groups.
Prerequisites: NURS 3106 or NURS 3305, NURS 3303, NURS 3502.
Corequisites: NURS 3705 and NURS 3902.

NURS 3804 Holistic Population-Based Nursing: Community Perspectives — 4 credits
This course focuses on the integration of nursing theory with public health science to address health disparities in populations, communities and groups. This includes the development of a broader perspective of health and wellness across the continuum including prevention of disease and injury. Emphasis is placed on a holistic population assessment and the development of nursing role and interventions to mitigate health risks in vulnerable populations, communities and groups.
Prerequisites: NURS 4106, NURS 4702, NURS 3902, and NURS 4603.
Corequisites: NURS 3705 and NURS 4203.

NURS 3810 Application of Theory in Nursing Practice II — 4 credits
The course builds on the nursing practice students developed in NURS 3800 Application of Theory in Nursing Practice I. Students will continue to refine their reflective and mindful practice in the acute care setting and the mental health or community health practice arenas. New concepts and knowledge introduced in NURS 3282 and NURS 3292 will be integrated across settings. Enrichment in the patterns of knowing will be the focus of learning. Learning activities will occur in the clinical setting, seminar and simulation. Offered in the College for Women.
Prerequisites: NURS 3281, NURS 3291, NURS 3800 with a minimum grade of C.
Corequisites: NURS 3282, NURS 3292.
NURS 3902 Pharmacology and Holistic Nursing Practice — 2 credits
This course advances the student's knowledge of the pharmacologic treatment of diseases and threats to health from a variety of cultural perspectives. Emphasis is on utilizing the nursing process when caring for people receiving pharmacological treatment, specifically the classifications of drugs, their physiologic impact; monitoring therapeutic responses, side effects, adverse reactions, and interactions; as well as teaching responsibilities. The student will learn about important pharmacological principles including pharmacokinetics, pharmacodynamics, pharmacogenomics, epigenomics, pharmacotherapeutics, and toxicology related to western and traditional medicinals used across the lifespan.
Prerequisites: NURS 3106, NURS 3303, NURS 3403.
Corequisites: NURS 4106 and NURS 4702.

NURS 3910 Empirical Foundations — 4 credits
This course provides a bridge to baccalaureate nursing education for experienced registered nurses. Students are introduced to a theoretical basis for nursing practice. An emphasis is placed on the empirical foundations of nursing, which highlights evidence-based practice. This encompasses therapeutic communication, holism, cultural diversity, professional nursing roles, and caring. Students are required to critically reflect on their individual nursing practices and evaluate the evidence that guides current nursing practice. The curriculum is designed to build on the nurses’ current knowledge while enhancing appreciation of nursing as a distinct discipline with foundations in theory, research, and practice. Offered in the College for Adults.
Prerequisite: ECON 1080 or equivalent.
Prerequisite with concurrence: CORE 2000W.

NURS 3920 Professional Nursing: Theories, Concepts and Practice — 4 credits
This course has theory, seminar and field experience components that provide a variety of learning experiences. The theory and seminar portions of the course are designed to enable the student to: (a) understand human experience as a focus of nursing from a perspective grounded in nursing theory (b) articulate a philosophy of nursing oriented to holism and wellness, and (c) identify concepts and processes pivotal to professional nursing practice and instrumental in improving client outcomes. The importance of self-awareness and caring are integrated throughout all learning experiences. The field experience components of the course focus on developing interpersonal relationship skills with diverse populations and transitioning the practice focus from individuals to families. Using the patterns of knowing in nursing, students explore family theory, wellness, therapeutic relationships, and concepts related to cultural safety. Offered in the College for Adults.
Prerequisite: Successful completion of NURS 3910.

NURS 3930 Population-Based Nursing Practice I – 3 credits
This course has theory, seminar, online modules and clinical components that enable students to apply the patterns of knowing as they work with communities and populations. Course work and clinical experiences focus on increasing critical thinking skills while working with communities that might benefit from nursing interventions to promote community strengths and resilience. Community and population-focused nursing assessments and interventions will be highlighted. Offered in the College for Adults.
Prerequisite: Successful completion of NURS 3920.

NURS 4010 Nursing Care of Complex Patients — 6 credits
In this course students will use the patterns of knowing to plan and provide care for individuals, families and populations, with complex health concerns across the continuum of care. Students will be introduced to nursing management of patients and families in high acuity settings, as well as the care of patients and families managing chronic health problems in facilities that provide for the continuum of care. The care of patients with complex conditions will be operationalized in theory, applied learning, and simulation.
Prerequisites: NURS 3282, NURS 3292, NURS 3810, IPE 4200W.
Corequisite: NURS 4020.

NURS 4020 Complex Patient Care across the Continuum — 4 credits
In this course, the students apply knowledge, skills, and attitudes developed in previous and concurrent nursing courses to provide care for complex clients in a variety of settings using an evidence-based approach. The students focus on the continuum of care and the needs of and challenges faced by individuals, families, and populations. Classroom learning includes discussion of the ethical, economic, and policy issues which impact health care. Introduction to the care of populations will broaden the student's view of assessment and planning for health care, both locally and globally.
Prerequisites: NURS 3282, NURS 3292, NURS 3810, IPE 4200W.
Corequisite: NURS 4010.

NURS 4030 Introduction to the Role of the Operating Room Nurse — 2 credits
This elective course provides learning opportunities to introduce and apply theory and knowledge related to the operating room nurse role. Students will engage in classroom, laboratory and clinical experiences related to this professional nursing specialty. Students will be co-mentored by nurses in the practice setting and nurse faculty in the academic setting to create a rich and intensive on-site learning experience in the operating room. Coursework will focus on specific skills, knowledge and attitudes pertinent to the operating room nurse role with emphasis on and interconnection with the competencies for baccalaureate prepared nurses. Offered in the College for Women and the College for Adults.
Prerequisites: Successful completion of NURS 4010 and 4020 and junior or senior status in the nursing program.

NURS 4040 Maternal and Child Nursing Care — 2 credits
This course builds on all previous nursing courses and on maternal child content in NURS 2910. The focus of this course is on nursing care of the maternal child dyad. Didactic is provided in the first week of the course with precepted clinical experiences for the following three weeks. Classroom content includes care of the mother throughout labor, delivery and the postpartum period, pregnancy and postpartum complications, as well as neonatal transition and nutrition. Clinical content includes care of mother and neonate dyads in the intrapartum and postpartum period.
Prerequisites: NURS 4010, NURS 4020 or by faculty recommendation.

NURS 4106 Holistic Care of Adults — 6 credits
This course uses a holistic, culturally sensitive, person and family centered approach to the health care needs of adults and their families. Theoretical and evidence-based practice findings are the basis for holistic nursing strategies to address health alterations and to promote and maintain health and healing through the establishment of a safe, caring practice environment.
Prerequisites: NURS 3106, NURS 3303, NURS 3403.
Corequisites: NURS 3902 and NURS 4702.
NURS 4110 Population-Based Nursing Practice II — 4 credits
This course has theory, online modules and practice experiences that enable students to apply the patterns of knowing as they work with vulnerable populations in the community. Course work and practice experiences focus on increasing critical thinking skills with vulnerable populations in communities who would benefit from population-based nursing interventions that promote health. Students will continue to expand their knowledge about various issues in public health that impact communities. Offered in the College for Adults.
Prerequisite: Successful completion of NURS 3930.

NURS 4120 Leadership and Systems Change — 4 credits
An exploration of the nursing profession as one of the many systems within the health care system and the role of the nurse as leader/manager within that complex system is the focus of this course. The course includes three major components: 1) nursing practice at the systems level; 2) leadership and management in the care of groups of complex clients; and 3) evidence-based practice. Theory and off campus practice experiences will be included in this course. Offered in the College for Adults.
Prerequisite: Successful completion of NURS 4110.

NURS 4130 Evidence-based Practice and Outcome Management — 3 credits
This course has theory, seminar, online modules and clinical components that enable students to synthesize and apply leadership, nursing and public health theory and practice to provide nursing care at the systems and community level of population based practice. This course will enhance student’s understanding and ability to provide evidence-based nursing care. Students will initiate a change in nursing practice to improve care for a group of clients. Students will increase their ability to take a leadership role in a complex organization and to participate in the change process. Students will complete an evidenced-based clinical leadership staff development project in their practice setting. Offered in the College for Adults.
Prerequisite: Successful completion of NURS 4120.

NURS 4200 Leadership in Professional Nursing Practice — 8 credits
This course explores the nursing profession as one of many systems within the healthcare system and the role of the nurse as leader/manager within that complex system. The course introduces three major components: population-based nursing practice at the systems and community level; evidence-based practice and empirical knowing; and leadership management in the care of complex clients. Learning activities will occur in the classroom, lab, simulation, clinical and seminar. Offered in the College for Women.
Prerequisites: NURS 4010, 4020.

NURS 4203 Holistic Nursing Approaches to Mental Health — 3 credits
This course uses a holistic, relationship-centered, culturally sensitive approach to the health care needs of individuals, families and groups experiencing alterations in mental health across the lifespan. Emphasis is placed on theoretical knowledge and evidence-based practices to promote, maintain, and restore health. Priority is given to the use of self as a therapeutic tool, principles of holistic therapeutic relationships, knowledge of physiological underpinnings of mental health disruptions, and healing processes.
Prerequisite: NURS 4603.
Corequisites: NURS 4106 and NURS 4703.

NURS 4303 Holistic Nursing Advances: Leading and Influencing — 3 credits
This course expands on complexity science and examines holistic leadership and change theories. Students explore holistic transformational leadership, with an emphasis on collaborating with intra and interprofessional healthcare teams to achieve excellence and data-driven quality outcomes in complex, dynamic environments. This course explores management concepts through the paradigms of nursing and prepares students for professional practice in complex, dynamic situations. The art of self-care is lived while engaging in the professional practice of the discipline with a multicultural, holistic, and social justice perspective that demonstrates leadership and responsibility for continued transformation of self and the discipline of nursing.
Prerequisites: NURS 4106, NURS 4203, NURS 4703.
Corequisites: NURS 4704, NURS 4804.

NURS 4600 Internship — 0 credits
This is a structured out-of-class learning experience that takes place on- or off-campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

NURS 4601 Internship — 1 credit
This is a structured out-of-class learning experience that takes place on- or off-campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

NURS 4602 Internship — 2 credits
This is a structured out-of-class learning experience that takes place on- or off-campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

NURS 4603 Holistic Nursing: Reflection in Action — 3 credits
In this course students will participate in an intensive 90 hour clinical internship/preceptorship. Students apply philosophy, theory, and concepts through praxis. Students will engage in reflective practice which is supported by “ways of knowing” and Unitary Human Caring Science. This course is designed to provide students with the opportunity to integrate clinical and theoretical learning from previous nursing courses while engaging in professional communication and clinical decision making.
Prerequisites: NURS 3705, NURS 3803, NURS 3902.

NURS 4604 Internship — 4 credits
This is a structured out-of-class learning experience that takes place on- or off-campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.
NURS 4681 Directed Study — 1 credit
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

NURS 4682 Directed Study — 2 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

NURS 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

NURS 4702 Global Communities and Holistic Public Health Nursing — 2 credits
This course provides an opportunity for students to apply advanced public health nursing theory through holistic nursing practice with global populations in the community. The student will come to know the experience of various immigrant populations and the changes in health they have encountered through their various disruptions and opportunities. Course experiences will focus on critical thinking skills in a variety of communities and settings to improve population health. Ways to diminish health disparities will be explored.
Prerequisites: NURS 3403, NURS 3303, and NURS 3106.
Corequisites: NURS 4106 and NURS 3902.

NURS 4703 Global Communities and Holistic Public Health Nursing II — 3 credits
This course provides an opportunity for students to apply advanced public health nursing theory through holistic nursing practice with global populations in the community. The student will come to know the experience of various immigrant populations and the changes in health they have encountered through their various disruptions and opportunities. Course experiences will focus on critical thinking skills in a variety of communities and settings to improve population health. Ways to diminish health disparities will be explored.
Prerequisite: NURS 4603.
Corequisites: NURS 4203 and NURS 4106.

NURS 4704 Unification of Nursing Concepts and Contexts in Holistic Complex Care — 4 credits
In this course the nursing student synthesizes concepts/contexts, as used in holistic complex nursing situations, to navigate the various paradigms/worldviews presented by diverse human expressions of health and healing. Learning from all previous nursing courses is utilized. Subject matter, lab activities, and simulation prepare the generalist nurse at the baccalaureate level for clinical practice as a registered nurse. The "praxis" of nursing, where reflection on theory and practice as action, become one and the same, is facilitated through a view of holism and unitary perspectives.
Prerequisites: NURS 4106, NURS 4203, NURS 4703.
Corequisites: NURS 4303 and NURS 4804.

NURS 4804 Holistic Nursing Practice in Complex Dynamic Situations — 4 credits
This practicum course is a precepted clinical immersion experience that includes synthesis and unification of holistic nursing concepts. Unitary Caring Science informs students as they engage in the direct experience of tacit knowing, while using practical skills needed to implement holistic patient care. Reflective practice is supported by many "ways of knowing" expressed by multicultural groups, along with caring behaviors developed within the context of care delivery in various settings. This course is designed to provide students with the opportunity to integrate clinical and theoretical learning from previous nursing courses through a role-transition clinical experience. Prerequisite: NURS 4106.
Corequisites: NURS 4704, NURS 4703.

NURS 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

NURS 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

Occupational Therapy (OTA)

OTA 1100 Foundations of Human Occupation with Lab — 2 credits
This course introduces the foundational theories, practice framework, and values of occupational therapy practice. Occupational participation is examined across the life span and from wellness to disability. Students learn activity analysis, use of adapted technologies, and safe positioning and transfer techniques. Critical thinking is emphasized.
Prerequisite: Admission to OTA.
Corequisite: OTA 1120.

OTA 1120 Role of the OTA — 2 credits
This course introduces the history and philosophy of the occupational therapy practice. It examines the theory of occupational performance and its relationship to basic need satisfaction, the elements of the OT process, documentation, the occupational therapy frames of reference and the ethics and core values of occupational therapy. Occupational therapy assistant roles and responsibilities are emphasized including supervisory relationships with the occupational therapist.
Prerequisite: Admission to OTA.
Corequisite: OTA 1100.
OTA 1140 Psychosocial Approaches I with Lab — 2 credits
This course examines concepts, theories, and models influencing occupational therapy practice for individuals with mental health problems. Mental health conditions are discussed including signs, symptoms, risk factors, and medical management. Emphasis is on the social and environmental determinants of mental health across the lifespan. Approaches to maintaining good mental health are introduced.
**Prerequisites:** OTA 1100, OTA 1120.
**Corequisite:** OTA 1140.

OTA 1150 Professional Growth and Engagement — 2 credits
This course addresses professionalism, self-awareness, professional behaviors, interprofessional practice, team skills, communication, and leadership. Service learning is integrated into the course where experiences are linked to information learned in course content.
**Prerequisites:** OTA 1100, OTA 1120.
**Corequisite:** OTA 1140.

OTA 1280 Level I Fieldwork — 1 credit
This course provides students with initial exposure to clinical settings in the community. An emphasis is placed on professional behaviors, teamwork, group facilitation, therapeutic use of self, and application of content learned in previous and current courses.
**Prerequisites:** OTA 1100, OTA 1120, OTA 1140, OTA 1150.

OTA 1290 Level I Fieldwork — 1 credit
This course provides students with initial exposure to clinical settings in the community. An emphasis is placed on professional behaviors, teamwork, group facilitation, therapeutic use of self, and application of content learned in previous and current courses.
**Prerequisites:** OTA 1280.

OTA 2240 Psychosocial Approaches II — 2 credits
Students will know and demonstrate the basic skills needed for entry level OTA practice in multiple psychosocial settings, across the age span, and mental health continuum, using assessment tools and intervention strategies.
**Prerequisites:** OTA 1140, OTA 1150.
**Corequisites:** OTA 1280, OTA 2250.

OTA 2250 Rehabilitation Practice I with Lab — 2 credits
This course focuses on intervention for performance skill issues due to client factors associated with impaired motor and process skills issues such as mental functioning, sensory processing, and musculoskeletal functions. Major topic areas include: current intervention theories and the role of the OTA in the areas of planning, implementation of intervention strategies, and program discontinuation for musculoskeletal and systematic disorders. Emphasis is on use of meaningful occupation and understanding of individual performance contexts and patterns. Lessons are highly integrated with lab sessions.
**Prerequisites:** OTA 1140, OTA 1150.
**Corequisites:** OTA 1280, OTA 2240.

OTA 2260 Rehabilitation Practice II — 3 credits
This course focuses on intervention for performance skill issues due to client factors associated with impaired motor and process skills issues such as mental functioning, sensory processing, and musculoskeletal functions. Major topic areas include: current treatment theories and the role of the OTA in the areas of planning, implementation of treatment programs, and program discontinuation for neurological disorders. Emphasis is on use of meaningful occupation and understanding of individual performance contexts and patterns. Lessons are highly integrated with lab sessions.
**Prerequisites:** OTA 1280, OTA 2240, OTA 2250.
**Corequisite:** OTA 2270.

OTA 2270 Pediatric Practice I with Lab — 3 credits
This course introduces the occupational therapy assistant student to developmental theories and principles. Students will learn how to assess child and adolescent development to describe pediatric interventions for identified areas of occupation as well as motor and/or process challenges. This foundation of pediatric practice will prepare the student for identifying areas in which occupational therapy influences children’s access to daily activities. At the completion of this course students will be able to advocate for occupational therapy services within pediatric and adolescent populations.
**Prerequisites:** OTA 1280, OTA 2240, OTA 2250.
**Corequisite:** OTA 2260.

OTA 2355 Level II Fieldwork — 6 credits
This course is designed to give students the opportunity for practical application of content in a variety of practice areas. Students are assigned to appropriate settings in the community under the supervision of an approved occupational therapy fieldwork educator for eight weeks per Accreditation Council for Occupational Education (ACOTE). Level II Fieldwork provides students the opportunity to transmit the values and beliefs of occupational therapy into ethical practice and to develop professionalism and competence as ongoing career responsibilities. Students will apply the elements of the occupational therapy process including assessment, treatment intervention, discharge planning, and documentation with clients. Students will demonstrate knowledge and integration of psychosocial factors that influence engagement in occupation in all settings. In addition, students will continue to develop and apply skills in group dynamics, leadership, inter- and intra-professional interactions and activity analysis. Students will be evaluated using the American Occupational Therapy Association Performance Evaluation per ACOTE guidelines.

OTA 2365 Level II Fieldwork — 6 credits
This course is designed to give students the opportunity for practical application of content in a variety of practice areas. Students are assigned to appropriate settings in the community under the supervision of an approved occupational therapy fieldwork educator for eight weeks per Accreditation Council for Occupational Education (ACOTE). Level II Fieldwork provides students the opportunity to transmit the values and beliefs of occupational therapy into ethical practice and to develop professionalism and competence as ongoing career responsibilities. Students will apply the elements of the occupational therapy process including assessment, treatment intervention, discharge planning, and documentation with clients. Students will demonstrate knowledge and integration of psychosocial factors that influence engagement in occupation in all settings. In addition, students will continue to develop and apply skills in group dynamics, leadership, inter- and intra-professional interactions and activity analysis. Students will be evaluated using the American Occupational Therapy Association Performance Evaluation per ACOTE guidelines.
OTA 2370 Pediatric Practice II — 2 credits
In this course students will learn to apply the OT process with special consideration for the pediatric and adolescent population. Students will appraise pediatric conditions and development (applying knowledge from the Pediatric Practice I course) in order to design interventions unique and specific to children and adolescents. Intervention techniques and strategies addressing physical and psychosocial pediatric needs will be explored to promote inclusion of children in their daily occupations and contexts. As a familiar context for many childhood occupations, occupational therapy services with the school setting will be discussed. By the conclusion of this course students will demonstrate an understanding of documentation standards to communicate the value of occupational therapy services to meet the needs of pediatric clients.
Prerequisites: OTA 2260, OTA 2270.
Corequisites: OTA 1290, OTA 2370.

OTA 2380 Aging with Lab — 2 credits
This course explores the role of the occupational therapy assistant in working with the aging population. Major topic areas include the process of aging, treatment techniques for working with the elderly, guidelines for supervision and management of activities/recreation programs, dementia, caregiving, and death and dying.
Prerequisites: OTA 2260, OTA 2270.
Corequisites: OTA 1290, OTA 2370.

OTA 2390 Primary Care and OT — 2 credits
This course addresses emerging practice areas for occupational therapy on interprofessional teams. The primary care needs of individuals and communities across the lifespan are emphasized. The service delivery model is community-based practice addressing prevention and risk-reduction for chronic conditions. The distinct role of the OTA on primary healthcare teams is related to understanding roles, habits, and routines to health and wellness and how to influence positive changes.
Prerequisites: OTA 1290, OTA 2370, OTA 2380.
Corequisite: OTA 2420.

OTA 2420 Applied Skills with Lab — 2 credits
This course enhances the student's skills and critical thinking throughout the occupational therapy process with clients across the age span and disability continuum in multiple service delivery modes. Case studies are used to organize the learning and prepare students for professional OTA practice.
Prerequisites: OTA 1290, OTA 2370, OTA 2380.
Corequisite: OTA 2420.

OTA 2681 Directed Study — 1 credit
OTA 2686 Directed Study: — 6 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

Philosophy (PHIL)

PHIL 1000 Philosophy and Human Life — 4 credits
In this course, students are introduced to issues of philosophy as they apply to everyday life. Ways of establishing beliefs about the world and the moral life and the nature and task of philosophic questioning will be explored. This course can serve as students’ only study in philosophy, satisfying the liberal arts core requirement, or it can be the basis for further study toward a minor or major in philosophy. Offered every semester. Offered in the College for Women.

PHIL 2030W Healthcare Ethics — 3 credits
This course is designed to prepare the student to participate as a provider in the ethical challenges of health care. The course includes an examination of topics selected from the current literature of bioethics (abortion, euthanasia, genetics etc.), a presentation of methods for processing ethical dilemmas, and an analysis of the status and role specific to the technical health care deliverer as this relates to decision-making. Practitioner codes of ethics will be examined with specific focus on the role of the informed practitioner in creating a more just society. Offered in the College for Adults.

PHIL 2100 Critical Thinking — 4 credits
This course involves understanding patterns of reasoning as they occur in ordinary language contexts, developing the practical skills of identifying and critically evaluating arguments. Topics include distinguishing arguments from rhetoric and other forms of persuasion; how to construct an argument; how claims are supported by reasons; distinguishing good arguments from bad ones; how poor arguments can manage to be persuasive. The course is offered alternate years. Offered in the College for Women.

PHIL 2150 Logic — 4 credits
This course focuses on techniques and applications of contemporary formal logic. Topics include the structures and forms of arguments; identifying arguments and translating them from ordinary language contexts to symbolic forms; validity, invalidity and soundness; deductive techniques for testing arguments; logical consistency; inductive logic and its applications. Offered every year. This course fulfills the mathematics and logical reasoning core requirement. Offered in the College for Women.

PHIL 2200W Ethics — 4 credits
This course involves the examination and evaluation of the major ethical theories of Western philosophical tradition. Contemporary ethical issues will be discussed in light of theories such as virtue ethics, natural law, deontological theory, utilitarianism and feminist ethics. The course is offered every semester. Offered in the College for Women.

PHIL 2300 Social and Political Philosophy — 4 credits
This course covers fundamental concepts and controversies in the philosophic understanding of human social and political life. Discussions will involve concepts such as justice, power, liberty, equality and nationalism; social contract theory and its alternatives; contemporary debates about national sovereignty, universal human rights, attempts to limit warfare. This course is offered annually.

PHIL 2400 Philosophy and Women — 4 credits
This course offers an examination of the portrayal of women in Western philosophic tradition and the influence of views on the nature, status and role of women. Readings from women who contributed to the development of philosophic ideas will be included. Representative contemporary issues might include the debate about pornography, violence against women and censorship. The course is offered alternate years. Also offered as WOST 2400. Offered in the College for Women.

PHIL 2450 Philosophy and Film — 4 credits
This course covers issues of knowledge and reality as they arise in film, such as what it means to know, what counts as certainty, what sort of being a human being is, and what it means to know another person. Offered in alternate years. Offered in the College for Women.

PHIL 2600 Philosophic Themes in Literature — 4 credits
This course offers an examination of philosophic issues, such as the meaning of life, suffering, the relationship between language and reality, and the question of human freedom, as they arise in literary texts. It involves discussion of the connections between literature and philosophy and the kinds of truth offered by each. Offered in alternate years.
PHIL 2700 Philosophy of Science — 4 credits
Modern science is a vast and very successful enterprise. This course explores its successes. Does the best science reveal laws of nature? Make bold predictions? Provide explanations? Achieve control? Students also study revisions and failures in science. Given these, to what extent should we trust today’s facts? Finally, students consider science as a social institution, discussing the ways science and society influence each other. Offered every other year.

PHIL 2800 Philosophy of Psychology — 4 credits
Examination of attempts to explain our psychological states and capacities focuses on cognition, sensation, perception, emotion and memory. Philosophical theories of psychology such as mentalism, behaviorism and functionalism are discussed. Course also looks at the philosophical significance of recent work in psychology and computer science: computer simulation of cognitive processes, artificial intelligence and cognitive psychology. Also offered as PSYC 2800. Meets either the philosophy or social science liberal arts and science core requirement, not both. Offered annually. Offered in the College for Women.

PHIL 2900 Philosophy of the Arts — 4 credits
This course involves questions of the definition of artworks, the functions of art, aesthetic experience, aesthetic value, forgery and the original work of art, realistic representation and photography; and current controversies about public art, such as offensiveness, censorship and public funding. Offered alternate years. Offered in the College for Women.

PHIL 2994 Topics — 4 credits
The subject matter is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

PHIL 3000 Philosophy of Law — 4 credits
This course involves the fundamental questions of law and legal systems. Issues discussed include the nature of law, the relationship of law to morality, what counts as a valid law, civil disobedience, the limits of law, punishment and forms of dispute resolution. Recent developments in legal theory such as feminist jurisprudence will be discussed. Offered in alternate years.

PHIL 3100 Environmental Ethics — 4 credits
This course is an examination of the relationship of humans to the natural environment. Topics include an overview of philosophic ethics, definitions of nature, comparison of anthropocentric, biocentric and land ethics, ecofeminism and deep ecology, the rights of animals and other living things, and our responsibilities to future generations. Offered in alternate years.

PHIL 3300 Ethics in Communication — 4 credits
This course involves basic principles of ethical decision making and application to ethical problems that arise in verbal and nonverbal communication. Issues discussed include deception and withholding information, persuasion and advertising, freedom of speech and the press, confidentiality and privacy. Offered annually. Offered in the College for Women.

PHIL 3400 Biomedical Ethics — 4 credits
This course is an overview of normative ethical theory. It has application to topics in biomedicine, such as the concept of health, the provider-patient relationship, informed consent and refusal of treatment, truth-telling and confidentiality, research involving human subjects, lifesustaining treatment and physician-assisted death, reproductive decisions and technologies, genetic screening and interventions, allocation of scarce resources. Offered every semester. Offered in the College for Women and the College for Adults. Also offered as CRST 3400.

Recommended: PHIL 2200W. Open to students with no prior work in philosophy, but recommended that students be juniors or seniors.

PHIL 3450 Faith and Doubt — 4 credits
This course involves examination and evaluation of traditional philosophic arguments for and against the existence of God. It includes discussion of the foundations and implications of claims regarding the possible immortality of the human person, the problem innocent suffering poses to any claim for the benevolence of the universe and the question of miracles. Offered alternate years.

PHIL 3900 Feminist Philosophy — 4 credits
This course involves the exploration of feminist contributions in the traditional philosophical inquiries of metaphysics, epistemology, and ethics, as well as questions unique to feminist thought. Students will explore the social conception of the self, social constructions of knowledge, the objectivity and subjectivity debates, standpoint epistemologies, and the philosophic implications of multiple differences, including race, class, sexuality. Also offered as CRST 3900 and WOST 3900. Offered annually. Offered in the College for Women.

PHIL 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.

Prerequisites: Faculty, department chair and dean approval.

PHIL 4951 Independent Study — 1 credit
Independent study may be arranged with a faculty member. Also offered in the College for Adults.

Prerequisites: Instructor and department chair permission.

PHIL 4952 Independent Study — 2 credits
Independent study may be arranged with a faculty member. Also offered in Evening/Weekend/Online Program.

Prerequisites: Instructor and department chair permission.

PHIL 4953 Independent Study — 3 credits
Independent study may be arranged with a faculty member. Also offered in the College for Adults.

Prerequisites: Instructor and department chair permission.

PHIL 4954 Independent Study — 4 credits
Independent study may be arranged with a faculty member. Also offered in Evening/Weekend/Online Program.

Prerequisites: Instructor and department chair permission.

PHIL 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

Physical Therapist Assistant (PTA)
PTA 1010 Patient Handling Techniques — 2 credits
In this course, students will study the principles of normal movement and physical therapy's role in preventing the complications of immobility. Movement principles will then be applied to patient handling techniques such as bed positioning, manual/mechanical lifting, wheelchair mobility and transfers. Students will develop competency in how to utilize proper body mechanics, monitor vital signs, prevent skin breakdown and follow appropriate infection control and aseptic technique procedures, in order to effectively promote patient and caregiver safety during the delivery of PT interventions. Offered in the College for Adults.

PTA 1020 Physical Therapy Intervention Techniques — 2 credits
This course offers you opportunities to build a base of knowledge of the physical and physiological principles of physical agents which include thermotherapy, cryotherapy, hydrotherapy, mechanical pressure, electromagnetic radiation therapy and electrotherapy. Students are exposed to the theoretical principles and evidence for physical therapy interventions within these categories, to enable critical analysis of the benefits of each for their patients. Emphasis will also be placed on the student's ability to communicate appropriate information to the patient/client regarding these interventions (e.g. rationale related to diagnosis, physiological effects, and contraindications). Students will be required to demonstrate competency in the application of hydrocollator packs, cold packs/ice massage, ultrasound, and electrical stimulation for pain control. This includes determining proper positioning, selecting appropriate parameters based on desired outcomes and the plan of care, proper use/adjustment of equipment and modifications to the intervention based on patient response. Offered in the College for Adults.
Prerequisite: PTA 1010.

PTA 1040 Musculoskeletal Anatomy and Measurement Techniques — 3 credits
Throughout this course, students will be invited to delve into the world of bones and muscles and learn how they function in the human body. Included in this content are bony landmarks, basic neuroanatomy as it relates to muscle function, muscle attachments, innervation and actions. Specific skills taught and evaluated for competency include palpation of muscles, ligaments and bony landmarks, goniometry and manual muscle testing. By course end, students will have the foundation needed to understand how the body musculature and bones move and how that information is necessary to know and apply in the field of physical therapy. The application of principles and techniques occur in lecture and laboratory settings. Offered in the College for Adults.

PTA 1050 Orientation to Physical Therapy/Role of the Physical Therapist Assistant — 2 credits
This course introduces students to the health care system and the roles of the physical therapist and physical therapist assistant within that system. Students will learn about the responsibilities of the physical therapist and physical therapist assistant as members of a professional team, the use of communication, documentation and evidence-based practice in physical therapy, and an overview of the ethical and legal framework in which physical therapy is provided. In this course, students will develop a greater awareness of the philosophical and psychosocial aspects of delivering physical therapy interventions, and an understanding of how values, culture, attitudes and expectations impact the relationships between PTs and PTAs, and between PTs/PTAs and patients. A three-day introductory clinical experience will allow students to apply these concepts via supervised interaction with patients, physical therapy clinicians and other health care providers. Offered in the College for Adults.
Prerequisite: PTA 1170.

PTA 1170 Foundation, Pathology and Application of Musculoskeletal Physical Therapy — 6 credits
This course offers the learner opportunities to advance their knowledge of the musculoskeletal system, movement as it applies to the major joint complexes of the upper and lower extremities and spine, and the relationship between normal musculoskeletal movement and pathology/injury. Students are introduced to the foundational principles for therapeutic exercise and physical therapy intervention techniques for typical musculoskeletal conditions. A focus is placed on developing the ability to choose, teach and implement appropriate exercises. The students will become competent in the technical skills of electrotherapy modalities, mechanical spinal traction, soft tissue mobilization, and ambulation. Additional interventions discussed include joint mobilization, aquatic therapy, and lymphedema interventions. The application of principles and techniques occur in lecture and laboratory settings.
Prerequisites: PTA 1020, PTA 1040, PTA 1050.

PTA 1310 Clinical Experience I — 2 credits
This course is a six week (20 hours per week) experience in the clinical setting which provides opportunity for the student to begin development of observation, communication and reporting skills and to apply, under the supervision of a physical therapist, the principles and techniques that have been learned in the curriculum to this point. Clinical experiences will be performed in a variety of settings under the direction of clinical instructors (CIs) representing a diverse range of knowledge and experience. Students will have an opportunity to utilize the skills, techniques and modalities learned in the first year under the supervision and critique of a physical therapist or PT/PTA team in the clinical setting. Students are expected to demonstrate competency on all skills learned in the first year curriculum and utilize appropriate interpersonal communication skills. Offered in the College for Adults.
Prerequisite: PTA 1350.

PTA 1350 Healthcare Delivery System — 1 credit
This course expands the students' understanding of the American health care system, and the social, political, and economic forces that continue to shape health care today. Course components include the basic structure of the health care system, recent initiatives for health care reform, billing and payment for physical therapy services, and assessment of quality in health care. Emphasis is on linking these components to the daily practice environment of health practitioners. Using the principles of Catholic Social Teaching, the Core Values of physical therapy, and the Standards of Ethical Conduct for the Physical Therapist Assistant, students will more clearly define their role as care providers and as advocates for patients and the profession. Offered in the College for Adults.
Prerequisite: PTA 1170.
PTA 2000 Physical Therapy Intervention Techniques III — 8 credits
This course offers the learner opportunities to build a base of knowledge of principles related to: therapeutic exercise including the basic physiology of techniques and their application; equipment utilization, specific techniques and their application to patients with various disabilities; integration of manual muscle testing and goniometry relating to the PTA role in assisting with, recording and reading the results of these evaluation processes; study of the principles and techniques related to ambulation including measurement and fitting of ambulation aids; pre-ambulation exercise and mat programs; gait patterns and drills; study of normal posture and gait, commonly treated mobility disorders; implication of sensory and motor impairment on ambulation; study of the rationale for and specific techniques employed in the rehabilitation of persons with long term disabilities, i.e. hemiplegia, spinal cord injury, amputation, multiple sclerosis, traumatic injury and respiratory disease; study of the roles and goals of the "rehabilitation team" as individual specialists and team members; and introduction to orthotics and prosthetics. The application of principles and techniques occur in lecture and laboratory settings. Offered in the College for Adults.
Prerequisites: PTA 1310, PTA 2020.

PTA 2010 Introductory Concepts in Pediatric Physical Therapy — 1 credit
Common pediatric disorders will be discussed and include the effects of the disorder and current rehabilitative management. The study of pediatric concepts will include optimal development as compared to non-optimal development. A knowledge base for intervention will be provided and will include handling techniques and physical management. Discussion of modulation of states, signs of self-regulation and distress will be included. The effect of disability on psychosocial status and communication skills used in interacting and teaching parents and children will be studied. Discussion of family, health and education issues, as well as payer sources, community resources and the need for referral will be incorporated. Direct observation of pediatric clinical settings will be incorporated. Discussion with a parent of a non-optimally developing child will also be included. Offered in the College for Adults.
Prerequisite: PTA 1310, PTA 2020, program director approval.

PTA 2020 Concepts in Geriatric Physical Therapy — 1 credit
This hybrid course (combination of in-class sessions and online activity) is designed to give students more in-depth knowledge of the physiological and psychological aspects of normal and pathological aging. In addition, the socioeconomic and cultural aspects of aging and their impact on rehabilitation will be discussed. The primary goal of this course is to help PTA students recognize how and why physical therapy interventions may need modification when working with geriatric clients, and to assist the student in eliminating biases about working with this group of clients, especially those who live in the skilled nursing facility setting. Offered in College for Adults.
Prerequisite: PTA 1170.
Corequisite: PTA 1350.

PTA 2100 Clinical Experience II — 3 credits
Clinical Experience II occurs during January and February of the second year in the PTA program and includes six weeks of full days (40 hours per week) in the clinical setting, using skills acquired throughout the program. Clinical experiences will be performed in a variety of settings under the direction of clinical instructors (CIs) representing a diverse range of knowledge and experience. The purpose of this course is to solidify the data collection techniques and technical intervention skills learned in the fall semester of the second year, in addition to building upon those skills learned in the first year and practiced in PTA 1310. This clinical provides the student with full-time hands-on practice in a physical therapy department, encouraging integration of previous classroom knowledge. It promotes the student's understanding of the health-care system, allows the student to participate as an active, cooperative member of the health care team, and encourages development of an ethical, holistic practitioner with regard for the whole person in all interactions. Because this is a full-time commitment, students are expected to actively participate in patient/client care conferences, PT staff meetings and in-service opportunities at their clinical sites. Students are expected to learn about and participate appropriately in the facilities' reimbursement and documentation systems. Offered in the College for Adults.
Prerequisite: PTA 2000.

PTA 2210 Clinical Experience III — 3 credits
Clinical Experience III occurs immediately after Clinical Experience II, from late February to early April of the second year. It consists of six weeks of full-time (40 hours per week) hands-on practice in a physical therapy department, encouraging further integration and refinement of knowledge, techniques and interpersonal skills acquired throughout their two-year PTA educational program. Clinical experiences will be performed in a variety of settings under the direction of clinical instructors (CIs) representing a diverse range of knowledge and experience. Students are expected to utilize clinical decision-making strategies, problem-solving skills and effective communication toward the goal of functioning as an entry-level member of the health care team. Students are expected to demonstrate clinical decision-making strategies and problem-solving skills of increasing frequency and complexity. Just as importantly, they must consistently demonstrate professionalism, confidence, initiative and effective interpersonal skills at levels that allow them to function as an effective member of the health-care team. This clinical promotes the student's understanding of the health-care system, allows the student to participate as an active, cooperative member of the health care team, and encourages development of an ethical, holistic practitioner with regard for the whole person in all interactions. Students are expected to actively participate in patient/client care conferences, PT staff meetings and in-service opportunities at their clinical sites. Students are expected to learn about and participate appropriately in the facilities' reimbursement and documentation systems. Objectives are designed to evaluate the student's ability to function competently, utilizing the competencies specified for an entry-level physical therapist assistant. Offered in the College for Adults.
Prerequisite: PTA 2000.
PTA 2260 Learning and Service Through Immersion — 1 credit
This is a three week course with a focus on experiential learning in community settings that include vulnerable or underserved populations and/or lack of access to comprehensive health care services. The length of the immersion experience into the community may vary depending on the location of the course. Students will be exposed to an interdisciplinary experience with the participating doctor of physical therapy students. Students will participate in preparatory and reflection activities prior to, during and following the immersion experience. Offered in the College for Adults.
Prerequisite: PTA 2210 or instructor approval.

PTA 2410 Capstone Seminar and Project — 2 credits
This course provides a capstone experience for students to reflect and explore the application of the common elements of the PTA program's curriculum: ethical decision-making, critical-thinking, understanding the patient/client as a whole, collaborative and applied learning, and leadership. Special emphasis is placed on ethical frameworks, spirituality and its role in healing, principles of Catholic social teaching and the Physical Therapy Core Values. Preparation for entering the physical therapy clinical community includes preparation for the licensure exam and emphasis on professionalism, leadership behaviors and life-long learning. The completion and presentation of a case study project and a final program comprehensive exam are included in this course.
Prerequisite: PTA 2000.

PTA 2681 Directed Study — 1 credit
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

PTA 2683 Directed Study — 3 credits
PTA 2684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, program director and dean approval.

Physics (PHYS)

PHYS 1040 Astronomy with Lab — 4 credits
This course provides an introduction to the physical principles and processes of science applicable to the study of astronomy. This study is largely observationally based utilizing the University's astrophysical observatory with a computerized telescope and research instrumentation. Topics include a study of the solar system, the earth and moon system, stellar structure and evolution, giants, dwarfs, pulsars and black holes, nebulae, galaxies, quasars, cosmology and the search for extraterrestrial life. Four lectures and two laboratory hours per week. Also offered in Evening/Weekend/Online Program.

PHYS 1050 Conceptual Physics — 4 credits
This conceptual physics course will cover a wide variety of topics that may include: motion and forces, energy and gravity, sound and light, electricity and magnetism, vibrations, fluids and thermodynamics. While these topics themselves are important, they will also be providing a context for developing and honing problem-solving skills. Such skills are applicable in almost any field, including medical, scientific, teaching, or technological occupations. The course is intended for those students who have not had a recent course, or any course in high school or college physics. Basic algebra skills are needed for success in this course. Offered in the College for Women.
Prerequisite: Appropriate score on mathematics placement assessment.

PHYS 1080 Physics for the Health Sciences I — 4 credits
This course and its continuation, PHYS 1090, is designed especially for physical therapy and related studies requiring only algebra-based physics. The first semester focuses on applications of mechanics and thermodynamics to the human body and physical agent modalities. Four hours of lecture and two laboratory hours per week. Offered in the College for Women.
Prerequisite: MATH 1090 with a minimum grade of C- or appropriate level on mathematics placement assessment.

PHYS 1090 Physics for the Health Sciences II with Lab — 4 credits
This is a continuation of PHYS 1080. This course focuses on electric and magnetic fields, circuits, wave theory, optics and modern physics including medical imaging. Offered in the College for Women.
Prerequisite: Grade of C- or better in PHYS 1080.

PHYS 1110 Introductory Physics I — 4 credits
This course and its continuation, PHYS 1120, are intended for pre-medicine, physical and life science, mathematics and pre-engineering students. The principles of classical mechanics, vectors, kinematics, particle and rigid body rotational dynamics and statics; conservation laws; fluid mechanics and thermodynamics. Four hours of lecture and two laboratory hours per week. Offered in the College for Women.
Prerequisite with concurrency: MATH 1130.

PHYS 1120 Introductory Physics II — 4 credits
This is a continuation of PHYS 1110. The principles of thermal, wave, optical and electromagnetic phenomena with an introduction to modern physics are studied. Four hours of lecture and two laboratory hours per week. Offered in the College for Women.
Prerequisite: Grade of C- or better in PHYS 1110.
Prerequisite with concurrency: MATH 1140.

PHYS 1200 Engineering in Your World with Lab — 4 credits
Most of the world we experience everyday is human made or engineered. Engineers create products from indoor plumbing to airplanes that make our lives more comfortable and convenient. This course is an introduction to the engineering concepts associated with products in your everyday life, including structures, machines and mechanisms, hydraulics and pneumatics, and electricity. Classes are a mixture of mini-lectures about concepts and associated calculations, experiments to solidify concepts, discussions to generalize concepts to other technologies, and projects to apply the concepts to new problems. This course meets the liberal arts core requirement for lab science.

PHYS 2250 Modern Physics — 4 credits
The course will look at the historical context driven by experimental work with the atom. We will look at the physics of relativity, atomic physics, wave mechanics, nuclear physics and introductory quantum mechanics.
Prerequisites: PHYS 1120 and MATH 1140 with a minimum grade of C.
Recommended: Prior completion of or concurrent registration with MATH 2060.
PHYS 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

PHYS 4022 Medical Physics — 4 credits
This course will cover different radiation therapy/medical physics applications. This will include ongoing discussion of x-ray production and medical imaging such as CT, PET and MRI. This course will instruct students in the aspects of central axis, 2D and 3D dose distribution. Concepts related to dose calculation and the calibration of megavoltage treatment units will be discussed. Students will learn to apply the principles of physics discussed in their respective programs in the areas of monitor unit calculations and external beam treatment planning, brachytherapy, and special procedures. Also offered under RTT 4022.
Prerequisites for PHYS students: PHYS 1110, PHYS 1120, PHYS 2250, MATH 1140. Prerequisites for RTT students: RTT 3010, RTT 3015, RTT 3020 or 3022, RTT 3025, RTT 3030, RTT 3035.

PHYS 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

PHYS 4912 Research — 2 credits
Research-based learning experience designed in collaboration with a faculty member.
Prerequisites: Faculty and department chair approval.

PHYS 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

Political Science (POSC)

POSC 1710W Introduction to American Government and Policy — 4 credits
This class starts by examining big questions in political science. What is justice? Where does the authority to govern come from? In the first half of this class, we will discuss various answers to these questions and how they relate to different political ideologies. While some of the readings we will do in this class were written hundreds of years ago, they still reverberate through today’s debates on many political issues. Students explore this connection in short writing assignments that examine current policy debates and political philosophy. The second half of this course begins with students learning how to write a policy memo, an important writing style that is commonly used when working in politics, advocacy, or the nonprofit world. Students will write a policy memo on a topic of their choice. We discuss the institutions of U.S. government and explore their strengths and weaknesses. This includes exploring the branches of government, political parties, social movements, the roles of voters and constituents, and who decides to run for office. Offered in the College for Women.

POSC 2010 American Government and Politics — 4 credits
This course is an overview of governmental structures and political processes in the United States. It covers development of the federal system; nature of executive, legislative and judicial branches; mechanisms for popular participation; and contemporary policy issues. Offered in the College for Women.

POSC 2070 Public Policy — 4 credits
This course introduces students to the theory and tools of public policy analysis. We begin by asking “Why do we need government?” If people acting in their own self-interest promote the common good, we shouldn’t need government involvement. This course explores when and why markets fail to provide the optimal outcome — requiring outside intervention. Following this, we discuss how to design policies and navigate the political process. The course ends by examining how to determine a policy’s effect and how to value this impact. This course is highly interdisciplinary, drawing on ideas and evidence from political science, economics, and sociology. Offered in the College for Women.

POSC 2200W Introduction to Comparative Politics — 4 credits
This course offers an examination of basic concepts of comparative politics such as political power, types of political systems and political development. It involves analysis of similarities and differences in the components of political systems: political culture, civil society, participation, leadership, interest groups, political parties, legislatures, executives, judiciaries, and bureaucracy. Case studies of several major political systems, which may include Great Britain, France, Russia, Japan, China, India and Kenya, will be included. Offered in the College for Women.

POSC 2250 Introduction to World Politics — 4 credits
This course is an introduction to the fundamental concepts and salient issues of international politics: bases and instruments of national power; diplomacy, weapons and war; Cold War and post-Cold War rivalries; European integration; the balance of power, the U.N., the North-South conflict; and the politics of global economic relations and environmental security. Offered in the College for Women.

POSC 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

POSC 3000 From Nudges to Nuclear War: Game Theory and Behavioral Economics — 4 credits
In public policy, we frequently encounter situations of conflict and cooperation. Game theory offers tools to model these situations, including showing why groups of rational people can make bad choices. Game theory famously came into prominence during the cold war, where it offered insights to avoid global nuclear war. Today, game theory is used in debates on a wide range of policy questions, from climate change to health insurance to employment discrimination. Recent developments in game theory include behavioral economics, which shows that people don’t always act the way economic models predict a person would. The insights from behavioral economics help design smarter policy, including “nudges” and how choices are framed. In this class, we will learn how to use game theory & behavioral economics to analyze important questions in policy, political science, & economics. Offered in the College for Women. Also offered as ECON.
POSC 3070 Public Policy — 4 credits
This course deepens students’ understanding of the theory and tools of public policy analysis. Fundamentally, we ask “Why do we need government?” If people acting in their own self-interest promote the common good, we shouldn’t need government involvement. This course explores when and why markets fail to provide the optimal outcome – requiring outside intervention. We examine how to use data to describe policy problems and evaluate potential solutions. We end the course by discussing how to design a policy and how to value its impact. Throughout the semester, students engage in research on a policy problem that is relevant to a community partner organization. Students will develop a model showing the policy problem, analyze data to quantify the problem and/or possible solutions, evaluate the costs and benefits of potential solutions, and analyze how to craft an effective policy solve the problem. Based on their original analysis, students create a written document and a presentation for the community partner organization. Also offered as ECON.
Prerequisite: ECON 1120 or ECON 2610. Offered in the College for Women.

POSC 3150 Women and Globalization — 4 credits
This course aims to provide students with an understanding of how processes of globalization are gendered, and the politics of gender in a globalizing world. We will explore how contemporary globalization shapes national belonging, citizenship, consumption, labor, violence, and survival. Students will contrast dominant conceptions of globalization (and their critiques) with cases of globalization in practice, with particular emphasis on existing inequalities despite increased opportunities. We will explore structures of global governance and neoliberal policies, the roles of institutional agents, and responses of local actors, all through the lens of gender to understand how women are affected by global economic and political processes. The class will look critically at the changing conditions for women in the contemporary context, and will explore political responses – such as gender mainstreaming - to persistent challenges. We will investigate the relationship between women’s movement(s) and other social movements, and examine the tensions between global issues and local responses. The course concludes with thoughts on the evolving strategies of social movements, and the importance of recognizing women’s diversity and intersectionality in the face of globalized injustices. Also offered as WOST 3150. Offered in the College for Women.

POSC 3350 Nationalism and Ethnic Conflict — 4 credits
Students will study theories of nationalism and the aspirations of nationalist actors in both domestic and international contexts. Particular attention is given to problems of citizenship and state formation; ethnicity and nationalism; democratic institutional design and political representation; and ethnic conflict. Case studies are drawn from the industrial democracies and the developing world. Also offered as CRST 3350. Offered in the College for Women.

POSC 3450W Development Economics: Examining Poverty and Inequality — 4 credits
This course explores the role of poverty and inequality in the process of economic development and growth. Students will examine the impact of social, political, and economic factors on poverty and how these factors relate to economic growth in developing countries. Topics include international financing of economic development, human and natural resources and their role in the development of economies, monetary policy and international aid. The emphasis of this course is on the role of women in national development and how this can impact the overall economy and economic stability of a developing country. Offered in the College for Women and the College for Adults.
Prerequisite: ECON 1120 or ECON 2610 or ECON 2620. Also offered as CRST 3451W, ECON 3450W, and WOST 3452W.

POSC 3700 History of Feminism in Western Society — 4 credits
This course traces the development of feminist thought and activism in Western society from the ancient Greeks to the late 20th century in the United States. The course explores the social, political, legal and cultural status of women in Western society across time. Special emphasis is placed on the roots of modern feminism as it developed in the 18th, 19th and 20th centuries in Western Europe and in the United States. Also offered as HIST 3700 and WOST 3700. Not open to first-year students.

POSC 3730 Western Political Thought: Modern — 4 credits
This course examines and evaluates the revolutionary challenge to classical and medieval political philosophy posed by such writers as Niccolo Machiavelli in The Prince and Discourses, Thomas Hobbes in The Leviathan, John Locke in his Second Treatise on Government, and Jean-Jacques Rousseau in The Social Contract and Discourses. In order to understand and evaluate the philosophical views that have shaped our own governmental structure, and our ideas about modern democracies, this class stresses the careful reading of these texts.
Recommended: POSC 1710W.

POSC 3750 American Political Thought — 4 credits
This course is an overview of American political thought from the 1600s to the present. Recurrent problems and themes and their relationship to contemporary issues in American politics are discussed. Readings include U.S. thinkers like Paine, Madison, Hamilton, Thoreau, Calhoun, Sumner, DuBois, and Dewey, Stanton, as well as Latin American thinkers including Martí, Inéz de la Cruz, Flores Magón, Bolívar, Sarmiento, Guevara, Mora, in the form of political documents, novels, plays, etc. Offered in the College for Women.

POSC 4602 Internship — 2 credits
This is a structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

POSC 4604 Internship — 4 credits
This is a structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.
POSC 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

POSC 4850 Senior Seminar — 4 credits
Directed readings and discussions on business and economic aspects of the international system and the completion of a senior research paper on a specific topic to be chosen in consultation with the instructor. The seminar is led by the coordinator of the international business and economics major and includes participation by guest lecturers in business and economics.
Prerequisites: ECON 3450, 3460, 3480.

POSC 4953 Independent Study — 3 credits
Advanced students research a topic of interest to them under supervision of a faculty member. Students also may take seminars offered in Washington, D.C., by the Washington Center.
Prerequisites: Instructor and department chair approval.

POSC 4954 Independent Study — 4 credits
Advanced students research a topic of interest to them under supervision of a faculty member. Students also may take seminars offered in Washington, D.C., by the Washington Center.
Prerequisites: Instructor and department chair approval.

POSC 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year.

Psychology (PSYC)

PSYC 1000 General Psychology — 4 credits
Orientation to contemporary scientific psychology including the study of learning and memory, sensation and perception, motivation and emotion, biology and behavior, personality, individual differences, abnormal psychology, psychotherapy and developmental and social psychology. Offered in the College for Adults.

PSYC 1001 General Psychology with Lab — 4 credits
This course is an orientation to contemporary scientific psychology, including the study of learning and memory, sensation and perception, motivation and emotion, biology and behavior, personality, individual differences, abnormal psychology, psychotherapy and developmental and social psychology. Students in General Psychology in the baccalaureate day program will participate in weekly laboratories that focus on how psychologists ask and answer questions. Offered every semester. Offered in the College for Women.

PSYC 1080 Abnormal Psychology Seminar — 1 credit
A concise review of selected psychological disorders, including etiology, prognosis, treatment options, and current issues. Disorders reviewed are within the categories of anxiety disorders, mood disorders, personality disorders, somatoform disorders, psychotic disorders, substance abuse disorders and eating disorders. This is an independent study course. This course supports the University’s mission in its focus on human diversity and social responsibility. Offered in the College for Adults.
Prerequisite: PSYC 1000.

PSYC 1090 Statistical Methods in Psychology — 4 credits
This course includes basic principles and techniques of statistical analysis, emphasizing the treatment and evaluation of representative psychological data, descriptive statistics including linear regression and correlation, hypothesis testing and inferential statistics through analysis of variance, confidence intervals and selected nonparametric statistics including chi square. Students will complete some homework exercises using statistical software. Offered every semester. This course meets the liberal arts and sciences core math/stats requirement.
Prerequisites: High school higher algebra and one of: appropriate level on mathematics/statistics placement assessment, ACT math score, a grade of C- or better in MATH 1010, or college algebra. Credit is given for only one of the following courses: ECON 1080, ECON 1090, HLTH 1090, STAT 1089, STAT 1090, or PSYC 1090. Offered in the College for Women and the College for Adults.

PSYC 2010 Psychology of Kindness — 1 credit
This course cover the study of definitions, scientific findings, and theories about kindness, including the study of what psychology has found about human tendencies toward kindness and aggression, the role of kindness in families, the characteristics of kind people, the benefits of kindness for a person, and working towards kindness in groups, communities and societies. This course is an online study course where students complete their work independently online.

PSYC 2020 Lifespan Developmental Psychology — 4 credits
(Variable option, two credits each: see PSYC 2026 and PSYC 2027.) Scientific study of development from prenatal life through late adulthood, with emphasis on the interplay of psychological processes, heredity and environment. Offered in the College for Adults.
Prerequisite: PSYC 1000.

PSYC 2025 Lifespan Developmental Psychology — 4 credits
This course is a scientific study of development from prenatal life through late adulthood, with emphasis on the interplay of psychological processes, heredity and environment, and how these developmental processes are embedded in one’s culture and society. This chronological review addresses physical, cognitive, social and emotional changes across the lifespan. In this course in the baccalaureate day program students will observe children in the campus Early Childhood Center or in a similar setting off campus. Offered every semester. Offered in the College for Women and the College for Adults. Some sections have a service learning component.
Prerequisite: PSYC 1001.

PSYC 2026 Lifespan Development: Theory and Methods, Conception/ Prenatal Development to Middle Childhood — 2 credits
In this course you will learn scientific methods and theories in developmental psychology and will study the developing person from conception/prenatal development through middle childhood. Prenatal influences, physical growth patterns and cognitive and social development are covered along with the influence of family, peer and school environments. Offered in the College for Adults.
Prerequisite: PSYC 1000.

PSYC 2027 Lifespan Development: Adolescence, Adulthood and Death — 2 credits
In this course students will study the developing person from age 12 to late adulthood, including the physical, sexual, cognitive and social changes that occur with aging. Family, peer, school and work environments are covered in the teen and early adult years. Work and leisure environments, adult development within the family, and adjustment to aging, loss and death are covered in the middle and late adulthood periods. Offered in the College for Adults.
Prerequisite: PSYC 1000.
PSYC 2030 Improvisation and Mental Health — 2 credits
The ability to tolerate ambiguity is essential to mental health. In this course, students will explore this premise by learning the fundamentals of improvisation and discovering how these skills can enrich their lives and make them more flexible, effective, and empathic, both personally and as future mental health workers.
Prerequisite: PSYC 1001.

PSYC 2040 Basic Counseling Skills — 4 credits
This course will introduce students to the core skills of counseling including attending, empathy, building rapport, and effective responding. This class will be interactive in nature with regular triad practice sessions. Students will be able to identify their specific skill strengths, as well as areas for future growth. Required reading will include text and journal articles. Students will be expected to maintain a journal during the course documenting their experience and submit two practice videos for evaluation. This course is a unique opportunity to not only learn the core essentials of counseling skills, but also to engage in practicing these skills in a learning environment. This course will NOT prepare students to be a counselor or a professional helper, rather it is designed to be an introduction to the interviewing process. This course will allow students to practice basic listening and interviewing skills that may motivate students to move forward towards a career in a helping profession.
Prerequisite: PSYC 1001.

PSYC 2800 Philosophy of Psychology — 4 credits
This course is an examination of attempts to explain psychological states and capacities: cognition, sensation, perception, emotion and memory. Philosophical theories of psychology such as mentalism, behaviorism and functionalism are discussed, as well as the philosophical significance of recent work in psychology and computer science: computer simulation of cognitive processes, artificial intelligence and cognitive psychology. Offered annually. Offered in the College for Women. Same as PHIL 2800. Meets either the philosophy or social science liberal arts and science core requirement, not both.

PSYC 2850 Seminar I: Psychology Engages the World — 2 credits
The first of two seminars required for the psychology major, this course is designed to assist students as they explore the psychological knowledge, skills and abilities they will gain through the psychology major, and plan their curriculum accordingly. Students will explore careers, graduate school options and learn about the professional world of work. Students will also learn about diversity and ethics as applied to the science and practice of psychology. As part of this course, Students will engage in a 20-25 hour service internship in which they practice applying their psychological knowledge, skills and abilities. Offered in the College for Women.
Prerequisite: PSYC 1001.
Prerequisite with concurrency: Third psychology course.

PSYC 2991 Topics — 1 credit
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Adults.

PSYC 2992 Topics — 2 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women and the College for Adults.

PSYC 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

PSYC 2999 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

PSYC 3000 Research Methods in Psychology — 4 credits
The goal of this course is to provide students with both the knowledge and experience of how psychologists ask and answer questions using empirical methods. Topics include the foundations and logic of science, ethical principles regarding scientific inquiry, and the tools of research, including surveys, experiments, qualitative research, and observational research. In addition to lectures and class activities, students will actively engage in the research process by designing, conducting, and presenting a group research project. Offered in the College for Women.
Prerequisites: PSYC 1001, PSYC 1090 (may be taken concurrently with instructor approval).

PSYC 3005 Psychology of Grief Loss and Trauma — 4 credits
This course will provide an understanding of the effects of grief and loss on individuals. Students will explore theories around grief and loss, types of losses, the bereavement process, and treatment approaches. Special attention will also be given to understanding trauma and grief-related concerns such as Post Traumatic Stress Disorder (PTSD) and complicated grief.
Prerequisite: PSYC 1001.

PSYC 3010 Understanding Psychological Disorders — 4 credits
This course provides an overview of psychological disorders such as anxiety, affective, eating, psychotic and personality disorders. Students will learn how abnormal behavior is conceptualized, about various theories of psychopathology and about clinical assessment, diagnosis, and treatment. For each disorder, students will explore etiology, prognosis, and empirically-supported treatments as well as general concerns related to mental illness. Offered every semester. Offered in the College for Women and the College for Adults.
Prerequisite: PSYC 1001.

PSYC 3020 Personality Theories — 4 credits
This course covers major theories and research that consider the definition, development, motivation, assessment and change of personality, as well as evaluation and comparison of the cognitive, biological, behavioristic, trait, psychoanalytic and humanistic approaches in particular. Offered intermittently.
Prerequisite: PSYC 1001.

PSYC 3030 Health Psychology with Lab — 4 credits
This course is a study of current literature, theory and application of health psychology and behavioral medicine principles to health-related issues. Students will learn about the psychological aspects of physical illness/wellness, modification of health-related behaviors, patient-practitioner communication, adherence to a treatment plan, stress and coping, and the management of chronic and terminal illness. Offered in alternate years.
Prerequisite: PSYC 1001, PSYC 3000.

PSYC 3040 Introduction to Clinical and Counseling Psychology — 4 credits
This course is designed to introduce students to the core aspects of clinical and counseling psychology. This course will include an overview of the history, guiding principles, methods of assessment, and approaches to intervention that exist within clinical and counseling psychology. The specific sub-specialties within clinical and counseling psychology will also be explored. Offered annually. Offered in the College for Women.
Prerequisites: PSYC 1001 and PSYC 3010 or permission of the instructor.
PSYC 3050 Psychology of Gender — 4 credits
This course addresses a basic question: How does gender influence identity and development? Students will review research about the patterning and origins of gender differences in behavior, cognitive functioning and personality. Students will also consider how cultural definitions of gender influence the socialization of men and women into adult social and occupational roles. Students will be expected to critically analyze psychological research and theory for gender-related biases. Offered annually. Also offered as WOST 3050. Offered in the College for Women. **Prerequisite:** PSYC 1001.

PSYC 3150 Psychology of Adulthood and Aging — 4 credits
This course involves the study of the course of human maturation and aging from adulthood until death, with a focus on how gender, social class, race, culture and ethnicity mediate the aging process. Topics include the self and the life story, marriage and the family, intergenerational influences, work, retirement, health, well-being, physical aging, death and dying. Offered intermittently. **Prerequisites:** PSYC 1001, PSYC 2025.

PSYC 3250 Socialization Processes with Lab — 4 credits
This is an advanced developmental psychology course about the role of socialization processes in personality and social development. Students will focus on cultural differences in socialization and the influence of different agents of socialization (parents, peers, teachers, media). Topics include gender role socialization, moral development, attachment and affiliation, and identity formation processes. Weekly laboratory sessions focus on descriptive and observational research methods. Students will design and complete an independent research project. Offered annually. **Prerequisites:** PSYC 1001, PSYC 1090, PSYC 2025, PSYC 2060.

PSYC 3350 Learning Principles and Applications with Lab — 4 credits
This course covers perennial and current issues in the study of learning: emitted behaviors, classical, operant and observational learning; behavior modification; biological limits on learning; and applications to education and training. Students will participate in weekly laboratory exercises and design and execute an independent research project. **Prerequisites:** PSYC 1001, PSYC 1090, PSYC 2060.

PSYC 3450 Memory and Cognition with Lab — 4 credits
This is a survey of current research paradigms, information processing theories and controversies in a wide range of areas, including attention, pattern recognition, mental imagery, models of memory and forgetting, language, concept formation, problem solving and creativity. Students will participate in weekly laboratory exercises and design and execute an independent research project. Offered annually. **Prerequisites:** PSYC 1001, PSYC 1090, PSYC 2060.

PSYC 3550 Industrial/Organizational Psychology with Lab — 4 credits
This is a survey of current theory and research in industrial and organizational psychology. Topics include worker attitudes and motivation, personnel selection and training, job performance and performance appraisal, occupational health, organizations and organizational development, work/life balance and leadership. Emphasis is placed on principles of measurement; individual differences in behavior at work and influences of organizational factors on individual behaviors. Students participate in weekly lab sessions and design studies, collect and analyze data, interpret study findings and write scientific reports. Offered annually. **Prerequisites:** PSYC 1001, PSYC 1090, PSYC 2060.

PSYC 3650 Experimental Social Psychology with Lab — 4 credits
Survey of current theory and research. Topics include effects of mass communication and group membership upon the attitudes and behavior of the individual, experimental methodology, attitude formation and change, interpersonal attraction, altruism, aggression, prejudice and group dynamics. Students will participate in weekly laboratory sessions and design and execute social psychological research projects. Offered annually. Also offered as SOCI 3650. Offered in the College for Women. **Prerequisites:** PSYC 1001, PSYC 1090.

PSYC 3850 Biopsychology with Lab — 4 credits
The study of biological mechanisms underlying behavior. Examines the anatomy, physiology and pharmacology of the nervous system in relation to sensation, movement and cognition. Three hours of lecture and three hours of laboratory (including independent student research) each week. Also offered as BIOL 3850. Offered in alternate years. Offered in the College for Women. **Prerequisite:** BIOL 1720, PSYC 2060. **Prerequisite with concurrency:** a course in statistics.

PSYC 4010 Educational Psychology — 4 credits
Educational Psychology you will explore the theoretical and applied aspects of learning, motivation, human development, assessment, and diversity in the educational setting. You will study learning theories as well as cognitive, emotional, and social learning processes that underlie education and human development. The focus will be placed on diversity and developing skills to better understand learners to foster improved learning, influence and manage classroom learning, and recognize and consider individual differences. **Prerequisite:** PSYC 1001.

PSYC 4220W History and Systems — 4 credits
This course introduces students to some of the major philosophies, scientific discoveries and cultural developments that led to the formation of psychology as a discipline; surveys the major ideas and methodological approaches that form the foundation of modern psychological thought; and critically examines psychology's impact on society. Topics include key developments in the history of science and psychology, as well as the history of psychology's involvement in education, mental health and culture. Students will have the opportunity to research a topic in psychology of their choice. Offered annually. Offered in the College for Women. **Prerequisites:** Four courses in psychology. Minimum of Junior status.

PSYC 4602 Internship — 2 credits
This is a structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office. **Prerequisites:** Permission of the instructor and department chair.

PSYC 4604 Internship — 4 credits
This is a structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office. **Prerequisites:** Permission of the instructor and department chair.
PSYC 4682 Directed Study — 2 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

PSYC 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

PSYC 4850 Seminar II: Current Issues in Psychology — 2 credits
This is the capstone course for senior psychology majors in their final year. Students compile a portfolio of their papers from previous psychology courses and prepare a paper or poster for presentation to an external audience or submit a paper for publication. Students also lead discussions and engage in dialogue with faculty and student colleagues on timely and controversial issues in psychology and participate in the department’s assessment program. Offered in the College for Women.
Prerequisites: Senior status, six courses in psychology or permission of instructor.

PSYC 4912 Research — 2 credits
This involves an assigned or original research problem under the direction of a staff member.
Prerequisites: Permission of the instructor and department chair.

PSYC 4914 Research — 4 credits
This involves an assigned or original research problem under the direction of a staff member.
Prerequisites: Permission of the instructor and department chair.

PSYC 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

PSYC 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

PSYC 4992 Topics — 2 credits
A survey of current literature and theory in a selected area of contemporary psychology. The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women and the College for Adults.

PSYC 4994 Topics — 4 credits
A survey of current literature and theory in a selected area of contemporary psychology. The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women and the College for Adults.

Public Health (HLTH)

HLTH 1020 Role, Advocacy and Outreach — 2 credits
This course focuses on the role of the Community Health Worker (CHW). Students learn the scope of practice for the CHW. Other topics that are taught are personal safety, self care and personal wellness. The course also addresses outreach and advocacy for clients. Lecture, class discussion and small group work enable students to develop an understanding of the CHW profession.
Corequisites: HLTH 1050, HLTH 1070, HLTH 1100, HLTH 2010. Offered in the College for Women and the College for Adults.

HLTH 1050 Organization and Resources: Community and Personal Strategies — 2 credits
This course focuses on the community health worker’s knowledge of the community and the ability to prioritize and organize work. Emphasis is on the use of and critical analysis of resources and on problem solving. Students will compile a resource manual in this class. Teaching/learning methods include lecture and small group discussion.
Corequisites: HLTH 1020, HLTH 1070, HLTH 1100, HLTH 2010. Offered in the College for Women and the College for Adults.

HLTH 1070 Teaching and Building Capacity — 2 credits
This course focuses on the community health worker’s role in teaching and increasing the capacity of the community and of the client to access the health care system. Emphasis is on teaching clients about healthy lifestyles and helping the client to establish a healthy lifestyle. Students learn about and practice methods for planning, developing and implementing plans with clients to promote wellness. Health promotion activities will also be discussed.
Corequisites: HLTH 1020, HLTH 1050, HLTH 1100, HLTH 2010. Offered in the College for Women and the College for Adults.

HLTH 1090 Biostatistics — 4 credits
This course is an introductory statistics course with an emphasis on medical, biological and public health data analysis. Statistical topics covered in the course will include hypothesis testing, nonparametric statistics, and introductory regression models. Students will also learn complementary skills in using statistical software, searching public health data sources, data cleaning and methods of reporting findings. Statistical methods will be paired with discussions about inclusion and exclusion criteria, sampling methods, experimental design, and interpretation and display of results for the purposes of public health communications. Offered in the College for Women.
Prerequisites: High school higher algebra and one of: appropriate level on mathematics/statistics placement assessment, ACT math score, a grade of C- or better in MATH 1010, or college algebra. Credit is given for only one of the following courses: ECON 1080, ECON 1090, HLTH 1090, STAT 1090 or PSYC 1090.

HLTH 1100 Coordination, Documentation and Reporting — 1 credit
This course focuses on the importance and ability of the Community Health Worker to gather, document and report on client visits and other activities. The emphasis is on appropriate, accurate and clear documentation with consideration of legal and agency requirements.
Corequisites: HLTH 1020, HLTH 1050, HLTH 1070, HLTH 2010. Offered in the College for Women and the College for Adults.
HLTH 2010 Legal and Ethical Responsibilities — 1 credit
This course focuses on the legal and ethical dimensions of the community health worker’s (CHW) role. Included are boundaries of the CHW position, agency policies, confidentiality, liability, mandatory reporting and cultural issues that can influence legal and ethical responsibilities. The CHW is concerned with social responsibility for population health and ethical and social justice issues related to the health of diverse and global populations. This course is a combination of lecture, class discussion and small group work.
Corequisites: HLTH 1020, HLTH 1050, HLTH 1070, HLTH 1100. Offered in the College for Women and the College for Adults.

HLTH 2020 Communication and Cultural Competence — 2 credits
In this course, students will be provided the content and skills in communication to assist the community health worker in effectively interacting with a variety of clients, their families and a range of healthcare providers. Included are verbal/non-verbal communication, listening and interviewing skills, networking, building trust and working in teams. Communication skills are grounded within the context of the community’s culture and the cultural implications that can affect client communication.
Prerequisite: HLTH 1020.
Corequisites: HLTH 2030, HLTH 2045. Offered in the College for Women and the College for Adults.

HLTH 2030 Role of Community Health Worker - Field Internship — 2 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. The instructor serves as the internship advisor and completes a site visit with each student and the site supervisor. 2 Credits = work at least 80 total hours (approx 8-10 hrs/wk) at internship site. The course will also include professional skill building components. Offered in the College for Women and the College for Adults.
Corequisites: HLTH 2020, HLTH 2045.

HLTH 2040 Health Promotion Competencies — 3 credits
This course provides knowledge and skills a community health worker (CHW) needs to assist clients in the follow specific areas: healthy lifestyles, heart and stroke, maternal child and teens, diabetes, cancer, oral health, and mental health. Topics within those areas include strategies for CHWs to work with clients on prevention, achieving healthy lifestyles and accessing needed resources. Teaching methods include lecture, small group discussion and case studies. The course will be a combination of lecture, class/small group discussion, cases studies and presentations. Offered in the College for Women and the College for Adults.
Prerequisite: HLTH 1050.
Corequisites: HLTH 2020, HLTH 2030.

HLTH 2045 Health Promotion Competencies — 4 credits
This course provides fundamental knowledge about predominant concerns in community health and skills for working with clients around those topics. Topics include: healthy lifestyle, heart disease and stroke, maternal and child health, diabetes, cancer, oral health, and mental health. Within each topic, students learn basic information, prevention and management strategies (where applicable), community resources, skills for communicating and working with clients and communities. Students also learn the fundamentals of healthy lifestyles and skills to supporting clients to achieve a healthy lifestyle.
Corequisites: HLTH 2020, HLTH 2030.

HLTH 2050 Foundations in Public Health — 4 credits
This course provides an overview of public health in the U.S. with emphasis on the population perspective and the ecological nature of public health including the impact on the healthcare system and specific needs of subpopulations. The history of public health will provide an understanding of how healthcare evolved globally and within the U.S. The influence of the social environment, race, gender, and class on the health of populations will be examined. Current ethical public health dilemmas will be explored, including how the rights of the individual versus the rights of society come into conflict.
Prerequisite with concurrence: CORE 1000W or CORE 2000W.

HLTH 2400 Health Promotion Planning and Management — 4 credits
This course introduces students to a variety of health promotion methods. The course is designed to help students develop the necessary skills and strategies to carry out effective program planning. We will also explore the ethics and standards of the health promotion profession. It will focus on various ways health educators and promoters effectively communicate messages to various populations. Students will practice strategies involving health communication, advocacy, education, social marketing, and group facilitation. Students will be engaged in critical thinking exercises, experiential learning activities, and professional preparation assignments. A major portion of the class will be developing a presentation for the service learning site.

HLTH 2450 Critical Issues in Health Promotion — 4 credits
Public health professionals are expected to critically evaluate many different health-related issues, make well-informed assessments of controversial health topics, and convey unbiased health information to the public. This course is designed to give students the opportunity to explore and research a variety of contemporary health-related issues. Techniques for identifying and researching the issues plus appropriate teaching and communication strategies will be addressed along with effective health and wellness promotional strategies. The course emphasizes mastery of health communication including the development of fact sheets on public health topics. The course will provide a platform for identifying and addressing health promotion's most important "critical issues," including those that are at the heart of health promotion practice/research, and those that are contested within the health promotion community, and in broader fields related to public health in general. It will provide students the opportunity to learn about the multiple ways to view the topics in public health.

HLTH 2602 Internship — 2 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience and obtain a registration permit, meet with the internship coordinator in the Career Development Office. Classroom learning supplements the internship experience in this course. Students meet with the instructor and a cohort of students to discuss, reflect on and learn from internship experiences and participate in professional development activities. The instructor serves as the internship advisor and completes a site visit with each student and the site supervisor. 2 Credits = work at least 80 total hours (approx 5-6 hrs/wk) at internship site.
Prerequisites: an internship plan approved by the instructor and the department chair or designated academic advisor in the major.
**HLTH 2720 Social Determinants of Health in the Caribbean — 4 credits**
The overarching goal for this course is to develop leaders in healthcare with a sense of social responsibility and required skills to respond to the complex healthcare needs of our increasingly diverse communities. Through cultural immersion, field visits, guided reflection, and seminars, students will gain a global understanding of health and healthcare delivery so that they can contribute to the creation of more effective and inclusive healthcare practices and systems. The course will take place in the Dominican Republic and Cuba. These countries are the focus of this course because of their geographic proximity and because each have distinct cultures and healthcare systems. In the Dominican Republic, the focus of the learning will be about healthcare in an under-resourced country. In Cuba, we will learn about socialized healthcare. Throughout the course, we will learn about how culture, geography, politics, and economics influence how health and healthcare are defined, experienced, and distributed.

**Prerequisite:** Enrolled in an HSSH degree program.

**HLTH 2994 Topics — 4 credits**
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

**HLTH 3150 Epidemiology — 4 credits**
Epidemiology is the study of the distribution and determinants of health and disease in populations. This course introduces the history, philosophy and methodology of epidemiology as well as ethical issues in the discipline. We will review key concepts such as causation, study design, and bias; an understanding of which will aid in uncovering factors that contribute to our understanding of population health. Students will discuss applications of epidemiology to promote prevention by designing interventions and policy that improve health outcomes. The primary learning goal for this course will be for students to be able to collect, interpret, and communicate epidemiologic data and study results. A case method approach and applied learning lab is used to facilitate learning. Offered in the College for Women and the College for Adults.

**Prerequisite:** HLTH 2050 with a minimum grade of C.

**Prerequisite with concurrency:** One course in statistics (HLTH 1090, ECON 1080, ECON 1090, PSYC 1090, STAT 1090) with a minimum grade of C.

**HLTH 3250 Global Health — 4 credits**
This course examines the main concepts of public health from a global perspective and the critical links between public health and social, political, environmental, and economic factors. Specific issues in global health will be discussed, including population trends, pandemics, nutrition, work, environment, women's and children's health, and infectious and chronic diseases. Media reports and other information sources will be used to learn about global health issues. Opportunities and responsibilities for taking action to address global disparities will be emphasized. Students will critically analyze and present a current global health issue. Offered in the College for Women and the College for Adults.

**Prerequisite:** HLTH 2050.

**HLTH 3350 Environmental Health — 4 credits**
This course is designed to provide students with an introduction to and overview of the key areas of environmental health. Using the perspectives of the population and community, the course will cover factors associated with the development of environmental health problems. Students will gain an understanding of the interaction of individuals and communities with the environment, the potential impact on health of environmental agents, and specific applications of concepts of environmental health. The course will cover principles derived from core environmental health disciplines. The sequence of major topics begins with background material and "tools of the trade" (environmental epidemiology, environmental toxicology, and environmental policy and regulation). The course then covers specific agents of environmental diseases (e.g., microbial agents, ionizing and nonionizing radiation). Finally, applications and domains of environmental health are addressed (e.g., water and air quality, food safety, waste disposal, and occupational health).

**Prerequisite:** HLTH 2050.

**HLTH 3720 Social Determinants of Health in the Caribbean — 4 credits**
The overarching goal for this course is to develop leaders in healthcare with a sense of social responsibility and required skills to respond to the complex healthcare needs of our increasingly diverse communities. Through cultural immersion, field visits, guided reflection, and seminars, students will gain a global understanding of health and healthcare delivery so that they can contribute to the creation of more effective and inclusive healthcare practices and systems. The course will take place in the Dominican Republic and Cuba. These countries are the focus of this course because of their geographic proximity and because each have distinct cultures and healthcare systems. In the Dominican Republic, the focus of the learning will be about healthcare in an under-resourced country. In Cuba, we will learn about socialized healthcare. Throughout the course, we will learn about how culture, geography, politics, and economics influence how health and healthcare are defined, experienced, and distributed.

**Prerequisite:** Enrolled in an HSSH degree program.

**HLTH 4602 Internship — 2 credits**
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience and obtain a registration permit, meet with the internship coordinator in the Career Development Office. Classroom learning supplements the internship experience in this course. Students meet with the instructor and a cohort of students to discuss, reflect on and learn from internship experiences and participate in professional development activities. The instructor serves as the internship advisor and completes a site visit with each student and the site supervisor. 2 Credits = work at least 80 total hours (approx 5-6 hrs/wk) at internship site. 4 Credits = work 160 total hours (approx 10-12 hrs/wk) at internship site.

**Prerequisites:** HLTH 2050, HLTH 3150, HLTH 3250; an internship plan approved by the instructor and the department chair or designated academic advisor in the major.
HLTH 4604 Internship — 4 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience and obtain a registration permit, meet with the internship coordinator in the Career Development Office. Classroom learning supplements the internship experience in this course. Students meet with the instructor and a cohort of students to discuss, reflect on and learn from internship experiences and participate in professional development activities. The instructor serves as the internship advisor and completes a site visit with each student and the site supervisor. 2 Credits = work at least 80 total hours (approx 5-6 hrs/wk) at internship site. 4 Credits = work 160 total hours (approx 10-12 hrs/wk) at internship site. Offered in the College for Women and the College for Adults.
Prerequisites: HLTH 2050, HLTH 3150, HLTH 3250; an internship plan approved by the instructor and the department chair or designated academic advisor in the major.

HLTH 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

HLTH 4754 Practicum — 4 credits
In this course students will participate in a structured group setting to process and reflect on their own practicum experience. Participants will learn through the integration of classroom theory and real life career related experience. A site visit conducted by the instructor, including an evaluation meeting, will provide additional feedback to the student and build a connection between the University and employer. This course will support practicums that allow students in the public health major to explore and develop initial career paths.
Prerequisites: HLTH 2050, HLTH 3150, HLTH 3250.
Corequisite: HLTH 4800.

HLTH 4800W Senior Seminar in Public Health — 4 credits
This writing-intensive course examines critical and current issues in public health using a case based approach and the liberal arts themes of ethics and social justice, diversity and global perspectives, and critical and creative inquiry. Students complete a senior project that integrates the public health core courses with the selected concentration area for the major and demonstrates leadership and collaboration, disciplined-based competence, effective communication, and commitment to lifelong learning. Offered in the College for Women and the College for Adults.
Prerequisites: HLTH 2050, HLTH 3150, HLTH 3250. HLTH 4994 Topics — 4 credits

HLTH 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

HLTH 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

HLTH 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

**Radiation Therapy (RTT)**

**RTT 3010 Introduction to Radiation Therapy — 2 credits**
This course is designed to provide the student with a basic overview of radiation therapy and its role in medicine. Students will be oriented to academic and administrative structures, department personnel and physical structure, common medical terminology, hospital and departmental safety procedures, medical law and ethics, and to the profession as a whole. Treatment and simulation equipment and methods, including CT simulation and various imaging technologies will be reviewed and discussed in terms of its application to radiation oncology.
Prerequisite: Admission into the radiation therapy major.

**RTT 3015 Principles of Oncology I — 3 credits**
The radiation therapist must be knowledgeable in the concepts important to the practice of radiation therapy. These include the cancer process and radiation therapy interventions. This course examines concepts related specifically to cancer treatment with a focus on methods of improving therapeutic advantage. Technical aspects of simulation and treatment delivery are expanded upon. Treatment related side effects and their management as well as issues relative to caring for the cancer patient.
Prerequisite: Acceptance into the radiation therapy major.

**RTT 3022 Radiation Therapy Physics I — 2 credits**
This course will instruct students the principles of radiation physics and its medical uses. This includes discussion of structure of matter, x-ray production, imaging in radiation therapy, clinical x-ray generators and external beam radiation therapy units, interactions of radiation with matter, measurement and calculation of absorbed dose, dose distribution and scatter analysis, radiation protection/safety and quality assurance. Pertinent mathematics and basic physics will be reviewed.
Prerequisite: Acceptance into the Radiation Therapy Program.

**RTT 3025 Pathology — 2 credits**
This course will enhance the student's knowledge of general immunology and pathology combined with disease concepts, theories of disease causation and system pathophysiologic disorders most frequently encountered in radiation therapy clinical practice.
Prerequisite: Admission into the radiation therapy major.

**RTT 3030 Patient Care in Radiation Oncology — 2 credits**
This course provides the student with basic concepts of patient care, including physical and psychological concerns. Vital sign determination, emergency procedures, asepsis, infection control, and tube management will be discussed. Other influencing factors of patient health will be identified. Medical terminology relative to radiation oncology is included as well.
Prerequisite: Acceptance into the Radiation Therapy Program.
RTT 3035 Clinical Practicum I — 3 credits
This course provides hands-on training in the clinical aspects of radiation therapy. This includes treatment procedures and the operation of state-of-the-art radiotherapy equipment to deliver radiation safely and accurately. It will begin to develop the student’s skills toward competency as an entry-level radiation therapist. Students will learn to interact professionally, ethically and responsibly with staff and patients.
Prerequisite: Admission to the radiation therapy major.

RTT 4015W Principles of Oncology II — 3 credits
This course examines concepts related specifically to cancer treatment with a focus on methods of improving therapeutic advantage. Technical aspects of simulation and treatment delivery are expanded upon. Treatment related side effects and their management as well as issues relative to caring for the cancer patient will be discussed. Students will complete writing assignments tailored to radiation oncology, including a research paper to enhance their professional growth via inquiry and evaluation of an issue or therapeutic approach.
Prerequisites: RTT 3015, RTT 3020 or RTT 3022, RTT 3025, RTT 3030, RTT 3035. Offered in the College for Adults.

RTT 4022 Radiation Therapy Physics II — 4 credits
This course will cover different radiation therapy/medical physics applications. This will include ongoing discussion of x-ray production and medical imaging such as CT, PET and MRI. This course will instruct students in the aspects of central axis, 2D and 3D dose distribution. Concepts related to dose calculation and the calibration of megavoltage treatment units will be discussed. Students will learn to apply the principles of physics discussed in their respective programs in the areas of monitor unit calculations and external beam treatment planning, brachytherapy, and special procedures. Also offered under PHYS 4022. Prerequisites for RTT students: RTT 3010, RTT 3015, RTT 3020 or 3022, RTT 3025, RTT 3030, RTT 3035. Prerequisites for PHYS students: PHYS 1110, PHYS 1120, PHYS 2250, MATH 1140.

RTT 4025 Dosimetry and Treatment Planning — 2 credits
This course is designed to instruct students regarding the factors that influence and govern clinical planning of patient radiation treatment. Included are isodose descriptions, patient contouring, dosimetric calculations, compensation and clinical application of treatment beams. Optimal treatment planning is emphasized along with particle beams. Advanced radiation oncology technology processes and procedures are discussed.
Prerequisites: RTT 3015, RTT 3020 or RTT 3022, RTT 3025, RTT 3030, RTT 3035. Offered in the College for Adults.

RTT 4030 Sectional Anatomy — 2 credits
This course is designed to identify the location and unique structures of each cranial/facial bone. Students will do all of the following: List and describe sections of the brain. List and identify sections of the spine. Identify the structures of the atlas, axis, cervical, thoracic, and lumbar vertebrae, sacrum and coccyx. List and identify structures with in the thoracic, abdominal and pelvic cavities. Identify branches of the abdominal aorta. Identify and describe the anatomy of the upper and lower extremities.
Prerequisites: RTT 3010, RTT 3015, RTT 3020 or RTT 3022, RTT 3025, RTT 3035.

RTT 4035 Radiobiology - Protection — 2 credits
This course provides the student with the principle of cellular, tissue and whole body response to radiation and the principles of radiation protection. Discussion will include such influencing factors as tissue sensitivity and environmental factors.
Prerequisites: RTT 3010, RTT 3015, RTT 3020, RTT 3025, RTT 3035.

RTT 4040 Topics in Radiation Therapy — 3 credits
This course is designed to provide a variety of subjects of importance to radiation therapists. Research methodology and human participant research will be covered. Operational issues, Quality Management, Billing and Coding in radiation therapy will be presented. HIPAA and confidentiality in healthcare will be discussed. Students will participate in a review of radiation therapy material and examinations designed to enhance the student’s knowledge in preparation for the ARRT national board exam. Resumes, interviewing skills and job preparedness will be presented and practiced.
Prerequisites: RTT 4015W, RTT 4020 or RTT 4022, RTT 4025, RTT 4030, RTT 4035, RTT 4045.

RTT 4041 Clinical Practicum II J-Term — 1 credit
This course provides hands-on training in the clinical aspects of radiation therapy. This includes treatment procedures and the operation of state-of-the-art radiotherapy equipment to deliver radiation safely and accurately. It will begin to develop the student’s skills toward competency as an entry-level radiation therapist. Students will learn to interact professionally, ethically, and responsibly with staff and patients.
Prerequisites: RTT 3010, RTT 3015, RTT 3020, RTT 3025, RTT 3030, RTT 3035. Offered in the College for Adults.

RTT 4043 Clinical Practicum II — 3 credits
This course provides hands-on training in the clinical aspects of radiation therapy. This includes treatment procedures and the operation of state-of-the-art radiotherapy equipment to deliver radiation safely and accurately. It will begin to develop the student’s skills toward competency as an entry-level radiation therapist. Students will learn to interact professionally, ethically, and responsibly with staff and patients.
Prerequisites: RTT 3010, RTT 3015, RTT 3020, RTT 3025, RTT 3030, RTT 3035. Offered in the College for Adults.

RTT 4045 Clinical Practicum II — 4 credits
This course provides hands-on training in the clinical aspects of radiation therapy. This includes treatment procedures and the operation of state-of-the-art radiotherapy equipment to deliver radiation safely and accurately. It will begin to develop the student’s skills toward competency as an entry-level radiation therapist. Students will learn to interact professionally, ethically, and responsibly with staff and patients.
Prerequisites: RTT 3015, RTT 3020 or RTT 3022, RTT 3025, RTT 3030, RTT 3035. Offered in the College for Adults.

RTT 4050 Clinical Practicum III — 5 credits
This course provides hands-on training in the clinical aspects of radiation therapy. This includes treatment procedures and the operation of state-of-the-art radiotherapy equipment to deliver radiation safely and accurately. It will begin to develop the student’s skills toward competency as an entry-level radiation therapist. Students will learn to interact professionally, ethically and responsibly with staff and patients.
Prerequisites: RTT 4015W, RTT 4020 or RTT 4022, RTT 4025, RTT 4030, RTT 4035, RTT 4045.

RTT 4055 Clinical Practicum III — 6 credits
This course provides hands-on training in the clinical aspects of radiation therapy. This includes treatment procedures and the operation of state-of-the-art radiotherapy equipment to deliver radiation safely and accurately. It will begin to develop the student’s skills toward competency as an entry-level radiation therapist. Students will learn to interact professionally, ethically and responsibly with staff and patients. Students will complete a portfolio project containing several artifacts to demonstrate growth over time in the program and present it to faculty and the class.
Prerequisites: RTT 4015W, RTT 4022, RTT 4025, RTT 4030, RTT 4035, RTT 4045.
RTT 4681 Directed Study — 1 credit
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

Radiography (RAD)

RAD 1010 Introduction to Radiography — 2 credits
This course provides an introduction to the profession of radiologic technology. An overview of the structure of the healthcare environment, imaging equipment, and radiation protection is included. Human diversity, professional ethics, and medicolegal issues will also be explored. Offered in the College for Adults.
Prerequisite: Admission to program.
Corequisite: RAD 1010.

RAD 1020 Introduction to Patient Care — 2 credits
This course is designed to establish a knowledge base in the construction of the x-ray tube; the factors that govern and influence the production of x-rays; and principles that govern x-ray quality and quantity.
Prerequisite: Admission to program.
Corequisite: RAD 1020.

RAD 1115 Radiographic Procedures I — 2 credits
This course provides an introduction to radiographic procedures and evaluation of radiographs. Positioning of the chest, abdomen and extremities is included. This class includes practice and testing in the lab setting. Offered in the College for Adults.
Prerequisite: RAD 1115.

RAD 1120 Radiographic Procedures II — 2 credits
Instruction in radiographic procedures and evaluation of radiographs continues in this class. Positioning of the spine and pelvis is included. Offered in the College for Adults.
Prerequisite: RAD 1120.

RAD 1130 Radiographic Procedures III — 2 credits
Instruction in radiographic procedures and evaluation of radiographs continues in this class. Positioning of the skull and facial bones is included. Offered in the College for Adults.
Prerequisite: RAD 1130.

RAD 1215 Exposure I — 2 credits
This course is designed to establish a knowledge base in the construction of the x-ray tube; the factors that govern and influence the production of x-rays; and principles that govern x-ray quality and quantity.
Prerequisite: RAD 1215.

RAD 1225 Exposure II — 2 credits
This course will provide instruction in digital imaging. Topics covered will include image processing, quality assurance, components of digital imaging, and quality control for imaging equipment. Offered in the College for Adults.
Prerequisite: RAD 1225.

RAD 1315 Introduction to Clinical — 2 credits
This course will be taught primarily in the radiography lab (two days/week). Students will view demonstrations, practice their positioning skills, and will be tested for technical competency as well as communication skills. This course prepares students to transition to working with patients and other healthcare team members. Offered in the College for Adults. Concurrent courses: RAD 1010, RAD 1020.

RAD 2015 Radiation Physics — 2 credits
This course presents the principles of radiographic physics, incorporating the principles underlying the operation of X-ray equipment. Topics include electricity, electromagnetism, equipment, and the factors affecting radiographic quality. Offered in the College for Adults.
Prerequisite: RAD 2125.

RAD 2020 Radiation Biology — 2 credits
This course provides instruction in the principles of radiobiology and protection. It emphasizes procedures to minimize radiation exposure to patients, personnel and the general public. Historical and ethical issues will be analyzed during this course. Offered in the College for Adults.
Prerequisite: RAD 2020 or RAD 2125.

RAD 2130 Topics I — 2 credits
This course will provide instruction in pediatric imaging, special radiographic procedures, trauma, mobile, fluoroscopy, and surgical radiography. Special imaging modalities and equipment is also included. Offered in the College for Adults.
Prerequisite: RAD 1130.

RAD 2140 Topics II — 2 credits
This course contains a variety of topics, including pathology, diversity, and communication. Students will also start preparation for the registry exam with frequent testing. Offered in the College for Adults.
Prerequisite: RAD 1140.

RAD 2150 Topics III — 2 credits
This course provides an in-depth synthesis of concepts related to Equipment Operation, Image Acquisition, Imaging Procedures and Patient Care. Students will continue their registry review and testing. Offered in the College for Adults.
Prerequisite: RAD 2140.

RAD 2301 Clinical — 1 credit
This J-term clinical practicum course provides learning opportunities to apply the concepts learned in the classroom/lab in a radiology department. Interpersonal communication skills and cultural sensitivity are emphasized and practiced. Students will have the opportunity to observe and participate in radiographic procedures in a hospital or clinical setting (3 days/week). Offered in the College for Adults.
Prerequisite: (Fall start) RAD 2301, (Spring start) RAD 2301.

RAD 2303 Clinical — 3 credits
This clinical practicum will build on the previous clinical courses. The focus is on continuing to develop skills to become highly skilled, compassionate, health care professionals. This portion of the program allows the opportunity to participate in routine radiographic procedures and observe in many of the specialty areas of a radiology department. Meets two days per week. Offered Fall and Spring in the College for Adults.
Prerequisite: RAD 1315.
RAD 2304 Clinical — 4 credits
This clinical practicum will build on the previous clinical courses. The focus is continuing to develop skills to become highly skilled, compassionate, health care professionals. This portion of the program allows the opportunity to participate in routine radiographic procedures and observe in many of the specialty areas of a radiology department (three days/week). Offered Fall and Spring in the College for Adults.
Prerequisite: (Fall start) RAD 2403, (Spring start) RAD 2301.

RAD 2350 Clinical V — 5 credits
Clinical Radiography III-V build on the previous clinical courses. The focus is continuing to develop skills to become highly skilled, compassionate, health care professionals. This portion of the program allows the opportunity to participate in routine radiographic procedures and observe in many of the specialty areas of a radiology department (three days/week). Offered in the College for Adults.
Prerequisite: RAD 2340.

RAD 2403 Clinical — 3 credits
This clinical practicum will build on the previous clinical courses. The focus is continuing to develop skills to become highly skilled, compassionate, health care professionals. This portion of the program allows the opportunity to participate in routine radiographic procedures and observe in many of the specialty areas of a radiology department (three days/week). Offered in the College for Adults.
Prerequisite: RAD 2304.

RAD 2404 Clinical — 4 credits
This clinical practicum will build on the previous clinical courses. The focus is continuing to develop skills to become highly skilled, compassionate, health care professionals. This portion of the program allows the opportunity to participate in routine radiographic procedures and observe in many of the specialty areas of a radiology department (three days/week). Offered Fall and Spring in the College for Adults.
Prerequisite: (Fall start) RAD 2303, (Spring start) RAD 2403.

RAD 2684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

RAD 2685 Directed Study — 5 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

Respiratory Care (RESP)
RESP 1160 Respiratory Patient Care and Assessment — 2 credits
The course emphasizes respiratory care specific assessment and patient care skills, such as auscultation, basic pulmonary function testing and arterial blood gas interpretation. This course includes onsite orientation to the healthcare system and patient care unit. There are opportunities for supervised clinical practice of the skills and techniques learned in INDI 1150, RESP 2100 and RESP 2200. Offered in the College for Women.
Prerequisites: RESP 2100, INDI 1150 (C or Better grades) and current certification in AHA CPR for HCPs.
Corequisite: RESP 2200.

RESP 2100 Introduction to Respiratory Care with Lab — 4 credits
This course introduces students to the historical development of the profession of respiratory care. Teaching-learning principles and considerations related to patient/therapist safety issues are addressed. Theory and skills relating to oxygen, aerosol, humidity and lung recruitment therapy are practiced in conjunction with beginning clinical decision-making. Offered in the College for Women.
Prerequisite: Admission to the major.

RESP 2200 Principles of Patient Management with Lab — 4 credits
This course focuses on the development of knowledge and skills in basic respiratory care. Principles and practice related to airway care, chest physiotherapy mechanical aids to lung expansion and non-invasive positive pressure ventilation are addressed. Offered in the College for Women.
Prerequisite: RESP 2100.
Corequisite: RESP 1160.

RESP 3100 Principles of Ventilation with Lab — 4 credits
The focus of this course is mechanical ventilation theory and techniques using various adult ventilators. Blood gas interpretation and its relationship to respiratory care are addressed using lecture/discussion and computer-assisted instruction modules. Intervention strategies used in the management of critically ill patients on life-support are presented, as are advanced skills in pulmonary function diagnostic testing. Critical analysis and problem-solving skills are practiced using patient management situations and case scenarios. Ethical issues related to the management and respiratory care of critically ill patients are discussed. Offered in the College for Women.
Prerequisites: RESP 2200, BIOL 2200, BIOL 2610, BIOL 2620 with a minimum grade of C.
Co-requisites: RESP 3110, RESP 3120.

RESP 3110 Clinical Applications I — 2 credits
This clinical experience focuses on clinical applications of gas therapy, chest physiotherapy and hyperinflation techniques with a diverse patient population. Students utilize cognitive, interactive and psychomotor skills in the assessment process. Students travel to clinical experiences one day per week in hospitals and clinics around the Twin Cities. Interpersonal communication skills and cultural sensitivity between student, patient, family and other healthcare team members are emphasized and practiced. Offered in the College for Women.
Prerequisites: RESP 2200, current AHA BLS for HCPs, INDI 1150, RESP 1160.
Corequisites: RESP 3100, RESP 3120.

RESP 3120 Pathophysiology in Critical Care I — 2 credits
This course presents an in-depth overview of advanced cardiopulmonary anatomy, physiology and pathology from the medical perspective. Communication skills used to facilitate the coordination of patient care with physicians and other healthcare professionals are emphasized through interaction with pulmonologists and/or other respiratory care experts. Offered in the College for Women.
Prerequisites: BIOL 2200, BIOL 2610, BIOL 2620 or permission of the department chair.
Corequisites: RESP 3100, RESP 3110.
RESP 3200W Advanced Therapeutics with Lab — 4 credits
This course is designed to orient students to hemodynamic monitoring, electrocardiographic interpretation and arrhythmia recognition. Neonatal/pediatric respiratory care modalities, including ventilation and monitoring alternatives, are discussed. Research methods in respiratory care are presented in conjunction with a student project. Pulmonary rehabilitation and home care strategies are reviewed with emphasis on patient’s quality of life. Intervention strategies are used to maximize communication with patients. This course is a designated writing intensive course. A variety of writing assignments are incorporated, including a formal research paper in accordance with Respiratory Care Journal publication guidelines.
Prerequisite: RESP 3100 with minimum C grade.
Corequisites: RESP 3210, RESP 3220.

RESP 3210 Clinical Applications II — 4 credits
This course focuses on the clinical application of higher-level skills in the emergency and critical care settings. The primary emphasis of this clinical experience is on the ventilator management of patients across the lifespan (including neonatal, pediatric and adult patient populations). Students travel to clinical experiences two days per week in hospitals and clinics around the Twin Cities. Concepts related to critical thinking, ethics, interpersonal relationships, cultural diversity, and death and dying are integrated and addressed throughout this course. Principles of case management and the holistic assessment of total patient needs are emphasized using bedside patient rounds.
Prerequisites: RESP 3110, INDI 3150, current AHA BLS for HCPs.
Corequisites: RESP 3200W, RESP 3220.

RESP 3220 Pathophysiology in Critical Care II — 2 credits
This course presents an in-depth overview of advanced cardiopulmonary anatomy, physiology and pathology from the medical perspective. Communication skills used to facilitate the coordination of patient care with physicians and other healthcare professionals are emphasized through interaction with pulmonologists and/or other primary care physicians. Offered in the College for Women.
Prerequisite: RESP 3120.
Corequisites: RESP 3200W, RESP 3210.

RESP 3310 Clinical Applications III — 6 credits
This is a continuation of RESP 3210 clinical activities. A lecture/discussion component addresses clinical topics and reviews content relevant to national board examinations.
Prerequisites: RESP 3200W, RESP 3210, RESP 3220 with a minimum grade of C, current AHA BLS for HCPs.

RESP 4100 Advanced Critical Care with Lab — 4 credits
Using the Advanced Resuscitation and Intervention guidelines from the American Heart Association, emergency cardiopulmonary care for the adult, pediatric and neonatal patient are addressed. Interpretation of clinical case data promotes evidence-based analysis, critical thinking and clinical decision making in respiratory care. Respiratory care department management structure and responsibilities are discussed with review of standards required for accreditation. Offered in the College for Women.
Prerequisites: RESP 3200W, RESP 3220, RESP 3310 with a minimum grade of C.

RESP 4115 Clinical Specialty I — 4 credits
Students focus on a specialty option within respiratory care. Specialty options include adult critical care, pediatric critical care, neonatal critical care, management, education, cardiopulmonary diagnostics, hemodynamics, research, polysomnography, pulmonary rehabilitation and home care. Principles of communication, team building, critical analysis, teaching/learning, cultural sensitivity and professional role development are emphasized in each of these areas of clinical focus. Students consult with the program clinical director to make a specialty track selection. This required clinical specialty option may be completed in RESP 4115 or RESP 4225. This course may be taken multiple times in different clinical specialties.
Prerequisites: RESP 3310 and current AHA BLS CPR for HCPs.

RESP 4225 Clinical Specialty II — 4 credits
Students focus on a specialty option within respiratory care. Specialty options include adult care, pediatric care, neonatal care, management, education, cardiopulmonary diagnostics, hemodynamics, research, polysomnography, pulmonary rehabilitation and home care. Principles of communication, team building, critical analysis, teaching/learning, cultural sensitivity and professional role development are emphasized in each of these areas of clinical focus. Students consult with the program clinical director to make a specialty track selection. This required clinical specialty option may be completed in RESP 4115 or RESP 4225. This course may be taken multiple times in different clinical specialties.
Prerequisites: RESP 3310 and current AHA BLS CPR for HCPs.

RESP 4601 Internship — 1 credit
This is a structured out-of-class learning experience that takes place on- or off-campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

RESP 4602 Internship — 2 credits
Structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves you in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by department chair.

RESP 4800W Senior Seminar — 4 credits
This capstone course provides an opportunity for students to refine their knowledge and abilities to access and critically evaluate the professional literature in respiratory care for evidence-based practice. Seminar topics address professional role development as advanced respiratory care practitioners. Students conduct an in-depth review of current topics and materials in preparation for their comprehensive program examination and national board examination. A student project integrates research methods used in respiratory care. This course is a designated writing intensive course. A variety of writing assignments are incorporated, including a formal research paper in accordance with Respiratory Care Journal publication guidelines.
Prerequisite: RESP 4100 with a minimum grade of C.
SALE 2332 Introduction to Selling — 2 credits
Business people use selling principles all the time. Everyone sells — when interviewing for a job or seeking a raise. Everyone sells. The sales techniques used to inform and persuade others are used by everyone in business. Personal selling is a strategy of developing strategic relationships, discovering customer needs, matching appropriate products with these needs, and communicating benefits. This course covers the role of sales in business, the sales process, and introduces negotiation. Offered in the College for Women and the College for Adults.

SALE 3212 Finance for Sales — 2 credits
Financial intelligence is one of the keys to creating an effective sales strategy. Students will gain basic financial acumen as it relates to the sales function. Students will be able to leverage this intelligence to develop and practice effective sales strategies.
Prerequisites: ACCT 2112, SALE 2332.

SALE 3330 Professional Sales: Customer Centered Selling — 4 credits
Managing the sales process from the perspectives of time, territory, and technology play an equal role to understanding buyer’s needs. This course focuses on building long-term partnerships with customers through consultative selling. Students will examine and practice sales communication methods including effective listening, critical questioning, sales presentation, communicating value, responding to concerns and creating action via buyer role-plays both in person and via SpeakEasy. Offered in the College for Women.
Prerequisite: SALE 2332.

SALE 3430 Customer Intelligence and Business Analytics — 4 credits
In the business environment, the key to effective sales strategy is detailed intelligence. Students will gain influence and presentation skills as well as a working knowledge of Customer Relationship Management (CRM) software to leverage data to develop effective buying strategies. Upon completing this course, students will have developed significant skill in using technology to understand financial metrics and business processes important to organizations today. Offered in the College for Women.
Prerequisites: SALE 2332, MKTG 2302.
Prerequisite with concurrency: SALE 3330.
Recommended: COMM 1030.

SALE 3432 Customer Intelligence — 2 credits
Customer knowledge or intelligence is one of the keys to creating an effective sales strategy. Students will gain research, influence and presentation skills as well as a working knowledge of Customer Relationship Management (CRM) software. Students leverage this intelligence to develop and practice effective sales strategies.
Prerequisites with concurrency: SALE 2332, SALE 3330.

SALE 3530 Selling in Healthcare — 4 credits
Medical sales requires a unique professional sales skill set. Students will learn fundamentals and the structure of decision making in healthcare organizations, healthcare reimbursement, buying groups and formularies. Offered in the College for Women.
Prerequisite with concurrency: SALE 3330.
Recommended: MGMT 3850.

SALE 3630 Ethics and Integrity in Selling — 2 credits
This course challenges students to grapple with issues of professional ethics and integrity in sales, including accurately portraying company and competitor products, services and capabilities, ethical communication, building trust, ethical dilemmas in sales and using sound business practices. Students will explore special issues for women in sales. Case studies are the foundation for exploration of these topics. Offered in the College for Women.
Recommended: SALE 3330.

SALE 3632 Ethics and Integrity in Selling — 2 credits
This course challenges students to grapple with issues of professional ethics and integrity in sales, including accurately portraying company and competitor products, services and capabilities, ethical communication, building trust, ethical dilemmas in sales and using sound business practices. Students will explore special issues for women in sales. Case studies are the foundation for exploration of these topics. Offered in the College for Women.
Recommended: SALE 3330.

SALE 4430W Advanced Sales: Strategic Account Management — 4 credits
Sales professionals need to work strategically with their key account customers. This course addresses strategic account management and negotiation. Students will learn how to identify, analyze, and maximize sales opportunities in an effective and ethical manner. As a strategic account manager, the goal is to build professional relationships based upon trust, and to create value for customers. Through comprehensively mapping the customer’s account and industry, synthesizing trends, and creating opportunities, students will learn how to deliver value for their key accounts. Offered in the College for Women.
Prerequisite: SALE 3330.
Recommended: ACCT 2130, BUSI 4752, BUSI 4753, or BUSI 4754.

SALE 4602 Internship — 2 credits
An internship is a structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves the student in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience meet with the internship coordinator in the Career Development Office and then with a faculty advisor.
Prerequisites: Instructor and department chair permission.

SALE 4604 Internship — 4 credits
An internship is a structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves the student in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience meet with the internship coordinator in the Career Development Office and then with a faculty advisor.
Prerequisites: Instructor and department chair permission.

SALE 4630W Sales Force Leadership — 4 credits
Effective sales force leadership is a major growth engine for an organization and provides an important source of market intelligence. Students will explore how to motivate and compensate salespeople, coach employees for improved performance, provide evaluative and developmental feedback, and build a vision for the sales force. This course examines current issues, both domestically and internationally, in depth. Offered in the College for Women.
Prerequisite: SALE 4430W or permission of instructor.
SSCS 2000 Human Ecology — 2 credits
Students are introduced to the basic concepts of ecosystems in relation to human behavior and human adaptations within these ecosystems. The role of the individual and society in contributing directly and indirectly to the quality of the environment is emphasized along with the impact of current environmental quality on the overall health of humans. Topics include: over-population, various forms of pollution, nutrition and resources. Offered in the College for Adults. Also offered as ECOL 2000.

SSCS 2040W Power, Inequality and Social Change — 4 credits
This course provides in-depth, critical analysis of uses of power both nationally and globally that result in inequality or, alternatively, in social change. Examples of national and global topics included are: systemic racism and privilege, civil rights in times of crisis, immigrant and refugee settlement, mass incarceration, the global glass ceiling, and social activism. Offered in the College for Adults.

SSCS 2951 Independent Study — 1 credit
SSCS 2952 Independent Study — 2 credits

Social Work (SOWK)

SOWK 2100 Relationship, Intimacy, Sexuality — 4 credits
This course addresses three major areas: exploring values and societal influence on relationships, intimacy and sexuality — the influence of culture, religion, family and friends; understanding self-worth, communication patterns and the effect of family and other significant relationships on the development of one's needs/wants in relationships, intimacy and sexuality; discovering the basic attributes, purposes and powers of significant relationships, intimacy and sexuality. Participation in a structured small-group discussion is required. Open to non-majors. SOWK 2100 at St. Catherine University is the same course as SOWK 210 at the University of St. Thomas.

SOWK 2810 Introduction to Social Work — 4 credits
This course introduces the student to the profession of social work within the context of the social welfare system. It provides an overview of an integrative approach to generalist social work practice which emphasizes intervention on individual, community and societal levels. Special emphasis is placed on values, human diversity, social justice and social work fields of practice. SOWK 2810 at St. Catherine University is the same course as SOWK 281 at the University of St. Thomas.

SOWK 3400 Human Behavior and the Social Environment — 4 credits
The primary focus of this course is to investigate how humans interact with their social environments. This is a theory-heavy course focusing on metacognition- training students to think about the way we think. The course provides students with knowledge of theories of the social environments and how they impact, as well as are impacted, by human behavior. Further, theories on human behavior are examined through the multidimensional framework constituting biological, psychological, spiritual, socio-cultural, political, and economic factors. Emphasis is on the role of and interaction between these multiple factors at the level of various systems: the individual, family, small group, organization, community, and society, including political and economic systems. The course consists of five modules: interpersonal relations and empowerment; social systems; political and economic systems; justice; and multiculturalism. The course investigates the multiple dimensions and intersections of diversity including gender, race/ethnicity, age, religion, ability, sexual orientation, nationality, and global and international perspectives. Students leave the class with a holistic understanding of the human experience within the environments that surround them. SOWK 3400 at St. Catherine University is the same course as SOWK 340 at the University of St. Thomas.

Prerequisites: PSYC 2025 (202 at UST), BIOL 1120 (105 or 106 at UST) or consent of the program director.
Prerequisite with concurrency: SOWK 2810 (281 at UST).

SOWK 3550 Communication and Interviewing Skills — 4 credits
This course is the first of a four-course practice sequence. The primary focus is on communication theory and skills as applied to social work with individuals, families, small groups, communities and organizations. There is an emphasis on self-awareness, beginning assessment skills and diversity issues. An integrative approach to generalist social work practice provides the context for intervention on individual, environmental and societal levels. SOWK 3550 at St. Catherine University is the same course as SOWK 355 at University of St. Thomas. SOWK 3550/355 is taken with SOWK 3750/375 (or 3780/378) in the fall for students in the College for Women at St. Catherine University. College for Adults bachelor's students take SOWK 3550 in the fall and SOWK 3780 in the spring.
Prerequisites with concurrency: SOWK 2810 (281 at UST) and SOWK 3400 (340 at UST) or by consent of the program director.
SOWK 3750 Junior Field Placement and Integrative Seminar — 2 credits
Junior Fieldwork complements students’ academic work through practical experience in a social work agency, institution or department. Under the supervision of an agency field instructor, the student learns beginning social work tasks and functions while applying theory to actual social work situations. Students participate in an on-campus seminar with other junior social work majors while in placement. The placement is 10–12 hours per week throughout two consecutive terms (fall and spring semesters) for College for Women social work students. SOWK 3750 at St. Catherine University is the same course as SOWK 375 at University of St. Thomas. Prerequisite with concurrency: SOWK 2810/281 and SOWK 3400/340. SOWK 3780/378 (4 credits) is designed for College for Women students taking a semester abroad in their junior year and for College for Adults students. It combines SOWK 3750/375 and SOWK 3760/376 into a single semester. College for Women students must consult with the department chair before registering for this course. 201610.

SOWK 3760 Junior Field Placement and Integrative Seminar — 2 credits
Junior Fieldwork complements students’ academic work through practical experience in a social work agency, institution or department. Under the supervision of an agency field instructor, the student learns beginning social work tasks and functions while applying theory to actual social work situations. Students participate in an on-campus seminar with other junior social work majors while in placement. The placement is 10–12 hours per week throughout two consecutive terms (fall and spring semesters) for College for Women social work students. SOWK 3760 at St. Catherine University is the same course as SOWK 376 at University of St. Thomas. Prerequisite with concurrency: SOWK 2810/281 and SOWK 3400/340. SOWK 3780/378 (4 credits) is designed for students taking a semester abroad in their junior year and for College for Adults students. It combines SOWK 3750/375 and SOWK 3760/376 into a single semester. Students must consult with the department chair before registering for this course.

SOWK 3780 Junior Field Placement and Integrative Seminar — 4 credits
Junior Fieldwork complements students’ academic work through practical experience in a social work agency, institution or department. Under the supervision of an agency field instructor, the student learns beginning social work tasks and functions while applying theory to actual social work situations. Students participate in an on-campus seminar with other junior social work majors while in placement. The placement is 12–16 hours per week over one term. College for Adults students take SOWK 3780 (4 credits) in the spring of their junior year. College for Women students are only eligible for SOWK 3780/378 if they are taking a semester abroad in their junior year and can register in the fall or the spring. It combines SOWK 3750/375 and SOWK 3760/376 into a single semester. College for Women students must consult with the department chair before registering for this course. SOWK 3780 at St. Catherine University is the same course as SOWK 378 at University of St. Thomas. Prerequisites with concurrency: SOWK 2810/281 and SOWK 3400/340.

SOWK 3800W Social Work Research — 4 credits
This course fosters competence in the research skills needed for generalist social work practice. Students will gain knowledge in the steps of conducting research; practice evaluation; conducting research with vulnerable participants; locating and critically evaluating relevant research to inform practice; and evidence-based practice. They will learn values of ethical research practice, using the Belmont Report and the NASW Code of Ethics as guidelines. Particular emphasis is placed on protecting vulnerable research participants. Students will also gain skills in writing and presenting a literature review, developing a research proposal, and applying relevant research to practice. This course serves as the writing intensive course in the major. Prerequisites: SOWK 2810 and junior status or consent of the program director.

SOWK 3850 Group Work Skills — 4 credits
This course is the second of the four-course practice sequence. The primary focus of the course is on the study of human behavior in groups with emphasis on the use of groups in generalist social work practice to accomplish individual, family, organizational and/or community goals. This course provides experiential learning opportunities to integrate knowledge, values and skills as both a group leader and a group member. The effects of diversity on group interaction are stressed. SOWK 3850 is the same course as SOWK 385 at University of St. Thomas. SOWK 3850 is taken with 3760 for College for Women students or 3780 for College for Adults students in the spring semester. Prerequisite: SOWK 3550 (355 at UST) or consent of the Program Director. 201610.

SOWK 3910 Social Policy for Social Change — 4 credits
This course equips students to understand and critically analyze current and past social policies. Policy alternatives are explored with a focus on the values and attitudes as well as the societal, economic and political dynamics from which they originate. Roles and responsibilities of citizens and professionals in formulating and implementing policies responsive to actual social needs are addressed. SOWK 3910 is the same course as SOWK 391 at the University of St. Thomas. Prerequisite: SOWK 2810 (281 at UST) or consent of the Program Director.

SOWK 4010 Generalist Practice I: Small Client Systems — 4 credits
This is the third course in the four-part practice sequence. This course prepares students for generalist social work practice with individuals, families and groups in the context of their social environments with emphasis on aspects of diversity. A primary focus is the application of social work knowledge through increased development of skills. The overall goal of the course is integration and application of the stages of the generalist social work method. SOWK 4010 is taken with SOWK 4050 in the fall by seniors. SOWK 4010 is the same course as SOWK 401 at the University of St. Thomas. Prerequisites: SOWK 3550 (355 at UST) and SOWK 3850 (385 at UST) and senior status in the major. Corequisite: SOWK 4050 (405 at UST).
SOWK 4020 Generalist Practice II: Large Client Systems — 4 credits
This course is a continuation of SOWK 4010 and the final of four courses in the practice sequence of the social work curriculum. The focus is on prevention/intervention methods based on generalist social work knowledge that can be applied to client systems of all sizes. A special emphasis is placed on effecting planned change in groups, organizations, communities, and national and global society toward the pursuit of social justice. A combination of lecture, discussion, experiential learning, and small group activities provides students with knowledge and skills for client advocacy and social change. SOWK 4020 is taken with 4060 in the spring semester. SOWK 4020 is the same course as SOWK 402 at the University of St. Thomas.
Prerequisite: SOWK 4010 (401 at UST).
Corequisite: SOWK 4060 (406 at UST).

SOWK 4050 Senior Field Placement and Integrative Seminar — 4 credits
Senior Fieldwork complements the student's academic work through practical experiences in a social work agency, institution or department. Under the supervision of an agency field instructor, the student learns social work tasks and functions while applying theory to actual social work situations. Students participate in an on-campus seminar with other senior social work majors while in placement. The placement is approximately 15-20 hours per week throughout two consecutive terms (fall and spring semesters). Offered fall semester. SOWK 4050 is the same course as SOWK 405 at the University of St. Thomas.
Corequisite: SOWK 4010 (401 at UST).

SOWK 4060 Senior Field Placement and Integrative Seminar — 4 credits
Senior Fieldwork complements the student's academic work through practical experiences in a social work agency, institution or department. Under the supervision of an agency field instructor, the student learns social work tasks and functions while applying theory to actual social work situations. Students participate in an on-campus seminar with other senior social work majors while in placement. The placement is approximately 15-20 hours per week throughout two consecutive terms (fall and spring semesters). Offered spring semester. SOWK 4060 is the same course as SOWK 406 at the University of St. Thomas.
Corequisite: SOWK 4020 (402 at UST).

SOWK 4140 School Social Work — 4 credits
This course examines the school as a social institution which serves to educate and socialize children into American society and the role of the Social Worker in such a setting. Emphasis is placed on discovering similarities and differences between social work and education values and tasks and the process of integrating social work values into a school setting. Social work with special and at-risk populations is discussed. This course also examines specific handicaps to learning and the role of the social worker in helping students, schools and families adjust to and cope with special needs. Emphasis will be placed on evaluation of school social work practice. Interventions with children which fit within a school setting are included.

SOWK 4300 Development and Fundraising for Social Service Organizations — 4 credits
The purpose of this class is to provide students with an overview of key elements of supporting and expanding social service programs in nonprofit and public agencies. Topics covered include nonprofit governance and administrative structures, fundraising, program design and development, philanthropy, supervision of paid staff and volunteers, and grant-writing and program evaluation. An emphasis will be placed on linking agency work and agency mission. The course will emphasize application and synthesis of course concepts through community-based projects.

SOWK 4602 Internship — 2 credits
This course is a structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. It is not to be confused with the required internships for juniors and seniors who are majoring in social work. An internship involves you in the profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office. Also offered in Evening/Weekend/Online Program.
Prerequisites: Faculty sponsorship and approval by department chair.

SOWK 4604 Internship — 4 credits
This course is a structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. It is not to be confused with the required internships for juniors and seniors who are majoring in social work. An internship involves you in the profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office. Also offered in Evening/Weekend/Online Program.
Prerequisites: Faculty sponsorship and approval by department chair.

SOWK 4850 Seminar — 4 credits
This is an opportunity to explore advanced areas of the social work profession in small groups under departmental supervision.
Prerequisites: Admission to the major or permission of the instructor.

SOWK 4952 Independent Study — 2 credits
Independent study is also offered in Evening/Weekend/Online Program.
Prerequisites: Permission of the instructor and department chair.

SOWK 4954 Independent Study — 4 credits
Independent study is also offered in Evening/Weekend/Online Program.
Prerequisites: Permission of the instructor and department chair.

SOWK 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Also offered in Evening/Weekend/Online Program.

Sociology (SOCI)

SOCI 1000 Principles and Concepts of Sociology — 4 credits
Introduction to the basic ideas used by sociologists to understand societies, groups, relationships and the connection between the individual and the society. This course surveys the major topic areas of sociology, including culture, inequality, institutions, social interaction and social change, with application to current events and everyday life. Offered every semester. Offered in the College for Women and the College for Adults.

SOCI 2100W Research Methods in Sociology — 4 credits
This is a hands-on course introducing the basic concepts of quantitative research in the social sciences. Topics include problem formulation, design, sampling, measurement, data-collection techniques and interpretation of results. Ethical issues in research are considered. This course includes many of the skills students will need to complete the core information technology requirement. Students interested in qualitative methods are directed to SOCI 3250. Offered annually. Offered in the College for Women.
SOCI 2150 Challenging Oppressions, Civic Engagement and Change — 4 credits
This course provides an in-depth overview of the dynamics of inequality, intersecting oppressions, models of civic engagement and systemic social change. Classism, racism, sexism, heterosexism, ableism and speciesism are examined as systems of power and privilege that are socially constructed and subject to social change. This course bridges classroom and community, theory and practice, through readings, discussions, guest speakers, visits to community partner agencies, and a community service and learning component. Offered annually. Offered in the College for Women. Also offered as CRST 2150 and WOST 2150.

SOCI 2200 People, Stories and Images: Qualitative Social Research — 4 credits
This hands-on seminar/practicum aims to familiarize students with principles of qualitative research and introduce them to various qualitative research methods used to examine social issues. Students will gain practical skills in designing and conducting qualitative research; they will also develop critical thinking skills in recognizing and negotiating the power dynamics and ethical dilemmas inherent in the research process. These skills are applicable in multiple disciplines and transferrable for lifelong learning and careers in a variety of settings, be it for government organizations or non-profits, dealing with domestic or international issues. Qualitative research skills also help us become a more reflective and engaging person! Also offered as CRST 2200 and WOST 2200.

SOCI 2300 Sociology of Health and Medicine — 4 credits
This course examines the social and cultural aspects of disease and the institutions devised to cope with it. Moving beyond the "medical model" of disease, the course explores illness as a social phenomenon caused by social factors and defined in cultural terms. It also examines the organization of healthcare in the United States, including the rise of the professions, the financing of care and prospects for change. Offered alternate years.

SOCI 2350 Asian American Identities — 4 credits
The Asian American Identities course will engage students in a critical analysis of the multiple, fluid and intersecting identities of members of the Asian diaspora. Beginning with Asian immigration to the United States in the 1800s through the existence of multi-generational families in the present day, students will learn to interrogate how the perceived identities of Asian Americans has shaped these histories and experiences, and how agency in Asian American self-identification has served to empower them, challenge assumptions and create new realities. Offered in the College for Women. Also offered as CRST 2350.

SOCI 2400 The Sociology of War and Peace — 4 credits
This course examines the social problem of war and the social construction of peace. The course includes examination of the causes of war, the effects on society of war and preparation for it, the relationships between war, peace and justice, and methods of reducing war and promoting peace. Offered alternate years.

SOCI 2500 Rule-makers and Rule-breakers: Deviance and Social Control — 4 credits
How does society create insiders and "deviant" outsiders? How are legal and medical labels created and applied? What role does race, class, gender, sexual orientation, age and ability play in the construction of deviance and the application of social control? Who is criminalized? Who is medicalized? How do these labels effect social opportunity and identity? The course includes study of the various types of deviance and social control, including formal/legal, medical/psychiatric labeling, and informal stigma with special attention to mass incarceration, the school-to-prison pipeline, and the medicalization of deviance. Offered in alternate years. Offered in the College for Women. Also offered as CRST 2500 and WOST 2500.

SOCI 2684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

SOCI 2700 Social Movements-Social Change — 4 credits
This course provides students with an in-depth understanding of the dynamics of collective behavior and social movements. A variety of social movements and counter movements are considered. The course emphasizes collective responses to inequality and the role of race/ethnicity, class, gender and other differences in movements for social change. Offered in the College for Women. Also offered as CRST 2700 and WOST 2700.

SOCI 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

SOCI 3160 Migration, Citizenship, Community — 4 credits
This course will help students cultivate sociological imagination around issues related to migration and immigration. Through reading theories and narratives of migration against each other, a successful student, at the end of the semester, should achieve a deeper understanding of the following questions: Why does mass migration happen? What are the social and political consequences of migration? What happens to people's cultures, identities, and sense of belonging when they cross national borders? What does the immigration debate reveal about the social fabric of the United States? Sociological understanding of these questions will help students make ethical decisions and assume leadership in their civic and political lives. Offered in the College for Women.
Recommended: SOCI 1000. Also offered as CRST 3162.

SOCI 3210 Family, Identity and Inequality — 4 credits
Family is an important social institution in which identities are formed and inequalities are reproduced. Highlights of this course include perspectives of families in poverty, LGBT families, transracial and transnational families. Students conduct research about family, identity, and inequality (race, class and gender) and consider strategies for social change and individual action. Offered alternate years. Also offered as CRST 3210 and WOST 3210.
SOCI 3250 Cultural Anthropology — 4 credits
This is a survey of the evolution, integration and importance of culture. Students will develop an awareness of and appreciation for the variety of human cultural and subcultural adaptations, focusing on such institutions as economics, family, politics and religion. Ethnographic methods are also covered, as students learn to recognize and interpret cultural meaning. Offered in the College for Women. Also offered as CRST 3251 and WOST 3250. Offered annually.

SOCI 3340 Criminal Justice: From Policing to Punishment — 4 credits
The United States has more people in prison per capita than anywhere where in the world, with 2.3 million people in prison and jail and another 5 million on probation or parole. How does this happen? What is "the prison industrial complex"? What social factors shape our approach to policing and punishment? Who is criminalized and how? What role do race, class, and gender play in policing and punishment? This course analyzes the basic concepts and dynamics of the, the including study of the personnel involved and experiences encountered in the system. This course offers students an in-depth look at the U.S. criminal justice system, and currently debated topics including police use of force and civilian killings, racial profiling, prosecutorial discretion, mass incarceration, use of solitary confinement, and the death penalty. Alternative approaches and social movements related to criminal justice reform for both juveniles and adults will also be explored. Also offered as CRST 3340. Offered in alternate years. Offered in the College for Women.

SOCI 3450 Women's Issues from Global Perspectives — 4 credits
This course examines the construction of gender, gender inequality, women's movement, and cultural representation of gender from a transnational perspective. This perspective emphasizes the connections between histories and conditions of different societies, particularly the power relations between the global North and the global South. Offered alternate years. Offered in the College for Women. Also offered as CRST 3450 and WOST 3450.

SOCI 3470 Sociology of the Law — 4 credits
This course provides an in-depth understanding of the interaction between law and society. Emphasis is on U.S. law and legal systems, but consideration is given to historical, cross-cultural and international variations. Topics include historical foundations and current directions of law in the U.S.; the organization of law and legal systems; sociological factors that shape the creation, interpretation, and application of the law; and law as a mechanism of social control and a tool for social change. Also offered as CRST 3470. Offered alternate years.

SOCI 3510 Sociology of Race and Ethnicity — 4 credits
This course examines structured inequality related to race and ethnicity. The course focuses on current research and theory pertinent to the social construction of race and ethnicity, intergroup relationships, power, stereotyping, prejudice and discrimination, systemic racism, and the ways that race intersects with class, gender and other differences. Includes historical and contemporary experiences of racial and ethnic groups in the U.S. Offered alternate years. Also offered as CRST 3510 and WOST 3510.

SOCI 3650 Experimental Social Psychology with Lab — 4 credits
Survey of current theory and research. Topics include effects of mass communication and group membership upon the attitudes and behavior of the individual, experimental methodology, attitude formation and change, interpersonal attraction, altruism, aggression, prejudice and group dynamics. Students will participate in weekly laboratory sessions and design and execute social psychological research projects. Offered annually. Also offered as PSYC 3650.

SOCI 3700W Social Theory — 4 credits
This is a seminar-structured course that examines the philosophical underpinnings of sociology and acquaints students with leading social theorists. It includes classical and contemporary theorists and perspectives, as well as the application of theory to contemporary social issues. Offered annually. Offered in the College for Women.
Prerequisites: SOCI 1000, junior or senior status or permission of the instructor.

SOCI 3860 Neighborhoods, Cities and Inequality — 4 credits
Analysis of the emergence of cities, urban social systems, urbanization and urbanism with special attention to international urban patterns. Topics include patterns of suburbanization, city lifestyles and social environment of the cities, ethnic diversity, urban planning, housing programs and urban change, urban future. Includes a service-learning component. Also offered as CRST 3860. Offered in alternate years. Offered in the College for Women.

SOCI 4602 Internship — 2 credits
This is a structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by the department chair.

SOCI 4604 Internship — 4 credits
This is a structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves students in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience, meet with the internship coordinator in the Career Development Office.
Prerequisites: Faculty sponsorship and approval by the department chair.

SOCI 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

SOCI 4912 Research — 2 credits
Specific, complex sociological research projects are coordinated with a faculty member and the department chair.
Prerequisites: Permission of the department chair.

SOCI 4914 Research — 2 credits
Specific, complex sociological research projects are coordinated with a faculty member and the department chair.
Prerequisites: Permission of the department chair.

SOCI 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.
SOCI 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

SOCI 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

Sonography (SON)

SON 1500 Communication for the Sonography Professional — 2 credits
This course is designed to help students understand the theory and develop the skills necessary for effective communication. The course explores verbal/non-verbal communication, interpersonal listening and feedback, passive and active listening, team development, and managing conflict. Offered in the College for Adults.

SON 1605 Abdomen I — 4 credits
This course is the beginning anatomy/physiology and pathology of the abdomen sequence. This course will provide the beginning student with an understanding of the anatomy and pathology of the liver, gallbladder, and biliary systems.

SON 1615 Abdominal I Lab — 1 credit
This course is an introduction to scanning the anatomy of the liver, gallbladder, pancreas and kidney. Students will gain experience through participation in scanning labs. Offered in the College for Adults.

SON 1620 Embryology of the Heart — 4 credits
This course will provide the student with an understanding of basic embryology of the heart, fetal development, and anomalies that may present with abnormal development.
Prerequisite: BIOL 2620. Offered in the College for Women.

SON 1630 Cardiovascular Principles — 4 credits
This course will provide the student with an understanding of identifying cardiac structures in the cardiovascular system. Emphasis is placed on understanding the basic cardiac anatomy, terminology, and hemodynamics of the heart. Students will learn basic cardiac function, heart sounds, and basic electrophysiology.
Prerequisite: BIOL 2620. Offered in the College for Women.

SON 1635 Cardiovascular Principles Lab — 1 credit
This course will provide the student with an understanding of the basic cardiac ultrasound windows, proper ergonomics, and how to optimize echo images.
Prerequisite: BIOL 2620. Offered in the College for Women.

SON 1705 Reproductive Systems in Sonography — 4 credits
In this course, the student will learn the foundational knowledge of the male and female reproductive anatomy, physiology and pathology. The student will learn identification and location of pelvic structures and surrounding landmarks commonly imaged on Ultrasound.
Corequisite: SON 1715.

SON 1715 Reproductive Systems Skills Lab — 1 credit
This course establishes the basic foundation for the imaging technique and interpretation of the female pelvis. Students will gain experience through lab participation. Offered in the College for Women.

SON 1705 Ultrasound Physics and Instrumentation — 4 credits
This course will focus on the underlying principles of physics and basic concepts critical for developing skills in the use of diagnostic ultrasound. Emphasis will be on basic acoustical physics and acoustical waves in human tissue, ultrasound transmission in soft tissues, attenuation of sound energy, parameters affecting sound transmission, and resolution of sound beams. Also discussed will be image artifacts, Doppler, ultrasound bio-effects, safety, and quality assurance.
Prerequisite: PHYS 1050.

SON 1805 Abdomen II — 4 credits
This course will provide the intermediate student with an understanding of the anatomy and pathology of the pancreas, spleen, urinary system, and abdominal vasculature. This is a continuation of the skills and knowledge acquired in Abdominal I (SON 1605).
Prerequisite: SON 1605.
Corequisite: SON 1815.

SON 1815 Abdominal II Lab — 1 credit
This course provides students with greater understanding of scanning the abdominal section. This is a continuation of the skills and knowledge acquired in SON 1610. Students will gain greater experience and knowledge through participation in the scanning labs. Offered in the College for Women.
Prerequisites: SON 1615, SON 2015.
Corequisite: SON 1805.

SON 2015 Ultrasound Physics and Instrumentation — 4 credits
This course will focus on the underlying principles of physics and basic concepts critical for developing skills in the use of diagnostic ultrasound. Emphasis will be on basic acoustical physics and acoustical waves in human tissue, ultrasound transmission in soft tissues, attenuation of sound energy, parameters affecting sound transmission, and resolution of sound beams. Also discussed will be image artifacts, Doppler, ultrasound bio-effects, safety, and quality assurance.
Prerequisite: PHYS 1050.

SON 2205 Obstetrical-Neonatal Sonography — 4 credits
This course builds upon the knowledge gained in Reproductive Systems. It will begin with discussions and materials presented on first, second, and third trimester normal fetal and maternal anatomy as it applies to ultrasound.
Prerequisite: SON 1705.

SON 2210 Obstetrical/Neonatal Skills Lab — 1 credit
This course will provide the intermediate student with the knowledge to scan an obstetric patient. Scanning the fetus will be discussed as it relates to patient history and laboratory data, transducer selection, and scanning protocols. This is a continuation of the skills and knowledge acquired in Reproductive Systems in Sonography.
Prerequisite: SON 1705.

SON 2305 Elementary of Vascular Sonography — 4 credits
This course will introduce students to the foundational discipline-based knowledge and skills necessary to practice vascular ultrasound. Foundational knowledge in vascular physics, Doppler and hemodynamics will be introduced. Knowledge of lower and upper extremity vasculature, cerebrovascular structures, abdominal and transplant vascular will be discussed and practiced, in conjunction with SON 2310 Elements of Vascular Sonography Lab. This includes arterial and venous anatomy, physiology and pathology of both upper and lower extremities, cerebrovascular, abdominal vascular, transplant structures, and arterial-venous fistulas.
Prerequisite: Successful completion of all previous sonography courses.
Corequisite: SON 2310.

SON 2310 Elements of Vascular Sonography Skills Lab — 1 credit
This course provides students with comprehensive scanning skills in all areas of the arterial and venous circulation systems. Noninvasive vascular instrumentation, protocols and techniques are introduced. Students will optimize their scanning abilities through participation in the labs. Offered in the College for Adults.
Prerequisite: SON 2015.
SON 2610 Clinical Ultrasound I — 3 credits
These courses provide the opportunity to apply didactic knowledge to the clinical environment. Students will work under the guidance of registered sonographers in hands-on ultrasound scanning in abdominal, OB/GYN, vascular and superficial parts ultrasound. Students will be at their clinical internships three days per week in SON 2610, four days per week in SON 2620 and five days per week in SON 2630. Offered in the College for Adults. 
Prerequisites: Admission to the sonography program and successful completion of prior courses in the program progression. Courses must be taken in this order: SON 2610, SON 2620, SON 2630.

SON 2620 Clinical Ultrasound II — 4 credits
These courses provide the opportunity to apply didactic knowledge to the clinical environment. Students will work under the guidance of registered sonographers in hands-on ultrasound scanning in abdominal, OB/GYN, vascular and superficial parts ultrasound. Students will be at their clinical internships three days per week in SON 2610, four days per week in SON 2620 and five days per week in SON 2630. Offered in the College for Adults.
Prerequisites: Admission to the sonography program and successful completion of prior courses in the program progression. Courses must be taken in this order: SON 2610, SON 2620, SON 2630.

SON 2630 Clinical Ultrasound III — 6 credits
These courses provide the opportunity to apply didactic knowledge to the clinical environment. Students will work under the guidance of registered sonographers in hands-on ultrasound scanning in abdominal, OB/GYN, vascular and superficial parts ultrasound. Students will be at their clinical internships three days per week in SON 2610, four days per week in SON 2620 and five days per week in SON 2630. Offered in the College for Adults. 
Prerequisites: Admission to the sonography program and successful completion of prior courses in the program progression. Courses must be taken in this order: SON 2610, SON 2620, SON 2630.

SON 2681 Directed Study — 1 credit
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.

SON 2682 Directed Study — 2 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.

SON 2683 Directed Study — 3 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.

SON 2684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses. 
Prerequisites: Faculty, department chair and dean approval.

SON 2993 Topics — 3 credits

SON 3300 Clinical Practicum I — 8 credits
The clinical internship provides the opportunity to apply didactic knowledge to the clinical environment. Students will work at off-campus clinical sites under the guidance of registered Sonographers.

SON 3305 Small Parts — 1 credit
This course will introduce you to the sonographic anatomy, physiology and pathology of the thyroid, breast, and GI tract. Musculoskeletal ultrasound will be introduced. Knowledge of these structures will be discussed and practiced in conjunction with SON 3310 Small Parts Lab. 
Prerequisite: SON 1805.

SON 3310 Small Parts Lab — 1 credit
This course will introduce you to the scanning principles, techniques and protocols of the thyroid, breast, and GI tract. Musculoskeletal ultrasound will be introduced. Knowledge of these structures will be discussed and practiced in conjunction with SON 3305 Small Parts lecture. 
Prerequisite: SON 1810.

SON 3400 Clinical Practicum II — 10 credits
The clinical internship provides the opportunity to apply didactic knowledge to the clinical environment. Students will work at off-campus clinical sites under the guidance of registered Sonographers.

SON 3405 Clinical Practicum II — 2 credits
The clinical internship provides the opportunity to apply didactic knowledge to the clinical environment. Students will work at off-campus clinical sites under the guidance of registered Sonographers.

SON 3410 Clinical Practicum II — 8 credits
The clinical internship provides the opportunity to apply didactic knowledge to the clinical environment. Students will work at off-campus clinical sites under the guidance of registered Sonographers.

SON 4010 Capstone Project — 1 credit
This course will provide the senior student the ability to apply the knowledge and skills learned in the previous courses and clinical internships that comprise the sonography program. The student’s project will have a theoretical/academic and applied components.
Prerequisite: IPE 4200W.

SON 4681 Directed Study — 1 credit
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

SON 4682 Directed Study — 2 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

Spanish (SPAN)
SPAN 1110 Elementary Spanish I — 4 credits
This course encourages student active involvement with Spanish from the first class, helping students to develop knowledge and practical ability at an elementary level in all five skills: listening, reading, writing, speaking and cultural awareness. Offered every semester. Offered in the College for Women and the College for Adults.
Prerequisite: Placement exam required of all students, unless they have never taken Spanish.

SPAN 1120 Elementary Spanish II — 4 credits
Continuation of Elementary Spanish I. Students will further develop their receptive abilities in listening, reading, and cultural awareness at the same time they increase their communication skills in the productive abilities of speaking and writing. Offered in fall and spring semester. Offered in the College for Women and the College for Adults. Placement exam required of students who did not take Elementary Spanish I at St. Catherine University.
Prerequisite: SPAN 1110 with a minimum grade of C-, its equivalent, or placement exam.

SPAN 2110 Intermediate Spanish I — 4 credits
This course is designed to increase listening, speaking, reading and writing skills in Spanish with a focus on Hispanic culture, including intensive practice of grammatical structures. Offered in the College for Women.
Prerequisite: SPAN 1120 with a minimum grade of C-, its equivalent, or placement exam.

SPAN 2120 Intermediate Spanish II — 4 credits
With a specific focus on cultural understanding, history, and social justice, this course will have students apply grammar structures learned in the previous three semesters to discuss and analyze themes from Spanish-speaking countries and the United States. Emphasis is on verbal and written communication. Offered in the College for Women.
Prerequisite: SPAN 2110 with a minimum grade of C-, its equivalent, or placement exam.

SPAN 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

SPAN 3050W Visions of the Hispanic World: Reading to Speak and Write — 4 credits
Through this writing-intensive course, students will utilize a cross-cultural approach to discuss and analyze Spanish-language readings that provide interdisciplinary themes. Varying from semester to semester, texts and films may be chosen from a range of time periods, genres, and place of origin: Spain, Latin America and/or Spanish-speaking parts of the U.S. Students will focus primarily on critical reading and writing, as they continue to polish skills in listening and speaking. Offered every semester. Offered in the College for Women.
Prerequisite: SPAN 2120, its equivalent, or placement exam.

SPAN 3160 Hispanics in the United States — 4 credits
Students will gain knowledge about the layered history and issues involving Hispanics and Latinos in the United States. As students discuss a number of materials, from writings to film, documentaries, the arts, and experiential learning tasks, they will increase their awareness of and experience with cross-cultural, bilingual ways of life, thinking and being. Students will speak primarily in Spanish. Offered spring semester. Offered in the College for Women.

SPAN 3250 Introduction to Critical Cultural and Literary Analysis — 4 credits
Students will learn how to read and write about a variety of literary and cultural texts from the Spanish speaking world, including film. At the same time students will incorporate into their work specialized analytical terminology, as well as consider the socio-historical, political, and economic context of the works, their authors, and their audience. This course will prepare students for success in advanced classes in the department. Offered in fall semester. Offered in the College for Women.
Prerequisite: SPAN 2120.

SPAN 3550 Short Stories in Spanish — 4 credits
In this class, students will become familiar with short stories written by authors which represent the literary production of Spain and of countries that, because of their past history of colonization by Spain, have Spanish as their official or second language; countries such as Hispanic America, Equatorial Guinea and the Philippines. Authors may vary each time the class is offered but they will represent many historical periods from the Middle Ages to present time. Thus, students will be able to appreciate the ideas and tendencies that had influence over the genre through the centuries. Approaches to the study of these short stories will vary according to the instructor.
Prerequisite: SPAN 3050W or equivalent.

SPAN 4100 Hispanic Women Writers — 4 credits
Through reading texts written by important Hispanic women writers, students will gain insight into rich, wide-ranging and diverse histories and cultures of written work by Spanish-speaking women writers across places and time, from Spain to the Twin Cities. Offered every other year.
Prerequisite: SPAN 3050W or equivalent.

SPAN 4602 Internship — 2 credits
As a minor or major, students may plan structured out-of-class learning experiences that combine either a work component or cultural/linguistic development in an Hispanic environment. To initiate an internship experience, students should meet with the internship coordinator in the Career Development Office, and a member of the Spanish faculty to discuss the on-campus requirements of their internship contract.
Prerequisites: Approval by Spanish Department chair.

SPAN 4604 Internship — 4 credits
As a minor or major, students may plan structured out-of-class learning experiences that combine either a work component or cultural/linguistic development in an Hispanic environment. To initiate an internship experience, students should meet with the internship coordinator in the Career Development Office, and a member of the Spanish faculty to discuss the on-campus requirements of their internship contract.
Prerequisites: Approval by Spanish Department chair.

SPAN 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

SPAN 4860W Senior Seminar — 4 credits
This challenging capstone course will challenge Spanish majors to take a critical approach to cultural/literary analysis. Students will prepare and give informal and formal presentations on a regular basis, and will conduct research in order to write a scholarly paper. Content and topic varies from year to year. Offered spring semester. Offered in the College for Women.
Prerequisite: SPAN 3250.
Prerequisite: processing and visualization in the statistical programming language R. 

machine learning. The course will also have an emphasis in data methods, multivariate model selection, clustering, and unsupervised logistic regression, classification analysis, bootstrapping and resampling analyses. The techniques covered in this course will include linear and logistic regression. An emphasis on using the statistical software R such as multiple linear regression, analysis of variance and covariance, uncertainty and randomness, intuitive probability, one- and two-sample inference, one-way analysis of variance, interpretation and communication of results. Use of computers integrated throughout course. Offered every semester. Offered in the College for Women.

Prerequisites: Permission of the instructor and department chair.

SPAN 4994 Topics — 4 credits
Students will have the opportunity to learn about topics that are not regularly offered in the department. Content varies from year to year but does not duplicate existing courses. Topics could include, but are not limited to, Latino theater, poetry, literature and film.

Prerequisite: SPAN 3050W or consent of instructor.

Statistics (STAT)

STAT 1089 Statistical Analysis with Corequisite — 5 credits
This course is a co-requisite course. This means that in addition to learning statistical concepts four days a week, a fifth day of course contact is designed to help students refresh and strengthen mathematical concepts and problem-solving skills for use within the context of statistics. With regard to statistical content, the course includes the following: introduction to fundamental uses and misuses of statistics; exploratory data analysis, regression and correlation, uncertainty and randomness, intuitive probability, one- and two-sample inference, one-way analysis of variance, interpretation and communication of results. Use of computers integrated throughout course. Offered every semester. Offered in the College for Women.

Prerequisites: High school higher algebra and appropriate ACT Math subscore.

STAT 1090 Statistical Analysis — 4 credits
This course is an introduction to fundamental uses and misuses of statistics. Exploratory data analysis, regression and correlation, uncertainty and randomness, intuitive probability, one- and two-sample inference, one-way analysis of variance, interpretation and communication of results are all involved. Use of computers is integrated throughout course. Offered every semester. Offered in the College for Women.

Prerequisites: High school higher algebra and one of: appropriate level on mathematics/statistics placement assessment, ACT math score, a grade of C- or better in MATH 1010, or college algebra. Credit is given for only one of the following courses: ECON 1080, ECON 1090, HLTH 1090, STAT 1090 or PSYC 1090.

STAT 2080 Statistical Modeling — 4 credits
Taking the next step in statistics to model and analyze data. Investigating real world data with intermediate level statistical modeling techniques such as multiple linear regression, analysis of variance and covariance, and logistic regression. An emphasis on using the statistical software R will be provided through all lessons and projects in this course.

Prerequisite: STAT 1090 or equivalent. Offered in the College for Women.

STAT 2090 Statistical Computing — 4 credits
This course is focused on using technology to perform statistical analyses. The techniques covered in this course will include linear and logistic regression, classification analysis, bootstrapping and resampling methods, multivariate model selection, clustering, and unsupervised machine learning. The course will also have an emphasis in data processing and visualization in the statistical programming language R.

Prerequisite: STAT 1090 or equivalent. Offered in the College for Women.

STAT 2684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.

Prerequisites: Faculty, department chair and dean approval.

STAT 2992 Topics — 2 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

STAT 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

STAT 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.

Prerequisites: Faculty, department chair and dean approval.

STAT 4914 Research — 4 credits
Research-based learning experience designed in collaboration with a faculty member.

Prerequisites: Faculty and department chair approval.

STAT 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

Study Abroad Course (SPST)

SPST 4700 Study Abroad Course - UMAIE — 4 credits
Opportunities to take study abroad courses during the month of January are available through UMAIE (the Upper Midwest Association for Intercultural Education). UMAIE is a consortium of seven colleges offering approximately 25 different January classes with sites in all parts of the world. Students work with the Global Studies Office to register for SPST 4700.

SPST 4980 Special Studies — 2 credits
Opportunities to take study abroad courses during the month of January are available through UMAIE (the Upper Midwest Association for Intercultural Education). UMAIE is a consortium of seven colleges offering approximately 25 different January classes with sites in all parts of the world. Students work with the Global Studies Office to register for SPST 4700.

SPST 4980 Special Studies — 24 credits
St. Kate’s students can take advantage of experiential, cross-cultural learning programs through a wide variety of semester or year-long study-abroad experiences. Many types of affordable programs are available. Contact Global Studies for more information.

Theater (THR)

THR 1110 Theater in the Twin Cities — 4 credits
A fundamental fine arts course which introduces students to theater history and to the performance elements found in a variety of theaters throughout the Twin Cities. The attendance and reviewing of St. Catherine University theater productions and Twin Cities productions is a requirement. Visiting artists will acquaint students with the wide range of experiences and opportunities faced by theater artists today. Offered in the College for Women.
THR 2140 Acting: Leadership in Performance — 4 credits
Why are some people perceived as confident and poised? How does one bring the most authentic self to every communication situation? This course introduces theories and processes for realizing authentic communication of character and thought. Emphasis is on non-verbal communication skills, textual analysis and practical application of performance theory. Offered in the College for Women.

THR 2150 Directing: Event Production — 4 credits
This class provides an introduction to the theories and craft of directing and event planning. Areas of study include textual analysis; audience analysis; concept development; rehearsal techniques; identification of event objectives, budget, venue usage, scheduling; and marketing design and implementation. Offered in the College for Women.

THR 2190 Media Communication — 4 credits
THR 2190 is a course designed to examine and explore the components of effective communication through media and the process of realizing a personal style that enhances and facilitates listener understanding. The student will work toward developing physical and vocal techniques essential for clear communication via audio and video channels. Critical assessment tools necessary for the examination of media performances of self and others are identified and applied. This study requires active, invested, receptive participation.

THR 2300 Voice in the Workplace — 4 credits
This course will help students maximize the impact and effectiveness of their speaking voice. The course explores a variety of vocal theories and methodologies aimed at achieving authentic vocal realization of thought and increasing listener reception and understanding of ideas. Offered in the College for Women.

THR 2310 Dance for Musical Theater — 4 credits
Foundation in techniques and styles of dance and choreography for musical theater. Offered in the College for Women.

THR 2684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

THR 2993 Topics — 3 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

THR 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

THR 3100 Survey of Musical Theater — 4 credits
Why has musical theatre remained a major box office draw for over a century? How does it reflect its birthplace, America, and speak to an ever-changing social and cultural milieu? What is unique and significant about this theatre genre? Why do people hum show tunes? This course explores musical theatre and its evolution by examining significant musicals in the theatrical canon, as well as their creators, components, performers, and productions. The class follows a chronological organization, tracing the development of musical theatre during the 20th century and into the 21st, while unpacking the genre in terms of race, ethnicity, gender, religion, culture, class, and history. As part of the curriculum, students also watch a selection of musical productions, both on video and the live stage, acquiring the skills to critically view and analyze all aspects of musical theatre.

THR 4684 Directed Study — 4 credits

THR 4952 Independent Study — 2 credits
Project may build upon experience gained in any course in the department. See appropriate instructor.
Prerequisites: Instructor and department chair permission.

THR 4954 Independent Study — 4 credits
Project may build upon experience gained in any course in the department. See appropriate instructor.
Prerequisites: Instructor and department chair permission.

THR 4984 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

THR 4992 Topics — 2 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

THR 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

Theology (THEO)

THEO 1000 Theological Questions — 4 credits
A class for first-time students of theology, this course is designed to familiarize them with the Christian tradition — its scripture, history and documents — as well as with the resources and methods of Christian theology. Taught every term, it provides a foundation of readings and skills to prepare students for further study of theology. The questions considered vary from instructor to instructor and from term to term. Offered in the College for Women and the College for Adults. Recommended for first-time students of theology. (2000 level theology courses are also recommended for first-time theology students.)

THEO 2000 Maiden - Mother - Crone: Life Stages and the Spiritual Journey — 4 credits
This course is an introductory theological reflection on spiritual life as it is experienced in events, stages and passages. Special emphasis is given to the challenges of Christian women's spiritual development. Offered in the College for Women. Also offered as WOST 2000.
THEO 2040 The Sacramental Life — 3 credits
This course examines the relationship between illness, healing, and the Roman Catholic tradition of sacramental encounter. Course topics include Christian creational statements, exploration of the spiritual disciplines within life and work, the relationship of spirituality to the healing arts, the meaning of and response to suffering, and the charism of healing. Offered in the College for Adults.

THEO 2040W The Sacramental Life — 3 credits
This course examines the relationship between illness, healing, and the Roman Catholic tradition of sacramental encounter. Course topics include Christian creational statements, exploration of the spiritual disciplines within life and work, the relationship of spirituality to the healing arts, the meaning of and response to suffering, and the charism of healing. Offered in the College for Adults.

THEO 2050 Passion, Violence, Praise: Exploring the Old Testament — 4 credits
This is an introductory study of selected areas of the Old Testament in its original context. Emphasis is upon careful reading of the text in dialogue with modern approaches to scriptural study. As a beginning-level course, it requires no prior knowledge of the Bible. Offered in the College for Women and the College for Adults.

THEO 2060 Freedom, Justice, and Liberation Theology Today — 4 credits
Theology is rooted in human experiences of encountering God in this world, and the particular experiences of various oppressed communities have given rise to a rich body of theological reflection. The many varieties of liberation theology all focus attention on how theological ideas are not limited to the church or the classroom, but affect our lives, our commitments, and our choices in powerful ways. In this course, we will explore how liberation theology, which starts from the perspective of the oppressed, presents theological ideas about God, Jesus, community, motherhood, creation/the ecological crisis, and other topics. Each offering of this course will focus on a particular variety of liberation theology, such as Black and womanist theology; Latino/a and mujerista theology; Asian and minjung theology; African theologies; or Native American theology. Students may earn credit under this course number more than once for different liberation theologies. Also offered as CRST 2060. Offered in the College for Women.

THEO 2100 New Testament Studies — 4 credits
This is an introductory study of selected areas of the New Testament in its original context. Emphasis is upon careful reading of the text in dialogue with modern approaches to scriptural study. As a beginning-level course, it requires no prior knowledge of the Bible.

THEO 2120 Living Faith: Encountering the Holy in Everyday Experience — 4 credits
An introduction to the Christian faith with particular attention to the experience of women: faith as it is understood and as it is lived; faith and culture; faith and doubt. Also offered as WOST.

THEO 2200 Christian Ethics — 4 credits
This course is an introduction to the search for the norms of human conduct in the light of revelation. It involves a discussion of human nature, freedom, responsibility, conscience, sin, ethical norms and personal development in Christ. Application of Christian norms to selected ethical problems. Offered in the College for Women and the College for Adults.

THEO 2400 Jesus of Nazareth, Christ of Faith — 4 credits
This course is a study of who Jesus is and what Jesus does as Word, Son, Lord and Savior. It involves examining the images of Jesus in the New Testament, the development of doctrines about Jesus in the early Church, and contemporary models of Jesus’ identity and mission.

THEO 2500 Health, Illness and Healing: Theology for Health Care Professionals — 4 credits
This course is intended for students already working in health care professions. The course addresses fundamental questions of health and healthcare in the light of Christian theology—questions including the nature of health and the purposes of health care; Christian conceptions of persons as physical, psychological, social and spiritual wholes; the existence and meaning of suffering; and practices of love and justice as Christian responses to suffering. The course considers a diversity of theological perspectives on these topics and other selected ethical problems in the field of health care. It also invites students to articulate an understanding of their vocation as health care professionals in relation to their own theological convictions. Offered in the College for Adults.

THEO 2600 All are Welcome: Church as Beloved Community — 4 credits
How did the community of Jesus’ disciples become a Church of 2.2 billion people spread around the globe? What is the relationship between the Church as we know it here in the United States in the 21st century, and the Church as it exists in other parts of the world? Why is church membership declining precipitously in Europe and North America today, but rising just as sharply elsewhere? The course will look both to history and to contemporary accounts of faith communities for its answers. The history, contributions, and perspectives of Asian, African, African American and Latinx Christians will be a major focus of the course. Offered in the College for Women and the College for Adults.

THEO 2684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.

Prerequisites: Faculty, department chair and dean approval.

THEO 2700 Exploring the Catholic Faith: Saints and Sinners, Candles and Crosses — 4 credits
What is distinctive about the Catholic understanding of the Christian faith? How do Catholics understand such things as the role of Mary, the saints, sacraments and sacramentals, sin and grace, and the authority of bishops and the pope in their faith and practice? This course will examine the beliefs and practices of Catholics in the context of the history of the Catholic Church, and will include an exploration of the arts and the Catholic imagination. Offered in the College for Women.

THEO 2750 Christian Spirituality — 4 credits
This course is an introduction to the Christian spiritual tradition, relying on the study of selected major primary sources. Descriptions of the movements of the inner life of believers will be critiqued in the light of contemporary spiritualities.

THEO 2800 Eat, Pray, Heal: Christian Sacramentality — 4 credits
This course examines the Christian community and sacraments as the means through which Christ communicates the Word in the power of the Holy Spirit. Biblical and historical sources of sacramental theology are included, as well as sacraments and the contemporary Christian life.

THEO 2850 Social Justice: A Christian Perspective — 4 credits
This course explores the theological foundations of the Christian commitment to social justice, the contribution of Catholic social teaching and liberation theology. It also may include consideration of a variety of contemporary social issues, depending on the instructor and the term. Excellent as a preparation for CORE 3990W Global Search for Justice.
THEO 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies, but will not duplicate existing courses. Offered in the College for Women.
Prerequisite: One theology course.

THEO 3020 Pastoral Theology — 4 credits
This class is an exploration of the discipline of pastoral theology as it relates to ministry in contemporary Church and society. Emphasis is placed on developing expertise in reflecting theologically upon one’s experience through the case-study method. Offered every other year in the evening; usually co-convened with THEO 6020. Offered in the College for Adults.
Prerequisite: One course in theology.

THEO 3030 Educating for Life: Religious Education in Christian Communities — 4 credits
This course is an exploration of the Christian theological and historical foundations of religious education in contemporary Christian traditions. This course provides a balanced study of classic and contemporary religious education sources and theological reflection on personal experiences of religious education. It emphasizes baptism’s significant role for living and practicing the Christian faith, especially for those preparing to engage in formal or volunteer religious education ministry within Christian school and/or church structures.
Prerequisites: At least one previous theology course and consultation with course instructor.

THEO 3060 Issues in Pastoral Theology — 4 credits
This course is an examination of the concept of pastoral care as manifest in scripture, Church history and specific contemporary ministries. Such topics as grief, the recovery of chemically dependent people and the role of women in the Church are explored. You also reflect on your life’s story as it relates to your understanding of ministry. Offered every other year in the evening; usually co-convened with THEO 6060.
Prerequisite: One course in theology.

THEO 3090 Passing on the Faith - The Ministry of Faith Formation — 4 credits
This course involves an identification and examination of religious education processes, programs, and practices with special attention to a diversity of theological understandings among and across various age groups; teaching strategies and practical methods appropriate to various ages and groups; the divergent practices among various religious membership groups; and the philosophical and cultural differences of ethnic groups. This course engages students in limited field observation involving assessment, planning, identifying of resources, and evaluation of existing catechetical practices. Personal assessment of each student’s ministerial competency and individual goal setting will conclude the class.
Prerequisites: At least one previous theology course and consultation with course instructor.

THEO 3150 Christian Marriage — 4 credits
This course is a study of different types of marriage from historical and contemporary perspectives. It examines the theology of Christian marriage as relationship, contract and sacrament. Special attention is given to the sacrament of marriage in the Roman Catholic tradition. An examination of the spirituality of marriage throughout the stages of marriage and parenting is also involved.
Prerequisite: One theology course.

THEO 3360W War, Peace and the Apocalypse — 4 credits
This course is divided into two parts. The first part explores the Book of Revelation, also called “John’s Apocalypse,” in its original historical-cultural context. This part of the course lays the foundation for the study of apocalyptic theology and spirituality beyond the biblical texts. The second part continues with Revelation’s influence on apocalyptic thinking but broadens the focus to include the prevalence of apocalyptic movements in Western history. The course compares diverse apocalyptic narratives, ancient and modern, in order to understand better John’s Apocalypse and apocalyptic worldviews, language and theology. Students discuss and analyze the artwork of Albrecht Durer; the appropriations of John’s Apocalypse by interesting groups (e.g., the Branch Davidians) and individuals (e.g., Anne Wentworth); apocalyptic images in modern music, media and film; apocalyptic language in political rhetoric; and the role of apocalypticism among the Maya and Hopi, and within Catholic Marian devotion and Islam.
Prerequisite: None. Note: This course does not meet the liberal arts and sciences core theology requirement for College for Adults students or for B.S. students in the College for Women. It will count towards the additional theology course for B.A. students in the College for Women, however.

THEO 3380 Women, Gender and the Bible — 4 credits
This course involves a close reading of biblical texts to see how women are portrayed in the Old and New Testaments, and how gender is used in images of God and community. Secondary texts that comment on these issues are studied with a special emphasis on how recent developments in feminist criticism have influenced interpretation of the Bible. Also offered as WOST 3380. Fulfills the core requirement for single theology course.

THEO 3390 The Bible Goes to the Movies — 4 credits
This is a study of how the Bible has been interpreted through film, involving the viewing and evaluation of film in relationship to relevant readings from the Bible. Careful reading and analysis of biblical texts is involved, as well as comparison of the Bible with the filmmaker’s reading and interpretation of texts.
Prerequisites: THEO 2050 or THEO 2100, or one theology course and permission of the instructor.

THEO 3450 Women in American Christianity — 4 credits
This is a theological study of the contributions of women to the various religious traditions found in America. The approach is ecumenical, with an emphasis on the roles of women in the Christian churches. Also offered as WOST 3451. Offered every other year.
Prerequisite: One theology course.

THEO 3500W Liturgical Theology: Celebration at the Center — 4 credits
This course explores the centuries-long conviction that worship is centrally important for the life of faith. Students will examine briefly the way that conviction has been manifest in the life of diverse religious traditions, but will focus especially on the role of worship - indeed, celebration - in Christian tradition. The course provides a theological account of the relationship between worship and a Christian community’s understanding of God, Jesus Christ, the Spirit of God, church, sacramentality, and the relationship between church and world. The role of worship in the moral and spiritual development of Christian persons and communities will be emphasized. The course also emphasizes the centrality of Eucharist in Catholic liturgical life, and will explore a contemporary theology of worship - especially Eucharist - in light of post-Vatican II liturgical principles, as well as feminist and liberation theologies.
Prerequisite: One theology course.
THEO 3670W The Quest for God in Contemporary Experience — 4 credits
This course is an exploration of how contemporary people search for God. Some of the issues and questions considered are those who search for God and do not find God; modern science and belief in God; evil and suffering as obstacles to finding God; human experiences of trust, love, meaning and freedom as signals of God’s existence; women’s experiences of God; experiencing God as Word and Holy Spirit. Offered every other year. Offered in the College for Women.
Prerequisite: One theology course.

THEO 3700 Jewish Studies — 4 credits
This course covers the beliefs and practices of Judaism, the Jewish view of God, humanity and the relationship between ritual and morality. Jewish beliefs about life, death, the hereafter and Messianic expectations are included. Offered every second or third year.
Prerequisite: One theology course.

THEO 3752W Christianity, Judaism and Islam — 4 credits
This writing-intensive course traces Catholicism’s opening to Judaism and Islam that began in 1965 at the Second Vatican Council, and investigates the possibilities for inter-religious engagement and learning among the three faiths. It also provides an introduction to Judaism and Islam as living faith traditions, and offers practical opportunities for engagement with local Jewish and Muslim faith communities. It focuses special attention on the roles and activities of women in each of these faiths, especially women’s reforming activities within these religions and in the relationships among them. Also offered as WOST 3752.
Prerequisite: one theology course.

THEO 3753W Christianity, Hinduism and Buddhism — 4 credits
This course engages the religious and spiritual pluralism of our contemporary world. Forty-five years ago, Catholicism’s Second Vatican Council said the church “rejects nothing of what is true and holy in the world’s religions,” adding its respect for Hinduism’s “exploration of the divine mystery” and Buddhism’s path toward “liberation and illumination.” Where do the relationships among Christianity, Hinduism, and Buddhism stand today? The overall purpose of the course is practical as much as academic/intellectual: How can our own understanding of God, spirituality and our own lives benefit from engagement with the ancient spiritual traditions of Hinduism and Buddhism? The course focuses on three related tasks: first, we want to ask about the nature of religion and spirituality in our fast-moving and diverse world; second, we want to learn about the religious traditions of Hinduism and Buddhism; and third, we want to ask about the relevance of these traditions for Christianity and for our own lives: How does one engage in authentic interreligious encounters in our day? The course will include some practical opportunities for engaging Hindu and Buddhist spiritual practices in the Twin Cities area.
Prerequisite: One course in theology.

THEO 3800 Spirituality And Work — 4 credits
This course is a theological investigation of the relationship between spirituality and work. With Hebrew and Christian Scriptures as a foundation for theological reflection on the themes of co-creation and vocation, it focuses on work and spirituality in the corporate world, the service professions and the creative arts. The course also examines through readings, lectures, discussions and outside presenters the opportunities, obstacles, experiences, ethics and leadership of women at work.
Prerequisite: One theology course.

THEO 3850W Human Sexuality: Theological and Spiritual Explorations — 4 credits
This course explores the theological and spiritual significance of human sexuality, especially in the context of Christian theology and practice. Diverse anthropological, biblical, historical, feminist, and theological perspectives on human sexuality are examined. Several Catholic moral teachings regarding human sexuality — birth regulation, sex within and outside of the context of marriage, and homosexuality — are discussed. The course provides an opportunity for exploring and articulating one’s own view of the connections between sexuality and spirituality. Also offered as WOST 3850W.
Prerequisite: One theology course.

THEO 3930W Christian Women Mystics — 4 credits
This course is an examination of the lives and writing of selected Christian women mystics across the centuries. Their lives and works are studied within the ecclesiastical context of their times and with a view to their enduring meaning for today’s Christians. Also offered as WOST 3930W.
Prerequisite: One theology course.

THEO 4552 Tutorial — 2 credits
This involves directed study of an announced topic, period or figure in theology. Up to five students may work under the direction of a faculty member. See department chair for further information.
Prerequisites: Two theology courses.

THEO 4554 Tutorial — 4 credits
This involves directed study of an announced topic, period or figure in theology. Up to five students may work under the direction of a faculty member. See department chair for further information.
Prerequisites: Two theology courses.

THEO 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

THEO 4752 Practicum - Letter Graded — 2 credits
A practicum allows students to gain credit for certain non-classroom experiences. Credit for the experience is requested before beginning the experience. Normally open to junior and senior students. Offered in the College for Women.
Prerequisites: Permission of the department chair and agreement of project supervisor.

THEO 4754 Practicum - Letter Graded — 4 credits
A practicum allows students to gain credit for certain non-classroom experiences. Credit for the experience is requested before beginning the experience. Normally open to junior and senior students. Offered in the College for Women.
Prerequisites: Permission of the department chair and agreement of project supervisor.

THEO 4762 Practicum - S/U Grading Only — 2 credits
A practicum allows students to gain credit for certain non-classroom experiences. It is normally open to pastoral ministry students to meet the field education requirement for the certificate. The coordinator of the Pastoral Ministry program supervises each student’s work. Credit for the experience is requested before beginning the experience.
Prerequisite: Permission of the department chair.
THEO 4764 Practicum - S/U Grading Only — 4 credits
A practicum allows students to gain credit for certain non-classroom experiences. It is normally open to pastoral ministry students to meet the field education requirement for the certificate. The coordinator of the Pastoral Ministry program supervises each student’s work. Credit for the experience is requested before beginning the experience. Offered in the College for Women and the College for Adults.
Prerequisite: Permission of the department chair.

THEO 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

THEO 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

THEO 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies, but will not duplicate existing courses.
Prerequisite: One theology course.

Women's Studies (WOST)

WOST 1000W Introduction to Communication: Women and Social Change — 4 credits
This course teaches key concepts in communication studies through the lens of women's suffrage. Students will explore concepts within major areas of the discipline of communication studies including, gender identity, small group theory, rhetorical analysis, critical theory and media criticism. After developing a skill set in this area, students will apply learned concepts to develop a richer understanding of the role played by communication practices in women's history. Also offered as COMM 1000W. Offered in the College for Women and the College for Adults.

WOST 1120 Biology of Women with Lab — 4 credits
A study of the nature of scientific inquiry and basic biological principles in the context of issues relevant to women. Areas of study include reproductive anatomy and physiology, the cardiovascular system, genetics and sexual differentiation, women and cancer, sexually transmitted diseases, pregnancy, infertility, contraception, menopause, women and exercise, women and nutrition, and women and aging. Three hours of class and two hours of laboratory per week. Designed for non-majors. Also offered as BIOL 1120. Offered in the College for Women and the College for Adults.

WOST 1121 Economics of Social Issues — 4 credits
This course involves the study of important relationships between economic growth, equity and public policies. It offers an economic perspective on current domestic and global social problems. Topics include crime, discrimination, inequality, the welfare system, social security, education, poverty, unemployment, health care, international trade and globalization. Also offered as ECON 1120, CRST 1120. Offered in the College for Women.

WOST 2000 Maiden - Mother - Crone: Life Stages and the Spiritual Journey — 4 credits
This course is an introductory theological reflection on the Christian life as it is experienced in events, stages and passages. Special emphasis is given to the challenges of Christian women's spiritual development. Offered in the College for Women. Also offered as THEO 2000.

WOST 2050W Foundations in Women's Studies — 4 credits
This course is required of all women's studies majors and minors; it is available each semester on at least one consortial campus. This multidisciplinary course is designed to raise students' awareness of women's issues and women's diversity; to help students learn to critically examine disciplines and social practices through the lens of feminist theory; to recover past achievements of women and survey the work that women now do; to expand their perspectives; and to provide a basis for critical evaluation of future learning. Offered in the College for Women and the College for Adults.

WOST 2051 Media, Culture and Society — 4 credits
Why does the Daily Show matter? How does the medium of the cell phone increase the quantity of communication while decreasing the quality? Why do we design our living rooms around the television? What is the responsibility of a media critic? How does cultural context impact meaning? How are issues of gender, race, sexuality and class negotiated in contemporary media? In what ways do media impact identity? Why study the media, anyway? These are some of the key questions guiding our exploration of media, culture and society. This class introduces some key concepts and theories for the study of media, provides a historical backdrop for the emergence of cultural critique, and surveys some of the current trends in media and cultural studies, promoting a critical consumption of the cultural texts that infiltrate our increasingly mediated lives. Also offered as COMM 2050. Offered in the College for Women and the College for Adults.

WOST 2120 Living Faith - Encountering the Holy in Everyday Experience — 4 credits
An introduction to the Christian faith with particular attention to the experience of women: faith as it is understood and as it is lived; faith and culture; faith and doubt. Also offered as THEO.

WOST 2150 Challenging Oppressions, Civic Engagement and Change — 4 credits
This course provides an in-depth overview of the dynamics of inequality, intersecting oppressions, models of civic engagement and systemic social change. Classism, racism, sexism, heterosexism, ableism and speciesism are examined as systems of power and privilege that are socially constructed and subject to social change. This course bridges classroom and the community, theory and practice through readings, discussions, guest speakers, visits to community partner agencies, and a community work and learning component. Offered annually. Offered in the College for Women. Also offered as CRST 2150 and SOCI 2150.
WOST 2200 People, Stories and Images: Qualitative Social Research — 4 credits
This hands-on seminar/practicum aims to familiarize students with principles of qualitative research and introduce them to various qualitative research methods used to examine social issues. Students will gain practical skills in designing and conducting qualitative research; they will also develop critical thinking skills in recognizing and negotiating the power dynamics and ethical dilemmas inherent in the research process. These skills are applicable in multiple disciplines and transferrable for lifelong learning and careers in a variety of settings, whether for government organizations or non-profits, dealing with domestic or international issues. Qualitative research skills also help us become a more reflective and engaging person! Also offered as SOCI 2200 and CRST 2220.

WOST 2230 The Novel — 4 credits
An exploration of the novel, this course varies by instructor and semester. Topics may include Novels into Film, Six Degrees of Harry Potter, Oprah Books, Courtship and Marriage, and Lesbian Literature. Credit may be earned under this course number more than once for different emphases. Meets the liberal arts core requirement in literature. Also offered in Evening/Weekend/Online Program. Also offered as ENGL 2230.

WOST 2290 Women and Literature — 4 credits
This course focuses on the ways in which women's identities, world views, roles, and relationships emerge in literary works written by both women and men. Varying themes include International Black Women Writers, Mothers and Daughters, Women, Men and Marriage, Fictional Female Detectives, Female Heroes, Lesbian Texts in Contexts, Black Women's Personal Narratives, and Scarlet Women. Credit may be earned under this course number more than once for different emphases. Also offered as ENGL 2290. Offered in the College for Women and the College for Adults.

WOST 2400 Philosophy and Women — 4 credits
This course offers an examination of the portrayal of women in Western philosophic tradition and the influence of views on the nature, status and role of women. Readings from women who contributed to the development of philosophic ideas will be included. Representative contemporary issues might include the debate about pornography, violence against women and censorship. The course is offered alternate years. Offered in the College for Women. Also offered as PHIL 2400.

WOST 2402 Language in Society — 4 credits
This course introduces students to basic concepts in the study of language. It examines language as it is used in everyday interaction, focusing on the relationships between language use and the social structures in which we live: families, communities, classrooms, workplaces. Students look at how language variation relates to social characteristics such as gender, ethnic identity, and social class and how social factors mold their attitudes toward other languages and other dialects. Required for English majors and as a prerequisite for ENGL 3400 and 3490. Also offered as ENGL 2402. It does not meet the liberal arts requirement in literature. Offered in the College for Women and the College for Adults.

WOST 2500 Rule-makers and Rule-breakers: Deviance and Social Control — 4 credits
How does society create insiders and "deviant" outsiders? How are legal and medical labels created and applied? What role does race, class, gender, sexual orientation, age and ability play in the construction of deviance and the application of social control? Who is criminalized? Who is medicalized? How do these labels affect opportunity and identity? The course includes study of the various types of deviance and social control, including formal/legal, medical/psychiatric labeling, and informal stigma with special attention to mass incarceration, the school-to-prison pipeline, and the medicalization of deviance. Offered in alternate years. Offered in the College for Women. Also offered as CRST 2500 and SOCI 2500.

WOST 2700 Social Movements-Social Change — 4 credits
Provides students with an in-depth understanding of the dynamics of collective behavior and social movements. A variety of social movements and counter movements are considered. The course emphasizes collective responses to inequality, and the role of race/ethnicity, class, gender and other differences in movements for social change. Offered alternate years. Offered in the College for Women. Also offered as CRST 2700 and SOCI 2700.

WOST 2910 The Anatomy of Violence — 4 credits
The purpose of this course is to increase the knowledge and understanding of cultural, racial and interpersonal violence and develop a commitment to promoting a violence-free society. Emphasis is on exploration of the extent, causes and effects of violence and strategies for intervention on the micro and macro levels. Specific areas of study include domestic/partner abuse, child abuse/neglect, peer/date violence, elder abuse, sexual assault/sexual harassment, cultural violence, racism and other systemic oppression. Offered in the College for Women and the College for Adults. Also offered as INDI 2910.

WOST 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Offered in the College for Women.

WOST 3050 Psychology of Gender — 4 credits
This course addresses a basic question: How does gender influence one's identity and development? Students will review research about the patterning and origins of gender differences in behavior, cognitive functioning and personality. Students will also consider how cultural definitions of gender influence the socialization of men and women into adult social and occupational roles. Students will be expected to critically analyze psychological research and theory for gender-related biases. Offered annually. Also offered as PSYC 3050. Offered in the College for Women.

Prerequisite: PSYC 1001.

Stakeholders need to know whether projects, policies or programs are producing the intended effect. Quantitative program evaluation is the collection, analysis and use of data to assess effectiveness and efficiency. In this course students will design, execute and present data-based analyses. We will use statistics to isolate causal impacts using both experimental and quasi-experimental methods. We will study projects, policies and programs in the United States and abroad and draw examples from many disciplines including education, public health, economics, business, sociology and political science. The quantitative skills developed in this course are highly sought after by employers in both non-profit and for-profit settings. This course is open to students from any major and is good preparation for upper-level undergraduate and graduate courses that have research components. Offered in the College for Women and the College for Adults.

Prerequisite: One of the following - ECON 1080, ECON 1090, PSYC 1090, STAT 1089, STAT 1090. Also offered as ECON 3050.

WOST 3070W Gender and Rhetoric — 4 credits

This course takes a critical approach the study of gender and sex and, as such, explores not only the social construction of gender but also how these constructions are constructed, maintained, and/or transformed. Gender will be explored as it is constituted and functions in the institutions of education, religion, the workplace, and media. This course aims to develop the student’s awareness of gender so as to be a more critical consumer of messages about gender and sex as well as conscientious of how one’s own performances of gender intersect with and/or challenge cultural norms. Throughout, students are encouraged to also be a mindful of the role of social justice in the context of gender studies and gender equality. Students will engage in small and large-group discussion, informal writing, as well as a research paper. Also offered as COMM 3070W. Offered in the College for Women.

Prerequisites: COMM 1030 and COMM 2090 for COMM majors. For non-majors, instructor approval.

WOST 3101 Communicating across Cultures, Identities and Differences — 4 credits

In the 21st century individuals continue to be marginalized because of their differences. The existence of racism, sexism, homophobia, and religious discrimination indicate that the categories separating individuals from one another fuel acts of hatred, oppression, and degradation, but why? What makes such discrimination possible? How do categories of people come to be seen as “different”? How does being “different” affect people’s lived experience? What meaning does difference have at the level of the individual, social institution, or culture? What difference does difference make? This class will answer these questions by studying how communication plays a significant role in the construction of cultures identities and differences. Through such an inquiry students will learn how social, political, economic, racial, sexual, cultural and geographic differences impact the process of communication and consequently, cause conflict between groups and individuals that belong to different social categories. Through studying how cultures, identities and differences impact communication, students will develop strategies for effectively and ethically participating in an increasingly diverse cultural landscape. Also offered as COMM 3100 and CRST 3101. Offered in the College for Women and the College for Adults.

WOST 3150 Women and Globalization — 4 credits

This course aims to provide students with an understanding of how processes of globalization are gendered, and the politics of gender in a globalizing world. We will explore how contemporary globalization shapes national belonging, citizenship, consumption, labor, violence, and survival. Students will contrast dominant conceptions of globalization (and their critiques) with cases of globalization in practice, with particular emphasis on existing inequalities despite increased opportunities. We will explore structures of global governance and neoliberal policies, the roles of institutional agents, and responses of local actors, all through the lens of gender to understand how women are affected by global economic and political processes. The class will look critically at the changing conditions for women in the contemporary context, and will explore political responses—such as gender mainstreaming—to persistent challenges. We will investigate the relationship between women’s movement(s) and other social movements, and examine the tensions between global issues and local responses. The course concludes with thoughts on the evolving strategies of social movements, and the importance of recognizing women’s diversity and intersectionality in the face of globalized injustices. Also offered as POSC 3150. Offered in the College for Women.

WOST 3210 Family, Identity and Inequality — 4 credits

Family is an important social institution in which identities are formed and inequalities are reproduced. Highlights of this course include perspectives of families in poverty, LGBT families, transracial and transnational families. Students conduct research about family, identity, and inequality (race, class and gender) and consider strategies for social change and individual action. Offered alternate years. Also offered as CRST 3210 and SOCI 3210.

WOST 3250 Cultural Anthropology — 4 credits

This is a survey of the evolution, integration and importance of culture. Students will develop an awareness of and appreciation for the variety of human cultural and subcultural adaptations, focusing on such institutions as economics, family, politics and religion. Ethnographic methods are also covered, as students learn to recognize and interpret cultural meaning. Offered annually. Offered in the College for Women. Also offered as CRST 3251 and SOCI 3250.

WOST 3251 History of Civil Liberties and Civil Rights in the U.S. — 4 credits

The origins and evolution of American civil liberties and civil rights are covered from the colonial era through the 20th century civil rights and women’s rights movements. Course examines the U.S. Constitution and Bill of Rights and the roles of the Supreme Court, federal and state governments, and rights movements in the development of civil liberties and civil rights. Also offered as CRST 3250 and HIST 3250. Not open to first-year students.

WOST 3255 British Writers II — 4 credits

Designed primarily for English majors and minors, this course focuses on selected literary works of 19th and 20th Century authors who were profoundly affected by and who helped shape the Romantic, Victorian and Modern periods, turbulent times of dramatic change. Topics include Mind Questers and Nature Worshippers; Women’s Voice and Struggle; Gothic Castles and Domestic Drama; Romance, Realism and Reform; Rebels and Conformers in times of Creative Chaos. Offered in alternate years. Offered in the College for Women.

Prerequisite: ENGL 2202 or equivalent.
WOST 3350W Women and Music — 4 credits
This course will explore the experience of women in popular art and music, examining their roles as performers, composers, and patrons in genres such as opera, rock, sacred music, rap and Renaissance song. We will investigate depictions of women in music as well as the cultural values that have influenced women’s participation in musical traditions in the U.S. and Europe and across the globe. Also offered as MUS 3350W. Offered in the College for Women.

WOST 3380 Women, Gender and the Bible — 4 credits
This course involves a close reading of biblical texts to see how women are portrayed in the Old and New Testaments, and how gender is used in images of God and community. Secondary texts that comment on these issues are studied with a special emphasis on how recent developments in feminist criticism have influenced interpretation of the Bible. Also offered as THEO 3380. Fulfills the core requirement for single theology course.

WOST 3400W Language as Power — 4 credits
This class will take students into the complex and often hidden intersections of language and power, focusing on the many ways in which language serves as a tool of power. It will examine how people negotiate power on several levels, both individually and socially; how words imply more than they say (and thus can be used to manipulate); how language policies in education and other societal institutions privilege some groups while oppressing others; and how oppressed groups use language to resist their oppression. Because language is so intimately tied to the communities that use it, we will examine language use through the lenses of race/ethnicity and gender among others. Also offered as ENGL 3400W and CRST 3401W. This class counts as one of the four Writing Intensive courses required for graduation. Does not meet the liberal arts core requirement in literature.
Prerequisite: ENGL 2402. Offered in the College for Women and the College for Adults. Not open to first year students. Offered in the College for Women and the College for Adults. Not open to first year students.

WOST 3450 Women's Issues from Global Perspectives — 4 credits
This course examines the construction of gender, gender inequality, women's movement, and cultural representation of gender from a transnational perspective. This perspective emphasizes the connections between histories and conditions of different societies, particularly the power relations between the global North and the global South. Offered alternate years. Offered in the College for Women. Also offered as CRST 3450 and SOCI 3450.

WOST 3451 Women in American Christianity — 4 credits
This is a theological study of the contributions of women to the various religious traditions found in America. The approach is ecumenical, with an emphasis on the roles of women in the Christian churches. Also offered as THEO 3450. Offered every other year.
Prerequisite: One theology course.

WOST 3452W Development Economics: Examining Poverty and Inequality — 4 credits
This course explores the role of poverty and inequality in the process of economic development and growth. Students will examine the impact of social, political, and economic factors on poverty and how these factors relate to economic growth in developing countries. Topics include international financing of economic development, human and natural resources and their role in the development of economies, monetary policy and international aid. The emphasis of this course is on the role of women in national development and how this can impact the overall economy and economic stability of a developing country. Offered in the College for Women and the College for Adults.
Prerequisite: ECON 1120 or ECON 2610 or ECON 2620. Also offered as CRST 3451W and ECON 3450W.

WOST 3460W Women in Greece and Rome — 4 credits
This course examines evidence regarding the lives and societal position of women in the classical world from the Homeric epics through the Roman Empire. Students read a variety of texts, including law cases, short stories, love letters, medical writings and manuals on estate management, as well as several Athenian plays. The course also deals with the visual arts and archeological evidence from the time period in order to convey as complete as possible a picture of women’s lives during these times. Writing and reflection on texts and images composes a substantial portion of each class period, as does reading these reflections aloud to one another, and critiquing the style and content of one another’s writing. During the semester students also write a substantial research paper on the topic of their choice and deliver it as a class presentation. Departmental Statement on Writing for History Courses: The ability to absorb information and turn it into clear and thoughtful prose is the most important skill required to succeed in a History class. History is a nuanced and complex subject, and we therefore stress the importance of incorporating the writing process into the learning process. Students must develop the habit of articulating their understanding of the material in a clear and straightforward manner that simultaneously conveys information and interprets the relevance and importance of that information for the reader. Producing both long and short papers is an important part of our pedagogy, as are tests that require a large amount of writing. Also offered as HIST 3460W and CLAS 3460W.

WOST 3510 Sociology of Race and Ethnicity — 4 credits
This course examines structured inequality related to race and ethnicity. The course focuses on current research and theory pertinent to the social construction of race and ethnicity, intergroup relationships, power, stereotyping, prejudice and discrimination, systemic racism, and the ways that race intersects with class, gender and other differences. Includes historical and contemporary experiences of racial and ethnic groups in the U.S. Offered alternate years. Also offered as CRST 3510 and SOCI 3510.

WOST 3560 Women in America to 1920 — 4 credits
Roles, status and expectations of women are covered from the colonial era to 1920; includes developments in family, sex, education, work, dress, politics; also covers the feminist movement of the 19th century. Also offered as CRST 3560 and HIST 3560. Offered in the College for Women.
WOST 3570 The New Woman in America and England 1880-1940 — 4 credits
This course examines the lives of women in the United States and England in the years between 1880 and 1940. This period, which spanned about three generations, saw the emergence of the so-called “New Woman” in both American and English societies. The New Woman was a term mainly (although not exclusively) used to refer to single, educated, independent women of the middle or upper classes (or working class women who pulled themselves up to the middle class) who were living in cities and who were self-supporting, pursuing professions, devoting their lives to reform, political activism and community service. These women challenged many entrenched norms of femininity and female dependence by living independently of their families and of men for either their entire lives or for significant periods of their lives, in many cases forming their most significant social bonds with other women. The emergence of the New Woman caused tremendous social anxiety in both the United States and England because she challenged traditional feminist norms and social expectation for women. Also offered as HIST. Offered in the College for Women.

WOST 3630 Gender, Art, and Society — 4 credits
This course considers the artworks, lives, and voices of historically marginalized artists, who identify as cisgender women, transgender women, or non-binary, across history, geography, and society. As an art history course, it is alert to the ways in which these artists have been marginalized by master narratives. It also challenges the single stories that essentialize the study of gender and art (e.g. the overlooked woman artist, the forgotten maverick) by emphasizing, as much as possible, the artists’ lived experiences as well as the formal integrity of their work. Organized in three parts – history/literature, theory, practice – this class includes lectures and discussions, individual and group work, films and videos, as well as visits with practicing artists and feminist scholars. The capstone assignment in the course is participation in an Art + Feminism Wikipedia Edit-a-thon. Students will learn how to edit Wikipedia. Each student will select an artist (cis-woman, trans-woman, or non-binary) to research in order to amend that artist’s existing page or create a new one. Also offered as ARTH 3630. Offered in the College for Women.

WOST 3631 Women in Asia — 4 credits
This course examines the history of women in China, Japan and Korea from ancient times to the present. Major topics include traditional gender roles and the influence of Confucianism; industrialization and war; political and legal change; and contemporary issues affecting women’s lives. Also offered as HIST 3630. Offered in the College for Women.

WOST 3640 Feminist Theory — 4 credits
This class is required for all women’s studies majors and minors; also open to non-majors. This interdisciplinary feminist theory course is designed as a mid-level course to serve as a bridge between WOST 2050W and WOST 4850W. The content of the course focuses on theorizing around the multiple differences of gender, race, ethnicity, class and sexuality as they are arranged and experienced in the United States. As an interdisciplinary course, it provides an overview of historical and ideological trends in feminist thought around these differences. Offered in alternate years. Offered in the College for Women.
Prerequisite: WOST 2050W.

WOST 3650 U.S. Women Since 1920 — 4 credits
This course covers roles, status and expectations of women in the United States from 1920 to the present; developments in family, sex, education, politics, work and dress; feminist ideologies, their social and intellectual contexts and opposition. Also offered as HIST 3650. Offered in the College for Women and the College for Adults.

WOST 3700 History of Feminism in Western Society — 4 credits
This course traces the development of feminist thought and activism in Western society from the ancient Greeks to the late 20th century in the United States. The course explores the social, political, legal and cultural status of women in Western society across time. Special emphasis is placed on the roots of modern feminism as it developed in the 18th, 19th and 20th centuries in Western Europe and in the United States. Also offered as POSC 3700 and HIST 3700. Not open to first-year students.

WOST 3752W Christianity, Judaism and Islam — 4 credits
This writing-intensive course traces Catholicism’s opening to Judaism and Islam that began in 1965 at the Second Vatican Council, and investigates the possibilities for inter-religious engagement and learning among the three faiths. It also provides an introduction to Judaism and Islam as living faith traditions, and offers practical opportunities for engagement with local Jewish and Muslim faith communities. It focuses special attention on the roles and activities of women in each of these faiths, especially women’s reforming activities within these religions and in the relationships among them. Also offered as THEO 3752W.
Prerequisite: one theology course.

WOST 3790 Women in Europe Since 1500 — 4 credits
This course examines how European women shaped politics, economies, and society from 1500 to the present. Students study the ways women exert power on society, even when they are excluded from direct participation in it. The course covers the development of European feminism, women’s involvement in the revolutionary movements of the 19th and 20th centuries, their expanding role in politics and society, and the continuing challenges European women face. Also offered as HIST 3790.

WOST 3795 The History of British Feminism through Literature — 4 credits
The history of the evolution of British feminist thought and activism from the 18th through early 20th centuries is studied within the broader historical contexts of women’s roles and status across classes and the major political, social and economic developments of the period in Great Britain. A primary focus of the course is the treatment of women’s issues and the expression of feminist ideas in literature, especially works by female authors. Also offered as HIST 3795. Offered in the College for Women.

WOST 3850W Human Sexuality: Theological and Spiritual Explorations — 4 credits
This course explores the theological and spiritual significance of human sexuality, especially in the context of Christian theology and practice. Diverse anthropological, biblical, historical, feminist, and theological perspectives on human sexuality are examined. Several Catholic moral teachings regarding human sexuality – birth regulation, sex within and outside of the context of marriage, and homosexuality – are discussed. The course provides an opportunity for exploring and articulating one’s own view of the connections between sexuality and spirituality. Also offered as THEO 3850W.
Prerequisite: One theology course.

WOST 3900 Feminist Philosophy — 4 credits
This course involves the exploration of feminist contributions in the traditional philosophical inquiries of metaphysics, epistemology, and ethics, as well as questions unique to feminist thought. Students will explore the social conception of the self, social constructions of knowledge, the objectivity and subjectivity debates, standpoint epistemologies, and the philosophic implications of multiple differences, including race, class, sexuality. Also offered as CRST 3900 and PHIL 3900. Offered annually. Offered in the College for Women.
WOST 3930W Christian Women Mystics — 4 credits
This course is an examination of the lives and writing of selected Christian women mystics across the centuries. Their lives and works are studied within the ecclesiastical context of their times and with a view to their enduring meaning for today’s Christians. Also offered as THEO 3930W.
Prerequisite: One theology course.

WOST 4200 Women's Art Institute Summer Studio Intensive — 3 credits
A resurgence of activity and discussion around the issues of women and art has galvanized contemporary women artists to ask new questions. Structured around questions that the participants themselves bring, this innovative and rigorous course focuses on investigating ideas and creating art that arise through the combination of open studio work, intense individual tutoring, inspiring conversation and critiques, and presentations from guest artists, critics and art historians. This intensive four-week studio program is designed for individuals who have mastered basic skills and now wish to pursue deeper levels of understanding and expression in their work. Disciplines explored include painting, drawing, collage, photography, sculpture, digital art, installation and performance. Students are assigned a preliminary project and are expected to produce a major portfolio of work by the end of the course for class critique. Also offered as ART 4200.
Prerequisite: Instructor permission.

WOST 4600 Leadership and the Art of Persuasion — 4 credits
This course studies the practice of leadership communication from within the framework of persuasive, effective, ethical and enduring leadership. By studying the communication practices of female leaders in the cultural, political, business and intellectual sectors of society and by focusing on the unique challenges faced by these leaders as women in particular, this course provides practical examples of different forms of effective leadership particularly well-suited to the St. Kate’s student. To provide students with a foundation through which they can begin to act as leaders in their daily lives, these practical examples are discussed in conjunction with theories of leadership, persuasion and argumentation. Also offered as CRST 4600 and COMM 4600. Offered in the College for Women and the College for Adults.
Prerequisites: for majors: COMM 3070W, COMM 3090. For nonmajors: instructor permission. Senior standing for all students.

WOST 4602 Internship — 2 credits
An internship is a structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves the student in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience meet with the internship coordinator in the Career Development Office and then with a faculty advisor.
Prerequisites: Instructor and department chair permission.

WOST 4604 Internship — 4 credits
An internship is a structured out-of-class learning experience that takes place on or off campus and includes a substantial work component. An internship involves the student in a particular profession in an exploratory way to test career interests and potential. To initiate an internship experience meet with the internship coordinator in the Career Development Office and then with a faculty advisor.
Prerequisites: Instructor and department chair permission.

WOST 4684 Directed Study — 4 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

WOST 4850W Senior Seminar — 4 credits
This capstone course offers students the opportunity for independent research and presentations incorporating feminist theory focusing on an area of their interest. The seminar is available each year on one of the consortial campuses. Offered in the College for Women and the College for Adults.
Prerequisites: WOST 2050W and either WOST 3640 or PHIL 3900.

WOST 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

WOST 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

WOST 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses. Consult campus coordinator.

Faculty
Allison Adrian, Associate Professor of Music
B.A., Gustavus Adolphus College; M.A., University of California, Los Angeles; Ph.D., University of Minnesota Twin Cities

Erick Agrimson, Associate Professor of Physics
B.S., Augsburg University; M.S., University of Iowa

Erica Alley, Assistant Professor of American Sign Language and Interpreting
M.A., Gallaudet University; Ph.D., Gallaudet University

Martha Alonzo-Johnsen, Assistant Professor of Biology
Siri Anderson, Associate Professor of Education
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INDEX

A
A St. Catherine Education .......................................................... 7
Abigail Quigley McCarthy Center for Women .................................. 60
Academic Advising .................................................................... 10
Academic Calendars .................................................................... 9
Academic Integrity Policy ............................................................ 65
Academic Standing and Progression Policy-Associate Programs ...... 53
Academic Standing and Progression Policy-Baccalaureate Programs ... 53
Academic Support Services .......................................................... 10
Access to Records ...................................................................... 65
Accounting - BA, BS .................................................................. 82
Accounting - Minor .................................................................... 84
Accounting (ACCT) ...................................................................... 269
Accreditation ............................................................................... 7
Admission ................................................................................... 11
Admission of First-Year Students: College for Women ................. 11
Admission of International Students: College for Women ............. 11
Admission of Transfer Students: College for Women ...................... 12
Admission to College for Adults: Associate Degrees and Certificates .... 12
Admission to College for Adults: Bachelor’s Degrees ......................... 13
Admission to College for Adults: RN-BS Degree Completion Section ... 13
Age of Credit ............................................................................... 62
Age of Majority .......................................................................... 66
Air Force ROTC ........................................................................... 23
American Sign Language - BA ....................................................... 154
American Sign Language - Minor ................................................ 154
American Sign Language and Interpreting ....................................... 151
American Sign Language (ASL) .................................................... 272
Apparel Design - BA, BS ............................................................... 73
Apparel Design (APPD) ................................................................. 273
Apparel, Merchandising and Design ............................................... 69
Applicable Catalog ...................................................................... 14
Applied Science in Biology (Dual Degree) - BA, BS ......................... 168
Applied Science in Communication Studies (Dual Degree) ............... 177
Applied Science in Exercise Science - BA, BS ................................. 107
Applied Science in Nutrition Science - BA, BS .............................. 108
Applied Science in Psychology (Pre-OT, Pre-DPT) - BA, BS ............. 254
Art and Art History ...................................................................... 156
Art (ART) .................................................................................... 274
Art History - BA .......................................................................... 161

B
Baccalaureate Major Requirements .................................................. 54
Baccalaureate Programs Overview ................................................ 8
Background Study Requirement ..................................................... 66
Biology ......................................................................................... 164
Biology - BA ............................................................................... 169
Biology - Minor ........................................................................... 170
Biology (BIOL) ............................................................................ 279
Business Administration .............................................................. 75
Business Administration - BA, BS ................................................. 84
Business Administration - Minor .................................................. 85
Business (BUSI) .......................................................................... 283
Business Management - BA, BS .................................................... 85
Business-to-Business Sales - BA, BS ............................................. 87

C
Career (CARR) ............................................................................. 285
Chemical Dependency Counseling (CDC) ...................................... 285
Chemical Dependency Counseling: Addiction and Recovery - Minor ... 144
Chemistry - BA, BS (ACS concentration only) ................................ 173
Chemistry - Minor ....................................................................... 174
Chemistry and Biochemistry ......................................................... 171
Chemistry (CHEM) ..................................................................... 286
Classics (CLAS) .......................................................................... 288
Coaching - Minor ........................................................................ 109
Communication Studies ............................................................... 174
Communication Studies - BA, BS ................................................. 178
Communication Studies - Minor ................................................... 178
Communication Studies (COMM) ................................................ 289
Communication: Oral - BA ........................................................... 178
Community Health Worker - Certificate ......................................... 127
Computer Science ....................................................................... 242
Computer Science - Minor ........................................................... 242
Computer Science (CSCI) ............................................................. 291
Computing Services .................................................................... 10
<table>
<thead>
<tr>
<th>Page</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>322</td>
<td>Information Science (ISCI) ...................................</td>
</tr>
<tr>
<td>234</td>
<td>Information Systems - Minor ....................................</td>
</tr>
<tr>
<td>92</td>
<td>Integrated Marketing Communications and Design - Minor ..........</td>
</tr>
<tr>
<td>234</td>
<td>Interdisciplinary ...............................................</td>
</tr>
<tr>
<td>323</td>
<td>Interdisciplinary (INDI) ........................................</td>
</tr>
<tr>
<td>195</td>
<td>International Business and Economics - BA, BS ....................</td>
</tr>
<tr>
<td>234</td>
<td>International Languages and Literature ............................</td>
</tr>
<tr>
<td>230</td>
<td>International Studies - BA .......................................</td>
</tr>
<tr>
<td>232</td>
<td>International Studies - Minor ....................................</td>
</tr>
<tr>
<td>155</td>
<td>Interpreting - BA ..................................................</td>
</tr>
<tr>
<td>325</td>
<td>Interpreting (INTP) ...............................................</td>
</tr>
<tr>
<td>326</td>
<td>Interprofessional Education (IPE) ................................</td>
</tr>
<tr>
<td>6</td>
<td>Introduction ......................................................</td>
</tr>
<tr>
<td>213</td>
<td>K-12 Licensure - BA ...............................................</td>
</tr>
<tr>
<td>224</td>
<td>Language Studies - Minor .........................................</td>
</tr>
<tr>
<td>232</td>
<td>Latin - Minor .....................................................</td>
</tr>
<tr>
<td>327</td>
<td>Latin (LATN) .......................................................</td>
</tr>
<tr>
<td>92</td>
<td>Leadership - Minor .................................................</td>
</tr>
<tr>
<td>15</td>
<td>Liberal Arts and Science Core Curriculum - Associate Degree Programs</td>
</tr>
<tr>
<td>16</td>
<td>Liberal Arts and Science Core Curriculum - Baccalaureate Degree Programs</td>
</tr>
<tr>
<td>237</td>
<td>Liberal Arts and Sciences - Associate ...........................</td>
</tr>
<tr>
<td>328</td>
<td>Management (MGMT) ................................................</td>
</tr>
<tr>
<td>92</td>
<td>Marketing - BA, BS ................................................</td>
</tr>
<tr>
<td>93</td>
<td>Marketing - Minor ..................................................</td>
</tr>
<tr>
<td>328</td>
<td>Marketing (MKTG) ...................................................</td>
</tr>
<tr>
<td>239</td>
<td>Mathematics ..........................................................</td>
</tr>
<tr>
<td>243</td>
<td>Mathematics - BA, BS ..............................................</td>
</tr>
<tr>
<td>244</td>
<td>Mathematics - Minor ...............................................</td>
</tr>
<tr>
<td>329</td>
<td>Mathematics (MATH) ................................................</td>
</tr>
<tr>
<td>7</td>
<td>Minnesota Office of Higher Education Registration ................</td>
</tr>
<tr>
<td>55</td>
<td>Minors ...............................................................</td>
</tr>
<tr>
<td>6</td>
<td>Mission Statement ..................................................</td>
</tr>
<tr>
<td>244</td>
<td>Music and Theater .................................................</td>
</tr>
<tr>
<td>332</td>
<td>Music Ensemble (MENS) .............................................</td>
</tr>
<tr>
<td>332</td>
<td>Music Lessons (MUSL) ..............................................</td>
</tr>
<tr>
<td>331</td>
<td>Music (MUS) ..........................................................</td>
</tr>
<tr>
<td>196</td>
<td>Nonprofit Strategies and Operations - Minor ......................</td>
</tr>
<tr>
<td>94</td>
<td>Nursing ..............................................................</td>
</tr>
<tr>
<td>99</td>
<td>Nursing - BA, BS ...................................................</td>
</tr>
<tr>
<td>101</td>
<td>Nursing - BSN ......................................................</td>
</tr>
<tr>
<td>102</td>
<td>Nursing - RN-to-BSN ...............................................</td>
</tr>
<tr>
<td>333</td>
<td>Nutrition (NURS) ...................................................</td>
</tr>
<tr>
<td>112</td>
<td>Nutrition and Exercise Science ...................................</td>
</tr>
<tr>
<td>112</td>
<td>Nutrition Science - BA, BS .....................................</td>
</tr>
<tr>
<td>113</td>
<td>O'Neil Center for Academic Development ...........................</td>
</tr>
<tr>
<td>264</td>
<td>Pastoral Ministry - Certificate ...................................</td>
</tr>
<tr>
<td>247</td>
<td>Philosophy .........................................................</td>
</tr>
<tr>
<td>249</td>
<td>Philosophy - BA ...................................................</td>
</tr>
<tr>
<td>250</td>
<td>Philosophy - Minor .................................................</td>
</tr>
<tr>
<td>249</td>
<td>Philosophy (Dual Degree) - BA ...................................</td>
</tr>
<tr>
<td>339</td>
<td>Philosophy (PHIL) ..................................................</td>
</tr>
<tr>
<td>117</td>
<td>Physical Therapist Assistant .....................................</td>
</tr>
<tr>
<td>120</td>
<td>Physical Therapist Assistant - AAS ...............................</td>
</tr>
<tr>
<td>340</td>
<td>Physical Therapist Assistant (PTA) ................................</td>
</tr>
<tr>
<td>250</td>
<td>Physics - Minor ....................................................</td>
</tr>
<tr>
<td>343</td>
<td>Physics (PHYS) ......................................................</td>
</tr>
<tr>
<td>196</td>
<td>Political Science - BA .............................................</td>
</tr>
<tr>
<td>197</td>
<td>Political Science - Minor ........................................</td>
</tr>
<tr>
<td>344</td>
<td>Political Science (POSC) .........................................</td>
</tr>
<tr>
<td>23</td>
<td>Pre-Dentistry ........................................................</td>
</tr>
<tr>
<td>24</td>
<td>Pre-Holistic Health Studies .......................................</td>
</tr>
<tr>
<td>26</td>
<td>Pre-Law ..............................................................</td>
</tr>
<tr>
<td>26</td>
<td>Pre-Medicine ........................................................</td>
</tr>
<tr>
<td>27</td>
<td>Pre-Occupational Therapy Doctoral ................................</td>
</tr>
<tr>
<td>31</td>
<td>Pre-Occupational Therapy Masters ................................</td>
</tr>
<tr>
<td>36</td>
<td>Pre-Optometry ........................................................</td>
</tr>
<tr>
<td>36</td>
<td>Pre-Pharmacy ........................................................</td>
</tr>
<tr>
<td>36</td>
<td>Pre-Physical Therapy ...............................................</td>
</tr>
<tr>
<td>23</td>
<td>Pre-professional Programs .........................................</td>
</tr>
<tr>
<td>40</td>
<td>Pre-Public Health ..................................................</td>
</tr>
<tr>
<td>52</td>
<td>Pre-Veterinary Medicine ..........................................</td>
</tr>
<tr>
<td>52</td>
<td>Probation and Dismissal ..........................................</td>
</tr>
<tr>
<td>225</td>
<td>Professional Writing - Certificate ................................</td>
</tr>
</tbody>
</table>
Professional Writing - Minor ........................................... 224
Programs of Study ......................................................... 67
Progress toward Degree and Graduation ............................. 54
Promotional Communication - Minor ................................ 180
Psychology ................................................................. 251
Psychology - BA .......................................................... 255
Psychology - Minor ....................................................... 257
Psychology (PSYC) ....................................................... 346
Public Health ............................................................. 121
Public Health - BA, BS .................................................... 128
Public Health Dual Degree Programs - BA, BS ................... 130
Public Health (HLTH) ...................................................... 349
Public Policy - BA, BS ..................................................... 197
Public Policy - Dual Degree ............................................. 198
Radiation Therapy - BA, BS ............................................. 137
Radiation Therapy (RTT) ............................................... 352
Radiography ............................................................... 132
Radiography - AAS ....................................................... 133
Radiography (RAD) ....................................................... 354
Radiologic Studies ......................................................... 135
Regionally Accredited College and University Courses ......... 63
Registration and Add Drop .............................................. 56
Repeated Course Grade Policy ......................................... 22
Required Proficiencies - Baccalaureate Degree Programs ....... 18
Residency - Transfer Credits ........................................... 63
Residency Course Work .................................................. 56
Respiratory Care .......................................................... 138
Respiratory Care - BA, BS ............................................... 140
Respiratory Care (RESP) .................................................. 355
Sales - Certificate ........................................................ 93
Sales - Minor ................................................................ 94
Sales (SALE) ............................................................... 356
Satisfactory / Unsatisfactory Grading ................................. 22
School of Business ......................................................... 69
School of Humanities, Arts and Sciences ......................... 151
Schools and Colleges ..................................................... 7
Secondary Licensure - BA, BS ......................................... 215
Sister of St. Joseph College Student Exchange Program ........ 62
Social Sciences - Associate (SSCS) ................................... 358
Social Services Management - Minor ............................... 144
Social Welfare - Minor .................................................... 144
Social Work ................................................................. 141
Social Work - BA, BS ...................................................... 145
Social Work (SOWK) ...................................................... 358
Sociology ..................................................................... 257
Sociology - BA .............................................................. 259
Sociology - Minor .......................................................... 260
Sociology (SOCI) ........................................................... 360
Sonography ................................................................. 146
Sonography - BA, BS ..................................................... 149
Sonography (SON) ........................................................ 363
Spanish - BA ............................................................... 236
Spanish - Minor ............................................................ 237
Spanish (SPAN) ............................................................ 364
Special Academic Programs ............................................ 59
Special Admission ........................................................ 13
St. Catherine University's Libraries ................................ 10
Statement on Nondiscrimination ...................................... 9
Statistics - Minor .......................................................... 244
Statistics (STAT) .......................................................... 366
Student Affairs ............................................................. 66
Student Classification and Enrollment Status ................. 56
Student Eligibility for Study Abroad ................................. 62
Student Enrollment Status .............................................. 20
Student Exposure to Illness or Injury ................................. 66
Student Rights and Responsibilities ................................. 64
Studio Art - BA ............................................................. 162
Studio Art Design - Minor .............................................. 163
Studio Art Graphic Design - Minor ................................. 163
Studio Art Painting and Drawing - Minor ......................... 163
Studio Art Photography - Minor .................................... 164
Studio Art Printmaking - Minor .................................... 164
Studio Art Three-Dimensional - Minor ......................... 164
Study Abroad Course (SPST) .......................................... 366
Teaching English as a Second Language - Minor .......... 225
Teaching Religion - Certificate ...................................... 218
The Roman Catholic Identity of St. Catherine University .... 6
Theater Performance - Minor ......................................... 247
Theater Studies - Minor ................................................ 247
Theater (THR) ............................................................... 366
Theology .................................................................. 260
Theology - BA ................................................................. 265
Theology - Minor .......................................................... 265
Theology (THEO) ........................................................... 367
Transfer Credits ............................................................ 63
Transfer Policies and Other Ways to Earn Credit ...................... 62
Tuition and Fees, Room and Board .................................... 20
Tuition and Housing Deposits ........................................... 20

U
Undergraduate Catalog ................................................ 6

W
Withdrawal / Leave of Absence ...................................... 63
Women and International Development - BA, BS .................. 198
Women and International Development - BA, BS .................. 267
Women and International Development (dual degree) - BA, BS ... 269
Women and the Arts - Minor .......................................... 266
Women's Studies .......................................................... 266
Women's Studies - BA .................................................... 267
Women's Studies - Minor .............................................. 268
Women's Studies (dual degree) - BA .................................. 269
Women's Studies (WOST) .............................................. 371