2019-2020

SAINT MARTIN'S UNIVERSITY ACADEMIC CATALOG

UNDERGRADUATE PROGRAMS

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ABOUT THIS CATALOG

The 2019/2020 edition of the Saint Martin's University academic catalog is divided into sections to assist you in planning your undergraduate education at the University. Please refer to the table of contents to find main section headings.

The course listings, appearing under each program area heading, provide the following information:

- Course number
- Course title followed, in parentheses, by the number of semester hours of credit earned for completing the class
- Synopsis of the course offering
- Prerequisites required for admission to the class, if applicable

Saint Martin's University reserves the right to make changes as it deems necessary in procedures, policies, calendar, curriculum, overall academic programs or majors and costs. Not all courses listed are offered annually.

ACCREDITATION

Saint Martin's University is a comprehensive institution offering undergraduate and graduate level programs. Established in 1895, Saint Martin's is a Catholic university and is the educational apostolate of St. Martin's Abbey, a Benedictine monastery of the Roman Catholic Church. Members of the Abbey pray, work and live together on the University campus.

Saint Martin's University is regionally accredited by the Northwest Commission on Colleges and Universities. This school is authorized under federal law to enroll non-immigrant alien students.

The undergraduate programs in business administration and accounting and the graduate MBA program are accredited by the Accreditation Council for Business Schools and Programs (ACBSP, www.acbsp.org).

The undergraduate civil engineering and mechanical engineering programs are accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org.

The education programs are accredited by the Washington State Board of Education (www.sbe.wa.gov) and the Council for the Accreditation of Educator Accreditation (CAEP; www.ncate.org).

The undergraduate nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE; www.aacnnursing.org).

The Bachelor of Social Work is accredited by the Council on Social Work Education (CSWE; www.cswe.org)

The University is a member of the; Association of Catholic Colleges and Universities; Council for Independent Colleges; Council for the Advancement and Support of Education; Independent Colleges of Washington; National Association of Independent Colleges and Universities; Association of Benedictine Colleges and Universities; United Nations Academic Impact; and the Carnegie Academy for the Scholarship of Teaching and Learning.

Saint Martin's University's programs of study are approved by the Washington Student Achievement Council (formerly the Higher Education Coordinating Board) for enrollment of people eligible to receive educational benefits under Title 38 and Title 10.

MISSION STATEMENT

Saint Martin's University is a Catholic Benedictine institution of higher education that empowers students to pursue a lifetime of learning and accomplishment in all arenas of human endeavor.

Saint Martin's students learn to make a positive difference in their own lives and in the lives of others through the interaction of faith, reason and service.

The University honors both the sacredness of the individual and the significance of community in the ongoing journey of becoming.

CONTEXT

Established in 1895, Saint Martin's University is the educational mission of Saint Martin's Abbey, a Catholic Benedictine monastery, whose members pray, work and live together on the University campus. The physical beauty of Saint Martin's 300-acre campus reflects the rich intellectual and spiritual nature of its presence in the Pacific Northwest.

Essential features of university life are animated by its Benedictine identity and its participation in the centuries-old traditions of Catholic intellectual thought and the search for truth.

Thus, the University honors students and guides them toward achieving academic excellence. Superior teaching is the expected norm. Rooted in the long tradition of the liberal arts, the University curriculum cultivates: creativity and the ability to communicate and pursue ideas; critical thinking and independent inquiry; academic proficiency; the formation of sound ethical judgments; and service to humanity.

Reflecting the Benedictine virtue of hospitality, the University welcomes and seeks students not only from the Pacific Northwest, but also from other parts of the nation and the world at its main campus and Saint Martin's University at Joint Base Lewis McChord (Saint Martin's-JBLM) Saint Martin's treasures persons of all ages, religions and nationalities as it encourages diverse viewpoints and an appreciation of all cultures.

SAINT MARTIN'S UNIVERSITY EQUAL OPPORTUNITY EMPLOYMENT

The principles of the Catholic Benedictine tradition, equal employment opportunity, and nondiscrimination are fundamental to the mission, goals, and objectives of Saint Martin's University. The University does not discriminate in employment or in the delivery or administration of its educational programs, policies, scholarship and loan programs, athletic or other University programs on the basis of sex, sexual orientation, race, color, religion (except as a bona fide occupational qualification for certain select positions), marital status, national or ethnic origin, military or veteran status, age, or disability.

Students or employees with concerns or complaints about discrimination on the basis of sex in employment or an education program or activity, or any other inquiries related to the University's non-discrimination policy, may contact Melanie Richardson, Dean of Students Affairs or Cynthia Johnson, Associate Vice President for Human Resources/Title IX Coordinator, 5000 Abbey Way SE, Lacey WA 98503, 360-688-2290. Consistent with the requirements of Title IX of the Education Amendments of 1972 and the regulations adopted under that law, the University has designated the above individual as the University's Title IX Officer, responsible for coordinating the University's Title IX compliance. Individuals may also contact the Office for Civil Rights, U.S. Department of Education, 915 2nd Avenue, 3310 Seattle, WA 98174-1099, Telephone: 206-220-7900, TDD: 206-220-7907.

HISTORY

Saint Martin's University was established in 1895 by monks of the Roman Catholic Order of Saint Benedict. The Order, the oldest in Western civilization, was founded by Saint Benedict of Nursia in about 528.

From that early time to the present, Benedictines have worked in education. Their abbey schools nurtured and protected the legacy of the classics of Western civilization. Monk scholars helped write the cultural and educational history of Europe and, in the past century, that of the United States.

Benedictine history in the United States began in 1845 when Abbot Boniface Wimmer, O.S.B., established the first American abbey school, Saint Vincent College, near Latrobe, Pennsylvania. From there, Benedictines founded high schools, colleges and universities throughout the country. Saint Martin's is one of 18 Benedictine colleges and universities in the United States and Canada and the only one west of the Rockies.

The site of Saint Martin's University and Abbey, on a wooded hillside in rural Lacey, Washington, was selected in 1893 by Abbot Bernard.

Saint Martin's first enrolled boys and young men between the approximate ages of 10 to 20. The new school admitted its first student, Angus McDonald, on Sept. 11, 1895.

Both boarders and "day scholars" were accepted and taught from a curriculum of preparatory and high school classes, plus classical and commercial college courses.

By 1897, 29 students were attending Saint Martin's. College-level courses were added in 1900 to provide the necessary education for candidates planning to enter the Benedictine priesthood.

Saint Martin's University also has a long history of building global relationships. In 1920, Father Placidus Houtmeyers was one of the first monks to take Catholic education principles to Beijing. Saint Martin's strong relationships with China and Japan continue today. The University's collaboration with Reitaki University recently celebrated 30 years and Mukogawa Women's University is more than 25 years old.

Saint Martin's became a four-year, accredited, baccalaureate-granting institution in 1940. The University became coeducational in 1965. It changed its name from Saint Martin's College to Saint Martin's University in August 2005 to more clearly define its existing nature and programs, strengthen the University's outreach ability and better fulfill its global mission.

SAINT MARTIN OF TOURS

Saint Martin of Tours, the patron saint of the University, figures prominently in the development of Christianity in fourth-century Europe. During his lifetime, Martin established about 3,500 churches.

Although his youth was spent as a cavalryman in the Roman army, he longed for something more. He horrified his father, a tribune in the army, by studying to become a Christian. Legend has it that Martin, while still a soldier, chanced upon a shivering beggar clutching his rags about him in the bitter cold. Martin cut his flowing cavalry cloak in two and gave half to warm the beggar. Sometime thereafter, Martin had a vision in which that beggar revealed himself to be the Lord Jesus Christ. Soon after, Martin obtained a discharge from the army.

As a free man, he began his commitment to Christianity in earnest, studying under famous scholars and teachers of the era. Soon he was considered the holiest man in France. Although he was sought as a bishop, he chose to remain a missionary until 371, when the people of Tours, France, prevailed upon him to become bishop. Saint Martin's Abbey and University take their name from this illustrious patron.

BENEDICTINE VALUES

Inspired by its Benedictine heritage, the Saint Martin's University community embraces Benedictine values derived from *The Rule of Benedict*. Our Benedictine values include the following: awareness of God; community living; dignity of work; hospitality; justice; listening; moderation; peace; respect for persons; stability; and stewardship.

CORE THEMES

The mission of Saint Martin's University is embodied in its core themes: faith, reason, service and community.

Faith: In the Catholic and Benedictine tradition, faith in God, whether explicit or implicit, seeks understanding, guides the human person's pursuit of truth, and grounds a person's deepest and lifelong commitments. Other traditions, communities, and individuals use different languages to articulate their ultimate concerns or their conceptions of the holy. For that reason, we acknowledge the importance, even the necessity, of engagement in respectful dialogue on the place of faith and reason in the education of the whole person. We do this through the academic curriculum, co-curricular experiences, the services and programs of campus ministry and the liturgical celebrations with the Benedictine community.

Reason: In the Catholic and Benedictine tradition, reason is understood to be a capacity with which God has uniquely gifted human beings to seek truth. Through exercising reason, we come to know our selves, the world, and God; our pursuits grow more searching and assured when animated by faith and embodied in community. The primary purpose of education is the cultivation of reason to inspire self-growth and lead students to recognize their responsibility to care for all of creation. We do this at Saint Martin's University through the undergraduate core; majors, minors, and graduate and professional programs; and co-curricular experiences.

Service: Service expresses essential elements of the Benedictine philosophy of hospitality. Saint Martin's nurtures the impulse to serve and aims to graduate men and women distinguished by their thoughtful commitment to help meet the needs of others. (New definition will be finalized for next academic year).

Community: In the Catholic and Benedictine tradition, community is the context within which everything takes place: prayer, work, and relationships. In community we recognize our interconnectedness and explore a deeper understanding of ourselves and humanity. Through an inclusive, equitable community, where all individuals are distinctive and all faiths, backgrounds, and talents are respected, we cultivate empathy and promote the exchange of ideas. This provides a valuable foundation for life, preparing students to serve the larger world community. We do this at Saint Martin's by developing academic curriculum and co-curricular programming; actively recruiting and supporting a diverse body of students, faculty, and staff; and maintaining spaces to encourage dialog and self-reflection.

STUDENT LEARNING OUTCOMES

In addition to program-specific learning outcomes, all Saint Martin's University students, supported and nurtured by faculty and staff, will aspire to …

Develop the ability to raise vital questions, gather evidence while suspending judgment, and critique and construct compelling arguments. (Critical thinking skills)

- Develop values-based convictions and act upon them. Show concern for issues that transcend their own interests and participate in civic life. (Social responsibility and civic engagement)
- Cultivate a lifelong engagement in intellectual growth. (Lifelong learning)
- Listen carefully and thoughtfully and express ideas effectively through writing and speech. (Communication skills)
- Demonstrate an awareness of diverse perspectives in understanding issues and interacting with others as well as show an appreciation of diverse cultural values and the interconnectedness among cultures. (Global and intercultural competencies)
- Assess critical needs of a situation and create a vision to address those needs. Motivate and inspire people to engage with that vision. (Leadership skills)

LOCATION

Saint Martin's University is located in Lacey, Washington, adjacent to Olympia, the state capital. The population of the Lacey area is about 50,000, and that of Thurston County — which includes the greater Olympia area of Lacey, Olympia and Tumwater — is about 280,000.

The beauty of the 300-acre Saint Martin's campus reflects the rich intellectual and spiritual nature of its presence in the Pacific Northwest. The wooded areas of campus are threaded with pleasant walking trails. Many species of wildlife roam the undeveloped acres on campus and the meadows below the main University buildings

Located near the shores of South Puget Sound, Saint Martin's is conveniently located near Interstate-5, less than an hour from Seattle, two hours from Portland, Oregon, and 30 minutes from Tacoma. In nearby cities, students can take advantage of events ranging from topflight art shows, concerts and theater to professional sports. With its proximity to metropolitan areas, the greater Olympia area also attracts nationally recognized entertainers, artists and musicians, providing cultural opportunities to complement the University's educational experience.

The University's proximity to the state capital gives students an opportunity to watch and take part in legislative and government-related activities. Valuable student internships and work experiences can be obtained through positions in government offices and agencies.

For nature lovers, the area is exceptional. Swimming and other water activities are as close as five minutes from campus on a wealth of nearby lakes, streams and ocean inlets. Pacific Ocean beaches, just 50 miles west, offer opportunities for clamming, kite flying, deep-sea fishing and sailing. Less than an hour away, hikers, skiers, backpackers and other outdoor enthusiasts can pursue their favorite pastimes in the mountains or enjoy such spectacular Northwest attractions as Mount Rainier National Park, Mount St. Helens, the Olympic Peninsula and the San Juan Islands.

CAMPUS FACILITIES

Saint Martin's Abbey: The Abbey, home of the Benedictine monks, is across from Old Main, the University's oldest building.

Abbey Church: The Abbey Church is the spiritual center of Saint Martin's. A beautiful, modern structure adjacent to the Abbey, its surrounding gardens and serene atmosphere draw many people from on campus and the nearby community. The church is used for daily services as well as for small concerts and other activities. A bronze statue of the Benedictine Order's patron saint, Saint Benedict of Nursia, stands near the church entrance.

Cebula Hall: Cebula Hall, completed in 2012 and opened to students in 2013, is a LEED-platinum state of the art building. It houses the Hal and Inge Marcus School of Engineering. Cebula Hall contains engineering classrooms and offices, an engineering computer center and engineering laboratories. Its name honors Father Richard Cebula, O.S.B. (1916-2004), who served as the engineering department chair for many years.

Charneski Recreation Center: Opened in the fall of 2009, this 36,000-square-foot facility houses three multi-purpose courts, a four-lane running track, a batting cage and a fitness center equipped with weights, cardio equipment, a multi-purpose classroom and an aerobics-dance studio.

Computer Resource and Copy Center: To access University computer resources, a student must first complete a one-time computer/email account application. This includes the student agreeing to comply with the University's acceptable use policy. Students who violate that policy will quickly lose all access to University systems. Inappropriate uses such as pornography, copyright violations or piracy will result in immediate loss of privileges.

A wide variety of computer resources are available to Saint Martin's students. These include:

- General-purpose computers. Computers are available in the Computer Resource Center in Old Main, O'Grady Library, Harned Hall, Trautman Student Union Building, Parsons Hall and Cebula Hall. These computers are licensed with a variety of up-to-date software, including Microsoft Office Professional, programming languages, library reference materials, statistical software and engineering applications.
- Print, copy and scanning. Several locations are available for students to scan materials to data formats, and students have easy access to laser printers. Per-page print and copy charges are modest and are partially subsidized by the University. In addition, students are given a $10 credit toward their printing each semester. Copies can be made in the Computer Resource and Copy Center at $.05 for black and white copies and $.25 for color copies; see the staff for assistance. Black and white or color copies can also be made at the O'Grady Library and Harned Hall utilizing a card or coin vending unit attached to the copiers.
- Email, Internet and research tools. While on campus, students have easy access to the University's network and to the Internet. Email accounts and library

database information also can be accessed off-campus via the Internet. The residence halls provide wired ethernet connections for each resident. Wireless Internet access is also provided in common areas and in many classrooms.

Ernsdorff Center: The new science building completed in April 2019, is a 31,873 sq. ft. stand-alone, pre-engineered metal building. The new science building will include laboratories, classrooms, collaborative research spaces and offices. Mathematics, physics, biology and chemistry departments, all call this new building home. It is strategically located near Cebula Hall and adjacent to the Panowicz Foundry for Innovation and the E.L. Wiegand Laboratories.

Naming of the new science building was in honor of Fr. Bede Ernsdorff, O.S.B. (1909 – 1982) and the naming of the Department of Natural Sciences was in honor of Fr. Placidus Reischman, O.S.B. (1926 – 2000). Fr. Bede served as the head of the Saint Martin's Chemistry Department from 1938 to 1982 and Fr. Placidus served as chair of the Saint Martin's Biology Department from 1959 to 1987.

Harned Hall: Opened in 2008, Harned Hall is shared by students and faculty in every division. This technology-rich building features eight general classrooms, a computer classroom, a small computer lab, a tiered lecture hall, the Monk's Bean Coffee Shop, the Diversity Center, the Veteran's Center, and The Belltower. Wireless access is available throughout the building.

Kreielsheimer Hall: Kreielsheimer Hall, the University's arts education building, contains classroom, rehearsal and shop space, as well as practice rooms for Saint Martin's music and theatre arts programs. The 5,000-square-foot building opened in 1998.

Lacey MakerSpace: The Lacey MakerSpace is a partnership between the University, the City of Lacey and the Thurston Economic Development Council. The Lacey MakerSpace, located on the Saint Martin's University campus at Zaverl Hall, is a hub for innovation and entrepreneurship that provides a place for community members and businesses to access knowledge and equipment; it features cutting-edge, industrial-quality equipment and a space for people with similar interests to collaborate on ideas.

Lambert Lodge: Lambert Lodge, on the shores of Puget Sound, belongs to the Saint Martin's monastic community and is used as a recreational retreat. It is the site for occasional University activities and retreats.

Marcus Pavilion: The Hal and Inge Marcus Pavilion, originally dedicated as "Saint Martin's Pavilion" in 1968, is the site for many University, alumni and community activities. Student activities there range from physical education classes and intramurals to team practices and weight-lifting. The facility also is the site for numerous sporting events, concerts, conferences and exhibitions, as well as commencement ceremonies for Saint Martin's and area high schools.

O'Grady Library: The O'Grady Library is home to the library, the Center for Student Success, and the ITS Help Desk. The library supports student success by bringing together

research assistance, tutoring, and technology help in one location. At the O'Grady Library, students also have access to a variety of learning spaces and resources, including 10 study rooms that can be reserved online. Books, journals, reference materials, and videos are available both in the library and online on or off-campus. Students also can check out Surface pro tablets, and variety of multimedia equipment supporting audio, video, and still media creation. Additionally, the Multimedia Lab has the full Adobe Creative suite for media editing. The library extends its resources through participation in Summitt, the shared catalog of the Orbis Cascade Alliance, which makes available to Saint Martin's students more than nine million titles from 38 academic libraries in the Pacific Northwest, with courier delivery to the O'Grady Library.

Old Main: Old Main, the University's primary academic building, contains most faculty and administrative offices, many classrooms and laboratories, the Computer Resource and Copy Center, the University bookstore, and the student and monastic dining rooms. The dining area, St. Gertrude Café is managed by Bon Appétit Management Company, known for its standards of excellence and innovation in sustainable food service. Bon Appétit encourages feedback and gladly works with individual student to meet special dietary need. Breaking bread together helps to create a sense of community and comfort. Old Main's south wing, the University's oldest structure, was completed in 1913, and the west wing in 1923. It was seismically updated in 2000.

Panowicz Foundry: The Panowicz Foundry for Innovation hosting the E. L. Wiegand Laboratories, is a brand new laboratory facility with over 17,000 square feet. It supports the mechanical engineering, civil engineering, and computer science undergraduate programs and the MSCS, MCE, MEM, MEV and MME graduate programs. The building includes a fluids lab, a soils and materials lab, a robotics lab, two computer labs, and fabrication lab. There is also a senior project area for student capstone design. Spaces are provided for student clubs, especially the ASCE concrete canoe and steel bridge competition projects. Major pieces of equipment include three-axes milling machines, CNC milling machine, laser printer, robotics fabrication materials, MTS 1000 kN Static Hydraulic test system, a Particle Image Velocimetry System, compression and compacting devices, a wind tunnel, and other apparatus. The Foundry also houses faculty offices and research space.

Residence Halls: Saint Martin's has four residence halls offering a variety of housing arrangements to students living on campus. All halls are coeducational, and all rooms and apartments house same-gender roommates. The four halls have a variety of amenities that foster the sense of community for which Saint Martin's is noted. Halls are smoke-free and furnished, and all have laundry facilities. Rooms/apartments in all four residence halls are equipped for Internet and cable TV access; Spangler, Baran and Burton Halls are also equipped for phone access.

- ***Baran Hall,*** located in a forested setting, was renovated in 2011 and houses primarily second-year students. It offers spacious single and double rooms, and includes two computer labs, a prayer room, game room, and study lounges on each floor. The Great Room provides an ideal setting for social activities, and is the most frequently used site for Residence Life-sponsored events. Baran Hall also includes a community kitchen

for student use and card-key security locks on the outer doors.

- ***Burton Hall,*** provides on-campus apartment-style living for juniors and seniors. The hall is comprised of furnished four-bedroom apartments housing approximately 90 students, includes a large community room for activities and gatherings, and is also home to the University Health Center on the first floor.
- ***Parsons Hall,*** Saint Martin's newest residence hall, provides traditional-style housing for first-year students with double rooms, community bathrooms, and suite-style housing for sophomores, juniors and seniors. Built in 2008, the hall features an espresso stand, convenience store, mail room, computer lab, fitness room, conference room, fireplace, community kitchen, and Housing and Residence Life offices.
- ***Spangler Hall,*** provides on-campus residential space for 142 students. Furnished suites are primarily for sophomores, and apartments are primarily for juniors and seniors. Hall amenities include a student lounge on each floor, a fitness room, a prayer room, a game room, a conference room, and card-key security locks on exterior doors. The hall also houses a mailroom and a kitchen/patio area for social gatherings. Spangler Hall has Housing and Residence Life offices where students can check out games, pool sticks, vacuum cleaners, etc. and find professional staff members to assist them as needed.

Saint Raphael Center: Originally built in 1924 to house the brothers of the monastery, the Saint Raphael Center is now home to the St. Martin's Abbey Guest House on the top level. The level just below the guest facilities is home for some abbey administration offices and the Saint Martin's University Counseling and Wellness Center.

Saint Martin's-JBLM Campus: Saint Martin's University operates accelerated 8-week academic programs at nearby Joint Base Lewis-McChord. Saint Martin's-JBLM campus programs provide educational access at the undergraduate and graduate level to military personnel, their families, veterans, and, on a space-available basis, area residents. While Saint Martin's-JBLM campus operates on different schedules from the University's Lacey campus, Saint Martin's facilities and resources are open to all students, regardless of where they are enrolled.

Tennis Courts: The tennis courts, completed in September of 2018, are located near Charneski Recreation Center and the Marcus Pavilion. The tennis courts represents the University's commitment to our students by providing recreational opportunities outside of academics for their growth and development. The Director of Recreation Services, will oversee the use of the tennis courts and will serve as the point of contact for tennis lessons and intramural tennis club.

Trautman Student Union Building (TUB): Dedicated in 1965, the Student Union Building is a center for student activities, student government and clubs. It offers meeting and activity space for students, a game room, and a relaxing environment for connecting with the community.

Track and Field Facility: Saint Martin's track and field, dedicated in 2009, features an all-weather running track, an irrigated infield and soccer field.

Norman Worthington Conference Center: Completed in 1992, the University's beautiful conference center adjoins the Hal and Inge Marcus Pavilion and is a popular venue for area events. In addition to housing a large conference room that can be divided into smaller areas, the Norman Worthington Conference Center features a skylit lobby, offices and a kitchen. The University's primary location for meetings, conferences and social events, it is sometimes used for the performing arts.

Zaverl Hall: Zaverl Hall, built in 2006 houses the Custodial and Grounds Department and the Lacey MakerSpace.

STUDENT CONDUCT

Saint Martin's University believes in honoring the freedom of the individual and respecting the rights of the group. A Code of Student Conduct is necessary to ensure this is possible. As a Roman Catholic university, Saint Martin's not only expects students, staff, and faculty to follow appropriate civil laws, but also encourages each individual to participate in building a positive and welcoming community.

Students at Saint Martin's are expected to conduct themselves in a responsible manner that reflects favorably on themselves and the Saint Martin's community. University policies, guidelines, and expectations as they pertain to student membership in the university community are outlined in the Saint Martin's University Student Handbook available at www.stmartin.edu/about/policies.While the University is not directly responsible for individual students' behavior, students will be held accountable for that which is detrimental to the educational objectives of the University or inconsistent with its values or mission through appropriate disciplinary action as outlined in the Student Handbook. Academic policies and procedures are outlined in this Undergraduate Catalog.

Policies may be amended from time to time, and students are responsible for familiarizing themselves with the most up-to-date regulations as outlined in the online version of the Student Handbook. The University reserves the right to suspend, expel or otherwise discipline a student whose conduct is inappropriate, disruptive, or dangerous to the University or members of the Saint Martin's community.

ACADEMIC CALENDAR 2019-20

2019-20 DEGREE CONFERRAL DATES

Fall 2019	December 14, 2019
Spring 2020	May 09, 2020
Summer 2020	August 22, 2020

The full academic calendar can be found at
www.stmartin.edu/academics/academic-resources/academic-calendar

ADMISSIONS

Admission to Saint Martin's University is based on a comprehensive review. Traditional indicators of a potential student's academic ability are considered important and are carefully weighed in all admission decisions. Consideration is also given to an applicant's life experiences, rigor of previous courses, level of motivation, leadership, and commitment to service.

The University website, www.stmartin.edu, contains a wealth of information, including contact information for University officials and offices. The Office of Admissions can answer most questions or direct applicants to the appropriate person or office. Applicants are also encouraged to visit their preferred campus; Saint Martin's main campus is located in Lacey, Washington, with nontraditional campuses located at JBLM Stone Education Center and McChord Education Center.

For more information about admission to Saint Martin's University, please contact: Office of Admissions, Saint Martin's University, 5000 Abbey Way SE, Old Main 256, Lacey, WA 98503-7500. Telephone: 360-438-4596 / toll-free: 800-368-8803; email: admissions@stmartin.edu; website: www.stmartin.edu; Twitter: @GoToSMU.

There are different application procedures depending on the program in which the applicant is interested.

- Undergraduate admission (first-year and transfer applicants to the Lacey campus)
- International student admission, undergraduate level
- Graduate admission
- Education and teacher certification program admission
- Saint Martin's-JBLM admission
- Readmission of former Saint Martin's students

A description of each application procedure follows.

UNDERGRADUATE ADMISSION

The Office of Admissions welcomes applications to the Lacey campus for domestic first-year, transfer, and returning student admission. Details regarding returning student admission are in the sections titled Application for Readmission and Application for Reinstatement.

Saint Martin's University practices rolling admission, meaning Saint Martin's accepts applications and makes admission decisions throughout the year for fall and spring semesters. While students may apply and be admitted to the University throughout the year, their date of entry into programs and courses will occur at the next official start of the semester following their admission into Saint Martin's. Admitted students may not begin their coursework after semester, session, or term classes have begun and have been in session. Applicants should consult the Office of Admissions or its website for details regarding application and enrollment deposit deadlines.

Applicants for the fall term are welcome to apply beginning August 1 the previous year, and are strongly encouraged to apply by one of the University's priority application review deadlines: October 15, November 1, December 1, February 1, or March 1. Applications received ahead of a priority application review deadline will be given priority consideration for admissions and financial aid. Applications received after these priority review periods will be reviewed on a rolling basis.

Saint Martin's University is a member of the Common Application and in addition we utilize our Saint Martin's application. First-year and transfer applicants may choose either application which are available on the Saint Martin's website at www.stmartin.edu and on the Common Application website at www.commonapp.org. The Common Application is submitted exclusively online. Saint Martin's does not require an application fee for either application.

Upon an individual's submission of all materials, the Office of Admissions will review the application and notify the applicant of a decision. As noted, students admitted before one of the priority review deadlines will receive priority consideration for institutional financial aid, as well as state and federal financial aid. After February 15, financial aid resources may be limited. Please contact the University's Financial Aid Office with questions or concerns about application guidelines or the availability of financial aid.

FIRST-YEAR STUDENT ADMISSION

A first-year student is someone who has never attended college or has earned college credits prior to high school graduation (such as Running Start credits).

Although admission to Saint Martin's University is not based on any single criterion, demonstrated academic achievement is an important consideration. High school transcripts, class rank, SAT or ACT exam scores, a letter of recommendation from a teacher or guidance counselor and a personal essay are the primary vehicles through which the University evaluates academic preparation and fit. Individual circumstances are always considered, and applicants are encouraged to submit any and all relevant information in

writing or contact an admission counselor in the Office of Admissions to fully explain their educational background. Candidates for admission will be evaluated using the high school transcript submitted at the time of application. Decisions may be deferred until additional information, such as 7th- or 8th-term grades are available. Students may also be placed on hold while their application for admission is considered, with further details regarding the review timeline and process clearly communicated to the applicant. The highest SAT or ACT scores submitted with the application will be used in the review process. For the SAT, individual scores from different exams will be combined to form the highest possible combined score (known as super scoring). Merit-based scholarships will be awarded based upon the information available at the time an admission decision is made. **New information may be submitted until August 15 for a change in merit consideration.**

Leadership and service are also important in the University's effort to form a well-rounded and active student body. Applicants should take the time to complete the relevant sections of the Common Application or the Saint Martin's application and provide a comprehensive outline regarding the applicant's service and leadership activities. One letter of recommendation from a teacher or school counselor is required; additional letters (up to two) are welcome.

Applicants should consult the Office of Admissions to better understand the average academic profile of admitted students. Students with an academic profile below this average are also encouraged to apply and may be considered for our PrEP (Provisional Education Program) and every applicant is assessed holistically, with their unique circumstances considered.

It is strongly recommended that high school applicants to Saint Martin's complete an academic program that includes the following:

English – 4 years
At least three years of study should be from college preparatory composition and English literature. One year may be satisfied by courses in drama, public speaking, debate or journalism.

Mathematics – 3 years
College preparatory algebra and geometry is encouraged. One additional year in advanced mathematics is recommended for students majoring in the sciences, engineering or business.

Science – 3 years
College preparatory science, including one year of a laboratory science is encouraged. Three years of science with two years of laboratory science are recommended for students majoring in engineering, nursing or the sciences.

Social Science – 2 years
This may be satisfied through history, psychology, political science, economics, sociology and/or cultural anthropology coursework.

World Language – 2 years
Bachelor of Arts and Bachelor of Social Work students must complete four semester

hours (Core140) of one World Language. This may be satisfied through the study of Chinese, French, Japanese, Russian or Spanish. Students with previous World Language experience may request course placement or proficiency testing. See the Core Requirements section for additional information.

Academic Electives – 3 years
Additional courses in English, mathematics, laboratory science and world language will strengthen a student's application for admission. Honors, IB and College in the high school courses will add to the academic rigor of the student's high school curriculum.

Students who do not meet these academic requirements or fulfill recommended course patterns may still be offered admission but may be required to take remedial courses depending on their academic major.

High school students are encouraged to submit their application materials during the first semester of their senior year.

APPLICATION FOR FIRST-YEAR STUDENT ADMISSION

To apply for first-year admission, students must submit:

- The Common Application or the Saint Martin's application
- A 250-500 word personal essay, as instructed on the application
- Official high school transcript, GED, HSED certificate or home school documentation
- Official transcripts from all colleges or universities attended as part of Running Start or other College in the high school programs (if applicable)
- Test scores from the College Board's SAT exam or American College Testing's ACT exam or the Classic Learning test's (CLT). Saint Martin's institutional codes, to have your exam scores reported to the Office of Admissions, are 4674 for the SAT and 4474 for the ACT. Saint Martin's does allow screen shots of the test scores to be sent directly by the student to their admission counselor as well.
- A letter of recommendation from a teacher or guidance counselor (one letter is required; applicants may send up to three letters)

Saint Martin's University does not charge an application fee for undergraduate applications.

HOME SCHOOL APPLICANTS

We welcome home schooled students and are considered a tier one home school university. Home-schooled applicants will be evaluated on an individual basis. Applicants should supply as much information as possible about their home school experience. If not transcribed through a homeschool partnership, descriptions of all courses, with reading lists, may be required. If courses have been taken at a local high school or college, transcripts must be submitted.

CERTIFICATE PROGRAMS

Those applying for a certificate program should contact the admissions office for direction to the correct application. Those applying must have an official high school diploma, GED, HSED certificate or home school documentation and must have a minimum of a passing score to apply.

UNIVERSITY CREDIT FOR HIGH SCHOOL STUDENTS/ RUNNING START/AP/IB, CLEP

High school students earning college credit will be considered first-year students for University admission purposes. College-level credit will be evaluated in a manner consistent with standard transfer equivalency programs. Students must submit official college transcripts to receive credit for college courses completed while in high school.

RUNNING START

Running Start students must follow first-year application procedures and meet first-year admission standards.

ADVANCED PLACEMENT (AP)

Students participating in the College Board's Advanced Placement (AP) exams may receive lower-division English elective credit for exam scores of 4 or 5.

AP Course	AP Score	Transfer Course	Credits Earned
Art History	3 or better	COR 240A	3
Art: 2D	3 or better	COR 240A	3
Art: 3D	3 or better	COR 240A	3
Art: Drawing	3 or better	COR 240A	3
Biology	3 or better	BIO 141	4
Calculus BC	4 or 5	MTH 171/MTH 172	8
Calculus BC	3	MTH 171	4
Calculus AB	4 or 5	MTH 171	4
Chemistry	3	CHM 141	4
Chemistry	3 and 1 yr AP Chem	CHM 141L	1
Chemistry	4 or 5	CHM 141/CHM 142	8
Chemistry	4 or 5 and 1 yr AP Chem	CHM 141L/CHM 142L	10
Chinese	3 or better	COR140C	4
Comp. Politics	3 or better	COR 250P	3

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Computer Science A	3 or better	CSC 180	3
Computer Science Principles	4 or 5	CSC 101	3
Eng. Lit/Comp	3 or better	ENG Elective LD	6
Enviro. Science	3 or better	BIO110	4
European History	4 or 5	COR 250H	3
French	3 or better	COR 140F	4
Geography	3 or better	COR 250P	3
German	3 or better	COR 140	4
Italian	3 or better	COR 140	4
Japanese	3 or better	COR 140	4
Latin	3 or better	COR 140	4
Macroecon.	3 or better	ECN 202 or COR 220E	3
Microecon.	3 or better	ECN 201	3
Music Theory	3 or better	MUS 108	3
Physics 1	3 or better	PHY 141	4
Physics 2	3 or better	PHY 142	4
Physics C: Elec	3 or better	PHY 172	4
Physics C: Mechanics	3 or better	PHY 171	4
Psychology	3 or better	PSY 101 or COR 220P	3
Spanish Lang.	3 or better	COR 140S	4
Spanish Lit.	3 or better	COR 140S	4
Statistics	3 or better	MTH 201	3
US History	4 or 5	COR 250U	3
US Politics	3 or better	PLS 151 or COR 250P	3
World History	4 or 5	COR 250H	3

INTERNATIONAL BACCALAUREATE (IB)

Saint Martin's University awards university course credit for IB exams on which students achieve a score of 5 or higher, on both Standard Level and Higher Level exams.

Students who earn the IB Diploma will be awarded up to 30 credits of university-level work at Saint Martin's University. The IB Diploma can meet the following core requirements if the diploma student achieves a score of 5 or higher on the individual exams for each respective area:

- COR140 World Language (4 credits for Higher Level)
- COR240 Fine Arts (3 credits)

- COR230 Natural science with lab (4 credits)
- COR130 Math (3 credits)
- COR220 or 250 (3-6 credits, depending on courses taken)

IB Diploma students will also earn additional credits, either as specific Saint Martin's courses (see Table below) or lower division elective credits, depending on the total diploma score.

- 24 points = 24 total credits
- 25 points = 25 total credits
- 26 points = 26 total credits
- 27 points = 27 total credits
- 28 points = 28 total credits
- 29 points = 29 total credits
- 30 points or more = 30 total credits

Students who complete IB coursework but not the diploma will also receive university credit for IB exams, both Standard Level (SL) and Higher Level (HL), on which they earn a 5 or higher. Specific Saint Martin's University courses correspond to the IB exams, as shown in the Table below. Other IB exams will be considered on a case-by-case basis.

IB Exam	Saint Martin's University Course	Credits
Art (visual)	COR 240A	3
Biology	COR 230B	4
Chemistry – SL	CHM 141/141L	5
Chemistry – HL	CHM 141/141L AND CHM 142/142L	10
Classical Languages – HL	COR 140	4
Computer Science	CSC 101	3
Dance	COR 240	3
Economics	COR 220E	3
Film	COR 240	3
French Language & Lit – HL	COR 140F	4
German Language & Lit – HL	COR 140	4
Geography	COR 250P	3
Global Politics	COR 250P	3
History, World	COR 250H	3
*Mathematics	COR 130	3
Music	COR 240M	3
Physics	COR 230P	4

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Psychology	PSY 101	3
Spanish Language & Lit – HL	COR 140S	4
Sports, exercise and health science	COR 230	4
Theater	COR 240T	3

*Students needing a specific math course for the major will need to take the math placement test and be placed into the appropriate course.

CLEP EQUIVALENCY TABLE (CLEP – COLLEGE LEVEL EXAMINATION PROGRAM)

CLEP EXAM	CLEP SCORE	Transfer Course	Credits Earned
French (Level 1&2)	50+	COR 140F	4
German (Level 1&2)	50+	COR 140	4
Spanish (Level 1&2)	50+	COR 140S	4
Principles of Microeconomics	50+	ECN 201	3
Principles of Macroeconomics	50+	ECN 202 or COR 220E	3
Financial Accounting	50+	ACC 201	3
Introductory Business Law	50+	BA 225	3
Introductory Sociology	50+	SOC 101	3
Calculus	65+	MTH 171	4
Chemistry	50+	CHM 141 (no lab)	4
College Algebra	50+	MTH 101	3
Precalculus	50+	MTH 121	3
Precalculus	65+	MTH 122	3
History of the US I	50	COR 250U	3
History of the US II	50	COR 250U	3
American Government	50	COR 250P	3
Introductory Psychology	50	PSY 101 or COR 220P	3
Introductory Sociology	50	SOC 101 or COR 220S	3
American Literature	50	Elective Credit	3
Analyzing and Interpreting Literature	50	Elective Credit	3
College Composition	65	ENG 101 *	3
College Composition Modular	65	ENG 101 *	3

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English Literature	50	Elective Credit	3
Humanities	50	Elective Credit **	3

** Will not count for COR 120*
*** Will not count for COR 210*

NURSING ADMISSION

Those applying for the Bachelor of Science in Nursing program will first be admitted to Saint Martin's University and then will be considered for direct admission into the program. Applicants to the nursing program are required to have 3 years of high school or higher science courses, including one year of laboratory science and mathematics including college preparatory algebra, with grades of "B" (3.0) or higher.

Applicants not accepted directly into the nursing program may enter the university as a pre-nursing major. Pre-nursing majors may apply for the nursing program at the end of their first year if they have a 3.0 GPA or higher on all required prerequisite science classes, and have a cumulative 3.0 GPA or higher in courses taken at Saint Martin's.

SOCIAL WORK

Students that wish to pursue social work can declare this major but must fill out a secondary application and be accepted. Students are encouraged to apply as soon as they wish but no later than the spring of their junior year.

PROVISIONAL ENROLLMENT PROGRAM (PREP)

Saint Martin's Provisional Enrollment Program (PrEP) is a uniquely-designed program assist students to thrive in both our community and beyond. This is for students that are academically below our normal admission criteria but of whom we believe have the grit and determination to be successful with support. Saint Martin's PrEP assists students who are poised to be successful in college and offers additional focused academic advising, mentoring, and support to help make the transition from high school a successful one. A limited number of students will be accepted into the PrEP program each year. For additional information please contact the admissions office.

TRANSFER STUDENT ADMISSION

A transfer student is someone who has completed one or more college credits following high school graduation.

If an applicant has completed 20 or fewer transferable semester credits or 30 or fewer transferable quarter credits (generally one year) of college or university at the time of their application, they are considered transfer students and should apply using the transfer application but will be required to submit additional materials. We recognize some applicants who fit this profile may have been out of high school for many years. Admissions will tailor

the application and review process to each individual student. Of note, transfer applicants with 20 or fewer semester credits (or 30 or fewer quarter credits) accrued post-high school will be eligible for first-year scholarships.

Students transferring from other colleges or universities are considered for admission on the basis of academic achievement, life experience, professional objectives and community involvement.

Transfer applicants should submit a Common Application online at www.stmartin.edu or www.commonapp.org or submit the Saint Martin's application.

Applications for admission are evaluated on an individual basis to determine admissibility, and transcripts are evaluated to determine transferability of credit. Applicants are encouraged to provide as much information as possible about their previous education, life experience and educational/ professional objectives to inform an admissions decision. Additional information regarding an applicant's qualification for admission may be requested by the Office of Admissions if deemed necessary.

Saint Martin's University participates in transfer agreements with 29 community colleges in the state of Washington. Community college graduates who have a Direct Transfer Associate's (DTA) Degree completed after 1990 and are admitted to Saint Martin's will begin with junior standing. They will have satisfied Saint Martin's core requirements (gen ed) with the exception of one course in religious studies and one course in philosophy. Transfer credits not included in a Direct Transfer Associate Degree, such as an AS-T, AS/MRP, or its equivalent, will be evaluated on a course-by-course basis, and credits will be applied to academic major requirements according to established guidelines and policies. There is no expiration to time limit on undergraduate transfer credits deemed equivalent to the University's core requirements. Community college graduates who have a Direct Transfer Associate of Science Degree completed before 1990 may be admitted to Saint Martin's but still may be required to take several core courses as determined by an admission counselor or the University's registrar following a transcript evaluation in concert with the Office of the Registrar.

ASSOCIATE DEGREES FROM OUTSIDE WASHINGTON

Saint Martin's University also recognizes associate of arts degrees from regionally-accredited institutions in the following states, and will treat these degrees as equivalent to the Washington Associate degree, **provided they are completed prior to matriculation at Saint Martin's University:**

- **Arizona:** Associate of Arts with the Arizona General Education Curriculum (AGEC-A) track;
- **California:** Associate of Arts with the Intersegmental General Education Transfer Curriculum (IGETC) track;
- **Oregon:** Associate of Arts Oregon Transfer Degree (AA/OT).

Students with associate of arts degrees from other regionally accredited institutions may request, at the time of admission, to have their degrees evaluated for the same recognition.

A maximum of 90 semester hours (135 quarter hours) from regionally accredited institutions will be accepted toward fulfillment of requirements for a baccalaureate degree. Transfer credits from a two-year regionally accredited college may not exceed 60 semester hours (90 quarter hours). No more than 30 semester hours (45 quarter hours) earned by extension or extended learning programs will be accepted. Credits earned more than seven years ago will be reviewed to determine transferability. The only potential exception is transfer credit deemed equivalent to the University's core requirements, which do not have an expiration or time limit for transfer.

REVERSE TRANSFER

Students who have been admitted to Saint Martin's University without a DTA associate's degree, and who have at least 60 transferrable quarter credits, or 40 transferable semester credits, from a Washington community or technical college, may be eligible to earn a DTA associate's degree from their transfer institution. This is accomplished by transferring Saint Martin's credits back to the community or technical college, which may then apply the credits towards its own associate degree requirements.

To activate this policy, students must alert the registrar's office that they wish to have their courses reverse transferred, and are responsible for ensuring that the receiving institution awards credit and the DTA associate's degree. Students must then provide the Saint Martin's University registrar with an official transcript posting the DTA associate's degree prior to their final semester or term before graduation.

APPLICATION FOR TRANSFER STUDENT ADMISSIONS

To apply for transfer admission, students must submit:

- An application
- A personal essay, as instructed on the application
- Official transcripts from all colleges and universities attended. Saint Martin's University will only accept transfer coursework from regionally accredited colleges and universities. (See list under the international undergraduate admissions section.) Nursing applicants may submit transcripts from a nationally accredited college and will be considered on a case by case basis.
- Official high school transcript, GED certificate or home school documentation, if applicable (applicant has earned 20 or fewer semester credits post-high school)
- Test scores from the SAT or the ACT, if applicant has earned 20 or fewer semester credits post high school
- For those who have prior military credits: All scores from U.S. Armed Forces Institution Examinations (USAFI) and/or (DANTES) and/or College Examination Program (CLEP). Other documentation such as DD Form 214, DD Form 295, AARTS transcripts, CCAF transcripts, and DLI transcripts.

Saint Martin's University does not charge an application fee.

ACCEPTANCE OF AN UNDERGRADUATE OFFER OF ADMISSION

Students will be notified of a decision regarding their application for admission as soon as a decision is available.

Following a notification of admission, students who plan to enroll at Saint Martin's must submit an enrollment deposit of $200. The enrollment deposit may be submitted online. This deposit is credited to the student's account for the first semester of enrollment. Saint Martin's University recommends that the enrollment deposit be submitted by May 1 for fall semester enrollment and by December 15 for spring semester enrollment. **The enrollment deposit is not refundable after these dates.** Applicants are encouraged to contact the Office of Admissions for specific information regarding the submission of an enrollment deposit.

Saint Martin's has a two-year residency policy for first year students to live on campus unless they meet the waiver requirements in the student handbook. Students who will be living on campus are also required to submit a housing contract and $200 housing deposit. Housing documents and the housing deposit may be submitted online. The housing deposit is refundable when the student moves off campus, provided the terms and conditions of the housing contract are met. Students that will be living at home must fill out a housing exemption form.

Residence hall assignments and pre-registration appointments are assigned after the enrollment deposit is received.

Additional registration documents may also be required prior to enrollment. Admitted students are encouraged to work closely with their admission counselor or contact the Office of Admissions for specific information regarding next steps for admitted and/or deposited students.

ADMISSIONS POLICY FOR APPLICANTS WITH CRIMINAL HISTORY

Saint Martin's University is committed to the safety and welfare of all members of the campus including its students, staff, faculty, and visitors. The University requires that all applicants for admissions disclose previous criminal history to Saint Martin's University as part of the admissions process. This policy applies to all applicants for admission to Saint Martin's University.

POLICY

Consideration of disciplinary and criminal conviction in Saint Martin's University admission: Saint Martin's University considers multiple factors when reviewing applications for admission. This also applies whether an applicant has a school disciplinary record and/or criminal history. An applicant will not automatically or unreasonably be denied admission due to criminal history or disciplinary action. However, additional information may be requested to provide greater context to the nature and timing of violations prior to an admission decision being made.

All applicants seeking admission to Saint Martin's University are required to answer ques-

tions regarding a felony, misdemeanor, academic suspension, or expulsion.

- Have you ever been convicted of, pled guilty to, or pled no contest to a felony? (Y/N answer options)
- Have you ever been convicted of, pled guilty to, or pled no contest to a misdemeanor? (Y/N answer options)
- Have you ever been subject to disciplinary action, such as expulsion or suspension, from any academic institution (high school, college, etc.)? (Y/N answer options)

If the applicant answers "Yes" to the criminal history question, the applicant will be contacted by the Admissions Office. During the review process, the applicant will provide additional information and details regarding his or her felony and/or misdemeanor history. The applicant will be asked to provide explanation of each felony and/or misdemeanor, with the option to include official documentation, letters of recommendation, a release to obtain related documentation and information, as well as additional information the applicant would like to be considered. The assigned admissions counselor will compile the information for the review.

The Admissions Review Committee will make the determination whether or not to admit the applicant, assuming all other application requirements are satisfied. The Admissions Review Committee is comprised of the associate director of admissions and the director of public safety.

Admission may be denied to an applicant based on prior criminal convictions, including but not limited to: incidents where admission creates a risk to the safety or welfare of the University community, to specific individuals or to the public, or where admission poses a potential risk to property. After evaluating all information provided by the applicant as well as other information available to the review team, the admissions team will make a determination within a reasonable amount of time given the individual circumstances as to whether or not the applicant will be offered admission to the University. The applicant will be informed of the decision in writing.

An applicant may appeal a decision made under this policy to the dean of enrollment who will make the determination for the University and give written notice to the applicant regarding the decision. The applicant's request for appeal must include specific grounds that justify the appeal. If the applicant wishes to appeal beyond the dean of enrollment, the president of the University will review the applicant's materials and the resulting decision will be final.

Saint Martin's University reserves the right to deny admission to any applicant or rescind admission to any applicant consistent with Saint Martin's University policies, including any applicant who provides false or misleading information to the University.

SAINT MARTIN'S UNIVERSITY AT JOINT BASE LEWIS-MCCHORD (SAINT MARTIN'S-JBLM) ADMISSION

Applicants should submit the Saint Martin's-JBLM Campus Application at **www.stmartin.edu/admissions-aid/how-to-apply/continuing-education** by online format for admission to the Saint Martin's-JBLM campus.

Saint Martin's University at JBLM is for the primary benefit of non-traditional students, active-duty service members and their families; non-military-affiliated students may attend Saint Martin's-JBLM; however, military-affiliated students have priority registration. Classes are designed to meet the needs of working adults and offer a combination of traditional and hybrid classes in the evenings, weekends, and online. Information about the Saint Martin's-JBLM campus can be found at www.stmartin.edu/directory/saint-martins-jblm.

In exceptional circumstances, a student admitted to the Lacey campus may apply for, and receive, permission to undertake a course at Saint Martin's-JBLM. Students admitted to the Lacey campus are typically restricted to a maximum of two courses at Saint Martin's-JBLM, not counting summer session classes.

Recent high school graduates are required to apply to, and if admitted, complete their degree program at the Lacey campus unless there are highly exceptional circumstances. Only the Lacey campus offers the full range of support services often necessary for timely and successful degree completion for freshmen and sophomore students. Questions about which campus is right for you should be directed to an admission counselor in the Office of Admissions. A complete Saint Martin University at JBLM application consists of:

- Completing the Saint Martin's-JBLM application for Admission online, at www.stmartin.edu/admissions-aid/how-to-apply/continuing-education
- Official transcripts from all colleges, universities and military service schools attended
- Official high school transcript, GED certificate or home school documentation, if requested
- All scores from U.S. Armed Forces Institution Examinations (USAFI) and/or (DANTES) and/or College Examination Program (CLEP).

In addition, for transfer credit assessment, active duty and retired personnel must submit the following forms or transcripts:

- A Joint Services Transcript (JST) - or - a Community College of the Air Force (CCAF).
- Defense Language Institute (DLI) transcripts for foreign language transfer credit assessment.
- Retired or completed-service personnel must submit a copy of their completed DD Form 214.

Please Note: Saint Martin's University will only accept up to 30 credit hours for professional military education and training as recommended by the American Council on Education.

The following degree options are offered through Saint Martin's University at JBLM):

BACHELOR OF ARTS DEGREE

Accounting

Business Administration with concentrations in accounting and management.

Criminology/Criminal Justice

Elementary Education

Secondary Education

History

Political Science

Psychology

Special Education

BACHELOR OF SCIENCE DEGREE

Computer Science

Information Technology

CERTIFICATION PROGRAMS

Microsoft Software & Systems Academy (MSSA) certification program

Elementary or Secondary Teacher Residency Certification (Note: A bachelor's degree is required prior to enrolling in this program)

GRADUATE ADMISSION

Information concerning admission to the University's individual graduate programs is contained in the graduate academic catalog.

EDUCATION PROGRAM ADMISSION

Students who wish to apply for any of the undergraduate education programs must also complete and submit an application for admission to the College of Education and Counseling. Admission to Saint Martin's University does not secure admission into an education program. For specific requirements, please contact the College of Education and Counseling office, 360-438-4333, for admission information or to schedule an interview. Information related to admission for the Residency Teacher program can be found under the College of Education section of this catalog.

SUMMER SESSION ADMISSION

Summer session courses offered at the Lacey campus will vary in length and beginning and end dates. Please see the academic calendar for specific session dates. The curriculum, which complements that of the regular academic year, provides opportunities to make up academic deficiencies, accelerate progress toward graduation, and undertake a variety of personally enriching learning experiences. Students from any institution may apply, provided they meet the prerequisite and program participation requirements for the courses in which they wish to enroll. Those not matriculated at Saint Martin's University should contact their home institution about transferability of the credits.

During summer, the Office of International Programs and Development (OIPD) offers language instruction and cultural enrichment programs for students from many parts of the world, extending the hospitality and warm welcome for which Saint Martin's University and the Pacific Northwest are known. An attractive array of summer courses is offered on the main campus, online and at the Saint Martin's-JBLM campus.

INTERNATIONAL UNDERGRADUATE ADMISSION

Saint Martin's University welcomes applications from international students. To apply for undergraduate admission, all international students must submit the following items:

- The online application for undergraduate studies.
- Official transcripts from prior college or university level academic institutions. International transcripts must be evaluated by an approved international transcript evaluation service (listed below). Your evaluation must be a detailed course-by-course report, with a summary of U.S. education equivalent. This requirement for an external evaluation through an approved agency is typically waived for students transferring from sister schools which have a signed partnership with Saint Martin's University. Instead, in order to determine transfer equivalencies, Saint Martin's University will ensure that an internal evaluation by qualified staff is undertaken for sister schools. The university reserves the right to request any student to submit an officially-vetted transcript if documents present challenges in interpretation/evaluation. All exceptions are approved by the provost upon recommendation by the registrar.
    - World Education Services (WES) www.wes.org
    - International Educational Research Foundation (IERF) www.ierf.org
    - International Education Evaluations, Inc. (IEE) www.foreigntranscripts.com
    - Global Credentials Evaluators, Inc. (GCE) www.gceus.com
    - Other NAFSA or NACES member/affiliate services may be approved once verified.
- The declaration of finances form with an attached statement from an official institution (e.g. a bank, sponsoring agency, or scholarship provider) on official letterhead showing a minimum amount of funds to

cover one full academic year of study at Saint Martin's University.

- Proof of English proficiency: To apply for undergraduate admission, all international students must demonstrate English proficiency by one of the following methods:

  1. Submit an official score report from a test listed below with a score meeting the admission requirement.

English language test requirements:

	TOEFL: Paper based	TOEFL: Internet based	IELTS: Academic	TOEIC	PTE Academic	GTEC CBT	SAT (Total score)	ACT (Composite score)
Full Admission	525	71	6.0	700	48	1126	1030	20
Conditional Admission: Concurrent status	480-524	54-70	5.0-5.5	600-699	42-47	1001-1125	960-1020	18-19
Conditional Admission: Full-time ESL	479 or lower	53 or lower	4.5 or lower	599 or lower	41 or lower	1000 or lower	950 or lower	17 or lower

  2. Transfer from a regionally accredited college or university in the United States with a grade of B or higher in ENG 101 or ENG 102 completed within the previous three years before admission to Saint Martin's University.
  3. Transfer from one of Saint Martin's University's partner English language schools in the United States with successful completion of the highest English level of the language school. The English proficiency requirement will be waived for admissions purposes only. Approved partner language schools include the following:

     ELS Education Services, Inc. (Successful Completion of ELS level 112 Intensive Program – English for Academic Purposes)

YELLOW RIBBON PROGRAM

Saint Martin's University is an approved institution for the education and training of veterans. Saint Martin's is a Yellow Ribbon Program school and supporter of the Post 9/11 GI Bill. The University does not cap the number of students who can participate in the Yellow Ribbon Program. Yellow Ribbon benefits replace other forms of Saint Martin's financial assistance such as merit scholarships and grants.

Saint Martin's is also a designated "Military Friendly School" and continues to be recognized every year for our service to the military community.

Students admitted to the University and eligible to receive VA benefits must contact their

respective veteran's representative and submit the necessary paperwork for certification. The student must submit a copy of their certificate of eligibility sent by the VA and must also complete and submit the Saint Martin's request for certification electronic form (found on the Office of the Registrar's webpage) each session or semester to ensure continuous receipt of benefits prior to certification. Saint Martin's University will not certify students in advance; students must be registered with advisor approval and only courses within the student's degree plan will be certified to the VA. Saint Martin's will not participate in accelerated pay if the student is using Chapter 33. The VA pays directly to the school. Tuition and fees will not be reported to the VA prior to bills being assessed, or before the add/drop period is over to ensure accuracy of costs. It is the student's responsibility to promptly notify the VA representative of any changes they make to their schedule including, withdrawals, adds, and drops. Failure to promptly report any changes to registration could lead to an overpayment and the student may be responsible for debt repayment.

VETERANS ADMINISTRATION/VOCATIONAL REHABILITATION

Applicants applying through Veterans Administration or vocational rehabilitation programs should schedule an appointment with an admission counselor through the Office of Admissions or any extended campus to complete all required academic degree plans and necessary paperwork. Applicants to the University should allow a minimum of two weeks from the time of their advising appointment for completion of transcript evaluation, academic degree program, financing documentation and additional information.

APPLICATION FOR REINSTATEMENT FROM SUSPENSION FOR ACADEMICS

(AFTER SITTING OUT A MINIMUM OF ONE SEMESTER)

If a student wishes to petition for reinstatement to the University, she or he may petition the provost. **This procedure is used after the student has been absent from the University for one or more semesters after academic suspension.** The student must submit the petition for reinstatement, complete with explanation and plan to the Provost Office by March 15 to be considered for fall reinstatement or October 15 to be considered for spring or summer reinstatement. The petition will be forwarded to the Academic Standards Committee, who will review and act on the petition. Students are notified of the decision within 3 weeks of the submission deadline. If approved for reinstatement, the student must complete an application for undergraduate re-admission and submit it to the Office of the Registrar with a copy of their reinstatement approval letter.

www.stmartin.edu/sites/default/files/smu-files/admissions/re-admit-re-admission-form.pdf

The petition for reinstatement must consist of the following:

1. A written explanation that demonstrates the student's understanding of the reasons for her or his academic difficulties;
2. A realistic plan for addressing these difficulties. This plan must be developed in consultation with the student's academic advisor and the Center for Student Success.

APPLICATION FOR REINSTATEMENT FROM SUSPENSION

Students who have been suspended from Saint Martin's University for poor academic performance may appeal or seek reinstatement by appealing to the provost. Details regarding the procedure to be followed are available in the Provost Office, Old Main 269. 360-438-4310.

APPLICATION FOR REINSTATEMENT FROM SUSPENSION FOR CONDUCT OR BEHAVIOR

Students who have been suspended from Saint Martin's University for conduct or behavior may seek reinstatement from the Office of the Dean of Students. Details regarding the procedure to appeal for reinstatement after conduct-related suspensions are available in the Office of the Dean of Students, Old Main 206. 360-438-4367. Students who have been permanently expelled from the University may not seek readmission and will not be readmitted.

In all cases listed here, students are strongly advised to contact the Student Financial Service Center and request specific information as it pertains to reinstating a previous financial aid package or reapplying for financial aid.

ATHLETIC AND RECREATIONAL PROGRAMS

Saint Martin's is a founding member of the NCAA Division II Great Northwest Athletic Conference. The University sponsors 15 athletic teams that participate in men's and women's basketball, golf, soccer, cross country, and outdoor and indoor track and field; women's volleyball and softball, and men's baseball.

The Hal and Inge Marcus Pavilion is the University's indoor athletics facility that seats 3,500. The facility hosts GNAC conference playoffs, and high school district and state tournaments. Saint Martin's outdoor track-and- field and soccer facilities were completed in the spring of 2009. Baseball and softball teams also compete on campus, while the men's and women's golf team have an on-campus indoor practice facility, plus access to several local courses.

The University's athletic fields and courts, as well as nearby public golf courses, lakes, shores and mountains, offer opportunities for many sports and activities for student participation.

In the fall of 2009, Saint Martin's opened the 36,000-square-foot Charneski Recreation Center. This facility includes three multi-purpose courts, a four-lane running track, a batting cage and a 9,000-square-foot fitness center equipped with weights, cardio equipment, a multi-purpose classroom and an aerobics-dance studio. The Charneski Recreation Center also offers wellness classes throughout the year, including youth karate and yoga.

Students interested in intramural sports can participate at the team or individual level. Intramural Sports include flag football, volleyball, basketball, badminton, floorball, soccer, dodgeball and softball. Off-campus outdoor excursions are offered through the Saints Outdoor Adventure Program (SOAR) and include ski/snowboard trips, rock climbing and hiking throughout the Puget Sound.

EVENT SERVICES AND FACILITIES

Saint Martin's University Event Services operates and manages the Norman Worthington Conference Center and the Hal and Inge Marcus Pavilion. These two facilities are available for use by students, faculty and staff for a variety of internal campus events. Available space includes conference rooms, classrooms, playing fields, basketball and volleyball courts, and locker rooms. The versatility of both facilities offers several options for equipment, technology and room layout.

As rental spaces, the Norman Worthington Conference Center and Marcus Pavilion are also available to the public for community meetings, conferences, banquets, receptions, graduations and other activities. For athletic events, the Hal and Inge Marcus Pavilion can provide seating for 3,100 guests. Event Services manages the scheduling of these facilities and offers a one-stop-shop conferencing and event experience that meets the needs of those using the space. On-campus catering services are provided exclusively by Bon Appétit Management Company, the University's food service provider.

CAMPUS DINING SERVICES

All food service at Saint Martin's University is managed by Bon Appétit Management Company, an award-winning company known for its standards of excellence and innovation in sustainable food service. Bon Appétit brings made-from-scratch restaurant-style dining to Saint Martin's University. Breaking bread together helps to create a sense of community and comfort. The Bon Appétit staff recognizes the important role they fill and take great care to honor their position on the Saint Martin's campus. Food is purchased with high ethical standards and environmental impact in mind; eggs are cage-free, beef is range-fed, fish adhere to Seafood Watch guidelines, and produce is organic and grown locally whenever possible. Bon Appétit encourages feedback and gladly works with individual students to meet special dietary needs.

For more information on Bon Appétit's principles and standards, visit www.bamco.com. To learn more about Bon Appétit's food service at Saint Martin's University, visit www.cafebonappetit.com/saintmartin.

Visit the Monk's Bean Coffee Bar located in Harned Hall open until 6 p.m. and the convenience store located in Parsons Hall open until 11 p.m.

RESIDENCE LIFE

Serving students so that they may serve others, the Office of Housing and Residence Life at Saint Martin's University acts as a catalyst for the formation of a community in which members support and encourage one another by sharing their gifts and challenge each other to recognize and fulfill their full potential. The residence halls are an integral part of the University community and complement its educational programs. The Office of Housing and Residence Life provides an environment that helps students learn and grow. The halls are maintained by professional and paraprofessional staff members specifically employed to assist students.

All undergraduate students are required to live in university residence halls while enrolled for classes at Saint Martin's University unless the student is married or a parent; has reached junior status (60 semester or 90 quarter credits, not including Running Start or AP credits) prior to registering for the current semester; will be 21 years of age or older on or before the last official day of registration for the semester; is residing at home within 30 miles of the university with parent(s) or legal guardian(s); is taking eight or fewer credits during the semester in question; has attained an associate's degree or completed two full years of education at the college or university level (not including Running Start); or has lived in a university residence hall for four or more complete semesters.

Regardless of class standing, single undergraduate international students, including English-as-a-second-language (ESL) students, are required to live on-campus for a minimum of two consecutive semesters unless they are living with a prearranged host family for the duration of their stay; have received a letter of permission from their country's embassy; have attended a community college or university in the United States for at least one complete quarter or semester; or will be 23 years of age or older on or before the last official day of registration for the semester.

Procedures and policies for the residence halls are outlined in the student handbook and the housing contract. Residents are responsible for familiarizing themselves with this handbook and contract, and for complying with terms and conditions of each document.

Additional information about the University's residence halls is available from the Office of Admissions or the Office of Housing and Residence Life. Housing and Residence Life policies, procedures, forms, and facilities information is available at www.stmartin.edu/student-life/housing-and-dining.

STUDENT SUPPORT OFFICES

CAMPUS LIFE

Various campus organizations and activities contribute to the intellectual, moral and social development of students. All students are urged to participate in out-of-class and community activities as part of their University education. Saint Martin's believes co-curricular activities provide experience, enrichment, knowledge and opportunities for personal growth not always available in the classroom. They also contribute to the well-being of the University community and its neighbors.

Student activities are coordinated through the Office of Campus Life. Activities include social and educational excursions, the Benedictine Leaders Program, cultural events, sporting events, lectures, dances and traditional activities such as Homecoming. Off-campus outdoor excursions are offered including ski/snowboard trips, rock climbing, and hiking. Students interested in intramural sports can participate at the team or individual level. Activities vary from year to year, but often include flag football, volleyball, basketball, table tennis, soccer, bowling, dodgeball and softball.

The University recognizes and supports the vital contributions made possible by students' participation in student government, the Associated Students of Saint Martin's University (ASSMU). ASSMU represents the needs of the students to the faculty, administration and board of trustees. All currently enrolled undergraduate students are members of ASSMU and can participate in the election of representatives and executive officers.

Individual student clubs and organizations are officially recognized through ASSMU. These organizations are typically formed around recreational interests, academic majors, social issues or personal development activities.

CAMPUS MINISTRY

The Campus Ministry office at Saint Martin's University is dedicated to promoting and teaching about our Catholic identity in the context of Benedictine spirituality and supports students as they grow in their faith and spirituality through programs and activities that are rooted in our core values of faith, reason, service and community.

Campus Ministry is greatly influenced by the centuries-old traditions, customs and spirit of Benedictine monasticism, especially the tradition of hospitality. Retreats, small faith-sharing groups, educational programs, liturgy and prayer services are among the many ways students can explore, strengthen, celebrate and encourage one another on their faith journeys. Campus Ministry also coordinates community service and justice advocacy opportunities for students as well as service immersion trips. Members of our community from all (or no) religious traditions or backgrounds are invited and encouraged to share in all that Campus Ministry does.

CAREER DEVELOPMENT

The Career Center helps students define their career goals and objectives as they relate to future employment or graduate school opportunities. Career planning begins when the student enters Saint Martin's and continues through graduation. The Center's services are available to all students and alumni at the University's Lacey campus and extended campuses. Those services and programs include an online database (Handshake) for internships and jobs; resume, cover letter, interviewing, negotiating and other skill-building workshops; graduate school testing information; major and career exploration sessions for pre-major students; on-campus interviewing and recruiting; career guidance testing; career fairs; career resource library; assistance finding scholarship opportunities; peer advisors; social media; etiquette dinners; mock interviews; networking socials and class presentations. We access our network of thousands of Saint Martin's alumni to help students make connections for future employment and professional development.

"Saints Have A Plan", our successful signature program, engages students in taking steps in career development each year with the goal of each student having a solid plan of action for life after Saint Martin's. Students receive incentives for attending recruiting events, completing a resume, cover letter, LinkedIn profile, and participating in experiential learning.

CENTER FOR STUDENT SUCCESS

The Center for Student Success serves as a hub for academic support for all Saint Martin's students. Located on the lower level of the O'Grady Library building, the Center is home to the following units:

Tutoring Center: Peer tutors provide both individual and small group tutoring sessions in many subjects including science, technology, engineering, and math, as well as business, accounting, economics, psychology, and world languages.

Writing Center: Peer readers work closely with students to assist them in their academic, creative and professional writing.

Advising Center: Professional advisors work with students on academic advising, connecting with campus support resources, transition and self-exploration guidance, personalized academic improvement plans, learning workshops, and support major change. The Advising Center staff also works closely with the University's Early Alert Program — a referral system that supports student success.

Disability Support Services (DSS): DSS staff support any student with a disability who is interested in using their accommodations. These students can connect with the DSS coordinator who will evaluate the documentation, determine appropriate accommodations, and serve as a learning resource and advocate with assisting students in meeting their academic goals.

COUNSELING AND WELLNESS CENTER

The Counseling and Wellness Center (CWC) is committed to supporting the holistic and developmental needs of our diverse student population. CWC services support and enhance individual growth and skills to cope with the life and learning challenges students may experience during their college experience.

Students seek counseling services for a wide variety of reasons, including: depression, anxiety, stress, sleep issues, relationship concerns, grief and loss or other life transitions, academic challenges, identity development, disordered eating and body-image, problems related to alcohol or drug use, sexual assault and trauma, as well as other concerns. We treat each student with sensitivity and compassion, providing strength-based counseling services that value diversity and respect of each individual.

Our professional team of licensed counselors and graduate trainees provide services such as: brief solution-focused individual counseling; care coordination with community providers and campus services; referral coordination for those requiring specialized or longer-term treatment; risk assessment and crisis intervention; supportive drop-in consultations; and care plan meetings to sustain student well-being and academic success. Group counseling, wellness, and outreach programs offer informal, creative ways to cultivate skills used for coping, stress management, interpersonal communication, healthy relationships, and adjustment to college.

Integrating faith, reason and service, we empower students to develop self-awareness and mental wellness, along with knowledge and skills, necessary to make informed decisions that promote resilience, belonging and relationships to enhance community development in a diverse, multicultural world.

All services are confidential and provided at no additional cost to students enrolled at Saint Martin's University.

#SMYouMatter - the CWC is here to support students and our community. Access services through email at CounselingCWC@stmartin.edu, phone call 360-412-6123, and/or drop-in during open hours at the Saint Raphael Center - Building 4. Hours of operation 9 - 5, Monday through Friday; some workshops and groups are provided in evening hours. Over the holidays and semester breaks the CWC is closed. During the summer, the hours and scope of services at the CWC are significantly reduced.

DISABILITY SUPPORT SERVICES

Saint Martin's University is committed to providing a campus environment that is accessible to all students. The Office of Disability Support Services handles coordination of services and academic accommodations for students with disabilities.

Students wishing to request appropriate accommodations are responsible for initiating contact with the office. The office will assess the individual needs of each student, assist him or her in communicating those needs to faculty and staff and help the student obtain materials, services and the assistance necessary to successfully pursue their higher education.

Students who need special housing accommodations on campus due to a disability also find assistance through the Office of Disability Support Services.

DIVERSITY AND EQUITY CENTER

The Diversity and Equity Center (DEC) of Saint Martin's University is committed to fostering an inclusive, supportive, and equitable learning environment for all members of the campus community. Inspired by our Catholic, Benedictine tradition, which honors the dignity of each person and strives for peace and justice in our world, the DEC seeks to build a campus community that *engenders* inclusive excellence, *facilitates* intercultural understanding, and *promotes* social justice.

INTERNATIONAL PROGRAMS AND DEVELOPMENT

The Office of International Programs and Development (OIPD) fosters and promotes international understanding and cultural diversity by offering a variety of cross-cultural activities and international programs to the Saint Martin's community. The mission of OIPD is to develop international partnerships and to provide a supportive living/learning environment to international students to facilitate a smooth transition from their home countries to Saint Martin's. OIPD supports this mission through numerous programs designed to foster inclusion and advance international education.

Specifically, programs and services offered by OIPD include the following: international undergraduate and ESL admissions; international student orientation; F-1 and J-1 immigration advising, international student academic support; the ESL program; the conversation partner program; the student cultural ambassador program; summer cultural exchange programs; home-stay opportunities; service-learning opportunities; and events such as the Multicultural Carnival and International Education Week. OIPD also offers student-centered cultural activities that provide international students with a better understanding of American culture and an opportunity to explore the Pacific Northwest.

PUBLICATIONS

The Belltower is the periodic newspaper written and edited by Saint Martin's students. It serves the student community by communicating student, faculty, and staff news and views on issues on campus, in the community, and around the world.

Insights, a publication of the Office of Marketing and Communications, provides news about the University, Abbey and alumni to alumni, families of students, and friends of the University.

Other communications concerning the University and its students include periodic newsletters for parents and a variety of news and information that is carried on the University's website, www.stmartin.edu.

STUDENT AFFAIRS

The Office of Student Affairs supports the overall quality of campus life through programming based on Catholic Benedictine tradition, the hallmarks of which are hospitality, respect for the individual, commitment to service, and development of the whole person. The department supports the needs of a diverse student population.

Collaboration among students, faculty, and staff enhance each student's overall growth and development through coordinated programs, activities and services. Structured experiences help students develop and refine leadership skills, make responsible choices, celebrate common values, embrace diversity, respect the rights of others, resolve conflicts, explore and define personal goals, recognize civil and social responsibilities, and develop other characteristics expected of university graduates.

These experiences, and the services provided by the University, enrich Saint Martin's learning environment. They are key factors in preparing graduate students to pursue their career choices and become educated citizens, involved community members and future leaders.

STUDENTS AND MILITARY SERVICE

The U.S. Army Reserve Officer Training Corps (ROTC) Program is available in cooperation with Pacific Lutheran University and other area colleges; the U.S. Air Force ROTC is available in cooperation with the University of Washington. For information on the Army ROTC program send an email to rotc@plu.edu or call 253-535-8740. The Air Force ROTC program can be contacted at 206-543-2360 or afrotc@uw.edu or afrotc.uw.edu

STUDENT HEALTH CENTER

Saint Martin's Student Health Center, located in room 102 of Burton Hall, is dedicated to the wellness of Saint Martin's students. Staffed by a physician assistant and an RN, the Student Health Center assists students in developing a commitment to healthy lifestyles and becoming advocates for their own health care. Services include:

- Acute care for colds, flu and other medical concerns
- Writing of prescriptions
- Management for chronic health problems, such as asthma, diabetes and high blood pressure
- Referrals for services that extend beyond the scope of the center

All enrolled Lacey campus undergraduate students are assessed a Student Health Center fee and may use the services of the center at no additional charge. Graduate students may utilize the Student Health Center for a fee paid at the time of visit.

The Student Health Center is open 10 a.m. to 4 p.m., Monday, Wednesday, Thursdays and Friday.

STUDY ABROAD

MISSION

The Office of Study Abroad is committed to developing students as global citizens through experiences overseas, whether by education abroad, cultural exchange, service-learning, and/or research projects in countries outside the U.S.

VISION

The Office of Study Abroad strives to ensure that all students who want to study abroad are able to do so, regardless of financial need. Additionally, the Office of Study Abroad strives to ensure that the students who are studying abroad represent the diversity of Saint Martin's student population.

STUDY ABROAD ADVISING

Interested in exploring your study abroad options? Meet with the study abroad coordinator to learn about all the opportunities available! It is never too early to start thinking about studying abroad. Email studyabroad@stmartin.edu to make an appointment or stop by Old Main 430 to sign up for one at OIPD.

FINANCIAL AID AND SCHOLARSHIPS FOR STUDY ABROAD

Please meet with the director of financial aid to discuss using your financial aid for study abroad. Please meet with the study abroad coordinator to discuss available scholarships.

ACADEMIC POLICIES AND CREDIT TRANSFER POLICIES

All students must maintain a full course load while abroad, equivalent to 12 or more Saint Martin's University credits each semester. Students must earn a passing grade of at least a "C" in order for credit to transfer.

All students must choose the courses they wish to take while abroad prior to beginning the study abroad program. In addition, students are required to select three to seven additional back up classes for approval. All selected courses and their Saint Martin's University course equivalencies must be approved prior to beginning the study abroad program. Any courses taken during the study abroad program that were not pre-approved will only be eligible for credit transfer on a case-by-case basis.

Students must seek course approvals from all appropriate advisors - their major and/or minor specific academic advisor(s) and the designated advisor for approving core requirements and language course approvals.

Please visit the website of the Office of Study Abroad or contact the study abroad coordinator, for exact dates and deadlines or if you have any further questions. Due to the fact that non-credit-bearing education abroad opportunities vary each year, the deadlines for these programs will be announced at a later date via email to all staff, faculty, and students.

SAINT MARTIN'S SIGNATURE STUDY ABROAD PROGRAMS		
Study Tours	Trips that are led by faculty and/or staff that are connected to a Spring or Summer Semester course. Students take a Saint Martin's University course and earn credit for it, and then participate in an international trip during break periods.	
Sister Universities	These universities have partnerships with Saint Martin's University so that students can choose to study abroad at them for a short-term, semester, or year-long program. Students pay tuition to Saint Martin's University directly, and are able to use their institutional, state, and federal financial aid.	
	Sister Universities	**Location**
	1. CEFET/RJ	Brazil
	2. Cheongju University	South Korea
	3. Chung Shan Medical University	Taiwan
	4. Kobe International University	Japan
	5. Konkuk University Glocal Campus	South Korea
	6. Mukogawa Women's University	Japan
	7. National Tainan Junior College of Nursing	Taiwan
	8. NMIMS	India
	9. Okazaki Women's University	Japan
	10. Reitaku University	Japan

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	11. Shanghai Maritime University	China
	12. Shanghai University of Traditional Chinese Medicine	China
	13. Sogang University	South Korea
	14. Somaiya Vidyavihar	India
	15. UERJ	Brazil
	16. University of Duisburg-Essen	Germany
	17. University of Trier	Germany
	18. UTFPR	Brazil

Partners	These are third-party providers that Saint Martin's partners with, so that Saint Martin's students can participate in their programs. Our partners offer an array of study abroad options around the world ranging from as short as two to four week programs to as long as an entire year. Students pay a program fee in addition to: tuition, housing, and other fees. Students pay these costs to the partner and are able to use their state and federal financial aid.	
	Third-party Providers/Partners	**Location**
	CEA	All over the world – program dependent
	IFSA	All over the world – program dependent
	GEO	All over the world – program dependent
	University of Glasgow	Scotland
	American University	Washington D.C.
Non-credit-bearing Education Abroad	Non-credit-bearing education abroad opportunities may be offered through the Office of International Programs and Development, Partners, or sister universities. These are program that usually take place during the summer ranging from two to eight weeks depending on the program. Education abroad programs offered will vary from year to year.	
	Examples of past programs	**Location**
	JCET – Japan Cultural Exchange Tour	Japan
	Volunteer Teaching in Vietnam	Vietnam
	KCEP – Korea Cultural Exchange Program	Korea
	CCEP – China Cultural Exchange Program	China

STUDENT FINANCIAL SERVICE CENTER

Endorsing the Catholic Benedictine values of faith, reason, service, and community, the Student Financial Service Center supports the mission of Saint Martin's University to empower students in their pursuit of learning and honors their sacredness as individuals as well as their families and our community in an efficient and caring professional manner. This service reflects the Benedictine traditions of hospitality, communication, and respect while maintaining a high level of accuracy and integrity. Our purpose is to provide efficient and welcoming service to all of the Saint Martin's community, and empathetic and reverent counsel to our students and their families in regards to their financial education concerns, inquiries, or limitations.

APPLYING FOR FINANCIAL AID

The Free Application for Federal Student Aid (FAFSA) is required to apply for financial aid at Saint Martin's University. The FAFSA should be completed online at www.fafsa.ed.gov as soon as possible after October 1 of each year. The Saint Martin's University FAFSA code is 003794.

Priority Deadline for Filing Your FAFSA Application

- January 1 (Applies to students in all programs)

FINANCIAL AID NOTIFICATIONS

SFSC Student Aid Portal

Students can view all of their financial aid information online at:
https://selfservice.stmartin.edu/NetPartnerStudent/

**Students must have a financial aid record already established at Saint Martin's for the academic year in order to access the SFSC Student Aid Portal. Students who have not begun the financial aid application process can get started by completing the Free Application for Federal Student Aid. Enter Saint Martin's school code 003794 on the application and we will automatically receive a copy. Once the information is received, students can start using the SFSC Student Aid Portal.*

FINANCIAL AID AWARDS

Financial aid is a combination of federal, state and institutional funding intended to help students meet the costs of their educational expenses. Eligibility for the various forms of financial aid is determined based upon the results from the Free Application for Federal Student Aid (FAFSA). If, on the basis of the student's overall academic merit and financial need, they are eligible for additional funds at the time of packaging, Saint Martin's University will award Saint Martin's institutional aid.

The estimated cost of attendance at Saint Martin's depends on:

- Academic status: Undergraduate, graduate, STAR or post-baccalaureate study
- Location: Lacey campus or Saint Martin's-JBLM campus
- Housing: On-campus or living off-campus

New student award letters are sent out beginning in November. Award letters will only be generated for accepted students and will be issued based on the date their FAFSA was received. New students selected for verification will receive an estimated award that is subject to change based on completion of the verification requirement.

Continuing student award letters will be made available on student's SFSC Student Aid Portal beginning in March. Award letters for continuing students will also be generated in order of the date the students' FAFSA application was received. Continuing students will receive an email to their Saint Martin's email account to alert them that their award is available for viewing on their SFSC Student Aid Portal.

Special circumstances. Saint Martin's University accepts appeals of financial aid based on the family's special financial circumstances. Special circumstances may include (but are not limited to): job loss, change in marital status, private school expenses, etc. To request consideration for a special circumstance, students must submit a special circumstance appeal form, additional documentation may be requested. SFSC forms are available online at: www.stmartin.edu/admissions-aid/financial-aid/resources-and-forms.

ELIGIBILITY FOR FINANCIAL AID

Students who are officially admitted and are enrolled in a degree or certificate-granting program are eligible for financial aid, with the exception of MSSA. Students must meet federal and state requirements to be eligible for federal and state financial aid.

Financial aid renewal is based on maintaining **Satisfactory Academic Progress** (SAP) and meeting any other conditions of the award. Failure to do so may result in the student being placed on warning or probationary financial aid status.

Eligibility for aid is based on full time enrollment status as defined below:

- Undergraduate students – 12 credits
- Graduate students – six credits
- Saint Martin's-JBLM students

  – 6 credits per eight-week session (sessions 1 and 2 comprise fall semester, sessions 1 and 2 comprise spring semester; and summer session, for a total of five terms at Saint Martin's-JBLM) or 12 credits for each semester

Students enrolling less than full-time will have their financial aid adjusted to reflect the credits enrolled.

Eligibility for aid is also dependent on the student's class standing (defined below):

First year	0–29 semester credit hours earned
Sophomore/second year	30–59 credits earned
Junior/third year	60–89 credits earned
Senior/fourth year	90 or more credits earned

Zero credits earned: Course grades that bear zero credit include F, W (withdrawn), I (incomplete) and XF. Students who earn zero credits within a semester will need to submit a satisfactory academic progress appeal to regain aid eligibility (regardless if they were previously placed on financial aid warning status).

Students who receive all (or mostly) XF grades may be subject to the return of 50 percent of their federal and state aid. In the absence of a definite date, the college assumes the student has ceased participation in all academic activities at the midpoint of the semester. The student is responsible for any balance due resulting from the loss of funding. Students will be notified in writing in the event of any loss of funding and resulting outstanding balance.

Satisfactory Academic Progress: The Student Financial Service Center monitors Satisfactory Academic Progress (SAP) for all students receiving federal, state and/or institutional financial aid. This process is separate from the academic progress that is monitored by the Academic Standards Committee. All financial aid recipients must meet a quantitative measure (number of credits earned) and a qualitative measure (cumulative grade point average) each measurement period.

SAP is reviewed each semester for both financial aid and non-financial aid recipients. Students who fail to meet SAP standards for one semester will be placed on warning status. Extended campus students are reviewed on the same schedule, terms 1 and 2 comprising fall semester and terms 3 and 4 comprising spring semester. Students who fail to meet SAP standards for two or more semesters will be placed on probation status and will need to appeal to regain aid eligibility.

UNDERGRADUATE STUDENTS

1. At the completion of each semester, students must have attained a cumulative and term grade point average of 2.00 or higher.
2. Students must complete, with a passing grade, at least 67 percent of all courses attempted. All credit-bearing courses taken are counted. Attempted credits include grades of F, W (withdrawn), I (incomplete) or XF (unofficial withdrawal). The completion percentage is calculated by dividing earned credits by attempted credits. Students may review their transcript through Self-Service (transcripts).

Total number of Attempted Credits:	Student Placed on Warning status if total completed credits:
6 credits	3–5 credits
7 credits	3–5 credits
8 credits	3–5 credits

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9 credits	5–8 credits
10 credits	5–8 credits
11 credits	5–8 credits
12 credits or more	6–11 credits

3. An undergraduate student may not exceed 180 attempted credits

    a. Engineering students are allowed an extended maximum time frame of 192 attempted credit hours

Washington State Need Grant: Please be advised that the Washington State Need Grant has its own Satisfactory Academic Progress policy which will be reviewed at the beginning of each semester prior to disbursement.

1. Washington State Need Grant recipients must have completed no more than 125% of the maximum length of their program credits (160 credits) in order to remain eligible for SNG.
2. To meet minimum satisfactory progress standards, Washington State Need Grant recipients must complete at least one-half of the original amount of credits for which the aid was calculated and disbursed.
3. An otherwise eligible student may receive a Washington State Need Grant for a maximum of five years (ten full-time equivalent terms). The Washington State Higher Education Coordinating Board (HECB) monitors the number of terms each student receives the State Need Grant at each college or university the student has attended.

Satisfactory Academic Progress Appeals: Students who fail to maintain Satisfactory Academic Progress for two or more terms will be placed on suspended eligibility status and will be denied financial aid. Students may appeal this decision in writing, but all appeals must be received before the midpoint of the semester. Appeals are reviewed by the Satisfactory Academic Progress Appeals Committee based on extenuating circumstances presented by the student. Decisions by this committee are final. If an appeal is approved, the student will be placed on warning status and they will be eligible to receive financial aid.

Copies of the SAP policy and information on the appeals process are available from the Student Financial Service Center and online at www.stmartin.edu/sites/default/files/users/user666/satisfactory_academic_progress_2018-19_0.pdf

Verification: Verification refers to the process that confirms the accuracy of information a student (and a student's parent, when applicable) has submitted on his or her FAFSA. If selected for verification, students will be required to submit additional documentation to verify the accuracy of their aid eligibility. SFSC will be unable to finalize or disburse any financial aid funding until this process has been completed.

LIMITS ON FINANCIAL AID

Limit on Total Aid: The total amount of aid from all sources cannot exceed the student's cost of attendance. This includes Saint Martin's, state and federal programs, and private or "outside" scholarships. In the rare case that a student reaches this limit, the University first reduces loans, then if necessary, any Saint Martin's funds. There are exceptions to this policy, as dictated by federal regulations for veterans and ROTC. Please contact the Student Financial Service Center for complete details.

Maximum timeframe to receive aid — institutional: Undergraduate students at Saint Martin's University are eligible to receive institutional financial aid for eight full-time semesters (prorated for transfers students based on number of credits transferred into the institution). Students who need an extra semester to complete their academic program may appeal to the Student Financial Service Center for a review of their circumstance.

WITHDRAWAL & RETURN OF TITLE IV FUNDS POLICY

Financial aid (Federal/State/Institutional/Private) is awarded based on intent to attend the entire school term. Complete withdrawals from the university, will impact a student's eligibility for the amount of funds originally awarded.

The amount of financial aid earned and what must be returned will be determined for complete withdrawals prior to completing 60% of the term. Students will be notified in writing if any federal aid must be returned and what their balance to the university will be. Unearned aid is based on a daily pro-rated scale. Once a student has completed more than 60% of the term, they are considered to have earned all of their federal aid.

If you are considering a withdrawal from the University, please contact the Student Financial Service Center prior to completing the withdrawal process.

Unofficial Withdrawal: An unofficial withdrawal is when a student stops attending school and does not notify the school of his or her withdrawal. The following circumstances are classified as unofficial withdrawals:

1. Student stopped attendance after initially participating in a course; and is issued an "XF" grade.
2. The student did not begin the withdrawal process or otherwise notify the school of the intent to withdraw due to illness, accident, grievous personal loss, or other circumstances beyond the student's control.

In the event a student is considered to be an unofficial withdrawal, the student could be subject to a 50% or higher loss of aid eligibility that could result in an outstanding balance due.

FEDERAL AID ADJUSTMENTS

The Student Financial Service Center has 30 days in which to determine the amount of a student's federal aid was 'earned' and 'unearned' as defined in federal regulations, and then return aid in the following order:

- Federal Direct Graduate PLUS loan
- Federal Direct PLUS loan
- Federal Unsubsidized Direct Stafford Loan
- Federal Subsidized Direct Stafford Loan
- Perkins Loan
- Federal Pell Grant
- Federal SEOG Grant
- Federal TEACH Grant
- Federal Iraq and Afghanistan Service Grant
- Other Title IV Programs

**Work-study wages earned are not included in the return of federal financial aid calculations.*

NON-FEDERAL AID ADJUSTMENTS

If the student received grant aid from the State of Washington during a term they withdrew, a percentage of those funds must be returned to the state. The return calculation is based on the time remaining in the term. If the last date of attendance occurs after 50% of the term, the state grant award is considered 100% earned and no state grant repayment is due.

INSTITUTIONAL AID ADJUSTMENTS

The Student Financial Service Center will return institutionally funded aid based on the amount of tuition costs refunded to the student.

TYPES OF FINANCIAL AID

Eligibility for financial aid at Saint Martin's University is determined by a student's academic record, activities in high school or Catholic parish, personal background, financial aid eligibility (determined by the FAFSA application), or a combination of these factors. Available awards include:

SAINT MARTIN'S SCHOLARSHIPS AND GRANTS

Athletic Award: Scholarship offered to recruited athletes and at the discretion of the coaches.

Benedictine Institute Scholarship: Up to 10 students are selected annually to explore the meaning and application of Benedictine values in the context of a 21st-century world. Benedictine Institute Scholars are awarded a $10,000 annual scholarship that is renewable over four years, and are expected to participate in various activities throughout the year. No scholarship application is required; all first-year applicants to Saint Martin's are considered.

Benefactors Scholarship: Donor-sponsored scholarship for continuing students that demonstrate need.

Catholic High School Scholarship: Scholarship for students who graduated from a Catholic school.

Family Discount: A reduction in tuition for students with another family member simultaneously attending as a full-time, degree-seeking student.

Gala: Donor-sponsored scholarship for new students that demonstrate need.

Legacy Scholarship: Award given to a student with a parent, sibling, spouse or grandparent who graduated from Saint Martin's University, College or High School.

Merit Scholarship: Scholarship based on high school academic achievement, community service and leadership. The awards are entitled Chancellor, President, Dean and Faculty Scholarships, and the University Grant.

Parish Youth Leadership Scholarship: Scholarship for students who did not graduate from Catholic schools but were leaders in Catholic parish youth groups and were recommended by parish pastors or youth group advisors.

Additional scholarship information can be found online at: www.stmartin.edu/sfs

FEDERAL GRANTS

Federal Pell Grant: Need-based award, eligibility and amount determined by the federal government.

Federal Supplemental Educational Opportunity Grant (SEOG): A need-based grant, award amounts are determined by the total funds available.

Federal TEACH Grant: A grant awarded to students who agree to teach for four years as a highly-qualified teacher in a high-need field at a low-income school after completing their degree. If the four-year service requirement is not met, the funds must be repaid as an unsubsidized Federal Direct Loan.

STATE GRANTS

Washington State Need Grant (SNG): A grant based on family financial eligibility as defined by state regulation.

Washington State College Bound (CBS): A grant based on family financial eligibility as defined by state regulation. Student must have applied in the 7th or 8th grade.

STUDENT LOANS

Federal Direct Student Loan – Subsidized: Need-based loan borrowed by the student. Eligibility is based on financial need and requires the student to be enrolled at least half-time and maintain satisfactory academic progress. No repayment is required and no interest accrues while the student is enrolled at least half-time. There is a six-month grace period

after the student ceases to be enrolled at least half-time, during which no payments are expected and interest will begin to accrue.

Federal Direct Student Loan – Unsubsidized: Unsubsidized loans are available to students regardless of financial need and accrue interest during enrollment. At least half-time enrollment is required. No payments are expected but interest will accrue while the student is enrolled.

FEDERAL WORK-STUDY (FWS)

Federal Work Study: a need-based employment program, on or off campus. Federal Work-Study is first earned and then issued in a payroll check or direct deposit. The amount earned is not deducted from tuition.

OTHER MEANS FOR PAYING EDUCATION COSTS

Parent PLUS Loan: A non-need-based loan parents may borrow for their child's education.

Private or Alternative Loan: A non-need-based loan borrowed from a private lender such as a bank or credit union.

Outside Scholarships: Many scholarships are offered by businesses, foundations, and philanthropic organizations. Students are encouraged to apply for all scholarships that might apply to them, even if they are small. Students are required to report any outside scholarships received. Saint Martin's will not reduce University aid unless the amount falls under our limit on total aid policy.

Payment Plan: Saint Martin's University offers students the option of utilizing a monthly payment plan. Payment plans need to be established prior to the start of the semester. Students and families can set up a monthly payment plan for the semester or the school year through Tuition Management Systems. There is no interest charge however, students are assessed a $77 enrollment fee with the initiation of an annual plan and $67 for a semester only plan. Information is available from the Student Financial Service Center or online at https://stmartin.afford.com/.

Third Party Sponsors: If a student's account balance is to be paid by a corporate or foreign sponsor, government agency, scholarship foundation, trust account, or other outside source, the student must provide proof of incoming payment information to the Student Financial Service Center in advance to avoid any financial holds.

FOR MORE INFORMATION

Please call the Student Financial Service Center at 360-438-4389 or email accounts@stmartin.edu. Center hours are Monday, Tuesday, Thursday, and Friday from 8 a.m. to 5 p.m. and Wednesdays from 11 a.m. to 5 p.m. The center is closed on University observed holidays, and is located on Saint Martin's Lacey campus, 5000 Abbey Way SE, Lacey, Washington 98503.

EXPENSES

All fees are subject to change with a 30 day notice.

UNDERGRADUATE TUITION RATES – 2019-2020

Full-time student (12-18 semester credits): $38,150 per academic year

Part-time and overload: $1,275 per semester credit for 1 to 11 credits, and per credit above 18

Engineering, Business, Computer Science, and Nursing classes (undergraduate and graduate): $75 tuition surcharge per semester credit

Audit (no credit): $637.50 per semester hour

FOCUS program: $75 application fee; $150 per semester hour awarded

Final tuition charges are based on the student's class schedule as recorded on the last day for adding or changing classes, which is an official date listed in the academic calendar. Any approved changes occurring after this date may cause additional adjustments to charges. The University may assess additional fees for testing, labs and other services.

**The tuition rates listed above refer to the Lacey campus. Saint Martin's-JBLM rates vary and can be found on the Saint Martin's University website under Saint Martin's-JBLM.*

RESIDENCE CHARGES

1. Baran Hall	**Year/Semester**
Double room charges:	(year $4,900/ semester $2,450)
Single room charges:	(year $5,600/ semester $2,800)
2. Spangler Hall Suites	
Double room charges:	(year $5,750/ semester $2,875)
Single room charges:	(year $6,500/ semester $3,250)
3. Spangler Hall Apartments	
Single room charges:	(year $7,550/ semester $3,775)
4. Burton Hall Apartments	
Single room charges:	(year $7,250/ semester $3,625)
Double room charge:	(year $6,450/ semester $3,225)
5. Parsons Hall	
Triple room charges:	(year $4,900/ semester $2,450)
Double room charges:	(year $5,750/ semester $2,875)
Single, shared bath, room charges:	(year $6,500/ semester $3,250)
Single, private bath, room charges:	(year $7,100/ semester $3,550)

6. Board Charges

Gold Plan	(year $6,650/ semester $3,325)
Silver Plan	(year $6,250/ semester $3,125)
Bronze Plan	(year $5,950/ semester $2,975)
Commuter	(year $2,200/ semester $1,100)

For other housing options, contact the Office of Housing and Residence Life, 360-412-6163.

Residential programming fee: $20 per semester charged to all students residing on campus in University residence halls.

New student damage deposit/room reservation: $200.

Please see "Refund Policy" in this section of the academic catalog for a description of refund policies for room and board deposits as well as room damage deposits.

FEE SCHEDULE

All fees listed are 2019-2020 rates.

STUDENT SERVICES FEES

- Student Activity Fee (nonrefundable): $125 per semester, Lacey campus undergraduates only
- Health Center Fee (nonrefundable): $80 per semester, Lacey campus undergraduates only
- Student Health Insurance: All students enrolled half-time or more on the Lacey campus are required to be covered by health insurance. Students will be required to present evidence of current insurance by submitting an approved online waiver by the semester deadline or the student will be required to pay the charges for the mandatory health insurance coverage. Waivers are valid for the entire academic year if submitted and approved by the deadline for fall semester. Students are encouraged to check their Saint Martin's emails regularly for important announcements and deadline information. Costs are subject to change by the University's insurance provider at the beginning of each academic year.
    - **Estimated costs, based on 2018/2019 academic year**

Fall	$ 890.36
Spring/Summer	$ 1,393.27
Summer	$ 654.73

REGISTRATION FEES

- Enrollment deposit: $200: nonrefundable after May 1 (summer/fall) and December 15 (spring)
- Late validation fee (nonrefundable): $50 (charge effective after first day of class)

- Laboratory and special class fees (nonrefundable): Fee information is included on each semester's schedule. Fees may be charged for specific laboratories.

SPECIAL FEES

- Library, the Computer Resource Center and other University technology services.
- FOCUS program credits and credit by examination (nonrefundable): $75 application fee; $150 per credit.
- School of Engineering Program Fee (nonrefundable) $35.00 per semester.
- Applied lessons in music: $195 per credit.
- Professional Development Certification Fee: A $300 fee is assessed to students who enroll in Student Teaching, either undergraduate or graduate level, as required by the State of Washington.
- Undergraduate Graduation Fee: **A $40.00 nonrefundable graduation fee is assessed each time a student applies for graduation.**

PAYMENT

All fees are due and payable in full prior to the first day of the semester or term.

All students, regardless of campus they are enrolled, must pay in full or have financial arrangements secured prior to the first day of the semester/session. This includes students who are receiving financial aid or sponsored assistance. Failure to complete this financial obligation will result in a late validation fee of $50.

Saint Martin's University accepts the following methods of payment in person or by mail: cash, check, money order or traveler's check.

The following methods of payment are accepted online: VISA, MasterCard, Discover and American Express. A service fee of 2.5 percent is assessed at the time of processing. Free electronic check (e-Check) payment is also accepted online. Credit card payments are not accepted in person, by mail, phone, email or fax. For further information, please contact the Student Financial Service Center 360-438-4389.

FOR MORE INFORMATION

Please call the Student Financial Service Center at 360-438-4389 or email accounts@stmartin.edu. Center hours are Monday, Tuesday, Thursday, and Friday from 8 a.m. to 5 p.m. and Wednesdays from 11 a.m. to 5 p.m. The center is closed on University observed holidays, and is located on Saint Martin's Lacey campus, 5000 Abbey Way SE, Lacey, Washington 98503.

PROPERTY LOSS OR DAMAGE

Saint Martin's University does not assume responsibility for loss of money, securities or personal property held by students. Damage of school property is charged to the responsible student or repaired at his or her expense.

REFUND POLICY

GENERAL INFORMATION

Saint Martin's University measures its classes in semester credits. Most programs on the Lacey campus and specific Saint Martin's-JBLM programs are divided into two semesters of 16 weeks each. Some programs on the Lacey campus and most at Saint Martin's-JBLM offer two eight-week sessions per semester. Two six-week summer sessions also are offered on the Lacey campus, as are eight and twelve-week sessions, depending on the program. Refund procedures and calculations will vary by campus and by the semester and session in which the student is enrolled. GoArmyEd students will follow the eight-week tuition refund policy regardless of where they are enrolled.

ACTION REQUIRED BY STUDENT

Students expecting a refund from class withdrawal must comply with the published deadline dates, and must officially withdraw/drop their course(s). It is the student's responsibility to remove themselves from any course(s) they are not attending. Failure to complete the withdrawal/drop process will result in a grade for the course(s) and charges for enrollment

Students enrolled through the Saint Martin's-JBLM campus must notify their respective campus administrative office; and those attending the Lacey campus would contact the Office the Registrar.

OFFICIAL WITHDRAWAL — DATE DETERMINATION

Date of withdrawal or drop is determined by the date the written notification is received by the Office of the Registrar or, if enrolled through the Saint Martin's-JBLM campus, the date written notification is received by respective Saint Martin's-JBLM office staff.

*****Failure to attend class does not constitute an official withdrawal.*****

REFUND CALCULATIONS AND APPEALS

Refunds are based on total charges, not on amounts already paid. Please note that if the student is receiving financial aid, the Student Financial Service Center will determine whether financial aid requires an adjustment.This is based on the Federal Return ofTitle IV Funds Policy. Federal and state awards may have to be repaid before the student is eligible for a refund. The student is responsible for any balance remaining due to a withdrawal or aid adjustment.

NONREFUNDABLE PAYMENTS

Certain fee payments to the University are nonrefundable. The fee section of this catalog specifies those nonrefundable fees (including laboratory fees, student activity fees, health center fees, technology fees, etc.).

Student health insurance is also nonrefundable if the student withdraws after 31 days of the start of the semester, as the policy continues to provide coverage even though the student is no longer enrolled at the University.

Please see "Room and Board" section of this academic catalog for descriptions of applicable refund policy.

TUITION REFUNDS

16 WEEK FULL SEMESTER

(GoArmyEd students: Please see 8-12 week refund schedule, below.)

Date of withdrawal	% of tuition charges dropped
Prior to first day of term and from 1 to 10 calendar days	100
From 11 to 17 calendar days	75
From 18 to 24 calendar days	50
From 25 to 31 calendar days	25
After 31 calendar days	0

8 TO 12 WEEK SESSIONS *(Saint Martin's-JBLM and some Lacey programs)*

(All GoArmyEd students follow this policy)

Date of withdrawal	% of tuition charges dropped
Prior to first day of term and from 1 to 8 calendar days	100
From 9 to 12 calendar days	50
From 13 to 16 calendar days	25
After 16 calendar days	0

SIX-WEEK SESSIONS *(Generally summer sessions)*

Date of withdrawal	% of tuition charges dropped
Prior to the first day and through the first day of the term	100
Through 7 calendar days	50
From 8 to 14 calendar days	25
After 14 calendar days	0

Refunds are paid within 30 days following the student's official date of withdrawal or grant of a leave of absence as documented by the University.

ROOM AND DAMAGE DEPOSIT

DAMAGE DEPOSIT AND CANCELLATION FEE

A refundable $200 damage deposit must be on file with the Office of Student Financial

Services prior to the issuance of keys to the room. No portion of the $200 deposit will be refunded if the application is canceled more than 30 days from the date it is submitted; after August 1, regardless of the date submitted; or if requested more than 30 days after officially checking out of the halls. Cancellations between 31-60 days after contract submission will result in forfeiture of the $200 deposit and a $300 cancellation fee. A student who withdraws from housing after fall add/drop but within the first 30 days of the semester will be charged a $300 cancellation fee, forfeit the deposit, and be prorated for the number of days in residence. Students who withdraw from the University or leave housing after the 30th day of the semester receive no refund.

After taking occupancy, if the applicant stays the entire contract period and applies to return to the residence halls the following academic year, his/her damage deposit will automatically be carried over to the following academic year.

Reservations not claimed by noon of the fourth day of classes may be terminated by the University. A resident who does not check out in accordance with the procedures described in the Student Handbook and Housing and Residence Life bulletins and correspondence will be subject to fines and/or forfeiture of all or part of the deposit.

BOARD (MEAL) PLANS

All residents who do not live in apartment spaces and are ineligible to do so must purchase a traditional (bronze, silver, or gold) meal plan. Those who are eligible for apartments but choose to live in suites must have a meal plan, but may select an commuter/apartment plan. Meal plan options and prices are available at the Housing and Residence Life and Bon Appétit webpages. Board plans do not include meals during vacation periods (Christmas, spring, and summer breaks), but food service is available on a limited, cash basis during these times. Residents who live in apartments on campus are not required to purchase a meal plan; however, all meal plan options are available to apartment residents.

Meal plans may be selected and changed by submitting an online request before the add/drop date, but no changes will be made thereafter. Fall meal plan balances carry over to spring with the purchase of a traditional (bronze, silver, or gold) meal plan. At the end of the spring semester, all balances expire. If a student leaves housing or the University before the end of the semester, board charges are prorated at a daily rate based on the ratio of full days used (to and including the official withdrawal date) to total days covered by the student's board contract. Please refer to the Saint Martin's University dining services brochure or visit http://saintmartin.cafebonappetit.com for additional meal plan policy information.

ROOM REFUNDS

Room charges are prorated if a student officially withdraws from the University and checks out according to contract by the 30th day of the semester. Room charges are not refundable if a student is not leaving the University or if the student withdraws after the 30th day of the semester. Additionally, a $300 cancellation fee is charged if the contract is terminated more than 30 days after the housing application is submitted.

The room damage deposit may be refunded only after the online form is submitted to the Office of Housing and Residence Life. The online form must be completed no later than 30 days after a student officially stops living in the residence hall.

The deposit is refundable if:

a. The resident follows the check-out policy outlined in the Student Handbook.

b. Room keys are properly checked in with the Office of Housing and Residence Life.

c. No damages or excess cleaning charges are associated with the resident's room at check-out.

d. The resident does not have an outstanding balance on his/her student account.

e. The student fulfills the Housing Contract Terms of Residence and does not cancel his/her reservation more than 30 days from the date it is signed or after August 1.

ENROLLMENT & TRANSFER BETWEEN SAINT MARTIN'S LACEY AND SAINT MARTIN'S-JBLM CAMPUS

INTRODUCTION

Most students applying to Saint Martin's University are admitted to the University's main campus in Lacey, which has a full array of degree programs in the humanities, social sciences, and sciences, as well as in professional disciplines such as business, computer science, engineering, counseling, nursing (RN to BSN only) and education.

The University's nontraditional campus is Saint Martin's-JBLM whose mission and primary purpose is to provide educational opportunities to military personnel, their spouses and dependents, transitioning military, and veterans.

Currently, full Bachelor of Arts degrees are offered at Saint Martin's-JBLM in the following disciplines: Accounting, Business Administration, Computer Science, Criminology and Criminal Justice, Elementary Education, History, Information Technology, Political Science, Psychology, Secondary Education and Special Education. Degree requirements at Saint Martin's-JBLM include co-curricular components designed to meet the needs of non-traditional students with prior work experiences. Saint Martin's-JBLM also offers a limited number of general education/core courses which students need to take in order to complete graduation requirements.

TUITION AND FEES

Tuition and fees are currently based on the campus in which a course is undertaken; the University reserves the right to modify this fee structure in future years. Students should be aware that registering for classes at a separate campus may affect their enrollment status, financial aid, and fees charged.

POLICY

Students admitted to Saint Martin's University as matriculated students are expected to take their course work towards completion of their degree at the campus into which they

are admitted. Some exceptions apply and are noted below.

Students admitted to Saint Martin's University, who wish to take classes at Saint Martin's-JBLM (i.e. without initiating a transfer of campus)

Advisors may initiate approval for a student taking a course at Saint Martin's-JBLM under the following circumstances, both thought to be exceptions to the normal process and thus rare:

1. A student who is graduating in the semester (or year) in which the Saint Martin's-JBLM course is approved and needs the course to graduate and the course is not offered on the Lacey campus in that semester (or projected to be offered in the following semester of the academic year); summer courses may be taken at the Saint Martin's-JBLM campus if the course is not offered on the Lacey campus in either summer session.
2. A student who has a scheduling or other conflict that may best or only be resolved through the granting of an exception (e.g., two classes are both required for graduation, but are offered at the same time in Lacey).
3. Some additional exceptions may apply in the case of education and business courses as well as nursing courses that lead from an RN to BSN degree; students are encouraged to consult with their advisors regarding these.
4. A summer session course required for a student's major or a required core course is offered only at Saint Martin's-JBLM and no equivalent course, or one that may substitute for it, is available on the Lacey campus in either summer session.

The form requesting that a student be permitted to take a course at the Saint Martin's-JBLM campus must indicate one of the above reasons for the request, have the advisor and dean's signature signifying approval, and be submitted to the Office of the Registrar.

Irrespective of the above exceptions, no more than a maximum of two classes towards one's degree may typically be undertaken at the Saint Martin's-JBLM campus by students admitted to Saint Martin's Lacey campus. Exceptions to this policy require the approval of the provost.

Students admitted to the Lacey campus who wish to take more than two courses at Saint Martin's-JBLM may be advised to activate a request to transfer campuses (see below).

Students admitted to Saint Martin's-JBLM who wish to take courses on the Lacey campus (i.e. without initiating a transfer of campuses)
Students admitted to Saint Martin's-JBLM for full degree programs are expected to take their courses towards graduation at Saint Martin's-JBLM. Exceptions are limited to the following circumstances:

Advisors may approve a student taking a course on the Lacey campus under the following circumstances:

1. A student who is graduating in the semester in which the extension course is approved needs the course to graduate and the course is not offered on the Saint Martin's-JBLM campus in that semester or projected to be offered in the following semester; summer courses may be undertaken at the Lacey campus if the course

is not offered on the Saint Martin's-JBLM campus during any summer session.

2. An exception may also be allowed where a scheduling or other conflict may be resolved through an exception (e.g., two classes are both required for graduation, but are offered at the same time on the Saint Martin's-JBLM campus.

Transfers from Saint Martin's-JBLM into the Lacey campus

Students admitted to Saint Martin's-JBLM who wish to undertake more than two courses on the Lacey campus may petition to transfer and matriculate into the Lacey campus through the Office of Admissions.

In the case of transfers from Saint Martin's-JBLM into Saint Martin's University, Lacey, all courses undertaken at Saint Martin's-JBLM will count towards the student's degree. All additional courses, in the case of such transfers, have to be completed on the Lacey campus. Exceptions require the approval of the provost.

Notes:

1. CEC offers two graduate programs – MED & MIT – at Saint Martin's-JBLM. The above policy does not apply to these programs.
2. The School of Business offers an accounting major in Lacey as an evening program; students admitted to Saint Martin's-JBLM register for this main campus degree and are charged Saint Martin's-JBLM tuition. Lacey campus students pay regular tuition and retain their scholarships.
3. Please note that a transfer of campus may result in a recalculation of financial aid (federal and state), institutional merit and aid, and the total cost of attendance.

CLASS LOADS AND CREDIT HOURS

Six semester hours per eight-week session is considered to be full-time at the Saint Martin's-JBLM campus. The maximum student load at the Saint Martin's-JBLM campus is nine semester hours per eight-week session. No exceptions are made to this policy without prior approval from the dean for Saint Martin's-JBLM.

To be considered a full-time student for financial aid purposes, a student must be enrolled for a total of 12 credit hours (cumulative of all sessions) for fall semester, and a total of 12 credit hours (cumulative of all sessions) for spring semester.

Credit hours for face-to-face courses are based on the hours a course meets in a given semester and/or session. The standard calculation method for face-to-face courses is based on a 16 week semester and requires an hour of class time (50 minute sessions) per week for each credit assigned to the course. As such, a 3.0 unit course would meet for 48 hours, a 2.0 unit course would meet for 32 hours, and a 1.0 unit course for 16 hours. Short term courses (6, 8, or 12 week) are still required to meet the minimum class time requirement for the credit assigned to the course, and will do so through longer individual meeting times (ex. 8 week course for 3.0 credits would meet for 6.0 hours a week to meet the 48 hour requirement).

Two to three hours of outside preparation and/or study time are expected of the student for each lecture class period.

WITHDRAWAL POLICY

A student may withdraw from a course by completing an add/drop form. Removal from courses after the add/drop period will result in a "W" grade recorded on the student's transcript. Please see academic calendar for deadline dates. If a student intends to completely withdraw from all courses for a given semester, they must complete a complete withdrawal form (can be found on the Forms link on the registrar's webpage).

ACADEMIC DISHONESTY

WHAT IS ACADEMIC INTEGRITY?

Saint Martin's University is a community of faculty, students and staff engaged in the exchange of ideas in the ongoing pursuit of academic excellence. Essential to our mission is a focused commitment to scholarly values, intellectual integrity and a respect for the ideas, beliefs and work of others. This commitment extends to all aspects of academic performance. All members are expected to abide by ethical standards both in their conduct and their exercise of responsibility to themselves and toward other members of the community. As an expression of our shared belief in the Benedictine tradition, we support the intellectual, social, emotional, physical and spiritual nurturing of students.

WHAT IS ACADEMIC DISHONESTY?

Saint Martin's University defines Academic Dishonesty as violating the academic integrity of an assignment, test and or evaluation of any coursework. This dishonest practice occurs when students seek to gain for themselves or another, an academic advantage by deception or other dishonest means. All students have a responsibility to understand the requirements that apply to particular assessments and to be aware of acceptable academic practice regarding the use of material prepared by others. Therefore, it is the student's responsibility to be familiar with the policies surrounding academic dishonesty as these may differ from other institutions.

WHAT ARE THE MOST COMMON FORMS OF ACADEMIC DISHONESTY?

Academic dishonesty includes but is not limited to:

1. Submitting material that is not yours as part of your course performance, such as submitting a downloaded paper off the Internet.
2. Using information or devices not allowed by the instructor (such as digital devices, formulas or a computer program or data).
3. Using unauthorized materials (such as a copy of an examination before it is given).
4. Fabricating information, such as data for a lab report.
5. Falsifying the results of your research; presenting as true or accurate material that you know to be false or inaccurate.
6. Collaborating with others on assignments without the instructor's consent; when the assessment is a task designed for individuals and in which individual answers are required such as on-line assessments.
7. Misrepresenting one's own work, which includes: submitting the same paper or computer program, or parts thereof, for credit in more than one course without prior permission of each the instructor.

8. Misrepresenting one's attendance in classes or at events required of students enrolled in the course (e.g., viewing films, attending concerts, or visiting museums.

9. Other forms of dishonest behavior, such as having another person take an exam for you, altering exam answers and requesting the exam be re-graded, communicating with anyone other than a proctor or instructor during the exam or grade tampering.

10. Assisting others to commit dishonest practice including impersonating another student in a test or examination, writing an assignment for another student, giving answers to another student in a test or examination by any direct or indirect means, and allowing another student to copy answers in a test, examination or any other assignment.

Plagiarism includes but is not limited to:

1. Unintended Plagiarism: Level One

Although it is not intended, unintentional plagiarism is treated as dishonest practice. It is usually due to lack of care, naivety, and/or to a lack of understanding of acceptable academic behavior. This kind of plagiarism is easily avoided and is dealt with by the instructor and the chair. The provost is notified.

2. Intentional Plagiarism: Level Two

Intentional plagiarism is gaining academic advantage by copying or paraphrasing someone else's work and representing it as your own, or helping someone else copy your work and represent it as their own. It also includes self-plagiarism which is when you use your own work in a different paper or program without indicating the source. As with other dishonest practices, intentional plagiarism is treated very seriously by the University.

WHAT ARE THE PENALTIES FOR DISHONEST PRACTICE?

The following steps are followed for incidents of academic dishonesty and their appeal:

a) The professor encounters an incident that he or she judges to be cheating or plagiarism. The professor prescribes a penalty in keeping with the seriousness of the offense. The scope of the consequence prescribed by the professor is limited to the course in which the incident of academic dishonesty was detected. In deciding on how to resolve the incident, the professor may contact the student for additional information. The professor files an incident report with the dean with cognizance of the course, with a copy to the department chair with cognizance of the course and the provost within seven days of notifying the student of the penalty. A copy of the incident report is provided to the student. If the course is outside the faculty member's home department, that chair is also provided a copy.

b) The student either accepts the penalty or files a written appeal with the chair of the department offering the course. The appeal must specify the grounds or reasons for the appeal, whether the student is appealing the charge of cheating/plagiarism, and/or the severity of the penalty prescribed.

c) The chair renders a decision on the appeal within five business days and informs the student in writing with a copy to the dean with cognizance of the course and the provost. The student accepts the decision of the chair or writes to the dean within five business days seeking further review of the appeal. The student may not submit additional documentation at this stage.

d) The dean reviews the appeal and informs the student of his/her decision within five business days, with a copy to the chair and provost. The chair informs the professor. The student may accept the decision of the dean or within five business days, ask the provost to additionally review his/her appeal.

e) The provost's decision on the appeal, made within five business days of receiving a written request for review of the appeal by the student, is final.

f) The dean may constitute ad hoc Appeals Committee(s) to hear the case. This committee, if constituted, must include two faculty members (one faculty member to be chosen by the student) and may also include the ASSMU President or his or her designee. The ad hoc Appeals Committee hears the case, investigates the circumstances surrounding it, and based on the facts of the case, advises the chair, dean, and provost. The provost's decision on the appeal is final.

g) In serious cases, the appeals committee or the provost may recommend suspension or expulsion of the student from the University.

h) In serious cases or in the event of multiple cases of academic dishonesty the provost may consider additional penalties beyond the scope of the course. These penalties may include suspension or expulsion from the university.

i) In seeking to suspend or expel the student, the provost may seek the recommendation of the Academic Standards Committee. The provost's decision constitutes the final appeal in these cases.

WHAT ARE THE COMPONENTS OF AN "INCIDENT REPORT?"

1. The above policy should accompany the "Incident Report."
2. The "Incident Report" should specifically remind the student of the right of appeal and how to appeal.
3. The "Incident Report" includes the following:
    a. The date of the incident.
    b. The name and student ID of the student involved.
    c. The course number and description.
    d. A description of the assignment.
    e. A description of the act or acts of academic dishonesty.
    f. Evidence and/or documentation supporting the conclusion that

academic dishonesty occurred.

g. A detailed description of the penalty.

ACADEMIC HONORS

DEAN'S LIST

All degree seeking undergraduate students who meet the following requirements at the end of a semester qualify for the dean's list notated on their transcript:

- Completion of a minimum of 12 graded semester hours during the semester.
- No incomplete grades during the semester.
- A minimum grade point average of 3.50 during the semester.

LATIN HONORS

A student must have a minimum of 30 hours in residence to be eligible for graduation with honors. The cumulative grade point average for all coursework completed at Saint Martin's University that appears as part of the student's official transcript will be used to determine the appropriate academic honor (at the time of degree conferral) according to the following standards.

- ***Summa cum laude:*** A cumulative grade point average of 3.90 to 4.0.
- ***Magna cum laude:*** A cumulative grade point average of 3.70 to 3.89.
- ***Cum laude:*** A cumulative grade point average of 3.50 to 3.69.

ACADEMIC WARNING AND PROBATION

A student will be placed on academic warning or probation when his or her cumulative grade point average falls below 2.0. If a student falls below this minimum standard, he or she will be placed on academic warning for the first semester, and probation for a second consecutive semester below a 2.0 GPA. A third semester will result in suspension, and is discussed below. If placed on warning or probation, the student will be placed on an academic contract with specific non-optional actions designed to ensure subsequent success. At semester's end, the student's record will be reviewed to determine whether progress toward meeting the minimum standards has been met. Even if academic progress was made, the student may continue on probation or be placed on suspension if their overall grade point does not meet minimum standards.

Warning and probation limits a student to a maximum course load of 13 semester hours. The Provost's Office notifies students of other restrictions and requirements.

ACADEMIC SUSPENSION

No student may remain on academic probation for more than two consecutive semesters. Failure to meet the conditions of academic probation will result in suspension from the

University. Suspensions are typically one regular semester in length at minimum. In extraordinary circumstances, an appeal may be considered by the provost (Old Main 269).

APPLICATION FOR REINSTATEMENT FROM SUSPENSION FOR ACADEMICS

(AFTER SITTING OUT A MINIMUM OF ONE SEMESTER)

If a student wishes to petition for reinstatement to the University, she or he may petition the provost. **This procedure is used after the student has been absent from the University for one or more semesters after academic suspension.** The student must submit the petition for reinstatement, complete with explanation and plan to the Provost Office by March 15 to be considered for fall reinstatement or October 15 to be considered for spring or summer reinstatement. The petition will be forwarded to the Academic Standards Committee, who will review and act on the petition. Students are notified of the decision within three weeks of the submission deadline. If approved for reinstatement, the student must complete an application for undergraduate re-admission and submit it to the Office of the Registrar with a copy of their reinstatement approval letter.

www.stmartin.edu/sites/default/files/smu-files/admissions/re-admit-re-admission-form.pdf

The petition for reinstatement must consist of the following:

1. A written explanation that demonstrates the student's understanding of the reasons for her or his academic difficulties;
2. A realistic plan for addressing these difficulties. This plan must be developed in consultation with the student's academic advisor and the Center for Student Success.

ADVISING

Academic advisors provide guidance and mentoring to students with regard to their academic plan of study. Faculty advisors help students explore various academic majors, make appropriate career choices, explain University requirements, and provide guidance in selecting classes.

While advisors will aim to provide accurate information to students and help them make informed choices about majors, programs and courses, **students are responsible for keeping themselves informed about policies, procedures, academic and graduation requirements**. Students who have questions about policies and procedures or degree requirements must consult their advisor, the chair of their department, or the dean of their college/school as early as possible.

APPLICATION FOR GRADUATION AND COMMENCEMENT

Candidates for degree must file an application for graduation by specified deadlines each semester. Deadlines for filing an application are posted and applications are available on the registrar's website: www.stmartin.edu/registrar.

Commencement ceremonies occur once a year at the close of the spring semester for

students earning a Saint Martin's University degree. Certificate students do not participate in the University Commencement, but may be recognized by their individual departments. Students completing degree requirements in each of the three graduating semesters for that academic year (fall, spring, and summer) are encouraged to share in the celebration of their dedication and achievement. In order to participate in the ceremony and to be considered for degree conferral, students must apply for graduation according to posted deadlines, and pay the $40 graduation fee. The fee is non-refundable, and is assessed each time a student applies for graduation. Students need to apply for graduation in order to have their degree/certificates conferred, regardless of whether they plan to participate in commencement activities.

Summer applicants in good academic standing with no more than six credits left to complete their degree, will be allowed to walk at Commencement providing they pre-register for the remaining six credits of course work in the first summer session following commencement. Walking at commencement does not guarantee receipt of a degree. A degree or certificate will be conferred only upon completion of all requirements.

Pre-approved exceptions to the above listed policy are found below. These student must notify their department and the Office of the Registrar in order for us to verify that they meet one of the exception reasons listed below. Exception requests must be made no later than six weeks from the date of the commencement ceremony. **There will be no extension of this timeline**, as we must account for the time necessary to order caps and gowns.

Students on international visas that will require them to return to their home country upon completion of their studies.

Students in the Teacher Preparation Program who **only have teaching assignments left to complete in the fall**, and who have maintained a GPA above 3.0 may be eligible to walk at commencement providing they have completed all other coursework for their degree.

RN-BSN students who apply for summer graduation will also be permitted to participate in the commencement ceremony provided they are enrolled in their final courses prior to walking.

Beyond the pre-approved exceptions listed above, other exceptional circumstance requests must be sent in writing to the registrar.

The Saint Martin's-JBLM commencement ceremony for students graduating in fall, spring, and summer will take place in May. Saint Martin's-JBLM students wishing to attend both the Saint Martin's-JBLM commencement and Lacey campus ceremonies may do so.

ATTENDANCE

Research indicates that a strong positive correlation exists between class attendance and academic success. Since student success is our priority at Saint Martin's University, students are expected to make class attendance a priority. At the same time, the University recognizes the value of student participation in activities beyond the classroom and that, these activities may conflict with classes. Therefore, at Saint Martin's University:

1. If a student is unable to attend the first class, a student should contact his or her instructor before the class meets. Students who miss the first class of the semester without making prior arrangements may be, at the instructor's discretion, dropped from the course.
2. It is the responsibility of each student to be aware of instructors' attendance/grading requirements.
3. Students who enroll during add/drop period may not be counted absent when not formally enrolled in the course; however, it is the student's responsibility to contact the instructor about class assignments and content missed. In individual courses, attendance may influence the grade the student receives.
4. For absences due to university sanctioned activities, please read the policy on absences below.
5. The class attendance appeal process is provided to help students resolve questions with faculty and staff about the attendance policy.

CLASS ATTENDANCE APPEAL PROCESS

Students with complaints that faculty or staff are not working under this policy must initiate the following procedure as soon as possible:

1. Initial attempts to resolve the matter should be made in writing to the faculty/staff person, who shall have five (5) school days to respond to the student in writing.
2. If the student is dissatisfied with the response, he/she may request a review in writing by the appropriate department chair/supervisor. The chair/supervisor must meet with the student and the faculty/staff person involved within five (5) school days after the student has requested the review and issue a written resolution to both parties within five (5) school days of the meeting.
3. If either party should be dissatisfied with the response, a written grievance may be filed with the provost within five (5) school days. The provost will convene a meeting involving the faculty/staff person, and the student and issue a final resolution with five (5) school days of the meeting.
4. This appeal process can be initiated anytime during the semester. It does not replace the final grade appeal, which can only be initiated after final grades for the term have been posted.

ATTENDANCE POLICY ADDRESSING ABSENCES DUE TO UNIVERSITY SANCTIONED ACTIVITIES INCLUDING ATHLETICS

The Saint Martin's faculty, staff, and administration agree that they will work together to optimize student learning—both in and out of the classroom—by sharing the responsibility for communicating about and minimizing class absences due to activities that are under the supervision of university faculty or staff. Students will not be routinely penalized in course progress or evaluation for absences due to university sanctioned activities as long as all parties follow the procedures outlined below. This policy aims to help students, in collaboration with faculty

and staff, navigate conflicts between class attendance and participation in university sanctioned activities.

Definitions

For the purposes of this policy, approved sanctioned activities where activities are under the supervision of faculty, staff, coaches or advisors include:

1. University academic competitions
2. Commitments on behalf of the University (e.g. ASCE, ASSMU, Choir, Theater)
3. Intercollegiate athletic competitions (not practices)
4. Approved class field trips
5. Professional activities recognized by the University related to academics (e.g. professional conference attendance, etc.)
6. Co-curricular service activities (e.g. Engineers Without Borders)

Procedures

A. Responsibilities of Students Participating in University Sanctioned Activities including Athletics:

1. Students are expected to attend all classes, take all quizzes and exams (including final exams) except when there are conflicts with participation in university activities.
2. Students are responsible to review the syllabus, note potential conflicts, bring them to the attention of their professors and request alternative arrangements prior to events such as missed quizzes, exams, labs and assignments.
3. Students participating in university sanctioned activities will communicate, verbally and in writing, with faculty during the first week of class about the dates they expect to be absent for scheduled events.
4. In the first week of class, or as soon as feasible, students must give each of their professors a copy of a 'Written Notification,' issued by the sponsor, which details the anticipated missed class dates for the student. This letter must include the student's full name. In addition to the 'Written Notification Letter,' each professor will receive a copy of the event roster identifying the student with a specific club, activity etc. For student-athletes, this is the "Travel Letter."
5. Students will verify, at the faculty's request that an absence was caused by a university sanctioned event.
6. Students will notify sponsors of university sanctioned activities, at least one week in advance, of potential conflicts between scheduled events and course requirements. This will provide sponsors and faculty with the opportunity to communicate about the student and course in question.
7. Students will also remind the faculty immediately prior to an upcoming absence.
8. Students will recognize that they are not excused from academic work and that in some cases it is impossible to provide alternative

assignments or reschedule critical learning experiences.

9. Students, in consultation with course faculty and their academic advisors, should carefully consider whether a particular course, due to the nature of the learning experiences involved, will work with their participation in a co-curricular activity and plan accordingly.

10. In the case where a student has conflicting university sanctioned activities, s/he will work with the activity sponsors and the academic advisor to reach a resolution. If a resolution is not reached, the student may use the appeal process.

Student-athletes are expected to adhere to the following:

1. No student-athlete may absent him/herself from class to attend a practice session (NCAA Bylaw).

2. When an athletic competition takes place at Saint Martin's University (i.e., a 'home game'), no student-athlete is authorized to be absent from any class prior to two hours before the scheduled start of the competition unless the athlete plays baseball, soccer or softball which require 2 ½ hours for pre-game preparations. If the athlete needs rehabilitation from the athletic trainer, the athlete will be allowed to be absent from class up to three hours prior to scheduled start of the competition.

B. Responsibilities of Faculty and Staff Sponsors of University Sanctioned Activities including Athletics:

1. Faculty and staff leading university sanctioned activities will work to enable participating students to miss as few classes as possible, keeping in view the detrimental impacts caused by absences from the classroom.

2. Faculty and staff sponsors of university sanctioned activities will provide students with a written schedule by the first day of classes and will post the schedules on the Saint Martin's websites.

3. Faculty and staff sponsors of university sanctioned activities will, as a rule, not schedule events during study days or the week of final examinations.

4. They will also, whenever possible, avoid scheduling events during the week prior to both fall and spring break, due to the fact that midterm exams are often scheduled during these weeks.

5. Faculty and staff sponsors of university sanctioned activities will not penalize participating students for an absence from an event if their academic success in a course prohibits such absence.

6. If a student is a focus of concern for Early Alert, the faculty and staff sponsors will be involved, as needed, to support the student in making the identified improvements.

Athletic coaches are expected to adhere to the following:

1. Athletic supervisors and coaches will create a list for faculty showing when student-athletes are required attend competitions and post on the P drive.

2. Athletic supervisors and coaches will take the academic calendar and schedule into account when scheduling athletic contests, practices and team meetings.
3. No practice session or team meeting may be scheduled during mandated orientation sessions. Coaches must modify practice schedules to allow student-athletes to participate in mandated orientation sessions.

C. Responsibilities of Faculty Teaching Academic Courses:

1. Faculty will make a good faith effort to accommodate students who miss a reasonable number of classes because of their participation in university sanctioned activities.
2. Faculty will clearly articulate their attendance/grading policies on their course syllabi. This policy should directly address student absences due to participation in university sanctioned activities, as well as student absences due to illness, family functions and crises, etc.
3. Faculty are encouraged to communicate directly with students and sponsors of university sanctioned events in the event that a student has a specific conflict between his/her success in an academic course and his/her role in a university sanctioned event.
4. Faculty will communicate with students if excessive absences, caused by university sanctioned events either alone or in combination with other factors, point to withdrawal from the class or an incomplete as an advisable option.

Faculty supporting student-athletes:

1. Student-athletes are expected to attend all classes, take all quizzes and exams (including final exams) except when there are conflicts with inter collegiate competitions. In the case of missed quizzes or exams, a faculty member may choose to have the quiz or exam administered and proctored through the athletics program (i.e. coach, host faculty athletics representative). The discretion ultimately lies with faculty member.
2. Faculty should take into consideration the schedules of student-athletes when scheduling graded activities that are in addition to those already listed on the syllabus.
3. In case of conflict the student-athlete should follow the student handbook for academic appeal. The faculty athletics representative (FAR) should also be included as needed.

UNIVERSITY RALLY, PROTEST & DEMONSTRATION POLICY*

Saint Martin's University is a private, four-year, liberal arts university. As such, the University recognizes individual and collective research, thought and the peaceful exchange of ideas and information from many viewpoints as important ideals in academic and personal growth. The purpose of this policy is to provide faculty, staff, students and the Abbey an opportunity to engage in the lawful business of education and spiritual practice without undue interruption.

As a matter of policy, the University will accommodate peaceful informational rallies, protests,

and demonstrations only in specific areas designed to minimize distractions to the academic and spiritual pursuits of the University and Abbey community. Rally, protest, or demonstration representatives must register their intent to hold an event at Saint Martin's University with the dean of students, director of public safety, and/or the director of campus life.

Rally, protest or demonstration participants are allowed to use the sidewalk adjacent to Pacific Avenue on the south side of Saint Martin's University. In the event more space is needed, the University may provide a well-defined portion of the Marcus Pavilion/Worthington Conference Center parking lot ('Q' Parking Lot) for rally, protest, or demonstration use.

All rally, protest, or demonstration events allowed on the Saint Martin's University campus must be peaceful in nature. Participants are not allowed to confront people arriving on campus, people already on campus, or those leaving campus. No direct contact will be allowed between any opposition rallies, protests, or demonstrations. Noise levels may be monitored and controlled.

As a private landowner, Saint Martin's University reserves the right to ask participants to leave campus for any reason, including failure to abide by rally, protest, or demonstration rules; failure to respond to reasonable requests from University officials; confrontational, threatening, or violent behavior; vandalism; or the need to use the lot for previously scheduled events. Refusal to leave when asked may result in arrest for criminal trespass.

*Students wishing to engage in peaceful demonstrations, rallies, or protests may request, to the dean of student affairs, a modification to the requirements of this policy. Requests for consideration of modifications are required to be submitted in writing a minimum of two working days before a planned event in order to address resource and support needs.

CHANGE OF REGISTRATION

Dates relating to the student's ability to add, drop or withdraw from courses can be found on the University's academic calendar and the registrar's website. If a student fails to meet the prerequisite for a course, the Office of the Registrar will remove the course from the student schedule. Exceptions will only be considered for students submitting a signed prerequisite override form. Any student who is marked as never attended during the attendance accounting period by an instructor will be administratively dropped from the course.

COURSE NUMBER CLASSIFICATIONS

The University gives credit for all courses numbered 100 through 699 in each academic department.

Courses at the 100-200 level generally provide a foundation or overview of a discipline. They are intended primarily for freshmen and sophomores.

Courses at the 300-400 level frequently assume prior knowledge of the field and a higher level of analysis and difficulty. They are intended primarily for juniors or seniors.

Courses at the 500-600 level are considered graduate courses. They generally involve individual research projects, critical discussion of issues and oral presentations.

FOCUS: FINDING OPTIONS FOR COLLEGIATE UNDERGRADUATE STUDIES

General facts about the FOCUS program:

1. Through the FOCUS program, Saint Martin's University may grant academic credit for documented university level learning students acquired through non-university experience. The credit is not for the experience, but for learning that is equivalent to the knowledge and skills of a particular course offered at Saint Martin's University.
2. The student's previous learning must reflect the equivalent of significant, university-level achievement. Insofar as the learning meets university-wide and departmental or program standards and requirements, the student may be eligible for credit for a specific course listed in the academic catalog. Learning which falls outside of the existing university courses could earn credit as a directed study or special topics.
3. The quality of the documented learning must be rigorous. Credit will only be recommended for learning that is deemed to meet the standard of a grade of B or better in the course for which the credit is requested. If FOCUS credit is approved, it will be denoted on the student's transcript as P.
4. FOCUS credit is not awarded for learning obtained after matriculation at Saint Martin's, for courses or subjects not offered at the university, or for physical education activity courses.
5. Certain programs at Saint Martin's University are not open to the FOCUS program. For more information, consult with the dean of your academic unit.
6. No more than 15 cumulative semester credits (approximately one semester) can be granted through FOCUS.
7. FOCUS credit may not be used to fulfill the Saint Martin's University requirement that a student complete 32 Saint Martin's University credits for graduation.
8. Students who are interested in receiving FOCUS credit should first obtain the following two documents from the registrar: *Guidelines for Preparing a FOCUS Portfolio* and *Student Summary Sheet*. For credit to be awarded, students must submit a portfolio documenting their learning. One portfolio is submitted for each course for which credit is requested.
9. Students must begin the procedure for applying for FOCUS credit at least one academic year before graduation and any FOCUS credit must be fully approved at least one semester before graduation. Further, all requests for FOCUS credit must be made before the start of the student's second semester. All dates correspond to the Lacey campus calendar.
10. Students pay a one-time, nonrefundable $75 registration fee to become a FOCUS candidate.
11. Matriculated students who have registered as FOCUS candidates will be given a full, formal review of their request by faculty evaluator(s), the department chair/dean of the academic unit for the course requested, and the Academic Standards Committee, who will then make a recommendation to the vice president of academic affairs. The

VPAA will have final say in determining whether or not FOCUS credit will be granted.

12. The following grid outlines the procedure and timeline for requesting and earning FOCUS credit for a particular Saint Martin's University course.

	PROCEDURE AND TIMELINE FOR REQUESTING AND EARNING FOCUS CREDIT
1	Student picks up the following documents at the registrar's office: *Guidelines for Preparing a FOCUS Portfolio* and a *Student Summary Sheet*.
2	Student meets with her/his academic advisor and discusses the potential of earning FOCUS credit for a particular course.
3	Student obtains a current syllabus for the course from the department chair or dean of the academic unit of the course, who then assigns one or more faculty evaluators from the department to provide guidance to the candidate.
4	Each faculty evaluator obtains the following documents from the Office of the Registrar: *Guidelines for Preparing a FOCUS Portfolio* and a *Faculty Evaluator's Report*. With the guidance of the faculty evaluators, the candidate prepares a portfolio.
5	The completed portfolio, which includes the *Student Summary Sheet*, is brought to the Office of the Registrar. Once the registration fee is paid by the student, the student becomes a FOCUS candidate and the Office of the Registrar will return the completed portfolio to the faculty evaluators.
6	Within 10 working days, each faculty evaluator reviews the portfolio, completes their portion of the *Student Summary Sheet*, completes a *Faculty Evaluator's Report*, adds the report to the portfolio, and then forwards the portfolio to the department chair/dean.
7	Within 10 working days, the department chair/dean reviews the portfolio, adds her/his approval or disapproval of the recommendation to each *Faculty Evaluator's Report*, and then forwards the portfolio to the chair of the Academic Standards Committee.
8	Within 10 working days, the Academic Standards Committee reviews the portfolio and recommends a course of action to the vice president of academic affairs (VPAA), who makes the final decision.
9	Within 10 working days, the VPAA notifies the candidate by letter of the decision. The VPAA also notifies the candidate's academic advisor, faculty evaluators, the department chair/dean of the course, and the registrar.
10	If credit is approved, FOCUS fees are charged as per the current catalog and will be indicated on the transcript.

CREDIT THROUGH TESTING

Saint Martin's University may grant credit based on the results of various kinds of testing. Credit granted cannot exceed 90 semester hours. Test results considered are:

- Advanced Placement testing
- Approved credit for educational experiences in the armed forces
- Cambridge Credit
- College-level Examination Program (CLEP, general and subject examination)
- International Baccalaureate (IB) examinations and diploma
- Military DANTES and SST programs
- United States Armed Forces Institution examinations

Official results of testing must be submitted to the Office of Admissions for evaluation and granting of credit. Once a student has achieved 30 semester hours of credit, no additional credit for CLEP general examinations will be applied toward degree requirements and graduation.

The University's policies for credit secured through nontraditional means are available from the Office of Admissions.

DEGREE COMPLETION FOLLOWING A SUBSTANTIAL BREAK IN STUDIES

Any student who, due to circumstances beyond his or her control is unable to continue attending Saint Martin's University, may contact the Office of the Registrar for a degree completion review. To be considered, the student must have satisfied the following conditions:

- Completed a minimum of 90 credit hours.
- Completed 30 credit hours at Saint Martin's University.
- Fulfilled half the upper-division requirements of his or her major at Saint Martin's University

DEGREE COMPLETION TIME LIMIT

Students working toward a degree at Saint Martin's University are expected to meet the graduation requirements contained in the undergraduate section of the University's academic catalog in effect for the year in which they are admitted. Any gap in studies would result in the students need to follow a more recent catalog year, therefore, change their degree requirements. No student may use requirements in a catalog older than seven years prior to the date of his or her graduation.

DIRECTED STUDY

Directed study is designed for students who wish to research and study a topic not covered in a course offering or to explore a topic in greater depth.

The student, in consultation with an advisor and course instructor, initiates a directed study. The instructor's role is to aid the student in defining the topic, suggesting resource material and evaluating student achievement. Together, they must complete a detailed outline, "A Proposal of Directed Study," before the student registers for the directed study. Students taking a directed study must schedule regular meetings with the faculty supervisor at the outset of the study.

Respective academic departments define how many hours of directed study will be assigned and will approve topics and content.

To be eligible for directed study, the student must have successfully completed his or her first year. Undergraduate transfer students must successfully complete at least one semester at Saint Martin's before applying. Students must have a cumulative grade point average of 2.5 to be eligible to apply for directed study.

Directed studies are not appropriate for regular catalog courses (see independent study section) and will be accepted to satisfy core requirements only under special circumstances. Additional requirements for Directed Study are provided on the directed study request form.

DOUBLE MAJOR DEGREE PROGRAM

A student may choose to complete a second major within the 120 semester-hour minimum required for the bachelor's degree. The student is required to have his or her advisor's approval in both majors.

Prior to selecting a second major, the student should consult with an advisor to determine if his or her choice is feasible and practical.

The student may apply lower level credits, where applicable, to both majors. No credit overlap is allowed in upper level requirements for each major. However, if a specific course is required by both programs, it may be approved as satisfying both requirements. Approval and sign-off by advisors in both majors is necessary.

A double major does not necessarily mean two degrees. It means that within a single degree a student has concentrated on two majors.

A second baccalaureate degree must differ from the first in title. For example, a student may qualify for a Bachelor of Arts degree with a major in psychology and for a Bachelor of Science degree in civil engineering by completing requirements in each program. Generally, this will require more than the minimum 120 semester hours. The University does not award two Bachelor of Arts degrees or two Bachelor of Science degrees at once to students.

ENROLLMENT

All students are expected to report to campus on the date officially listed in the Saint Martin's University academic catalog. New students will not be admitted unless they have

received official notice of acceptance from the Office of Admissions. A full-time student is one carrying a minimum enrollment of 12 credit hours.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) & SOLOMON AMENDMENT

Saint Martin's University is in compliance with the federal Family Educational Rights and Privacy Act (FERPA) of 1974. The University guarantees each student the right to inspect and review his or her personal educational records. For more information, visit www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

NOTIFICATION OF RIGHTS UNDER FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT FOR POSTSECONDARY INSTITUTIONS

The Family Educational Rights and Privacy Act (FERPA) provides students certain rights with respect to their Saint Martin's University records. These rights include:

1. *The right to inspect and review his or her education records within 45 days of the day the University receives a written request for access.* The request to inspect records should specify items for review and should be submitted to the registrar, dean, department chair, or other appropriate official. The University official will make arrangements for access and notify the student of the time and place where the records can be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. *The right to request amendment to education records the student believes to be inaccurate.* If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will be provided to the student when notified of their right to a hearing.
3. *The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.* Student educational records can be disclosed without prior consent to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research role or a support staff position (including law enforcement unit personnel and health staff members); a person or company with whom the University has contracted (such as an attorney, auditor or collection agent); a person serving on the University's board of trustees; or a student serving on an official committee such as a disciplinary or grievance committee or a student who is assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Students have the right to file a complaint with the U.S. Department of Education con-

cerning alleged failures by Saint Martin's University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C., 20202-4605.

In compliance with FERPA regulations, Saint Martin's University has identified certain pieces of student information as **directory information**. Directory information and records requested under the Solomon Amendment (more information will be found below) may be released to third-parties without student consent. Saint Martin's University defines directory information as the following:

Dates of Attendance
Major
Degree or Certificate Received
Degree Conferral Date
Honors

Any request for information beyond directory information will require a signed release from the student. Students have the right to restrict disclosure/release of directory information to third-parties. Please contact the Office of the Registrar for additional information.

Solomon Amendment is a federal law that allows military recruiters to access some address, biographical and academic program information on students age 17 and older.

The Department of Education has determined the Solomon Amendment supersedes most elements of FERPA. An institution is therefore obligated to release data included in the list of "student recruiting information," which goes beyond Saint Martin's directory information. However, if the student has submitted a request to the Office of the Registrar to restrict the release of his/her directory information, then no information from the student's education record will be released under the Solomon Amendment.

Student recruitment information included in the Solomon Amendment is listed below.

1. Name
2. Address (home and mailing)
3. Telephone (home and mailing)
4. Age
5. Place of birth
6. Level of education
7. Academic major
8. Degrees received

Procedure for releasing information to military recruiter:

1. Under the Solomon Amendment, information will be released for military recruitment purposes only. The military recruiters may request student recruitment information once each term or semester for each

of the 12 eligible units within the five branches of the service:

1. **Army:** Army, Army Reserve, Army National Guard
2. **Navy:** Navy, Navy Reserve
3. **Marine Corps:** Marine Corps, Marine Corps Reserve
4. **Air Force:** Air Force, Air Force Reserve, Air Force National Guard
5. **Coast Guard:** Coast Guard, Coast Guard Reserve

2. The request should be submitted in writing on letterhead clearly identifying the unit of service requesting the student recruitment information.
3. The request should specify whether the information needed is for the current or previous semester.

GRADES

Grades are issued at the end of the semester and at the end of each session. Grades are awarded on the following basis:

Grading Symbol	Definition	Value per Credit
A	Excellent	4.00
A-	Excellent	3.67
B+	Good	3.33
B	Good	3.00
B-	Good	2.67
C+	Satisfactory	2.33
C	Satisfactory	2.00
C-	Satisfactory	1.67
D+	Poor	1.33
D	Poor	1.00
D-	Poor	0.67
F	Failing	0.00
XF	Failure (Non-Attendance)	0.00
W	Withdrawal	not computed in GPA
AU	Audit (No Credit)	not computed in GPA
I	Incomplete	not computed in GPA
P	Pass	not computed in GPA
NP	No Pass	not computed in GPA

GRADE POINT AVERAGE (GPA)

Grade point average (GPA) is computed by dividing the total number of grade points by the total number of semester hours attempted (removing any calculation for courses that are not computed in the GPA as noted above). The cumulative grade point average represents the student's performance for all courses completed at Saint Martin's. The Saint Martin's University transcript reflects Saint Martin's University grade point only and is so labeled.

XF GRADE

This grade may be assigned by a faculty member when a student stops attending a class and fails to officially withdraw. The grade of XF has no quality point value and is calculated in the GPA the same as an F.

TRANSFER "D" GRADES

Transfer "D" grades are not accepted for credit or to satisfy Saint Martin's University graduation requirements.

PASS/NO PASS GRADES

Pass/No Pass grading options are only available for specific courses. Normally, these will be workshops, independent studies, directed studies, internships, and/or student teaching.

- Pass/No Pass grades do not calculate into the GPA.
- Core courses may not be taken for a Pass/No Pass grade.
- Only under special circumstances - and with instructor, advisor, and department chair approval - can a letter graded course be taken with the Pass/No Pass option.
- Once a grading option is selected, it will not be changed.
- The equivalent to a C- or better is required to receive a Pass grade.

INCOMPLETE GRADES

The grade of "I" (incomplete) signifies that a student has not completed all required course work for a class in which she/he is enrolled.

A student must request an "I" grade by speaking with the faculty member of her/his course and then by submitting a formal request (details below).

A faculty member may assign a grade of "I" at his/her discretion based on unforeseen circumstances beyond the student's control.

The student must be in good academic standing in the course (passing grade), and have completed a minimum of 50% of the coursework at the time the Incomplete is requested.

An incomplete must be requested prior to Finals Week for 16 week courses, or the last week of a shorter term session.

PROCEDURES FOR REQUESTING AND RECEIVING AN "I" GRADE:

- Prior to the last week of the semester, the student must discuss with his/her faculty member the reason for the request of and "I" grade, and submit to the faculty and "Incomplete Form" which details the work yet to be completed.
- The faculty member must indicate on the form the letter grade the student will earn if she/he fails to complete the required coursework by the specified deadline. Typically to be completed by the end of the following regular semester. Extension requests for up to an additional semester can be approved by the faculty member, who must notify the registrar's office of the extended time. Appeals for time beyond 1 year, must be submitted by the student directly to the provost.
- The faculty member may add additional comments relating to the reasons for the incomplete grade, and must include the specific work required to remove the incomplete grade before approving the request with his/her signature.
- The student must submit the approved "Incomplete Form" to the Office of the registrar prior to the final week of the semester.
- The faculty member has sole responsibility for assigning/ approving an Incomplete grade via the incomplete form.
- The Office of the Registrar is responsible for recording the Incomplete, and for converting the "I" grade to either: 1) a faculty assigned grade at the end of the specified timeframe for completion or 2) to a default grade of "F" for those who fail to complete the requirements in the specified timeframe. The registrar's office will also notify both the faculty and the student when a revision to an Incomplete grade has been processed.

Note: The removal of an "I" grade to a passing one is the student's responsibility. All coursework must typically be completed by the end of the next regular (fall or spring) semester after the Incomplete was granted. An Incomplete will remain on the student's transcript for one (1) regular semester (fall or spring), or until the instructor submits a grade change (whichever occurs first). Requests for an extended additional semester must be discussed with the instructor, and if approved, the instructor must notify the Office fo the Registrar prior to conversion of the Incomplete grade to an F.

If a grade change has not been submitted within the allotted time frame, the "I" grade will convert to an F or designated letter grade indicated by the faculty on the incomplete form, and will remain part of the student's permanent official record.

CHANGE OF GRADE

If an instructor discovers an error in the recording or calculation of a student's final grade, an amended grade may be filed with the Office of the Registrar using the change of grade form within 1 semester of initial grade assignment. Grade change requests for any other purpose, must also be signed by the academic dean.

Notes: In certain extraordinary circumstances, a faculty member may find himself/herself

compelled to assign a temporary grade to his/her entire class. Faculty are advised not to use the "I" grade as a temporary grade. Extraordinary circumstances might include, for example, unexpected health-related setbacks for the faculty member during the period when final papers/examinations have to be graded and grades submitted to the registrar. In such circumstances, if all student in the class are passing the course, the faculty member may assign a standard letter grade such as a "P" to the entire class, inform students that his is a temporary grade, and change the grade to what is assigned to each student within the next four weeks. The faculty member must communicate with students in advance to inform them of the above process, and he/she must inform his/her chair, dean, and the registrar about the circumstances which warrant such action.

PROCESS FOR FILING A GRIEVANCE ABOUT A COURSE PROCEDURE OR A GRADE

Academic problems related to a course, a professor or a grade should be solved at the lowest level possible. If the problem cannot be resolved directly between the student and the faculty member involved or if the student is unable to find resolution with the faculty member involved, then the following steps may be taken.

It is the intent of the procedure that a student be given a fair hearing and provided with a resolution process that protects the rights and recognizes the responsibilities of both the affected student and the faculty member(s).

Note: For complaints or problems that include possible harassment and/or discrimination, please refer to the student conduct and policies section of the current student handbook.

1. The student should address the issue directly with the faculty member or members involved in a timely manner. For example, if the student is given a grade that he or she thinks is unwarranted, he or she should ask the faculty member for clarification about grading criteria and his or her evaluation of coursework immediately after receiving the grade in question.

2. If the complaint remains unresolved, the student should take a written explanation of the situation and copies of relevant documents to the dean of the faculty member's academic unit. A student can obtain the name and location of the dean directly from the Office of Academic Affairs at the University's Lacey campus (Old Main 269; telephone 360-438-4310). If the grievance is related to the Saint Martin's-JBLM campus you will also need to contact the Saint Martin's-JBLM dean (360-438-4333).

3. The dean will read the written explanation and related documentation and consult with the department chair of the course in question. The dean or chair will investigate the details of the complaint as necessary and appropriate. The dean or chair will then provide the student with a written response and explanation regarding the findings in a timely manner. Copies of that response will be filed with the dean of the school or college, the appropriate department chair, and the instructor of the course in question.

   If the dean is the faculty member involved in the complaint, or if the complaint cannot be resolved with the dean, then the student should take the complaint to the provost at

the Lacey campus (Old Main 269; 360-438-4310).

The provost will read the student's written explanation and related documentation. The provost will investigate the details of the complaint as necessary and appropriate.

The provost will provide the student with a written response and explanation regarding the findings in a timely manner. Copies of that response will be filed with the academic unit dean, the instructor and the department chair of the course in question. Decisions of the provost are final.

INDEPENDENT STUDY

An independent study course **enables a student to take a course listed in the catalog** on an individualized basis. Independent study may not be used when repeating a failed course. Requirements are similar to those for directed study and are provided on the independent study request form.

INTERNSHIPS

Internships are program-related work experiences that primarily provides learning and personal growth; and are available for students in several disciplines.

Students should consult their advisor and department chair concerning requirements, procedures and availability.

WASHINGTON, D.C. PROGRAMS

Saint Martin's University gives students the opportunity to participate in the Washington Semester Program through Washington, D.C.'s American University. In this program, students work as interns in Congress, government agencies or private associations; attend seminars in which prominent officials participate; and engage in academic inquiry in their chosen area of concentration. Students can choose from one of the following Washington Semester concentrations:

- American Politics
- Foreign Policy
- Global Economics and Business
- International Law and Organizations
- Journalism and New Media
- Justice and Law
- Public Health Policy
- Sports Management and Media
- Sustainable Development

LEAVE OF ABSENCE

Leave of absence are types of withdrawals granted to students on the basis of extenuating personal circumstances.

EMERGENCY, MILITARY, OR FAMILY CARE LEAVE

Saint Martin's University students are expected to manage their academic schedules and withdraw from any courses they are unable to complete by the deadlines provided in the normal academic schedule. The University will, however, consider requests for an emergency, military, or family care leaves of absence from a student who experiences an urgent personal situation. Examples of such situations include, a death or serious illness in the immediate family, orders to deploy, or other serious and unexpected circumstances, which requires the student to withdraw from all courses after the regular academic deadline for withdrawal. Documentation of the serious nature of the emergency must be provided to the Office of the Registrar.

When this type of leave is granted, the course grade awarded is normally a W (withdrawn) in all courses unless the student initiates and receives appropriate approval for an incomplete (I) grade in any course. If the student is granted an incomplete (I) grade, he or she must complete the requirements of the courses according to the guidelines specified by the instructor and policy outlined in the academic catalog. **Leave of absence forms can be found in the "forms" section on the Office of the Registrar's webpage**.

VOLUNTARY MEDICAL LEAVE

While Saint Martin's University prides itself on providing a range of support services to students with medical and mental health conditions, on occasion, students may experience health needs requiring a level of care that exceeds what the University can appropriately provide. In such circumstances, Saint Martin's University will consider requests for a voluntary medical leave of absence from a student experiencing a physical or mental health-related condition which impairs his or her ability to function safely or successfully as a student and requires the student's withdrawal during a semester or an absence of one or more semesters from the University. Voluntary medical leaves of absence are coordinated through the dean of student affairs. Students granted medical leaves of absence are expected to use the time away from the University for treatment and recovery.

Requests for voluntary medical leave for the current semester must be submitted no later than the last day of classes as published in the academic calendar. Students with significant health issues that arise during the final exam period should contact their academic dean's office, and may also wish to apply for a medical leave for the following semester. In circumstances in which adequate care cannot be provided in a short timeframe, a leave of absence for the following term may be a requirement for approval of a student request for medical withdrawal. Documentation of the serious nature of the health condition must be provided by a certified medical or mental health professional. Requests for leave are considered by the dean of student affairs or designee, who may meet with the student and consult with the Counseling and Wellness Center and other relevant professionals and/

or campus administrators as appropriate, before recommending or approving the leave.

When a voluntary medical leave of absence is granted, the course grade awarded is normally a W (withdrawn) in all courses unless the student initiates and receives appropriate approval for an incomplete (I) grade in any course. If the student is granted an incomplete (I) grade, he or she must complete the requirements of the courses according to the guidelines specified by the instructor and policy outlined in the academic catalog

Students must move out of residence within three days of approval of the medical leave of absence. Students are not eligible to participate in student employment or activities nor visit the residence halls without prior approval effective the date of approval of the medical leave of absence and for the duration of their medical leave.

Voluntary medical leaves do not constitute an adjustment in charges. It is designed to preserve the academic record. Extenuating circumstances may allow for an adjustment provided sufficient documentation is provided.

Students must contact the dean of student affairs to request a return from a voluntary medical leave of absence. This contact should be made with sufficient notice to complete the application and approval process before the beginning of the semester in which the student wishes to return (at least two weeks prior to start of classes). The dean of student affairs or designee considers the approval of return from leave, and may consult with the Counseling and Wellness Center, other relevant professionals, and/or campus administrators, before recommending or approving the leave. The student must receive approval to return from leave before registering for courses or applying for on-campus residence for the semester.

The request to return must include supporting documentation from the student's treating medical or mental health professional, providing evidence that the health condition has been, or is being, addressed and that the student is capable of successfully resuming study and functioning safely as a member of the University community. Depending on the individual circumstances of the voluntary medical leave, the student may be asked to provide additional documentation concerning the nature and duration of treatment, recommendations for ongoing care once the student has returned from leave, or to provide releases to the Counseling and Wellness Center to allow communication with treatment providers, the dean of student affairs, and/or the Behavioral Intervention Team, regarding the student's safe return to campus.

Depending upon the individual circumstances of the medical leave, the student may also be asked to provide a brief statement describing:

- The student's experience away from the University, including the activities undertaken while on leave;
- The student's current understanding of the factors leading to the need for the leave, and the insights the student has gained from treatment and time away; and
- How the student plans to ensure a successful return to the University.

The student will also need to schedule a meeting with the dean of student affairs to review

their plan for sustained health and safety. This should include recommendations for ongoing treatment, on or off-campus. Students with disabilities may be eligible for reasonable accommodations and/or special services in accordance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students are responsible for communicating their requests for academic accommodation to Disability Support Services.

After considering the student's request and supporting documentation, if the dean of student affairs determines the student is not ready to return to the University, the student will be advised of that decision in writing. The written response to the student will also include recommendations to enhance the student's chance of approval the next time the student's request is considered. If the student disagrees with the dean's decision and believes they are ready to return to the University immediately, the student may submit a request for reconsideration to the dean within five days after receiving the decision. The request for reconsideration should explain why the student disagrees with the dean's recommendations and whether there are alternate steps that can be taken that will allow the student to be able to return safely and be able to succeed academically during the current term, and may include any additional documentation from treating providers or other professionals that the student wants the dean to consider. The dean will respond to the student's request for reconsideration within five days of receiving the request.

INVOLUNTARY MEDICAL LEAVE OF ABSENCE

In situations where a student is unable or unwilling to carry out substantial self-care obligations, where current medical knowledge and/or the best available objective evidence indicates that a student poses a significant risk to the health or safety of others, or where a student poses an actual risk to their own safety not based on mere speculation, stereotypes, or generalizations about individuals with disabilities, and the student does not want to take a leave voluntarily, the dean of student affairs has the authority to place the student on an involuntary leave of absence.

THREATS TO SELF OR OTHERS

In the event that the University is presented with a credible report that a student has: (a) threatened or attempted suicide; (b) engaged in efforts to prepare to commit suicide; (c) expressed a preoccupation with suicide; (d) threatened to inflict serious harm upon another; (e) engaged in efforts to obtain weapons or other dangerous items in order to inflict serious harm upon another; (f) expressed a preoccupation with harming others; or (g) engaged in other behavior that poses a significant danger of causing substantial harm to the health or safety of the student or others, the University may require the student to participate in a professional assessment with a licensed counselor, psychiatrist, psychologist, or physician. These sessions are designed to foster the students' willingness and ability to maintain a reasonable concern for their own welfare and the welfare of others.

INVOLUNTARY LEAVE

Before placing any student on an involuntary leave of absence, Saint Martin's University will conduct an individualized assessment to determine if there are reasonable accommo-

dations that would permit the student to continue to participate in the campus community without taking a leave of absence. Involuntary leave is intended to be invoked only in extraordinary circumstances, when a student is unable or unwilling to take a voluntary leave of absence. When the University considers imposing an involuntary leave, the dean of student affairs or designee will initiate the following procedures:

1. The dean of student affairs or designee will notify the student that an involuntary leave is being considered; whether the leave being considered would require leave from the academic program, housing, and/or other University services, and the reasons that an involuntary leave is being considered. The student shall have the opportunity to respond with information that he/she believes should be considered.
2. The dean of student affairs or designee will direct the student to this policy and will encourage the student to agree to a voluntary leave of absence, thereby eliminating the need to complete the process for an involuntary leave.
3. The dean of student affairs or designee will confer with others as may be appropriate to obtain information relevant to the University's determination of whether an involuntary leave is necessary.
4. The dean of student affairs or designee will consider whether the student's actions are disruptive of the learning environment, pose a threat to the safety of others, and/or pose a direct threat to the safety of the student himself/herself. They will also consider accommodations that may be provided that would mitigate the need for an involuntary leave. The consideration must be based upon the student's conduct, actions, and statements, and not merely upon speculation, a remote risk of harm, or the knowledge or belief that the student is an individual with a disability.
5. The University may require the student to undergo a mental or physical examination if doing so is likely to facilitate a more informed decision. Additionally, in order to assist with judging the risk of harm, the University may request authorization to consult with the healthcare professionals that are or have provided services to the student.
6. Following these consultations and examinations (if any), the dean of student affairs or designee will make a decision regarding the involuntary leave of absence and will provide written notice of the decision to the student.

If involuntary leave is imposed, the notice shall identify whether the student is being withdrawn from the academic program, campus housing, and/or other University services and the time when the student must depart from campus (if applicable), and the steps that must be taken when the student wishes to re-enroll. If a student is removed from courses due to an involuntary withdrawal, W (withdrawn) grades will appear on their academic transcript and all applicable charges for those courses will remain. While on involuntary leave, the student may visit campus only as specified in the notice, or as otherwise authorized in writing by the dean of student affairs or designee.

All students subject to an involuntary leave of absence are entitled to appeal the decision in writing to the provost or designee within three days of receiving notice from the dean of student affairs. Upon reviewing the documentation associated with the initial decision

and consulting with appropriate University officials, the provost or designee will decide whether to uphold, reverse, or amend the dean's determination, at which point no further appeal is permitted.

If involuntary leave is not imposed, the University may impose conditions and/or requirements under which the student is allowed to remain enrolled in the University's programs.

The University reserves the right to notify a parent, guardian, or other person, of the circumstances leading to the consideration of involuntary leave, if notification is deemed appropriate. In addition, if leave is imposed, the parent, guardian, or other person may be asked to make arrangements for the safe removal of the student from campus.

After an involuntary leave, a formal request for reinstatement must be submitted to the dean of student affairs who will decide whether or not to approve the reinstatement. The dean of student affairs may condition reinstatement upon receipt of a certification from one or more appropriate healthcare professional(s) providing evidence that the behavior that precipitated the need for the involuntary leave has been ameliorated and that the student is able to participate in the University's programs without disruption of the learning environment and without posing a threat to personal or community safety.

This involuntary medical leave policy is not intended to take the place of disciplinary actions under Saint Martin's University Student Code of Conduct, and does not preclude sanctions, including the removal or dismissal of students from the University, University residence halls, or other University facilities or services, for violations of the Code of Conduct or other University policies.

NON-DEGREE STUDENTS

"Non-degree students" are those who are not seeking an academic degree from Saint Martin's. They may enroll without formal admission to the University, but the maximum course load permitted in any one semester is 11 semester hours. They may enroll for as many terms as desired for the purpose of educational enrichment or transfer of courses to another institution. However, they must meet all prerequisites for the classes taken and will be subject to the same academic standards as degree-seeking students, including maintaining a minimum cumulative GPA of 2.0 to avoid academic warning, probation, or suspension. A non-degree student may become a degree student by applying for and being granted formal admission to Saint Martin's University.

Application for regular admission must be made prior to the student's completion of the last 60 semester hours required for a degree at Saint Martin's.

For admission as a degree seeking student, a non-degree student must have a cumulative grade point average of 2.0 (C) or higher, with at least 30 semester hours of officially approved coursework.

No special admission procedure is required for occasional workshops or short- term courses.

REGISTRATION

No student will receive credit for any course in which he or she is not registered. After a student has registered for classes, changes to a schedule must be properly approved and recorded by the registrar. If a student fails to meet the prerequisite for a course, the Office of the Registrar will remove the course from the student schedule. Exceptions will only be considered for students submitting a signed prerequisite override form. Any student who is marked as never attended during the attendance accounting period by an instructor will be administratively dropped from the course.

REPEATING COURSES

Students may repeat a course in which a grade of "D" or "F" is received or a student fails to achieve the minimum grade needed for a requirement, prerequisite or endorsement. The highest grade received will be used in computing the cumulative grade point average, and credit will be allowed only once toward fulfilling graduation requirements.

NUMBER OF TIMES A CLASS MAY BE REPEATED

A course may be repeated twice. (That means a student may enroll in the class a total of three times, the original enrollment and two repeats.) For this purpose, an enrollment is one in which the class is included on the transcript, either with a grade or a "W". An enrollment that is changed in the drop/add period and does not appear on the transcript is not an enrollment for this purpose.

A student who has reached the limit may petition to be allowed to enroll an additional time. The petition will be submitted to the dean of the student's school or college for a recommendation and then forwarded to the provost for a decision.

RESIDENCY REQUIREMENTS

Students must complete 30 semester hours in residence at Saint Martin's University. At least one-half of the upper-division semester hours in each major sequence must be included in the 30-hour minimum.

SCHEDULE LIMITATIONS

To be considered a full-time student for financial aid purposes, a student must be enrolled for 12 semester hours of credit. A normal class load is 15 hours, although students may elect to carry up to 18 credits some semesters. Under exceptional circumstances, the class load may be increased to a maximum of 20 semester hours and additional tuition will be assessed. Any increase beyond 18 credits requires approval of the student's advisor and the provost. It will be considered only for those students who demonstrate a record of exemplary academic performance at Saint Martin's University.

STUDENT CLASSIFICATION

- First Year: Has completed less than 30 semester hours.
- Sophomore: Has completed at least 30, but less than 60 semester hours.
- Junior: Has completed at least 60, but less than 90, semester hours.
- Senior: Has completed at least 90 semester hours.

STUDENT RESPONSIBILITY

Students are responsible for meeting academic regulations. They also are expected to truthfully complete all documents pertaining to their university studies and activities. Failure to do so may constitute grounds for disciplinary action.

STUDENT RIGHT-TO-KNOW ACT

Saint Martin's University adheres to the requirements of the Federal Student Right- to-Know Act in providing certain information about the University. Information on the institution, academics, financial assistance, graduation rates, institutional security policies and crime statistics, athletic program participation rates and financial support data is available on the University website, www.stmartin.edu. For questions or additional information, please contact the Office of Admission, 360-438-4485.

TRANSCRIPTS

A transcript is a copy of a student's permanent academic record which is maintained for all Saint Martin's University students by the Office of the Registrar. An official transcript is one bearing the University seal, the official signature of the registrar, and is either provided to the student in a sealed envelope or delivered (by mail) to someone other than the student. An unofficial transcript will contain the same information as an official, but will be produced on plain white paper and does not bear the official signature or seal. Other colleges/universities will likely need an official transcript for transfer course determination.

Transcripts will not be released for any student or former student who has an unresolved financial obligation with the university.

Transcripts can be ordered in person or online at the following link: www.stmartin.edu/academics/academic-resources/office-registrar/request-transcripts. We will not accept email requests for transcripts. Currently enrolled students can view/print their unofficial transcripts online via the self-service portal at no charge. Transcripts ordered in office are $15.00 each and transcripts ordered via the link above are $8.00 each. Transcript fees are subject to change.

Release of these records is protected by the Family Educational Rights and Privacy Act (FERPA).

VETERANS

Saint Martin's University's academic programs of study are approved by the Washington State Higher Education Coordinating Board's State Approving Agency (HECB/SAA) for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10 USC.

The Veterans Affairs representative counsels and advises students about regulations and rules set forth by the U.S. Veterans Administration and Saint Martin's University.

It is the veteran's responsibility to be fully informed of all academic regulations affecting his or her satisfactory progress. A student's progress will be monitored by midterm and final grades.

The administration's regional office will be notified within 30 days of less-than-satisfactory progress or dismissal from the University; of the student's withdrawal or non-attendance in courses that would result in a change of certification; or of the student's complete withdrawal from the University.

A veteran whose benefits have been terminated will not be certified for reenrollment unless a federal Veteran's Administration counseling psychologist approves. In the case of illness or other extenuating circumstances, these standards will be applied on an individual basis.

Students attending the university who expect to receive educational benefits from the Veterans Administration must meet the following requirements set by the Veterans Administration and the university. Failure to comply with regulations could result in student debt.

- It is the student's responsibility to take courses only within their degree plan. Courses outside of their degree plan will not be paid by the Veterans Administration.
- No benefits will be paid for XF, V or W grades.
- No benefits will be paid for repeated courses that were successfully completed as transfer work or previously through the university.
- Spouses of active duty servicemen do not qualify to receive Yellow Ribbon funding or the housing allowance.
- Saint Martin's University does not offer tuition waivers for dependents of deceased or 100% disabled veterans.

WAIVER OF DEGREE REQUIREMENTS

The university establishes degree requirements, both general and program-specific, to assure that the student has completed academic course work with appropriate content and rigor, as defined by the faculty, appropriate to meet the student learning outcomes for the degree awarded. The university also establishes prerequisite requirements for courses and other academic policies in the catalog.

Students may petition, under exceptional circumstances, to have a degree requirement

waived for compelling cause. The university does not waive the minimum number of credits required for graduation. A degree requirement waiver petition must include evidence that the student will have attained the university and program student learning outcomes. Such degree requirement waivers require endorsement by the relevant department chair and dean and are approved by the provost. Documentation of any such waiver is maintained by the registrar with a copy in the student's advising file.

Students may petition to have prerequisites waived for a given course, for a good reason. Such a waiver is only granted if it assures a reasonable probability of student success at a level commensurate with the university's expectations. A waiver of a course prerequisite currently requires endorsement by the course instructor. Documentation of any such waiver is maintained by the registrar.

Students may petition to waive other academic policies, including among others those covering repeating courses, online courses, and taking courses at other schools while enrolled at Saint Martin's. These petitions are typically reviewed by student advisor, the college/school dean, or by the provost.

WITHDRAWAL FROM COURSES

Withdrawal from courses at Lacey campus: Students may withdraw from a course by completing the drop section of the add/drop form and returning the form to the Office of the Registrar. Withdrawal from a course will be reflected on the student's transcript as a "W."

Each semester, the Office of the Registrar announces the date for the official last day to withdraw from courses. This date can be found on the academic calendar and the registrar's website.

Withdrawal from courses at Saint Martin's-JBLM: Students may withdraw from a course by completing the drop section of the add/drop form and returning the form to any Saint Martin's-JBLM campus Office. Withdrawal from a course will be reflected on the student's transcript as a "W."

Each semester, the Office of the Registrar announces the date for the official last day to withdraw from courses. This date can be found on the academic calendar and the registrar's website.

COMPLETE WITHDRAWAL FROM THE UNIVERSITY

Students wishing to completely withdraw from the University must fill out an electronic complete withdrawal form which is found on the Office of the Registrar's webpage.

A student withdraws in good standing if the student is not dismissed for scholarship deficiencies, has disciplinary holds, and/or is not on academic probation at the time of withdrawal.

UNDERGRADUATE PROGRAMS

Saint Martin's University prepares students for successful lives. Our undergraduate majors span the liberal arts and science, business, education and engineering. Saint Martin's University prides itself on smaller class sizes, a wide array of opportunities to conduct research projects, participate in practicums, cultural activities, internships, and study abroad programs.

BACHELOR'S DEGREES

The University confers the following bachelor's degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Science in Civil or Mechanical Engineering, Bachelor of Science in Nursing, and Bachelor of Social Work. In most cases, these degree programs can be completed within eight academic semesters.

GENERAL REQUIREMENTS FOR BACHELOR'S DEGREES

Students must successfully complete a minimum of 120 credit hours with a cumulative Saint Martin's University grade point average (GPA) of at least 2.00, in addition to the following:

- 40 semester credits of upper-division coursework.
- A major sequence with a minimum of 20 upper division credit hours and cumulative grade point average of 2.00 in all upper division courses for the major.
- All University core requirements (please see the next catalog section)
- Support and/or elective courses necessary to meet the 120 semester credits unit requirement.

Note: some departments require more than 120 semester hours to complete the bachelor's degree. Students should consult with their departments to determine the minimum number required for their major.

SAINT MARTIN'S UNIVERSITY CORE

MISSION STATEMENT FOR THE CORE PROGRAM

The faculty of Saint Martin's University believes that a sound education for all academic degree programs rests on a foundation of core coursework, designed to expose students to diverse ways of thinking and to provide the intellectual, spiritual and ethical base for meaningful, satisfying and productive lives. The purpose of the University's Core Program is to:

- Provide students with a broad knowledge of human experience and the natural world.
- Teach students to think critically and creatively, and to communicate effectively.
- Encourage students to understand, integrate, and utilize knowledge across disciplines.

- Challenge students to explore academic ideas and concepts within a spiritual and ethical framework.
- Develop an understanding of the role of the individual within the larger community.

GOALS AND OBJECTIVES FOR THE CORE PROGRAM

GOAL 1: Provide students with a broad knowledge of human experience and the natural world.

- Develop an understanding of the basic concepts, ideas and methods of the natural sciences, social sciences and humanities with emphases upon broad geographic and historical perspectives, cultural and linguistic plurality, and scientific and aesthetic understanding.

GOAL 2: Teach students to think critically and creatively, and to communicate effectively.

- Develop proficiency in writing, reading, speaking and listening.
- Think critically and logically.
- Analyze, synthesize and evaluate ideas and information.
- Develop an understanding of the role and application of quantitative reasoning and methods to problem solving.
- Use technology to solve problems and to find and communicate information.
- Approach intellectual challenges with a spirit of creativity.
- Design and conduct research, and communicate the results.

GOAL 3: Encourage students to understand, integrate and utilize knowledge across disciplines.

- Use methods and approaches from several disciplines to understand complex issues and solve problems.
- Explore diverse approaches to understanding human societies and cultures and the natural world.
- Utilize skills, values and methods that can be applied across disciplines.
- Develop a holistic understanding of the interaction of the various fields of human endeavor.

GOAL 4: Challenge students to explore academic ideas and concepts within a spiritual and ethical framework.

- Develop an understanding of philosophical, ethical and religious concepts and principles.
- Understand the moral and ethical questions facing students in the arts, sciences and professions.
- Clarify personal values and beliefs

GOAL 5: Lead students to understand the role of the individual within the larger community.

- Develop a commitment to seek the common good as a citizen of both the local and global community.
- Value hospitality and service to others.
- Demonstrate respect for persons and ideas, and appreciation for the value of cooperation.
- Undertake a commitment to preserve and protect the natural environment.

UNDERGRADUATE MAJORS AND AREAS OF STUDY

Undergraduate opportunities for major, minors, course work, and areas for teaching certification are indicated in the table below:

AREAS OF STUDY	MAJORS	MINORS	COURSES	WA TEACHING CERTIFICATE	CERTIFICATE
Accounting	•				
Art			•		
Biology	•	•		•	
Bilingual Education				•	
Business Administration (Concentrations in Accounting, Data Analytics, Economics, Finance, Management and Marketing)	•	•			
Chemical Dependency		•			
Chemistry	•	•		•	
Chinese			•	•	
Civil Engineering	•				
Communication Studies	•	•			
Computer Science	•	•			•
Criminology and Criminal Justice	•	•			
Economics		•			
Educational Studies	•	•			
Elementary Education	•			•	
Electrical Engineering		•			
English Language Learners				•	
Environmental Studies	•			•	
Exercise Science	•				
French		•		•	

continued >>

AREAS OF STUDY	MAJORS	MINORS	COURSES	WA TEACHING CERTIFICATE	CERTIFICATE
Geography			•		
Gender and Identity Studies		•			
History	•	•		•	
Humanities (middle-level cert.)				•	
Information Technology	•				
Interdisciplinary Studies	•				
International Relations		•			
Japanese Studies		•		•	
Legal Studies		•			
Literary Studies	•	•			
Mathematics	•	•		•	
Mechanical Engineering	•				
Music	•	•		•	
Nursing	•				
Philosophy		•			
Physical Education (health/fitness cert.)		•		•	
Physics		•			
Political Science	•	•			
Psychology	•	•			
Reading		•		•	
Religious Studies	•	•			
RN to BSN Nursing Program	•				
Russian			•		
Science (middle level cert.)				•	
Secondary Education	•				
Social Justice		•			
Social Studies				•	
Social Work	•	•			
Sociology and Cultural Anthropology	•	•			
Spanish				•	
Special Education	•	•		•	
Speech			•		
Theatre Arts	•	•		•	
Writing		•			

PRE-PROFESSIONAL PREPARATION	COURSES				
Dentistry			•		
Law			•		
Medicine			•		
Nursing			•		
Pharmacy			•		
Veterinary Medicine			•		
Optometry			•		
Physical Therapy			•		

CORE CURRICULUM - ALL-UNIVERSITY COURSES

The Core Curriculum consists of three distinct phases: Foundations, offered at the 100-level, intended to transition incoming students into the university; *Conversatio* Seminars, offered at the 200-level, designed to place disciplines in conversation with one another in the hopes of transforming student understanding of a particular question, problem, or issue; and *Ora et Labora* Seminars, offered at the 300-level, fashioned to transition from ora (mindful listening, reading and learning) to labora (work in the world).

FOUNDATIONS REQUIREMENTS:

All traditional first time first year students entering the university, including those with Running Start, AP and/or International Baccalaureate credits, are required to take COR 100. Transfer students entering the university with fewer than 20 semester credits are also required to take COR 100. Transfer students with 20 or more semester credits, including those with an Associate's or Bachelor's degree, are required to take COR 110 and 340. Transfer students without a DTA Associate's degree or Bachelor's degree may be required to take additional core courses, depending on a course-by-course evaluation of their transfer coursework.

Students who take a Math course numbered from 121 through 201 will have satisfied the requirement for Core 130. Students seeking a B.A. or B.S.W. whose major or minor does not require a World Language and who do not place into a 201-level language course or higher are required to take COR 140.

CONVERSATIO REQUIREMENTS:

Students are required to take one of each type of seminar; at least one of the five seminars taken at the 200-level must be writing intensive. It is highly recommended that students have taken COR120 or the equivalent before registering for a writing intensive course.

ORA ET LABORA REQUIREMENTS:

Students are required to take two different seminars; at least one of the two seminars taken at the 300-level must be writing intensive. It is highly recommended that students have

taken COR120 or the equivalent before registering for a writing intensive course.

COR100 First-year Seminar (4)

A seminar that introduces students to the foundational values and practices of Catholic Benedictine education, and helps them navigate the culture of academic life by establishing a foundation of academic expectations, skills, and practices required for success at the university.

COR110 Religious Studies (3)

A foundational course that introduces students to the academic study of religion, with a focus on traditional and emerging beliefs and practices that shape individuals and communities both locally and globally.

COR120 Critical Reading and Writing (4)

A seminar designed to develop foundational skills in critical reading, thinking and writing. Includes reading of and writing in a variety of rhetorics, with a special focus on the argumentative essay.

COR130 Quantitative Reasoning or Applied Mathematics (3)

A foundational course in quantitative reasoning and mathematics, with a special focus on applying such reasoning to practical problems.

COR140* World Languages and Cultures (4)

A foundational course in the study of a World Language that helps prepare students to be global citizens by providing real-world language acquisition experiences that enable them to become proficient in the areas of speaking, oral comprehension, reading, and writing.

COR140C – Chinese

COR140F – French

COR140J – Japanese

COR140R – Russian

COR140S – Spanish

COR210* Humanities (3)
COR210*W Humanities - Writing Intensive (4)

An interdisciplinary seminar that considers important questions, problems or issues arising in the Humanities, with a view to introducing students to humanistic modes of inquiry.

COR210D – World Languages

COR210P – Philosophy

COR210R – Religious Studies

COR210Y – Literary Studies

COR220* **Social Sciences (3)**
COR220*W **Social Sciences - Writing Intensive (4)**

An interdisciplinary seminar that considers important questions, problems or issues arising in the Social Sciences, with a view to introducing students to socio-scientific modes of inquiry.

COR220C—Communication Studies

COR220E – Economics

COR220G – Gender & Identity Studies

COR220J -- Criminal Justice

COR220P – Psychology

COR220S – Society and Social Justice

COR230* **Natural Sciences with Laboratory (4)**

An interdisciplinary course with a laboratory that considers important questions, problems or issues arising in the Natural Sciences, with a view to introducing students to various scientific modes of inquiry.

COR230B – Biology w/ Lab

COR230C – Chemistry w/ Lab

COR230E – Environmental Science w/ Lab

COR230P – Physics/Astronomy w/ Lab

COR240* **Artistic and Creative Expression (3)**
COR240*W **Artistic and Creative Expression – Writing Intensive (4)**

A seminar that introduces students to the importance of the arts and artistic expression. May include a creative and/or self-expressive component.

COR240A – Artistic Studies

COR240M – Musical Studies

COR240T – Theatrical Studies

COR250* **Historical and Political Studies (3)**
COR250*W **Historical and Political Studies – Writing Intensive (4)**

A course that considers the origins and development of the United States as a civilization and a nation, with a view to introducing students to historical and political modes of inquiry.

COR250H – World History

COR250P – Political Science & Geography

COR250U – US History

COR310 **Community: The Call to Serve the Common Good (3)**
COR310 W **Community: The Call to Serve the Common Good – Writing Intensive (4)**

Throughout its long history, the Benedictine monastic tradition has maintained an abiding

commitment to community. This commitment involves cultivating a profound awareness of being rooted in and responsible to a particular place, as well as an ethic of mutual labor and service. This practical focus on community building finds its expression at Saint Martin's in an attempt to forge connections between the individual and the communal, the local and the global, the past, present and future. This interdisciplinary seminar explores issues confronting global communities and situates them in their social, cultural, and/or historical context.

COR320 Hospitality and Openness to Others (3)
COR320 W Hospitality and Openness to Others – Writing Intensive (4)

Benedictines take tremendous pride in their hospitality. When an outsider arrives at the monastery, every effort is made to ensure the guest feels at home. In the context of the Catholic Benedictine intellectual tradition, hospitality enjoins us to be open-minded, to recognize the needs, talents and gifts of others, and to be transformed by engaging with people different than ourselves. This seminar explores questions of otherness and alterity from an interdisciplinary perspective.

COR330 Stewardship: Responsible Use of Creation (3)
COR330 W Stewardship: Responsible Use of Creation – Writing Intensive (4)

The Rule of Saint Benedict expresses reverence toward God's creation and demands respectful interactions with the natural world. As a Benedictine university, Saint Martin's is committed to fostering an awareness of our own ecological ethics. This seminar explores environmental issues and questions of sustainability from an interdisciplinary perspective.

COR340 Ethics and the Dignity of Work (3)
COR340 W Ethics and the Dignity of Work – Writing Intensive (4)

A seminar on critical philosophical inquiry of the human condition, right conduct, and problems of rationality, primarily focused on the western intellectual tradition with respect to the Benedictine experience of assiduous study in relation to prayer, work, and community.

COR400 Capstone

A culminating experience for students cross listed with their major capstone or senior research project.

COLLEGE OF ARTS AND SCIENCES

DR. JEFF CRANE, DEAN

The College of Arts and Sciences offers courses in a wide range of areas of study. These areas of study are the Humanities, Science and Mathematics, and the Social Sciences. Programs are offered through the departments of English, Exercise Science, Fine Arts, History and Political Science, Interdisciplinary Studies, Math, Natural Sciences, Nursing, Philosophy, Psychology, Religious Studies, Society and Social Justice, and World Languages.

PROGRAMS IN HUMANITIES

The humanities deal with what is distinctively human: with the contributions of human beings to advances in artistic or literary expression and philosophical thought, the use and study of language, and the application of values to all human enterprises. The humanities can also be concerned with advances in science, engineering, math, psychology and other disciplines and professions when those advances are understood as part of our culture.

At Saint Martin's University, the humanities are represented by majors in English, interdisciplinary studies, music, Religious Studies, and theatre arts. A student can also choose a minor in English, French, Japanese studies, music, philosophy, Religious Studies, theatre arts, and writing. Courses are also available in art, Chinese, Spanish, and speech.

PROGRAMS IN SCIENCE AND MATHEMATICS

The science and mathematics programs of Saint Martin's University will prepare students well for a career in any of our three major programs: biology, chemistry, or mathematics. Limited coursework in physics is also offered. The division emphasizes critical analysis skills, logical problem solving, and collaborative work skills.

PROGRAMS IN SOCIAL SCIENCES

The social sciences are concerned with the development of human society, the nature of social institutions and roles, human behavior and the ideas that have shaped human life. At Saint Martin's University, the social sciences are represented by majors in communications, criminal justice, gender and identity studies, history, political science, psychology, social work and sociology and cultural anthropology. Minors are available in communications, criminal justice, history, political science, international relations, psychology, social work, sociology and cultural anthropology. Limited coursework in geography is also offered within the social science programs.

AREAS OF STUDY, FACULTY, AND COURSE OFFERINGS

ART

ART COURSES

ART 157 Fine Arts Survey (3)

Study of painting, sculpture and architecture from its beginning to the present.

ART 158 Fine Arts Survey (3)

Study of painting, sculpture and architecture from its beginning to the present.

ART 195 Special Topics (3)

To be arranged with department advisor.

ART 205 Two-Dimensional Art Survey (3)

A studio survey of two-dimensional design. The student will solve problems in drawing, painting and printmaking, as well as explore the development of two-dimensional design in Western culture and the art styles of other cultures. Course covers decorating flat surfaces; vitality of line; perspective drawing; art ideas from other cultures; techniques of painting; fantasy in design; simplification (its part in history and contemporary art); printmaking; symbolism; the power of distortion; and the search for artistic ideas.

ART 212 Three-Dimensional Art Survey/Clay (3)

A studio survey of three-dimensional design in clay. Using the medium of clay, the student is introduced to techniques of creating sculptural form. Instruction includes techniques of hand-building, mold-making, wheel work and coloring, glazing and firing. Although major emphasis is on contemporary developments in clay sculpture, a survey of historical traditions of ceramics is included.

ART 295 Special Topics (3)

To be arranged with department advisor.

ART 305 Two-Dimensional Art Survey (3)

A studio survey of two-dimensional design. The student will solve problems in drawing, painting and printmaking, as well as explore the development of two-dimensional design in Western culture and the art styles of other cultures. Course covers decorating flat surfaces; vitality of line; perspective drawing; art ideas from other cultures; techniques of painting; fantasy in design; simplification (its part in history and contemporary art); printmaking; symbolism; the power of distortion; and the search for artistic ideas.

ART 312 Three-Dimensional Art Survey/Clay (3)

A studio survey of three-dimensional design in clay. Using the medium of clay, the student is introduced to techniques of creating sculptural form. Instruction includes techniques of hand-building, mold-making, wheel work and coloring, glazing and firing. Although major emphasis is on contemporary developments in clay sculpture, a survey of historical traditions of ceramics is included.

ART 357 Fine Art Survey: Art of the Non-Western World (3)

Study of the visual arts among the traditional people of Africa, Asia, Oceania and the Americas. In a seminar format, students will view art reproductions and read and discuss supporting texts and writings. Students also will participate in supporting activities.

ART 395 Special Topics (3)

To be arranged with department advisor.

ART 495 Special Topics (3)

To be arranged with department advisor.

BIOLOGY

FACULTY

Robert Bode
Aaron Coby
Samuel Fox
Mary Jo Hartman
Margaret Olney

Biology plays an important role in education and human life. The goal of the department of biology is to enable students to gain an understanding of the phenomena of living organisms. Courses are designed to demonstrate the natural interrelationships among living organisms and also between them and their environments. Students will be prepared for more specialized investigations.

GENERAL BIOLOGY PROGRAMS

The Department of Biology offers courses that prepare students for careers in teaching, research, government and industry, and for entry into graduate and professional schools. Areas of concentration include environmental science, marine biology, microbiology, molecular biology, human biology and botany. Opportunities for internships are available in these and many other areas. Under the direction of its faculty, the department also offers students the opportunity to pursue research.

PRE-HEALTH PROGRAMS

Saint Martin's University has a long and successful history of placing students into professional programs. Saint Martin's offers pre-health instruction that prepares students for admission into professional healthcare graduate schools including medical schools, osteopathic medical schools, dental schools, physical therapy schools, pharmacy schools and chiropractic colleges. The necessary preparatory pre-health curriculum varies from one field of study to another and from one graduate school to another. Programs usually include:

- Completion of a four-year undergraduate degree.
- Completion of a standardized preadmission examination, usually taken during a student's junior year. (The exam required depends on the intended field of graduate study.)
- Completion of relevant undergraduate pre-health classes, typically including:
    - Two semesters of general biology.
    - Two semesters of inorganic chemistry. Several upper-division biology electives.
    - Two semesters of introductory physics.
    - One or two semesters of organic chemistry.

- Two or more semesters of mathematics.
- Some schools require additional coursework in biochemistry, calculus and the social sciences.

Clinical work during a student's undergraduate career is often preferred — and sometimes required — prior to acceptance into a professional healthcare school. These experiences are available through the department of biology's internship program.

Students enrolled in pre-health programs will be assigned a pre-health advisor. The advisor will design and individualize the coursework that best fits individual needs and goals. Pre-health advising is provided through the biology department at Saint Martin's. Pre-health students may select any major field of study in pursuit of their degree, assuming that the relevant pre-health requirements are met as outlined above.

BACHELOR OF SCIENCE

Core Curriculum Requirements (Please see the Core Curriculum section of the catalog)

Major in Biology

Lower-Division Courses (39 semester hours)

- BIO 141 General Biology I with Laboratory and BIO 142 General Biology II with Laboratory
- CHM 141/142 General Chemistry with Laboratory
- Two mathematics courses
- PHY 141/142 General Physics with Laboratory
- CHM 201 Organic Chemistry I with Laboratory or equivalent

Upper-Division Courses (30 semester hours)

- BIO 400 Senior Seminar (2 semester hours)
- BIO 401 Senior Seminar Research (4 semester hours)

24 semester hours, including at least one course from each of the following three categories:

Molecular/cellular biology:

- BIO 352 Advanced Microbiology
- BIO 370 Cell Biology
- BIO 375 Genetics with Laboratory.

Organismal biology:

- BIO 305 Botany with Laboratory
- BIO 314 Invertebrate Zoology with Laboratory

- BIO 328 Anatomy and Physiology I
- BIO 351 Microbiology with Laboratory
- BIO 382 Vertebrate Embryology
- BIO 385 Developmental Biology

Ecology:

- BIO 310 Marine Biology with Laboratory
- BIO 344 Evolution
- BIO 350 Microbial Ecology
- BIO 357 Ecological Botany with Laboratory
- BIO 358 Ecology
- BIO 359 Field Ecology
- Remaining semester hours chosen from:
    - BIO 301 Biostatistics with Laboratory
    - BIO 305 Botany with Laboratory
    - BIO 307 Medical Botany with Laboratory
    - BIO 310 Marine Biology with Laboratory
    - BIO 314 Invertebrate Zoology with Laboratory
    - BIO 328 Human Anatomy and Physiology I
    - BIO 329 Human Anatomy and Physiology II
    - BIO 330 Advanced Anatomy and Physiology
    - BIO 344 Evolution
    - BIO 350 Microbial Ecology
    - BIO 351 Microbiology with Laboratory
    - BIO 352 Advanced Microbiology
    - BIO 357 Ecological Botany with Laboratory
    - BIO 358 Ecology
    - BIO 359 Field Ecology
    - BIO 360 Advanced Ecology
    - BIO 370 Cell Biology
    - BIO 380 Techniques in Laboratory Instruction
    - BIO 382 Vertebrate Embryology
    - BIO 385 Developmental Biology

- BIO 390 Internship
- BIO 395 Special Topics
- BIO 397 Directed Study
- BIO 399 Biological Research and Data Presentation
- CHM 362 Biochemistry

The following courses are recommended for students planning to pursue graduate studies in biology:

- MTH 171 Calculus I and MTH 172 Calculus II
- CHM 362 Biochemistry
- MTH 201 Introduction to Statistics
- CHM 202/202L Organic Chemistry II/Laboratory

Minor in Biology

This program is a 22-semester-hour course of study for students interested in the biological sciences but do not plan to major in biology. The biology minor consists of the following:

***Lower-Division Courses* (8 semester hours)**

- BIO 141 General Biology I with Laboratory
- BIO 142 General Biology II with Laboratory

Upper-Division Courses (14 semester hours)

- BIO 375 Genetics with Laboratory
- 10 additional semester hours in biology courses numbered 300 or above (excluding BIO 390, BIO 401, BIO 402)

Upper-division elective classes include the following:

- BIO 301 Biostatistics with Laboratory
- BIO 305 Botany with Laboratory
- BIO 307 Medical Botany with Laboratory
- BIO 310 Marine Biology with Laboratory
- BIO 314 Invertebrate Zoology with Laboratory
- BIO 326 Anatomy/Physiology I
- BIO 329 Anatomy/Physiology II
- BIO 344 Evolution
- BIO 350 Microbial Ecology
- BIO 351 Microbiology with Laboratory

- BIO 352 Advanced Microbiology
- BIO 357 Ecological Botany with Laboratory
- BIO 358 Ecology
- BIO 359 Field Ecology
- BIO 360 Advanced Ecology
- BIO 370 Cell Biology
- BIO 380 Techniques in Laboratory Instruction
- BIO 382 Vertebrate Embryology
- BIO 385 Developmental Biology
- BIO 395 Special Topics
- BIO 397 Directed Study
- BIO 399 Research

Revised Washington State Education Endorsements

For information on the Washington State teacher education endorsement in biology, please refer to the requirements as outlined in the College of Education and Counseling section of the Undergraduate Academic Catalog.

BIOLOGY COURSES

BIO 105 Biology (3)

An integrated treatment of biological concepts and their relationship to basic human and social concerns.

BIO 105L Biology Lab (1)

A series of laboratory experiences to support the non-major biology course. Must be taken concurrently with BIO 105.

BIO 110 Environmental Science with Laboratory (4)

Course encompasses broad topics in environmental science; including species diversity, population dynamics, human population growth concerns, energy use and water quality. Includes laboratory and field experiences. Designed for non-majors.

BIO 121 Human Biology (4)

A one-semester survey, with laboratory, of human biology, including cell structures and functions and the general organization and function of various systems of the human body. Three lectures and one two-hour laboratory each week.

BIO 141 General Biology I with Laboratory (4)

Introduction to biological concepts common to all living organisms. This survey course is intended for prospective biology and science majors at Saint Martin's University. Topics

include biochemistry, cell structure and function, energy, photosynthesis, respiration, cell division, genetics, chromosomes, DNA structure and replication, transcription, translation, and evolution. BIO 141 and BIO 142 are prerequisites for all upper-division biology courses at Saint Martin's University. One laboratory period per week.

BIO 142 General Biology II with Laboratory (4)

Introduction to biological concepts common to all living organisms. This survey course is intended for prospective biology and science majors at Saint Martin's University. Topics include biodiversity, ecology and the evolution of early life, prokaryotes, viruses, protists, fungi, plants, and animals. BIO 141 and BIO 142 are prerequisites for all upper-division biology courses at Saint Martin's University. One laboratory period per week.

BIO 195 Special Topics (1-3)

Prerequisite: Permission of the instructor. May be repeated for credit.

BIO 199 Introduction to Biological Research (1)

Introduction to basic biological research intended for students with no previous research experience. Students will collaborate with a faculty member or senior research student to learn basic skills necessary to design and implement an original research project. Coursework includes background reading to familiarize the student with techniques and the current state of the literature, as well as a three-hour-per-week commitment to working and observing in the laboratory learning the assays to be used in the research project. Prerequisite: Permission of instructor.

BIO 203 Human Nutrition (3)

An introduction to the fundamental of human nutrition as they relate to the individual and the community. Includes an exploration of nutrient identity, acquisition and utilization. The links between nutrition, diseases, environment and social context are examined. Students apply concepts to real-world circumstances. Equivalent to EXS203 and NUR203. Prerequisites: BIO121 or BIO141.

BIO 228 Human Anatomy and Physiology I (4)

The study of the structure and function of the human body. Topics include cellular organization, metabolism, histology, integumentary, skeletal and nervous systems. Three lectures and one two-hour laboratory per week. Prerequisite: BIO 121 or BIO 141.

BIO 229 Human Anatomy and Physiology II (4)

A continuation of BIO 228 "Human Anatomy and Physiology I". Systems covered include: endocrine, reproductive, cardiovascular, lymphatic, respiratory, urinary, and digestive. Three lecture hours and one two-hour laboratory per week. Prerequisite: BIO 228.

BIO 251 Microbiology for Applied Health (4)

Microbial techniques with health applications. Morphology of microbes, microbial metabolism, microbial genetics, cultivation and growth identification and classification tests, growth control, pathogens, disease, and host defenses. Three lecture hours and one three-hour lab weekly. Course does not fulfill an upper-division biology credit requirement. Pre-

requisites: BIO 121, CHM 121.

BIO 295 Special Topics (1-3)

Prerequisite: Permission of the instructor. May be repeated for credit.

BIO 299 Biological Research (1-2)

Students will design and carry out an original research project under supervision of a faculty member. The course includes a three-hour or six-hour time commitment (depending on the number of credits) working in the laboratory. Students are encouraged to present their findings at a scientific conference. Prerequisites: BIO 199 and/or permission of the instructor. May be repeated for credit.

BIO 301 Biostatistics with Laboratory (4)

This course is intended for biology majors and focuses on explaining the scientific interpretation of statistical tests rather than the mathematical logic of the tests. The emphasis on the course is interpretation with some calculations, enabling students to better understand statistical results published in scientific journals. Includes a laboratory where students examine commonly used statistical tests and learn how to choose and conduct the appropriate test of scientific data using computer programs such as Excel and Minitab. Prerequisites: MTH 101 or MTH 121, and BIO 141, and BIO 142.

BIO 305 Botany with Laboratory (4)

The biology of plants with an emphasis on their evolution, biochemistry, cell biology, anatomy, and physiology. Labs will introduce plant diversity and physiology and will include small group research projects. One laboratory period per week. Prerequisites: BIO 141 and BIO 142 or permission of the instructor.

BIO 307 Medical Botany (3)

This course focuses on the pivotal roles plants play in human nutrition, drug discovery, and disease treatment. We will approach this through a study of the interactions between plants, their secondary metabolites, and human systems. This course will emphasize the roles of plant compounds in human nutrition, specifically focusing in on phytonutrients, antioxidants, and neurotransmitters. Prerequisites: BIO 141 and BIO 142.

BIO 307L Medical Botany Lab (1)

A laboratory to apply concepts in Medical Botany. Students will encounter the plants and procedures describe in class in a "hands-on" manner. Students will improve their experimentation techniques and will utilize hypothesis-based reasoning to propose independent experiments.

BIO 310 Marine Biology with Laboratory (4)

An overview of marine biology. Topics include basic oceanography, plankton and nekton communities, deep-sea biology, benthic communities, intertidal ecology, estuaries, tropical communities and human impacts on the sea. Lecture and laboratory course with laboratory and field experiences in marine biology. Prerequisites: BIO 141 and BIO 142.

BIO 314 Invertebrate Zoology with Laboratory (4)

Taxonomy and interrelationships of invertebrates. Emphasis on marine animals. Includes laboratory and field experiences with invertebrate organisms. Prerequisites: BIO 141 and BIO 142.

BIO 328 Human Anatomy and Physiology I (3)

The first of a two-semester elective in human structure, function and patho-physiology. Topics covered include tissues, integument, skeletal system, articulations, muscle, CNS, PNS and autonomic functions. Prerequisites: BIO 141, BIO 142.

BIO 328L Human Anatomy and Physiology Laboratory I (1)

Laboratory experience to accompany BIO 328.

BIO 329 Human Anatomy and Physiology II (3)

Continuation of BIO 328. Systems covered include: endocrine, reproductive, cardiovascular, lymphatic, respiratory, digestive and urinary. Prerequisites: BIO 141, BIO 142.

BIO 329L Human Anatomy and Physiology II Laboratory (1)

Laboratory experiences to accompany BIO 329.

BIO 330 Advanced Anatomy and Physiology (3)

Lecture includes advanced material for physiology and patho-physiology of human systems including the cardiovascular system, immune system, renal system, and reproductive systems. Lab includes advanced dissections using a human cadaver. Prerequisites: BIO 141/141L, BIO 142/142L, BIO 328/328L, BIO 329/329L.

BIO 344 Evolution (4)

This course will address current biological issues and theories from an evolutionary perspective. We will discuss the genetics of evolution, current and old theories regarding natural selection, sexual selections, and genetic drift. Several specific topics will be discussed in depth, including antibiotic resistance, human evolution, and conservation of genetic diversity. Prerequisites: BIO 141 and BIO 142.

BIO 350 Microbial Ecology (3)

Examination of how microorganisms interact with each other and with their environment, the diversity of microorganisms and the methods used to identify and quantify them in their habitats, and the use of microorganisms in industrial and biotechnology settings. Field trips and in class demonstrations supplement lecture. Prerequisite: BIO 141 or BIO 142 or permission of instructor.

BIO 351 Microbiology with Laboratory (4)

Structure and function of microorganisms that illustrate biological phenomena at the cellular level. Laboratory exercises include the isolation, cultivation, identification, and quantification of microorganisms and their growth responses. Prerequisites: BIO 141, BIO 142,.

BIO 352 Advanced Microbiology (4)

Topics covered include microbial genetics, virology, immunology, diagnostic microbiology, and epidemiology. Current topics in microbiology will be covered as well as discussion of current research. Prerequisite: BIO 351 or permission of instructor.

BIO 357 Ecological Botany with Laboratory

This course will familiarize students with the roles plants play in nature. Emphasis will be on how evolutionary adaptations allow plants to live in specific environments and interact with other organisms. Prerequisites: BIO 141, BIO 142.

BIO 358 Ecology with Laboratory (4)

Analysis of the physical and biotic factors involved in the distribution and relationship of plants and animals in their native environments. Broad topics that will be emphasized include natural history, population ecology, ecological interactions, communities, and ecosystems. Laboratory and field experiences will also be used to study basic interactions in the environment. Prerequisites: BIO 141, BIO 142.

BIO 359 Field Ecology (4)

Universal ecological principles such as evolution, population dynamics, predator prey relationships, competition, and life histories will be discussed in the lecture and studies in the laboratory. Much of the course will be spent in the field engaging students in experimental design, ecological measurement, observation, modeling and an initiation into kinds of statistical analysis used to investigate the natural world. Prerequisites: BIO 141, BIO 142, or permission of instructor.

BIO 360 Advanced Ecology (3)

Focuses on one major ecosystem — such as wetlands, forests or riparian zones — and the interrelationships of the communities involved in such a system. Extensive fieldwork required. Prerequisites: BIO 141, BIO 142, or permission of the instructor.

BIO 370 Cell Biology (3)

A detailed survey of the molecular biology of eukaryotic cells. Topics include cellular evolution, macromolecular biochemistry, genetic mechanisms, cell structure and energy conversion. No lab component. Prerequisites: BIO 141/142; CHM 141 or permission of instructor.

BIO 375 Genetics with Laboratory (4)

The study of transmission, molecular, and population genetics. Laboratory exercises will investigate patterns of gene transmission and use modern molecular techniques for genetic analyses. One laboratory period per week. Prerequisites: BIO 141 and BIO 142.

BIO 380 Techniques in Laboratory Instruction (1-2)

Students gain experience in laboratory instruction by participating in a laboratory class as an assistant to the laboratory instructor. The student may help prepare lab materials, supervise the laboratory class, answer students' questions, assist in teaching laboratory techniques to lab students, and other duties as assigned by the instructor. Students may

assist in revising laboratory experiments, writing or testing new experiments, writing lab "lectures" or pre-lab quizzes. Repeatable for credit. Maximum of two credits can apply to Biology requirements. Prerequisite: Permission of instructor.

BIO 382 Vertebrate Embryology (4)

Developmental biology of vertebrates including maturation, fertilization, cleavage and differentiation of representative animals. Prerequisites: BIO 141 and BIO 142.

BIO 382L Vertebrate Embryology Laboratory (1)

Laboratory exercises exploring developmental processes. Must be taken concurrently with BIO 382.

BIO 385 Developmental Biology (4)

Developmental biology describes the molecular, genetic, cellular and evolutionary aspects of animal development. Students will explore the characteristics of developmental processes and mechanisms such as fertilization, cleavage, gastrulation, morphogenesis, and organogenesis exhibited in diverse organisms including early human development. Prerequisites: BIO 141 and BIO 142.

BIO 390 Internship (1-4)

Off-campus experience in the biological sciences, either in a work-related or research environment. Monitored, supervised and evaluated by an intern supervisor and faculty member.

BIO 395 Special Topics (1-3)

Prerequisite: BIO141 and BIO142, or Permission of the instructor. May be repeated for credit.

BIO 397 Directed Study (1-3)

A student/faculty-selected project that allows the student to do research in a specialized area of biology. Offered on approval by the chair of the department.

BIO 399 Biological Research and Data Presentation (1-3)

Students design and carry out an original research project under supervision of a faculty member and are expected to present their findings at a scientific conference in the form of a poster or oral presentation. Students can use course time to collect and analyze data as well as to prepare for the presentation. Prerequisites: permission of the instructor. May be repeated for credit.

BIO 400 Senior Seminar (2)

Presentation and discussion of results of literature and laboratory investigations of biological topics. Students prepare a proposal for Senior Research in the following semester with the same instructor.

BIO 401 Senior Seminar Research (4)

Implementation of a research project proposed in BIO 400, focused in an area of study determined by the instructor. Culminates in a written paper and oral presentation. Discipline-spe-

cific research focus designated by the following course numbers: BIO 401M (microbiology); BIO 401D (molecular biology); BIO 401E (ecology/ marine biology). Prerequisites: BIO 400, and for BIO 401M: BIO 351 or permission of instructor; for BIO 401D: BIO 375 or permission of instructor; for BIO 401E: BIO 310, BIO 358, BIO 359, or permission of instructor.

BIO 495 Special Topics (1-3)

Prerequisite: Permission of the instructor. May be repeated for credit.

CHEMICAL DEPENDENCY

Chemical dependency courses and program offerings can be found in the Social Work section of the catalog.

CHEMISTRY

FACULTY

Brandy Fox

Erin Jonasson

Gregory Milligan

Arwyn Smalley

Society is influenced by the field of chemistry in essentially all phases of life. An understanding of chemistry is necessary for those who wish to study such subjects as biology, physiology, psychology, geology, environmental science, engineering, law, medicine and dentistry.

A knowledge of chemistry and its effects, as related to the foods we eat, the air we breathe and medications we use, for example, will enhance the lives of students from all disciplines.

All courses contain a strong emphasis on classroom instruction and development of competent laboratory technique. In advanced courses, hands-on training in operation and use of all department instruments is received.

Saint Martin's offers both a Bachelor of Arts degree and a Bachelor of Science degree in chemistry.

The curriculum leading to the Bachelor of Arts degree in chemistry serves the needs of those seeking a broader education. Many students opt for the Bachelor of Arts program and complete the requirements for a second degree with a major in biology while in the University's pre-medicine program.This curriculum is recommended for students entering the allied health fields and for those who desire to teach science at the secondary school level. Students working toward a Bachelor of Arts degree are expected to complete Elements of Research (CHM 375),Thesis (CHM 475), and Research (CHM 450).

The curriculum leading to the Bachelor of Science degree in chemistry is designed to prepare students for positions in industry and government or for further education at the graduate level. Degree requirements are based on American Chemical Society standards. Stu-

dents working toward a Bachelor of Science degree will complete Elements of Research, Research, and Thesis (CHM 375, 450, and 475).

An internship program is available to all chemistry majors, although it is not a requirement for Bachelor of Science candidates. All chemistry majors are advised to take ENG 306, Professional and Academic Writing Skills, as an elective.

Prerequisites for all chemistry courses must be passed with a grade of "C-" or better.

BACHELOR OF ARTS

Core Curriculum Requirements (Please see the Core Curriculum section of the catalog)

Major in Chemistry (66 semester hours)

Lower-Division Courses (20 semester hours of chemistry; 10 of physics; 8 of mathematics, as specified)

- CHM 141/141L, 142/142L General Chemistry/Laboratory
- CHM 201/201L Organic Chemistry I/Laboratory
- CHM 202/202L Organic Chemistry II/Laboratory
- PHY 141/141L General Physics/Laboratory
- PHY 142/142L General Physics/Laboratory
- MTH 171, 172 Calculus I, II

Upper-Division Courses (28 semester hours, as specified)

- CHM 331/331L Quantitative Analysis/Laboratory
- CHM 345/345L Molecular Structure Analysis/Laboratory
- CHM 362/362L Biochemistry/Laboratory
- CHM 371/371L Physical Chemistry/Laboratory
- CHM 372/372L Physical Chemistry/Laboratory
- CHM 375 Elements of Research
- CHM 450 Research
- CHM 475 Thesis

BACHELOR OF SCIENCE

Core Curriculum Requirements (Please see the Core Curriculum section of the catalog)

Major in Chemistry (68-69 semester hours)

Lower-Division Courses (20 semester hours of chemistry;

10 of physics; 8 of mathematics, as specified)

- CHM 141/141L, 142/142L General Chemistry/Laboratory
- CHM 201/201L Organic Chemistry I/Laboratory
- CHM 202/202L Organic Chemistry II/Laboratory
- PHY 171/171 L Introductory Physics/Laboratory
- PHY 172/172L Introductory Physics/Laboratory
- MTH 171, 172 Calculus I,II

Upper-Division Courses (30-31 hours in chemistry, as specified below)

- CHM 331/331L Quantitative Analysis/Laboratory
- CHM 345/345L Molecular Structure Analysis
- CHM 355 Inorganic Chemistry
- CHM 371/371L, 372/372L Physical Chemistry/Laboratory
- CHM 375 Elements of Research
- CHM 450 Research
- CHM 475 Thesis
- Plus at least one of the following: CHM 351 Organic Chemistry III; CHM 362/362L Biochemistry/Laboratory; CHM 395 Special Topics; MTH 322 Differential Equations

Minor in Chemistry (30 semester hours, as specified below)

Lower-Division Courses

- CHM 141/141L, 142/142L General Chemistry/Laboratory
- CHM 201/201A Organic Chemistry I/Laboratory
- CHM 202/202L Organic Chemistry II/Laboratory

Upper-Division Courses

- CHM 331/331L Quantitative Analysis/Laboratory
- Six semester hours in chemistry courses numbered 300 or above, exclusive of CHM 375, CHM 390, CHM 450, CHM 475 (only one credit of CHM 380 and one of CHM 385 may be applied toward the chemistry minor)

Revised Washington State Education Endorsements

For information on the Washington State teacher education endorsement in chemistry, please refer to the requirements as outlined in the College of Education and Counseling section of the Undergraduate Academic Catalog.

CHEMISTRY COURSES

CHM 105 Chemistry in the Community (3)

Student attention is directed to selected problems facing society and how chemistry must play a role in solving those problems. Two unique features make this course of interest to non-science students: a focus on decision-making and the interplay between science and society. Three hours of lecture per week. Satisfies core requirement, but is not a prerequisite for other chemistry courses.

CHM 105L Chemistry in the Community Laboratory (1)

A series of laboratory experiences to supplement and support the development of a basic understanding and appreciation of chemistry and its place in the global community. Must be taken concurrently with CHM 105.

CHM 115 Introduction to Chemistry and the Environment (4)

This course is designed to introduce students to the aspects of chemistry that are most relevant to environmental issues, and view these issues through the lens of a chemist. The fundamental chemistry behind environmental topics including greenhouse gases, the ozone layer, and nuclear waste are examined. An analysis of conventional and alternative energy sources, and the chemistry behind them, serves as a framework for this learninG.

CHM 121 Introduction to Chemistry (3)

Fundamentals of chemistry for students interested in nursing. Study of the classification, composition, and properties (both physical and chemical) of matter at the macroscopic, atomic, and conceptual level. Includes measurements and conversions, atomic structure, chemical bonding, molecular structure, chemical reactions, molar stoichiometry and calculations, chemical equilibrium, acid-base chemistry, and periodicity.

CHM 121L Introduction to Chemistry - Laboratory (1)

Laboratory experience to accompany CHM121 Introduction to Chemistry. Introduction to laboratory techniques and manipulations. Qualitative and quantitative exercises and activities designed to illustrate, complement, and extend material discussed in CHM 121. To be taken concurrently with CHM 121. One three-hour laboratory per week.

CHM 131 Fundamentals in Chemistry: Problem Solving and Applications (4)

This class is designed for students with no prior chemistry experience and/or those who do not meet the math prerequisite for CHM 141, and serves to prepare students for a successful experience in CHM 141. The course focuses on fundamental chemical concepts such as the composition and properties of matter, physical and chemical changes, reactions and stoichiometry, basic thermochemistry, and simple bonding models, with an emphasis on applications and guided quantitative problem solving. These topics will be presented through the lens of specific societal concerns, that may vary by semester. Concurrent enrollment in CHM 131L.

CHM 131L Fundamentals in Chemistry Laboratory (1)

Laboratory experience for CHM 131. Qualitative and quantitative lab exercises reinforce lecture coverage and provide students with experience drawing conclusions and making arguments from raw data. Must be taken concurrently with 131.

CHM 140 Problem-solving in General Chemistry (1)

Students learn techniques for analyzing problems and develop a formalized approach to solving problems in general chemistry that may be applied to any type of problem. One hour lecture per week. Corequisite: Concurrent enrollment CHM 141 or 142. May be repeated for credit.

CHM 141 General Chemistry (4)

Principles of chemistry, including stoichiometry; periodicity; atomic-molecular structure and bonding; gases, liquids and solids; solutions; thermochemistry; descriptive chemistry. Prerequisite: 1) MTH 121 or equivalent math placement exam score, or concurrent and 2) passing score on chemistry placement exam or concurrent enrollment in CHM 140. Students with no prior chemistry experience should be strongly advised into CHM 131 whenever possible. Alternatively, successful completion of CHM 131 and CHM 131L fulfills both the MTH and CHM prerequisites.

CHM 142 General Chemistry (4)

Principles of chemistry, including stoichiometry; periodicity; atomic-molecular structure and bonding; gases, liquids and solids; solutions; thermo chemistry; kinetics; equilibrium; descriptive chemistry; introduction to organic chemistry. Three hours of lecture and one hour discussion per week. Prerequisite: CHM 141 or permission of instructor.

CHM 141L General Chemistry Laboratory (1)

Laboratory experience for General Chemistry 141, 142. Introduction to laboratory techniques and manipulations. Qualitative and quantitative exercises to illustrate complement and extend the material presented in lecture. Strongly recommended to be taken concurrently with CHM 141, 142. One three-hour laboratory per week.

CHM 142L General Chemistry Laboratory (1)

Laboratory experience for General Chemistry 141, 142. Introduction to laboratory techniques and manipulations. Qualitative and quantitative exercises to illustrate complement and extend the material presented in lecture. One three-hour laboratory per week. Prerequisite: CHM 141L or permission of instructor.

CHM 145 Chemistry for Engineering Students (4)

Basic chemical principles of structure and bonding that are important to the field of engineering are presented in contexts that reflect the needs and interests of students of engineering. Major topics include atoms and molecules; equations and stoichiometry; gases, liquids, and solids; periodicity; bonding and structure; materials and molecules; thermochemistry; chemical kinetics and equilibrium; electrochemistry. 3 hours of lecture and 1 hour of discussion per week.

CHM 145L Chemistry for Engineering Students – Laboratory (1)

Laboratory experience for CHM145 Chemistry for Engineering Students. Introduction to laboratory techniques and manipulations. Qualitative and quantitative exercises to illustrate and extend material presented in CHM145. Strongly recommended to be taken concurrently with CHM145. One three-hour laboratory per week.

CHM 195 Special Topics (1-4)

Prerequisite: Permission of instructor. May be repeated for credit.

CHM 201 Organic Chemistry I (4)

Structure and bonding, nomenclature, stereochemistry, spectroscopy, fundamentals of resonance and aromaticity and the concept of functional groups of principle classes of organic compounds. Students will be expected to integrate large amounts of information into a coherent framework of knowledge. Four hours of lecture per week. Prerequisite: CHM 142 or equivalent.

CHM 201L Organic Chemistry Laboratory (1)

Introduction to basic techniques for physical separation, purification and identification of organic compounds. Emphasis on microscale techniques, spectroscopy; verification of principles learned in CHM 201. Prerequisite: CHM 201 or concurrent enrollment. One three-hour lab per week.

CHM 202 Organic Chemistry II (4)

Building on concepts from CHM 201, students learn how chemical reactions occur through a reaction mechanism approach. Common approaches to all reactions are stressed, with emphasis on multi-step synthesis and spectroscopic analysis. Students are expected to integrate large amounts of information into a coherent framework of knowledge. Four hours of lecture per week. Prerequisite: CHM 201.

CHM 202L Organic Chemistry Laboratory (1)

Introduction to basic techniques for synthesis of organic compounds, spectroscopic methods for structural determination, analytical separations. Practical applications of concepts from CHM 202. Prerequisite: CHM 202 or concurrent enrollment. One three-hour lab per week.

CHM 295 Special Topics (1-4)

Prerequisite: Permission of instructor. May be repeated for credit.

CHM 299 Laboratory Projects (1-2)

Students assist in a research project under the supervision of the instructor. Research progress will be monitored by the chemistry faculty on a regular basis. This course is not a part of the research track of the chemistry major. Open to all disciplines. May be repeated for credit. Prerequisite: Permission of instructor.

CHM 331 Quantitative Analysis (3)

Principles and practice of analytical chemistry. Determination of composition of simple and

complex mixtures; gravimetric analysis; acidimetry; precipitation analysis; oxidation-reduction analysis; introduction to instrumental techniques. Prerequisite: CHM 142/142L or permission of instructor. Three hours lecture per week.

CHM 331L Quantitative Analysis Laboratory (1)

Laboratory component of CHM 331, to illustrate, complement and supplement lecture material. Introduction to methods and techniques of quantitative analysis. One three-hour lab per week. Prerequisites: CHM 331 or concurrent enrollment.

CHM 345 Molecular Structure Analysis (3)

Theory of operation, sample preparation, separation and purification, use of instrumentation and detailed interpretation of results will be investigated. Instrumental methods will be applied to the separation, characterization and identification of unknown or uncharacterized organic, organometallic, and inorganic systems. Three lecture hours per week. Prerequisites: CHM 331 and CHM 202 (or concurrent) or permission of instructor.

CHM 345L Molecular Structure Analysis Laboratory (1)

Laboratory component of CHM 345. Theory and hands-on instruction in the operation of chemical instrumentation. Methods studied will include NMR, IR UV-Vis, GC HPLC, MS Polarimetry, Cyclic Voltammetry, and Polarimetry. One three-hour lab per week. Prerequisites: CHM 345 or concurrent enrollment.

CHM 351 Organic Chemistry III (3)

Course is a continuation of CHM 202, and focuses on selected topics in organic chemistry. Designed to present advanced areas of study not covered in CHM 201 or CHM 202, but which are important to an understanding of organic chemistry, including reaction mechanisms, functional group transformations and modern synthetic methods. Three hours of lecture per week. Prerequisite: CHM 202.

CHM 355 Inorganic Chemistry (3)

Bonding, structure, reactions, kinetics, mechanisms of inorganic compounds: main group, coordination, organometallic and bioinorganic. Periodicity, acid-base chemistry and physical techniques in inorganic chemistry will be discussed according to current theories. Three hours of lecture per week. Prerequisite: CHM 142.

CHM 362 Biochemistry (3)

Lecture course covering principle topics of biochemistry. Emphasis on lipids, carbohydrates, proteins, acids, enzymes, hormones, vitamins and coenzymes, with discussions of the applicable metabolic pathways. Prerequisite: CHM 202 or equivalent. Four lectures per week.

CHM 362L Biochemistry Laboratory (1)

Laboratory methods will be introduced to investigate the properties and metabolism of carbohydrates, lipids and proteins; techniques of enzyme catalysis and isolation; research methods; analytical methods such as electrophoresis, UV-Vis, and NMR spectroscopy. Prerequisite: One three-hour laboratory per week. Concurrent enrollment in CHM 362.

CHM 371 Physical Chemistry (3)

Introduction to kinetic theory of gases, real and ideal gas behavior, thermodynamics, chemical and phase equilibrium, chemical kinetics, and quantum mechanics with application to chemical bonding and molecular spectroscopy. Prerequisites: CHM 142, MTH 172 or concurrent. PHY 172 recommended.

CHM 372 Physical Chemistry (3)

Introduction to kinetic theory of gases, real and ideal gas behavior, thermodynamics, chemical and phase equilibrium, chemical kinetics, and quantum mechanics with application to chemical bonding and molecular spectroscopy. Prerequisites: CHM 142, MTH 172 or concurrent. PHY 172 recommended.

CHM 371L Physical Chemistry Laboratory (1)

Laboratory experience for CHM 371/CHM 372, to illustrate, complement and supplement the lecture material. Must be taken concurrently with CHM 371/CHM 372. One three-hour laboratory per week. Prerequisites: CHM 142, MTH 172.

CHM 372L Physical Chemistry Laboratory (1)

Laboratory experience for CHM 371/CHM 372, to illustrate, complement and supplement the lecture material. Must be taken concurrently with CHM 371/CHM 372. One three-hour laboratory per week. Prerequisites: CHM 142, MTH 172..

CHM 375 Elements of Research (2)

First course in the capstone research track. Students will learn to search, read, and evaluate the chemical literature using traditional and online methods. Students will then pick a research topic or subtopic in consultation with a chemistry faculty member. Once the topic is chosen, the student will prepare an original research proposal and research plan. Prerequisites: CHM 331/331L, CHM 202/202L.

CHM 380 Techniques in Laboratory Instruction (1)

Students gain experience in laboratory instruction by participating in a lower division laboratory class as an assistant to the laboratory instructor. The student will help supervise the laboratory class, answer students' questions, assist in teaching laboratory techniques to lab students, and other duties as assigned by the instructor. Students may assist in revising laboratory experiments, writing or testing new experiments, writing lab "lectures" or pre-lab quizzes, and some grading. Repeatable for credit, but only 1 credit may be used toward the Chemistry minor. Prerequisite: Permission of instructor.

CHM 385 Conference Preparation (1)

This course is designed to prepare students to attend a scientific conference. Students will learn how to read scientific journal articles, write about what they read, and learn to do literature research. They will investigate the conference session offerings, read abstracts, and prepare a schedule of seminar sessions to attend at the conference. Students who have done research in a scientific field will be encouraged to present their research at the conference. All students who participate in the class will be able to attend the conference.

May be repeated for credit. Prerequisite: Permission of instructor.

CHM 390 Student Internship (3)

Students receive professional training in an actual employment setting. Academic credit is earned while working at a part-time job in local industry that uses students in chemistry. Prerequisite: Permission of instructor.

CHM 395 Special Topics (1-4)

Prerequisite: Permission of instructor. May be repeated for credit.

CHM 450 Research (4)

Second course in the capstone research track. Under close supervision by a chemistry faculty member, students will follow their previously developed research plan to conduct laboratory experiments. The results of these experiments will be used to further the course of the students' research project or subproject. Prerequisite: CHM 375.

CHM 475 Thesis (2)

Third and final course in the three-course capstone research track. Students will complete literature and laboratory research in support of their research project. Once the research is completed, the student will produce a thesis describing all aspects of the project and its contribution to the body of chemical knowledge. The thesis will be presented and defended to members of the chemistry faculty and student body. Prerequisite: CHM 450.

CHM 495 Special Topics (1-4)

Prerequisite: Permission of instructor. May be repeated for credit.

COMMUNICATION STUDIES

FACULTY

Irina Gendelman

Dustin Zemel

Communication Studies is an interdisciplinary program that uses critical and cultural studies to understand the central role of communication in society, with a focus on social justice. This program provides a broad overview of the different areas of communication, including the historical, institutional and social contexts of mass media and communication technologies; communication laws and ethics; rhetorical and semiotic analysis; as well as self-reflective citizen engagement and the creation of communication media (written, oral and visual). Communication Studies prepares students for careers in a wide range of fields, from public relations and advertising to media arts production to work in the public sector and more. Communication Studies majors are also prepared to continue their studies in graduate school, specializing in the humanities, social sciences, public relations, digital media or filmmaking. This major offers the opportunity to pursue a production-focused or more theoretically oriented course of study and it is designed to provide a well-rounded understanding of the field of communication.

BACHELOR OF ARTS

Core Curriculum Requirements (Please see the Core Curriculum section of the catalog)

Communication Studies Major (43 semester hours)

Lower-Division Courses

- COM 101 Introduction to Communication
- COM 200 Communication Theory or COM 201 Communication and Identity
- SOC 240 Research Methods

Upper-Division Courses

- COM 300 Media Production
- COM 320 Media and Culture
- COM 390 Internship
- COM 499 Capstone Project
- 21 additional credits required from the list of approved electives, 18 of which must be upper division.

Minor in Communication Studies (25 semester hours)

Lower-Division Courses (6 semester hours)

- COM 101 Introduction to Communication
- SOC 240 Research Methods

Upper-Division Courses (19 semester hours of approved courses in communication and electives, but must include the following)

- COM 300 Media Production
- COM 320 Media and Culture

Approved Elective Courses

Students may take an elective that is not listed below if, in the judgment of the program director, it will significantly enhance their learning experience in the major.

- COM 340 International Communication
- COM 360 Communication Law and Policy
- COM 380 Copy Editing and Design
- COM 385 Conflict and Peace Studies
- COM 395 Special Topics
- COM 396 Intercultural Communication

- COM 397 Directed Study
- COM 398 Media History
- COM 399 Communication Theory
- COM 401 Community Media Lab
- COM 299/WRT 299 Introduction to Journalism
- COM 302/WRT 302 Advanced Journalism
- COM 303/WRT 303 Digital Journalism
- COM 307/THR 307 Studies in Film
- COM 317/ENG 317 Language and Culture
- MUS 110 Applied Lessons
- PHL 301 Ethics
- PSY 320 Social Psychology
- SJ 370/ SOC 370 Social Action
- SOC 396 Intercultural Communication
- SOC 450 Advanced Research Methods
- COM 103 Interpersonal Communication
- COM 106 Public Address
- THR302 Playwriting
- THR 402 Playwriting
- WRT 306 Professional and Academic Writing

COMMUNICATION STUDIES COURSES

COM 101 Introduction to Communication (3)

A survey of communication studies in social interaction, international communication, political communication, and communication technology and society.

COM 103 Interpersonal Communication (3)

Exploration of principles of interpersonal communication through a combination of lecture, discussion, text readings, journals and class exercises, with the goals of recognizing and understanding how and why the student communicates as he or she does. Development of skills needed to make students more comfortable and more effective communicators. Students learn to say what they mean so that others will understand and so that they will understand what others say, to respond effectively, and to understand and evaluate communication in a variety of contexts.

COM 106 Public Address (3)

Course helps students learn to speak publicly. Students are taught to prepare and deliver a

variety of speeches: informative, stimulating, convincing, entertaining, and action-getting. Objectives include providing students with courage to express their ideas publicly and giving a heightened sense of confidence with the ability to think on their feet and with the ability to express themselves in correct English.

COM 195 Special Topics (3)

Instructors and topics will vary. May be repeated for credit.

COM 200 Communication Theory (3)

This course is an introductory approach to theories associated with the study and analysis of communication. It seeks to provide a broad base of understanding about the complexity of meaning making in society and culture.

COM 201 Communication and Identity (3)

Investigates identity and cultural communication theories and their application for varying levels of human interactions – between individuals, within groups, and across cultures.

COM 295 Special Topics (3)

Instructors and topics will vary. May be repeated for credit.

COM 299 Introduction to Journalism (3)

Fundamentals of journalistic writing, including basic news story and feature writing, interviewing, copy editing, media law, ethics and writing from speeches and interviews.

COM 300 Media Production (4)

Provides a hands-on introduction to the various pre-production, production and post-production processes and techniques used in the creation of media projects. Students gain practical experience in producing, directing, and editing media in field productions of narrative, documentary and/or experimental forms. Topic and media focus varies depending on instructor. May be repeated for credit.

COM 302 Advanced Journalism (3)

Aspects of Media Law, First Amendment rights and various modes of reporting. Prerequisite: ENG 299, WRT 299 or COM 299.

COM 303 Digital Journalism (3)

Introduces students to the theory and practice needed to write stories for the digital newsroom. Students explore tools of RSS, blogging, mapping, photography, audio and slide production.

COM 307 Studies in Film (3)

How do films work? Critical survey of several narrative films in their historical context and exploration of filmmaking techniques – acting, directing, editing, screenwriting and other related topics – as a means of developing tools for analyzing films as art, popular culture and socio-political commentary.

COM 317 Language and Culture (3)

Course examines the nature of language and its various functions, with an emphasis upon English and its cultural and historical contexts. Students explore the structure of language and its role in identity, power and history. Course content varies. May be repeated for credit.

COM 320 Media and Culture (3)

Course will focus on understanding the history, functions and role of mass media in our society and culture. Newspapers, Radio, Television, Internet, iPhones, etc., provide unique ways to view the world. This course explores the role that the changing media landscape plays in the ways that we express ourselves, listen to others, share power and live our lives. Students will use a critical approach in examining mass media's evolution and examine the challenges that it poses to our understanding of ethics, economics and freedom today.

COM 340 International Communications (3)

The course explores theoretical and practical concepts of international communication. Historical and contemporary perspectives of global media will be considered, particularly as they relate to issues of democracy, cultural autonomy, and political rights.

COM 360 Communication Law and Policy (3)

Social and legal questions over communication resources, rights and responsibilities. Examination of law and policy with respect to social communication practices, such as the First Amendment, media ownership and intellectual property rights.

COM 380 Copy Editing and Design (3)

Focus on editing copy for publications, covering grammar and style, production methods, news criteria, design, pagination, and publication. May be repeated for credit.

COM 385 Conflict and Peace Studies (3)

Examines conflict and leadership in global and local settings with a focus on the role communication plays in understanding, creating, negotiating, and transforming conflict situations. The class will emphasize the reconciliation movement over the past 25 years, particularly between modern nation-states and indigenous peoples.

COM 390 Internship (1-6)

Approved by the department and carried out under the direction of department members and internship coordinators. May be repeated for credit. Prerequisite: permission of instructor.

COM 395 Special Topics (3)

Instructors and topics will vary. May be repeated for credit.

COM 396 Intercultural Communication (3)

Cross-cultural examination of international, domestic and personal communication. Coursework intended for anyone whose work or lifestyle may involve encounters of the intercultural kind.

COM 397 Directed Study (1-3)

Directed study allows students to pursue an area of interest as developed with their directed study instructor. May be repeated for credit. Prerequisite: permission of instructor.

COM 398 Media History (3)

A focused study of the evolution and cultural history, the distribution of information, and the creation of knowledge through the means of a specific medium. The focus on a specific medium may vary, depending on instructor. May be repeated for credit.

COM 399 Communication Theory (3)

Social and cultural theory of media and communications applied to analysis of media events and texts. Students will apply research methods and strategies to analyze media content. Topic may vary with instructor. May be repeated for credit.

COM 401 Community Media Lab (3)

Students produce news and feature stories for local media in the Pacific Northwest area. Requires writing and reporting skills. May be repeated for credit. Prerequisites: ENG 302, WRT 302, COM 302, WRT 303, or COM 303.

COM 495 Special Topics (3)

Instructors and topics will vary. May be repeated for credit.

COM 499 Senior Seminar (3)

Students write a thesis paper or create a media project. The capstone project must be approved and evaluated by a committee. Repeatable for a total of 6 credits.

CRIMINOLOGY AND CRIMINAL JUSTICE

FACULTY

Robert Hauhart

William Stadler

The Criminology and Criminal Justice major is an interdisciplinary social science program preparing candidates for entry-level positions in the criminal justice field and providing a solid background for advanced education in graduate or law school. A major in Criminology and Criminal Justice may be complemented by minors in legal studies, sociology, psychology, political science, or social work.

BACHELOR OF ARTS

Major in Criminology and Criminal Justice (45 semester hours)

Lower-Division Courses (18 semester hours, including:)

- CJ 101 Introduction to Criminal Justice

- LS 101 Courts, the Legal Environment, and Ethics
- MTH 201 Introduction to Statistics
- CJ 210 The Correctional Environment
- CJ 215 Police and Society
- SOC/PSY 240 Research Methods

Upper-Division Courses (15 semester hours, including:)

- CJ 304 Criminal Courts, Legal Process, and Evidence
- CJ 305 Juvenile Justice and Rehabilitation
- CJ/SOC 325 Criminology and Juvenile Delinquency
- CJ 490 Internship
- CJ 499 Senior Seminar
- Criminology and Criminal Justice course electives (12 semester hours)

Minor in Criminology and Criminal Justice (24 semester hours)

Lower-Division Courses (12 semester hours, including:)

- CJ 101 Introduction to Criminal Justice
- LS 101 Courts, the Legal Environment, and Ethics
- CJ 210 The Correctional Environment
- CJ 215 Police and Society

Upper-Division Courses (3 required semester hours in Criminology and Criminal Justice)

- CJ/SOC 325 Criminology and Juvenile Delinquency
- Criminology and Criminal Justice course electives (9 semester hours)

CRIMINAL JUSTICE COURSES

CJ 101 Introduction to Criminal Justice (3)

An examination of the organization and jurisdiction of various agencies in the criminal justice field; role of police, courts, prosecution, corrections, probation and parole; and their impact and involvement with the individual and community.

CJ 195 Special Topics (3)

Courses offered periodically on topics announced by faculty.

CJ 210 The Correctional Environment (3)

This course introduces students to the history and functioning of corrections as a component of the American criminal justice system. Students will learn about correctional philos-

ophies and applied correctional methods in both institutional and community settings. The impact of correctional policies and practices on individuals and communities will also be explored. Prerequisite: CJ 101.

CJ 215 Police and Society (3)

Review of research on the police, including selected social institutional factors as related to their influence on police systems. Prerequisite: CJ 101.

CJ 240 Forensic Science (3)

An introductory forensic science class encompassing historical development of forensic science, physical evidence, crime scene investigation, methods and techniques of the modern crime laboratory and legal considerations surrounding the scientific investigation of crime. Prerequisite: CJ 101.

CJ 295 Special Topics (3)

Courses offered periodically on topics announced by faculty.

CJ 304 Criminal Courts, Legal Process, and Evidence (3)

The organization of the criminal courts; the analysis of statutes, case decisions, and court rules regarding the admissions and presentation of evidence; issues of constitutional due process in criminal cases; and problems with respect to the application of evidentiary rules in field settings will constitute the focus of this course. Prerequisite: CJ 101 and CJ 215.

CJ 305 Juvenile Justice and Rehabilitation (3)

This course will examine the legal history of the juvenile court and historical and contemporary approaches to juvenile rehabilitation adopted in the United states. Topics explored throughout this course will include analysis of the problems and processes of the juvenile justice system, overview of history, definitions, and nature of those correctional theories, and programs and practices that aim to deter criminal conduct in juveniles through efforts to change anti-social behavior. Equivalent to SOC 305.

CJ 307 Gender, Crime and Law (3)

Overview of history, definitions, and nature of the relationship between gender and the criminal justice system. Historically, the American criminal justice system has been a "man's world" focused on crimes committed by men and institutions run by men. To address the historical lack of interest in women's roles and the status of LGBT individuals within the criminal justice world, the course will examine historical and contemporary roles played by women and LGBT individuals as offenders, professionals, prisoners, and victims. Special attention will be given to crimes against women/LGBT individuals and the efforts to investigate, prosecute, prevent and deter these crimes. Prerequisite: CJ 101 and SOC 101.

CJ 308 Impact of Correctional Methods (3)

Examination of confinement and rehabilitation philosophies; analysis of local, state and federal correctional systems. Historical background and modern concepts will be analyzed. Prerequisite: CJ 101.

CJ 310 Community Corrections (3)

An examination of community corrections as viable alternatives to incarceration. Examines conceptual, historical, philosophical, structural, functional and legal aspects. Prerequisite: CJ 101.

CJ 312 Victimology (3)

A survey of victim-offender relationships, including the origin and scope of victimology, the victim and administration of justice and social reaction to victimization.

CJ 315 Organization and Behavior (3)

A comprehensive and critical evaluation of the important theories, approaches and current research related to the study of complex organizations and administration practices of criminal justice agencies. Prerequisite: CJ 101.

CJ 325 Criminology and Juvenile Delinquency (3)

Nature and causes of crime and delinquency; efforts to control them. Equivalent to SOC 325. Prerequisite: CJ 101.

CJ 353 Drugs, the Family and Society (3)

Overview of psychoactive substances, and their impact on individuals, families, and society. Abuse, dependence, treatment, and criminality of drug use are considered. Sociocultural theories of engagement with drug-use-supportive peer groups will also be examined. Prerequisite: PSY 101 or CJ 101. Equivalent to PSY 353.

CJ 379 Judicial Process (3)

Course covers role of the American court system; roots of Anglo-American jurisprudence; political aspects of legal institutions; structure of American court system. Equivalent to PLS 379. Prerequisite: CJ 101 or PLS 150.

CJ 390 Internship (1-6)

Job experience in a criminal justice field. Prerequisite: Department permission and junior standing. May be taken for elective credit only; repeatable for up to six semester hours. Students who take internship credit cannot participate in a practicum, CJ 450.

CJ 395 Special Topics (3)

Courses offered periodically on topics announced by faculty.

CJ 397 Directed Study (1-3)

Opportunity for students with advanced standing to pursue topics of special interest. Prerequisite: Permission of advisor.

CJ 410 Law and Society (3)

Study of law and its relationship to society. Instructor may focus on specific issues as they relate to law and society. Prerequisite: CJ 101 or PLS 150.

CJ 420 Philosophy of Law (3)

This course provides an overview of the nature, principles, theories and philosophical basis of Western law. The purpose of the course is to acquaint students with the history of ideas that constitutes the foundation for Western legal reasoning. Prerequisite: Sophomore standing. Equivalent to PLS 420.

CJ 430 Constitutional Safeguards and Individual Liberties (3)

Investigation of the origins of the U.S. Constitution and its amendments from standpoints of criminal justice and law enforcement. Emphasis on studying and clarifying effects of U.S. Supreme Court decisions and how they relate to society. Prerequisite: CJ 101. Equivalent to PLS 430.

CJ 440 Advanced Forensic Science (3)

Advanced forensic science laboratory teaching trace evidence examination, forensic serology, drug analysis, arson analysis, physical pattern analysis, questionable documents examination and firearm and tool mark examination. Prerequisite: CJ 240.

CJ 450 Practicum (1-15)

Semester-long, full-time observation and/or research with a criminal justice agency or related agency. Students can take course only once, and are not permitted to take an internship, CJ 390/490. A substantial research project is required. Elective credit only.

CJ 460 Criminal Law/Criminal Procedure (3)

The purpose of the course is to acquaint you with the constitutional requirements of the 4th, 5th, and 6th Amendments regarding police conduct and the lawful procedures police may employ. It will be assumed that students have a general knowledge of the history, nature, purpose and scope of the criminal justice system. Consequently, we will examine the role of the police in our criminal justice system in light of Supreme Court cases that bear on police investigation, search, detention, interrogation and arrest practices. Prerequisite: CJ 101 or LS 101.

CJ 470 White Collar Crime (3)

Overview of history, definitions, and nature of those unlawful activities that constitute 'white collar' law violations. The course will examine historical and contemporary conduct that has been identified as government, corporate, occupational, and institutional crime and the law enforcement agencies and approaches in place to investigate, prosecute, prevent and deter these crimes. Prerequisites: CJ 101 or SOC 101.

CJ 490 Internship (1-6)

This course is designed to address the question what comes after graduation. This career-oriented course includes internship placement with approved criminal justice and related agencies along with a weekly classroom professional development seminars addressing criminal justice ethics and employment opportunities. Students can concentrate their placement in applied areas such as: law enforcement, courts, corrections, legal studies, loss prevention, and criminal justice management/administration. Placements require

instructor and agency approval. Prerequisites: CJ 101, LS 101, MTH 201, CJ 210, SOC 240, and Junior or Senior standing

CJ 495 Special Topics (3)

Courses offered periodically on topics announced by faculty.

CJ 499 Senior Seminar (3)

Major research paper on approved topic under direction of department chair. Final course of student's program in criminal justice. Prerequisite: Senior standing.

ENGLISH

FACULTY

Todd Barosky

Jeff Birkenstein

Julia McCord Chavez

Nathalie Kuroiwa-Lewis

Father Kilian Malvey, O.S.B.

Stephen X. Mead

Jamie Olson

The English Department serves the university's diverse student population by offering a focused yet flexible program of courses in writing, literature, rhetoric, and literary theory. Our classes examine literature as a living process intimately connected with the complex problems of its place, culture, community, and history.

The Literary Studies curriculum introduces our majors and minors to a substantial body of knowledge in British, American, and Anglophone literature, as well as literary works in translation from across the globe and throughout history. Literary Studies majors are encouraged to become familiar with a broad array of literary traditions and critical methodologies before specializing in a capstone project—a research-intensive, interpretive thesis undertaken in the senior year.

A major in Literary Studies is excellent preparation for continued professional studies at the graduate level (including law, medicine, and business); jobs that require skills in communication, research, analysis, and public relations; and specialized employment in the fields of education, journalism, publishing, and the creative arts.

BACHELOR OF ARTS

Core Curriculum Requirements (Please see the Core Curriculum section of the catalog)

Major in Literary Studies (40 semester hours)

Phase I: Introduction to Literary Studies

- ENG 210 Literary Studies or ENG 220 Literary Foundations

Phase II: Literary Histories

- Choose two: ENG 251 British Literature I, ENG 252 British Literature II, or ENG 261 American Literature

Phase III: Literature and Writing Electives

- ENG 335 Comparative Literature or ENG 340 Literature in the Medieval World
- ENG 345 Literature, Race, and Ethnicity or ENG 350 Gender and Sexuality in Literature
- ENG 382 Literary Theory and Criticism
- Choose 12 additional credits of electives from ENG 302 to ENG 395

Phase IV: Capstone

- ENG 499 English Seminar

**** Early Literature Requirement***

In their coursework toward the major, students must take at least one course that focuses on literature written before 1800.

Minor in Literary Studies (20 semester hours)

Phase I: Introduction to Literary Studies

- ENG 210 Literary Studies or ENG 220 Literary Foundations

Phase II: Literary Histories

- Choose one: ENG 251 British Literature I, ENG 252 British Literature II, or ENG 261 American Literature I

Phase III: Literature and Writing Electives

- Choose 12 additional credits of electives from ENG 302 to ENG 395

Revised Washington State Education Endorsements

For information on the Washington State teacher education endorsement in English language arts, please refer to the requirements as outlined in the College of Education and Counseling section of the Undergraduate Academic Catalog.

WRITING MINOR

MISSION

The writing minor helps students develop the key communication, critical and creative thinking and research skills necessary to prepare them for entry to academic, professional

and career-oriented fields that are writing intensive. In keeping with the Benedictine philosophy of education, the Writing Minor offers students an enriching and practical academic and spiritual experience that meets the needs of the whole person. Because its objective is to help develop students' creative and unique qualities while preparing them to meet their career goals, the Writing Minor will deepen students' understanding and proficiency with specific conventions, audiences and contexts applicable to all majors.

The minor gives students a well-rounded education in creative, academic and professional and journalistic writing. At the same time, it allows students to specialize and develop an area of expertise.

Minor in Writing (minimum 18 semester hours)

- 3 or more semester hours of literature
- 9 semester hours; one course from each of three categories below (of which 3 semester hours must be lower division)
- 6 upper-division semester hours; any two courses from the three categories below

Creative Writing

- WRT 292 Creative Writing (3)
- WRT 405 Advanced Creative Writing (3)
- THR 302 Play Writing (3)
- THR 402 Play Writing II (3)

Professional and Academic Writing

- WRT 306 Professional and Academic Writing Skills (3)
- WRT 320 Ethics in Writing (3)
- WRT 390 English Internship (3)

Journalism

- WRT 299 Introduction to Journalism (3)
- WRT 302 Advanced Journalism (3)
- WRT 303 Digital Journalism (3)

ENGLISH COURSES

ENG 100 English Skills (3)

Instruction and practice in sentence structure, including English grammar and punctuation, as well as in larger units of composition. Course primarily intended for those students not placed into COR 120.

ENG 101 College Writing I (3)

Introduces students to fundamental forms of expository writing. Emphasis on structure of the essay and steps common to the writing process. Prerequisites: ENG 100 with a grade of C- or better, or appropriate scores on the English Placement Exam.

ENG 102 College Writing II (3)

Integrates the research process with writing persuasive or argumentative essays. Prerequisite: A grade of "C-" or better in ENG 101.

ENG 195 Special Topics (1-4)

To be arranged by department. May be repeated for credit.

ENG 210 Literary Studies (4)

This comparative genre course teaches students to read literature with greater enjoyment and in greater depth by teaching the skills of analysis, interpretation, and persuasive expression. Prerequisite: ENG 102 or COR 120 with a "C-" or better.

ENG 220 Literary Foundations (4)

This course explores how literature functions by drawing connections between the works of the ancient and the modern world. Prerequisite: ENG 102 or COR 120 with a "C-" or better.

ENG 251 British Literature I (to 1789) (4)

A survey of the diverse genres, themes, and authors of the British Isles, from the Middle Ages through the 18th century. Prerequisite: ENG 210 or 220, or instructor permission.

ENG 252 British Literature II (1789 to present) (4)

A survey of British and Anglophone texts from the Romantic, Victorian, Modernist, and Postmodern eras, with an eye toward emerging postcolonial voices. Prerequisite: ENG 210 or 220, or instructor permission.

ENG 261 American Literature (4)

A survey of the diverse literatures and cultures of the Americas from European colonization to the twenty-first century. Prerequisite: ENG 210 or 220, or instructor permission.

ENG 292 Creative Writing (3)

Introduction to the processes by which writers produce creative work. Students will study writers of poetry and fiction as a means of producing original work. Prerequisite: ENG 102 or COR 120.

ENG 295 Special Topics (1-4)

To be arranged by department. May be repeated for credit. Prerequisite: COR 120.

ENG 299 Introduction to Journalism (3)

Fundamentals of journalistic writing, including basic news story and feature writing, interviewing, copyediting, media law, ethics and writing from speeches and interviews. Prereq-

uisite: ENG 102 or COR 120.

ENG 302 Advanced Journalism (3)

Aspects of media law, First Amendment rights, and various modes of reporting. Prerequisite: ENG 299, WRT 299 or permission of instructor.

ENG 306 Professional and Academic Writing Skills (3)

Emphasis on structure of language, style and format used in writing inside and outside academia. Topics include technical reading and writing, research projects, reports, correspondence and other writing tasks that support writing in school and the working world. Prerequisite: ENG 102 or COR 120.

ENG 310 Studies in Fiction (4)

An advanced survey of fiction, stressing the fundamentals of the genre and critical approaches to it. Prerequisite: COR 210Y, ENG 210, or ENG 220.

ENG 311 Studies in Nonfiction (4)

An advanced survey of nonfiction, stressing the fundamentals of the genre and critical approaches to it. Prerequisite: COR 210Y, ENG 210, or ENG 220.

ENG 313 Poetry and Poetics (4)

An advanced survey of poetry, stressing the fundamentals of the genre and critical approaches to it. Prerequisite: COR 210Y, ENG 210, or ENG 220.

ENG 314 Drama and Performance Studies (4)

An advanced survey of drama, stressing the fundamentals of the genre and critical approaches to it. Prerequisite: COR 210Y, ENG 210, or ENG 220.

ENG 317 Language and Culture (4)

This course examines the nature of language and its various functions, with an emphasis upon English and its cultural and historical contexts. Students explore the structure of language and its role in identity, power and history. Course content varies. May be repeated with permission of instructor. Prerequisite: COR 210Y, ENG 210, or ENG 220.

ENG 320 Literature and the Environment (4)

An exploration of the representation of the natural world in literature, with an emphasis on ecocritical perspectives. Prerequisite: COR 210Y, ENG 210, or ENG 220.

ENG 325 Studies in British Literature (4)

Changing content. May be repeated for credit. Prerequisite: COR 210Y, ENG 210, or ENG 220.

ENG 330 Studies in American Literature (4)

Changing content. May be repeated for credit. Prerequisite: COR 210Y, ENG 210, or ENG 220.

ENG 333 Concentrated Author Studies (4)

Intensive reading and criticism of works by one or two authors. May be repeated for credit. Prerequisite: COR 210Y, ENG 210, or ENG 220.

ENG 335 Comparative Literature (4)

An exploration of selected works of world literature – Anglophone, translated, or both – with an emphasis on cultural contexts and comparative approaches to literary studies. Changing content. May be repeated for credit. Prerequisite: COR 210Y, ENG 210, or ENG 220.

ENG 340 Literature in the Medieval World (4)

An exploration of selected prose, drama, and poetry from Britain, Europe, and beyond, circa 700-1500. Changing content. May be repeated for credit. Prerequisite: COR 210Y, ENG 210, or ENG 220.

ENG 341 Shakespeare (3)

Students will study, discuss and write about several Shakespearean works in the context of other dramatic and non-dramatic Renaissance works. Content changes. May be repeated once with permission of instructor. Prerequisite: ENG 102.

ENG 345 Literature, Race, and Ethnicity (4)

Focusing on the rich and varied ethnic traditions of American and British authors and beyond, this course explores literatures both in and out of the canon. May be repeated for credit. Prerequisite: COR 210Y, ENG 210, or ENG 220.

ENG 350 Gender and Sexuality in Literature (4)

A study of works of literature that explore issues of gender and sexuality, with an emphasis on critical approaches and historical contexts. Prerequisite: COR 210Y, ENG 210, or ENG 220.

ENG 355 Spirituality and Literature (4)

Course focuses on selected literary texts as sites for the discussion, promulgation, and critique of religious institutions, dogmas, and influence. Changing content. May be repeated for credit. Prerequisite: COR 210Y, ENG 210, or ENG 220.

ENG 365 Literature and Film (4)

A course that explores intersections between literature and film as distinct mediums of artistic expression. Usually features cinematic adaptations of literary texts. Changing content. May be repeated for credit. Prerequisite: COR 210Y, ENG 210, or ENG 220.

ENG 370 Rhetorical Approaches to Literature (4)

This course focuses on rhetorical theory and rhetorical analysis of literary texts and genres. Particular attention is paid to situating the text in its historical, social, and political context in order to understand how literature is informed by rhetoric. The course may also explore rhetorical figures, schemes, and tropes specific to particular forms of imaginative literature. Prerequisite: COR 210Y, ENG 210, or ENG 220.

ENG 375 Literature and Law (4)

A survey of literary works that focus on the broad theme of the law and explore topics arising out of the search for social justice and the nature of legal systems. Prerequisite: COR 210Y, ENG 210, or ENG 220.

ENG 382 Literary Theory and Criticism (4)

Advanced study in textual interpretation and assumptions about literature for Literary Studies majors. Examination of many contemporary theories that underpin how we read and interpret a piece of writing, including systems (social class, gender, ethnicity, psychology, and historical forces) that circulate through written texts and that influence our interpretation of them. Prerequisite: ENG 210 or 220.

ENG 390 Internship (1-3)

Aspects of communication. Prerequisite: ENG102, COR 120, or permission of instructor.

ENG 395 Special Topics (1-4)

To be arranged by department. May be repeated for credit. Prerequisite: COR 120.

ENG 397 Directed Study (1-4)

Composition or readings in literature. Prerequisite: COR 120.

ENG 495 Special Topics (1-4)

To be arranged by department. May be repeated for credit. Prerequisite: COR 120.

ENG 499 English Seminar (4)

Focused group seminar, led by an English faculty member on a specialized topic to support student research and composition of a major paper. Topic of seminar changes each year. Prerequisite: ENG 382.

WRITING COURSES

WRT 292 Creative Writing (3)

Introduction to the processes by which writers produce creative work. Students will study writers of poetry and fiction as a means of producing original work. Prerequisite: ENG 102 or COR 120.

WRT 299 Introduction to Journalism (3)

Fundamentals of journalistic writing, including basic news story and feature writing, interviewing, copyediting, media law, ethics and writing from speeches and interviews. Prerequisite: ENG 102 or COR 120.

WRT 302 Advanced Journalism (3)

Aspects of media law, First Amendment rights and various modes of reporting. Prerequisite: ENG 299, WRT 299, or permission of instructor.

WRT 303 Digital Journalism (3)

Introduces students to the theory and practice needed to write stories for the digital news room. Students explore tools of RSS, blogging, mapping, photography, audio and slide production. Prerequisite: ENG102, COR 120, or instructor permission.

WRT 306 Professional and Academic Writing Skills (3)

Emphasis on structure of language, style and format used in writing inside and outside academia. Topics include technical reading and writing, research projects, reports, correspondence and other writing tasks that support writing in school and the working world. Prerequisite: ENG 102 or COR 120.

WRT 320 Ethics in Writing (3)

Advanced study on the relationship between ethics, argumentation and writing. Focus is Writing about ethical issues and the moral context that informs these issues. Prerequisite: ENG 102 or COR 120.

WRT 390 English Internship (3)

Aspects of communication. Prerequisites: ENG 102, COR 120, or permission of instructor.

WRT 395 Special Topics (1-3)

To be arranged with department advisor. Prerequisite: ENG102 or COR 120.

WRT 405 Advanced Creative Writing (3)

Advanced study of creative writing. Designed to deepen students' creative writing skills. Prerequisite: Prerequisite: ENG 292, WRT 292, or permission of instructor.

ENVIRONMENTAL STUDIES

FACULTY

Jeff Birkenstein

Robert Bode

Aaron Coby

Jeff Crane

Brandy Fox

Sam Fox

Irina Gendelman

Heather Grob

Mary Jo Hartman

Nathalie Kuroiwa-Lewis

Joseph Mailhot

Gregory Milligan

Jamie Olson

David Price
Alexis Walker
Teresa Winstead

The Environmental Studies program at Saint Martin's University is a truly interdisciplinary program. Students have an opportunity to focus on a B.S. (science track) or a B.A. (social policy track). In each of these tracks, students gain experience in a broad spectrum of environmental topics and service learning opportunities. The Environmental Studies program incorporates the Benedictine tradition of creating sustainable communities of peace for 1500 years, and benefits from our close proximity to the Washington State Department of Ecology and the state government in Olympia. We are also able to take advantage of the natural resources located immediately on our campus and close by in Western Washington.

The B.S. track is a degree centered in Biology and the fundamental scientific processes governing the environment. The degree is rooted by a broad selection of courses in ethics, service learning, social science, economics, policy, and mathematics. Additional tracks may be designed in both chemistry and mathematical modeling.

The B.A. track is a degree centered in policy and social justice issues surrounding the environment. Students receive a critical foundation in science concepts and an expansive selection of electives allows a student to focus on areas of ethics, service, economics, policy, or food sustainability.

Student Learning Outcomes

- Demonstrate proficient understanding of the scientific concepts related to environmental science at a level relevant to the degree option.
- Demonstrate proficient understanding of the ethical, social and policy concepts related to environmental studies at a level relevant to the degree option.
- Effectively synthesize and relate the Ethical, Scientific and Social issues surrounding the environment.
- Successfully design and implement an environmental studies research project that incorporates the fields relevant to the degree option.
- Demonstrate persuasive written and oral communication skills

BACHELOR OF ARTS

Core Curriculum Requirements (Please see the Core Curriculum section of the catalog)

Major in Environmental Studies (BA)

Lower Division Courses (16 semester hours)

- ECN 202 Macroeconomics

- ENV 115, ENV 110 or ENV 105 (Select one)
- MTH 201 Statistics
- PLS 150, PLS 151, or PLS 152 (Select One)
- SOC 102, SOC103, or SJ 110 (Select one)

Upper-Division Courses (15 semester hours)

- ENV 330 Climate Change
- ENV 340 Global Environmental Politics
- ENV 390 or ENV397 Internship or Directed Study
- ENV 498/PLS 498 Research Methods
- ENV 499/PLS 499 Senior Research Paper

Elective courses chosen from following list (21 semester hours)

- ECN 201 Microeconomics
- ECN 371 Econometrics
- ECN 375 Cost Benefit Analysis
- ECN 325 Evolution of Economic Thought
- ENV 115, ENV 110 or ENV 105 (separate from LD requirement)
- ENV 310 Environmental Social Issues (repeatable)
- ENV 320 Environmental Humanities (repeatable)
- ENV 350 Environmental Law
- ENV 395 Special Topics (repeatable)
- GPH 210 World Regional Geography
- PHL 314 or 356 Philosophy of Nat/Sci or Bioethics
- PLS 200 International Relations
- PLS 320 State and Local Politics
- RLS 325, RLS 350, or RLS 370
- SJ 310 or 301 Social Justice in Film or Social Justice in Literature

BACHELOR OF SCIENCE

Core Curriculum Requirements (Please see the Core Curriculum section of the catalog)

Major in Environmental Studies (BS)

Lower Division Courses (34 semester hours)

- BIO 141 & 142 General Biology I and II w/ labs

- CHM 141 & 142 General Chemistry I and II w/ labs
- ECN 202 Macroeconomics
- ENV 115, ENV 110 or ENV 105 (Select one)
- MTH 122 or MTH 171
- MTH 201 Statistics or MTH357 or BIO 301
- SOC 102, or SOC 103, or SJ 110 (Select one)

Upper-Division Courses (16 semester hours)

- BIO 358 or BIO 359 Ecology or Field Ecology w/ lab
- ENV 330 Climate Change
- ENV 390 or ENV397 Internship or Directed Study (service)
- ENV 400 Senior Seminar
- ENV 401 Senior Research

Elective courses chosen from following list (15 semester hours)

- BIO 301 Biostatistics
- BIO 305 Botany w/ lab
- BIO 310 Marine Biology w/ lab
- BIO 314 Invertebrate Zoology
- BIO 350 Microbial Ecology
- BIO 358 or BIO 359 Ecology or Field Ecology w/ lab
- BIO 375 Genetics w/ lab
- CHM 201 Organic Chemistry w/ lab
- CHM 331 Quantitative Analysis w/ lab
- ENV 310 Environmental Social Issues
- ENV 320 Environmental Humanities
- ENV 340 Global Environmental Politics
- ENV 350 Environmental Law
- ENV 395 Special Topics (repeatable)
- GPH 210 World Regional Geography
- MTH 322 Differential Equations
- MTH 353 Linear Algebra
- MTH 381 Math Modeling
- PHL 314 or 356 Philosophy of Nat/Sci or Bioethics

- RLS 325, RLS 350, or RLS 370

Minor in Environmental Studies (19 credits)

A minor in Environmental Studies allows a student to link their major studies to environmental issues with a focus on science, policy or the humanities.

Lower Division Courses (7 credits)

- ENV 110 Environmental Science w/ lab
- PLS 151 Intro to American public policies & issues
- Courses chosen from the following list (12 credits)
- ENV 310 Environmental Social Issues (repeatable)
- ENV 320 Environmental Humanities (repeatable)
- ENV 330 Climate Change
- ENV 340 Global Environmental Politics
- ENV 350 Environmental Law
- ENV 395 Special Topics (repeatable)
- PLS 200 International Relations
- PLS 320 State and Local Politics
- BIO 310 Marine Biology w/ lab
- BIO 358 Ecology w/ lab
- BIO 359 Field Ecology w/ lab

ENVIRONMENTAL STUDIES COURSES

ENV 105 Earth Science with laboratory (4)

This course introduces students to the Earth as a system of interconnected spheres (atmosphere, hydrosphere, lithosphere, and biosphere). Local geology is explored via field trips to unique geological sites (Mt Saint Helens, Mima mounds, glacial moraines). Laboratory topics cover local geology, the scientific method, plate tectonics, atmospheric science, and biosphere ecology.

ENV 110 Environmental Science with laboratory (4)

Course encompasses broad topics in environmental science; including species diversity, population dynamics, human population growth concerns, energy use and water quality. Includes laboratory and field experiences.

ENV 115 Chemistry of the Environment with laboratory (4)

This course is designed to introduce students to the aspects of chemistry that are most relevant to environmental issues, and view these issues through the lens of a chemist. The fundamental chemistry behind environmental topics including greenhouse gases, the

ozone layer, and nuclear waste are examined. An analysis of conventional and alternative energy sources, and the chemistry behind them, serves as a framework for this learning.

ENV 310 Environmental Social Issues (3)

A course addressing various topics surrounding environmental issues from a social science perspective. Topics vary and course may be repeated for Environmental Studies BA, but not for BS.

ENV 320 Environmental Humanities (3)

A course developed from a humanities prospective, which addresses topics related to environmental studies. Topics vary and course may be repeated for Environmental Studies BA, but not for BS.

ENV 330 Climate Change (3)

This course examines the historical, economic, social and scientific contexts surrounding the topic of climate change.

ENV 340 Global Environmental Politics (3)

This course introduces students to major global environmental concepts and issues such as biodiversity, climate change, epistemic communities, regimes, global and regional environmental governance, and sustainable development.

ENV 350 Environmental Law (3)

An introduction to United States environmental laws and to the nature, extent, and prosecution of environmental crimes.

ENV 390 Internship (1-6)

Off-campus experience in Environmental Studies either in a work-related or research environment. Monitored, supervised and evaluated by an intern supervisor and faculty member. Student may register for 1-6 internship credits.

ENV 395 Special Topics (1-4)

Instructors and topics will vary. May be repeated for credit.

ENV 397 Directed Study (1-3)

Directed Study allows students to pursue an area of interest as developed with their directed study instructor. If taken to satisfy the ENV Internship requirement, course must include a service component. May be repeated for credit. Prerequisite: permission of instructor.

ENV 400 Senior Seminar (2)

Presentation and discussion of results of literature and laboratory investigations of environmental topics. Preparation of senior research project proposal. Intended for Environmental Studies Bachelor of Science degree.

ENV 401 Senior Research (4)

Literature review, development and implementation of a research project focused in an area of study determined by the instructor. Culminates in a written paper and oral presentation. Intended for Environmental Studies Bachelor of Science degree. Prerequisites: BIO358 or BIO359, and ENV400.

ENV 498 Research Methods (3)

This course is designed to give students a theoretical and practical knowledge of research methods in the disciplines of environmental studies and political science. In this course students will choose a research topic, perform a considerable amount of readings in the secondary literature, make a research design, and carry out the research necessary to write a senior thesis next semester. Intended for Environmental Studies Bachelor of Arts degree.

ENV 499 Senior Research Seminar (3)

A major research paper exploring some aspect of environmental studies and/or social policy. The topic is developed in ENV498 during the previous semester. This course is intended for Bachelor of Arts environmental studies majors. Intended for Environmental Studies Bachelor of Arts degree. Prerequisite: ENV498.

EXERCISE SCIENCE

FACULTY

TBD

The Exercise Science degree provides academic and professional preparation for undergraduate students in areas related to the study of human movement and physical activity. A knowledge of developing the well-being of others is key to the success of this program. We strive to create a deeper understanding of how physical activity impacts the whole person and strengthens a community.

The B.S. track is a degree centered in the health sciences while the B.A. focuses on physical education. The successful completion of the degree allows a student to enter the workforce in a variety of health and fitness careers. Students are prepared to take certification exams related to health and fitness (examples such as: NSCA-CSCS, ACSM health fitness certifications). They are also prepared to advance into professional health care degree programs such as Physical Therapy, Athletic Training, Chiropractic, and Physician Assistance. Through the internship requirement, students obtain applicable job related experiences, preparing them for the job market.

Student Learning Outcomes

- Demonstrate proficient understanding of the scientific concepts related to exercise science at a level relevant to the degree option (B.A. or B.S.)
- Demonstrate practical knowledge of technology used in health and fitness evaluation, and in designing individual fitness programs.

- Exhibit professionalism and integrity in the interactions with individuals seeking care or guidance related to exercise science.
- Articulate the importance of physical wellbeing as it relates to the health of the individual and the community.

BACHELOR OF ARTS

Core Curriculum Requirements (Please see the Core Curriculum section of the catalog)

Major in Exercise Science (BA) (49 credit hours)

Lower Division Courses (22 semester hours)

- BIO121 Human Biology w/ lab, or BIO141 General Biology w/ lab
- CHM121 Intro to Chemistry w/ lab, or CHM141 General Chemistry w/ lab
- MTH201 Statistics
- EXS/BIO/NUR203 Nutrition
- BIO228/328 and 229/329 Anatomy & Physiology I and II with lab

Upper-Division Courses (6 semester hours)

- EXS320 Motor Learning and Development
- EXS499 Capstone in Exercise Science
- Elective courses chosen from following list (21 semester hours)
- PE100-117 (up to 3 CR) Physical activity electives
- PE301 Found of Physical Ed
- PE302 School Health Education
- EXS310 Intro to Sports Medicine
- PE345 Psychology and Philosophy of Coaching
- EXS315 Exercise Prescription and testing
- EXS390/490 Internship
- EXS/PE395 Special Topics
- EXS/PE397 Directed Study
- PE400 Kinesiology
- PE401 Exercise Physiology
- EXS405 Advanced Kinesiology w/ lab
- EXS415 Advanced Exercise Physiology w/ lab
- EXS420 Biomechanics

- PE430 Admin of Intramural Athletics

BACHELOR OF SCIENCE

Major in Exercise Science (BS) (60 credit hours)

Lower Division Courses (42 semester hours)

- Bio141 & 142 General Biology I and II w/ labs
- Chm141 & 142 General Chemistry I and II w/ labs
- PHY141 & 142 Gen Physics with lab
- MTH201 Statistics
- EXS/BIO203 Nutrition
- BIO228 & 229 w/ lab Anatomy & Physiology I and II with lab

Upper-Division Courses (6 semester hours)

- EXS320 Motor Learning and Development
- EXS499 Exercise Science Capstone

Elective courses chosen from following list (12 semester hours)

- PE100-117 (up to 3 cr) Physical activity electives
- PE301 Found of Physical Ed
- PE302 School Health Education
- EXS310 Intro to Sports Medicine
- PE345 Psychology and Philosophy of Coaching
- EXS315 Exercise Prescription and testing
- EXS390/490 Internship
- EXS/PE395 Special Topics
- EXS/PE397 Directed Study
- PE400 Kinesiology
- PE401 Exercise Physiology
- EXS405 Advanced Kinesiology w/ lab
- EXS415 Advanced Exercise Physiology w/ lab
- EXS420 Biomechanics
- PE430 Admin of Intramural Athletics

Minor in Exercise Science

Lower Division Classes (11 semester hours)

- BIO121 or BIO141
- BIO228 or BIO328
- EXS/BIO203 Nutrition

Upper Division Classes (6 semester hours)

- PE400 Kinesiology or EXS405 Adv. Kinesiology w/ lab
- PE401 Exercise Physiology or EXS415 Adv. Exercise Physiology w/ lab
- Electives from this list (6-8 semester hours)
- PE301 Found of Physical Ed
- PE302 School Health Education
- EXS310 Intro to Sports Medicine
- EXS315 Exercise Prescription and testing
- EXS320 Motor Learning and Development
- PE345 Psychology and Philosophy of Coaching
- EXS/PE395 Special Topics
- EXS/PE397 Directed Study
- EXS405 Advanced Kinesiology w/ lab
- EXS415 Advanced Exercise Physiology w/ lab
- EXS420 Biomechanics
- PE430 Admin of Intramural Athletics

EXERCISE SCIENCE COURSES

EXS 203 Human Nutrition (3)

An introduction to the fundamental of human nutrition as they relate to the individual and the community. Includes an exploration of nutrient identity, acquisition and utilization. The links between nutrition, diseases, environment and social context are examined. Students apply concepts to real-world circumstances. Equivalent to BIO203 and NUR203. Prerequisites: BIO121 or BIO141.

EXS 310 Introduction to Sports Medicine (3)

Study of emergency methods used in common accidents. Students may qualify for Red Cross certificates. Equivalent to PE310.

EXS 315 Exercise Prescription and Testing (3)

Provides students involved in the promotion of physical activity with the basic knowledge necessary to safely conduct exercise, health and fitness assessments in a variety of com-

munity settings. Topics will include: history of assessment and its role in physical activity promotion; purpose and methods for pre-evaluation and screening; assessment and evaluation techniques; prescriptive program development for health and fitness; introduction of special population considerations; and bio-psycho-social implications of assessment and evaluation. This course will help prepare exercise science students for certification through the American College of Sports Medicine and/or the National Strength and Conditioning Association (NSCA).

EXS 320 Motor Learning and Development (3)

Motor Learning study focuses on the behavioral, biomechanical, and neural bases of development, acquisition, and performance of functional movement skills. Acquisition of skill is examined over the lifespan in typically developing and impaired individuals. Movement analysis is used to explain the neuromotor control processes underlying skilled performance in everyday functional behaviors, sport, and dance. The teacher or practitioner's role in facilitating skill learning and performance is emphasized.

EXS 390 Internship (1 – 3)

Student experience in the exercise sciences, either in a work-related or research environment. Monitored, supervised and evaluated by an intern supervisor and faculty member.

EXS 395 Special Topics (1-4)

Instructors and topics will vary. May be repeated for credit.

EXS 397 Directed Study (1-3)

Directed study allows students to pursue an area of interest as developed with their directed study instructor. May be repeated for credit. Prerequisite: permission of instructor.

EXS 405 Advanced Kinesiology with lab (4)

Exploration of anatomical and mechanical fundamentals of human motion. Laboratory experience provides basic instrumentation and clinical skills practice.

EXS 415 Advanced Exercise Physiology with lab (4)

Course promotes understanding of theoretical and practical aspects of exercise physiology as they relate to the teacher, coach, trainer and/or exercise specialist. Laboratory experience provides basic instrumentation and clinical skills practice.

EXS 420 Biomechanics (3)

An analysis of the biomechanics of human movement with an emphasis on sports, improved performance and injury prevention. Includes basic application of physical laws to performance, motion, fluid mechanics and tissue mechanics.

EXS 490 Internship (1 – 3)

Student experience in the exercise sciences, either in a work-related or research environment. Monitored, supervised and evaluated by an intern supervisor and faculty member.

EXS 499 Exercise Science Capstone

The Capstone pulls together the breadth of the student's knowledge and experience gained at Saint Martin's University through a carefully researched original work of scholarship on a topic chosen by the student and approved by the student's advisor.

GENDER AND IDENTITY STUDIES

FACULTY

Rex J. Casillas
Julia McCord Chavez
Emily Coyle
Irina Gendelman
Aaron Goings
Keri Graham
Robert Hauhart
Lindsay Meyer
David Price
Teresa Winstead

The Gender and Identity Studies minor, in keeping with the Catholic Benedictine tradition of hospitality and respect for persons, is committed to educational endeavors that emphasize openness to others and engagement with people different from ourselves. The Gender and Identity Studies program offers a comprehensive program that provides students with a multidisciplinary body of theoretical and applied knowledge about both gender and identity. The program emphasizes work grounded in women's studies, men and masculinities studies, queer studies, and critical identity studies.

The minor gives students information about the social construction and conceptualization of gender, gendered experiences, gender identity, and the change in gender roles throughout history. The program also emphasizes the study of social identities and includes classes examining race, ethnicity, sexuality, age, (dis)ability, class, nationality, and religiosity in the social world.

The Gender and Identity Studies minor is interdisciplinary and widely covers work from a variety of academic disciplines. Elective coursework is offered in the departments of Communication Studies, Criminal Justice, English, History, Political Science, Psychology, Social Justice, Social Work, and Sociology. To emphasize the significance of an interdisciplinary understanding of gender and identity, students are required to take elective courses in at least two academic departments outside of Gender and Identity Studies.

Minor in Gender and Identity Studies (18 semester hours)

Required Courses (6 semester hours)

- GIS200 Introduction to Gender and Identity Studies

- GIS300 Feminist and Identity Theories

Electives (12 or more semester hours) - Students must choose one course in at least two different departments outside of GIS.

- COM201 Communication and Identity
- COM 320 Media and Culture
- CRJ 395 ST: Race, Gender, and Class in Criminal Justice
- ENG 350 Gender and Sexuality in Literature
- ENG 382 Literary Theory and Criticism
- GIS 250 Men and Masculinities
- GIS 350 Queer Theory
- GIS 375 Gender and Pop Culture
- GIS 295/395 Special Topics in Gender and Identity Studies
- HIS 305 History of American Women
- HIS 319 American Working Class History
- PLS 360 Gender and Global Politics
- PSY 310 Psychology of Human Sexuality
- PSY375 Multicultural Psychology
- PSY 385 Psychology of Women
- SJ 110 Introduction to Social Justice
- SJ 301 Social Justice in Literature
- SJ 310 Social Justice in Film
- SOC 333 Women, Culture and Society
- SW 316 History of Women in North American Social Work

GENDER AND IDENTITY STUDIES COURSES

GIS 200 Introduction to Gender and Identity Studies (3)

This course introduces students to the conceptualization of gender and identity in a social world. Focus will be placed on a multi-disciplinary understanding of gender and identity and will examine how gender, class, race, age, sexuality, physical ability, and culture intersect and impact lives.

GIS 250 Men and Masculinities (3)

This course introduces students to feminist informed men's studies. The influence of gender on men's lives will be analyzed through an exploration of multiple masculinities and their individual, cultural, and social implications.

GIS 295 Special Topics in Gender and Identity Studies (3)

Elective courses offered periodically on topics related to gender and identity studies.

GIS 300 Feminist and Identity Theories (3)

The objective of this course is to think critically about theory and methodology as it pertains to the intersection of gender, sexuality, socioeconomic status, race, ability and other social identities. The course seeks to understand how the social construction of gender and identity shapes our gendered norms, behaviors, and the lens in which we evaluate and normalize others.

GIS 350 Queer Theory (3)

This course will provide an introduction to theoretical and practical understandings of Queer Theory. It will examine the political and social constructions of sexuality, sexual orientation, gender, desire, and the erotic "body." It will focus on both the historical practice of Queer Theory as an apparatus of the academy, and as an on-going movement for universal equal rights.

GIS 375 Gender and Pop Culture (3)

This course looks at pop culture through the lens of gender and how gender is created in society. Gender doesn't stand on its own away from other political categories including, but not limited to: race, class & sexuality. This class will take a look at how all of these identifying social categories become constructed and shape what we consider to be pop culture, what we label as pop culture, and how we define ourselves within pop culture.

GIS 395 Special Topics in Gender and Identity Studies (3)

Elective courses offered periodically on topics related to gender and identity studies.

GIS 397 Directed Studies (3)

An examination of selected issues or research projects in gender and identity studies. Program permission required.

GEOGRAPHY

GEOGRAPHY COURSES

GPH 210 World Regional Geography (3)

Study of major world regions, their historical backgrounds, physical features, climate, political dynamics and economic resources.

HISTORY

FACULTY

Brian Barnes

Rex J. Casillas

Jeff Crane
Keri Graham
Aaron Goings
Alexis Walker

History is the critical examination of peoples, places, and cultures in the past, across the globe. The Department of History devotes itself to teaching within the tradition of liberal arts and professional education to produce responsible and informed persons. Our graduates will attain a solid base of historical knowledge, and of global historical development. They will understand how to think critically and how to communicate, in both written and oral forms, lessons and insights from the past. Our students will use their knowledge and skills to reach outside the university in service to the larger community. Our department seeks to educate future leaders to be thoughtful, informed, and objective participants in the global society.

To fulfill this mission, the department's curriculum is designed to achieve the following objectives:

- Acquaint the students with major issues in world history.
- Assist the student in developing the skills for critical thinking.
- Teach the student how to conduct independent research and critically evaluate sources.
- Develop the student's oral and written communication.
- Prepare students who seek to enter the profession of history.
- Teach students the diversity of human experience within and across nations and cultures.

BACHELOR OF ARTS

Core Curriculum Requirements (Please see the Core Curriculum section of the catalog)

Major in History (36 semester hours)

Upper Division Courses (30 upper-division semester hours in history and 6 upper division semester hours in political science.

History majors must take:

- Six semester hours from HIS 356, HIS 357, HIS 358, HIS 359
- Six upper-division semester hours in non-U.S. history.
- HIS 498 History Research Methods
- HIS 499 Senior Seminar/Paper
- Six upper-division semester hours in political science

No more than six semester hours of internship credit may be applied toward requirements for a history major.

Students double-majoring in History and Political Science must take 30 semester hours in History and 30 semester hours in Political Science.

History majors are advised to pursue additional supporting coursework in foreign languages, statistics, economics and political science.

Minor in History (18 semester hours)

- At least nine upper-division semester hours in history
- At least three upper-division semester hours in political science

Revised Washington State Education Endorsement

For information on the Washington State teacher education endorsement in history, please refer to the requirements as outlined in the College of Education and Counseling section of the Undergraduate Academic Catalog.

HISTORY COURSES

HIS 121 World History to 1500 (3)

The course is an examination of different civilizations in many parts of the world from the beginning of man's origins to 1500 AD. Specifically, the course looks at the origin, religion, art, political development and military struggles of various cultures across the globe. Through this course students will be able to explain basic concepts such as civilization and the effects of market economies, warfare, and religion on the formation and maintenance of cultures. The students will also be able identify important historical figures as well as the geographical regions of various civilizations. Finally, students should have the competency to broadly explain the chronological events that have occurred throughout the history of the world.

HIS 122 World History Since 1500 (3)

The course is a general examination of different civilizations in many parts of the world from the Renaissance to World War I. Specifically, the course looks at the political, economic and military struggles of various cultures across the globe and will provide explanations to understand the relationship between the Western and non-Western worlds. The course also studies the technological and philosophical revolutions as well as historical figures that shaped the world into what it is today. Consequently, the course explains how global interaction through trade, migration, religion and war contributed to the growing interconnectivity of the modern world. At the end of the course students should be able to broadly explain the chronological events that shaped the world at the beginning of the 20th century.

HIS 141 U.S. History to 1877 (3)

General survey of U.S. history through the Civil War and Reconstruction. Course will examine key social, economic and political developments in the United States during this period.

HIS 142 U.S. History Since 1877 (3)

General survey of U.S. history from the Industrial Revolution to the present, including examination of key social, economic and political developments in the United States during this period.

HIS 195 Special Topics (1-3)

To be arranged with department advisor.

HIS 211 History of Latin American Civilization (3)

This course studies Latin American history from the origins of pre-Columbian civilization to the independence movement from Spain in 1810. The course focuses on the political, economic, and cultural forces that shaped Spanish and Portuguese Colonial America. Specifically, the course examines indigenous societies in Mesoamerica and the Andes, the conquest of Latin America, colonial socio-political organization, the late colonial crises, and the build-up to the independence in Latin America.

HIS 213 History of African Civilization to 1880 (3)

This class will examine African history, focusing on Sub-Saharan Africa from the period 1000 to 1880 AD. It will examine various African societies in their own right, while also considering their relationships with Europe, Asia, and the Americas through the exchange of Christianity and Islam, the growth and abolition of the slave trade, and the emergence of colonialism.

HIS 215 History of Islamic Civilization (3)

Introductory survey of Middle East history. Examines key political, cultural and economic developments from the time of Muhammad to the present.

HIS 217 History of Chinese and Japanese Civilizations (3)

General survey of the history of China and Japan. Emphasis on the important aspects of Chinese and Japanese civilizations, political, social and economic factors, the impact of the West, modernization, development, militarism, war and revolution.

HIS 295 Special Topics (1-3)

To be arranged with department advisor.

HIS 305 History of American Women (3)

Survey of the history of American women from the colonial era to the present, focusing on the ways gender, race, ethnicity, class, and location have shaped American women's lives.

HIS 310 United States Diplomatic History (3)

A study of the origins, development and implementation of United States foreign policy. Equivalent to PLS 310.

HIS 315 Women's Sports History (3)

A critical survey of the origins and historical evolution of women's sports. It will consider the social, political and cultural variables that influenced and shaped women's athletics.

Also examines overall significance of the contemporary women's sports revolution.

HIS 319 American Working-Class History (3)

A critical survey of working class history in the United States from the early 19th century to the present. Main themes will include: working-class culture, industrial organization, and politics; work and community life; labor-management relations; changing patterns of working-class protest; and a special emphasis on race, ethnicity, and gender in the process of working-class formation and fragmentation.

HIS 320 The History of Nazi Germany (3)

This course will examine one of the most radical and destructive regimes in history, Nazi Germany, and the Holocaust, which that regime perpetrated. The course will focus on the origins of anti-Semitism, the impact of World War I on German society, the abortive experiment in democracy in the 1920s, the emergence of Adolf Hitler and the rise of the Nazi movement to power. The course will also examine Hitler's regime, the road to war and the relationship between total war and genocide.

HIS 325 History of the Vietnam War (3)

History of the Vietnam War from 1945 to 1975. Focus on U.S.-Vietnam relations; also examines the French role in Indochina and regional developments since the war's end. Equivalent to PLS 325.

HIS 326 Pacific Northwest History (3)

A survey of Pacific Northwest history from the earliest contacts between Indigenous and European peoples to the present, with a focus on the social, cultural, political, and environmental history of the region that is now Washington, Oregon, and Idaho (Education Program requirement in many cases).

HIS 330 Cold War (3)

The course traces the origins of the Cold War, its impact on the foreign and domestic policies of the United States and Soviet Union, and the role of perceptions and misperceptions on the part of United States and Soviet decision-makers. Equivalent to PLS 330.

HIS 334 Medieval European History (3)

Germanic migrations to the fall of Constantinople, 1453. Emphasis on religious, political, military and diplomatic aspects.

HIS 336 Early Modern European History (3)

A survey of all aspects of European history from 1450 to the French Revolution.

HIS 344 Nineteenth Century European History (3)

The European experience from 1815 to World War I.

HIS 347 Twentieth Century Europe (3)

Critical study of European problems and developments since 1914.

HIS 356 Colonial American History to 1763 (3)

A comprehensive analysis of the ideas, events and institutions that shaped the colonial experience and development of the future United States. Course spans period from earliest European contact through the maturation of the colonies.

HIS 357 United States History 1763-1877 (3)

Intensive overview of the United States from the Revolutionary period through the Civil War and Reconstruction era. Examines social, political and economic developments that consolidated the nation.

HIS 358 United States History 1877-1945 (3)

Comprehensive analysis of the emergence of the United States as a great power. Examines crucial social, political, economic and diplomatic developments that moved the United States from the periphery of international power to world leadership during World War II.

HIS 359 United States History Since 1945 (3)

An in-depth analysis of the history of the post-World War II United States. Emergence of the United States as a modern superpower will be traced through examination of key social, political, economic and diplomatic developments of the postwar period.

HIS 360 History of American Slavery (3)

This course will explore the origins, expansion, and abolition of slavery in colonial and 19th century America. It will examine the experiences of enslaved people, slaveholders, and non-slaveholders in different contexts, and examine the relationship between slavery and racism, national politics, the economy, the Civil War, and society more broadly. The course will also explore different approaches to studying slavery, including working with secondary sources produced by historians of slavery, and with primary sources produced by enslaved people, slaveholders, and others.

HIS 365 History of the Civil War and Reconstruction (3)

This is a specialized course in the history of the Civil War and Reconstruction. Among other topics, this course will explore the causes of the war, and its relation to slavery; military developments, and whether the war and Northern victory was inevitable; the wartime experiences of soldiers, slaves, and civilians; the role enslaved people and Abraham Lincoln played in the outcome of the war and emancipation; the causes of the successes and failures of Reconstruction; and the degree to which Northern and Southern society and politics were altered by the war and Reconstruction.

HIS 370 History of American Immigration (3)

This course examines the history of immigration to the United States, the experiences of immigrants of diverse backgrounds, and the role that immigration has played in shaping American culture. The course will examine primary and secondary source documents, including monographs, novels, autobiographies, and other resources to explore the major themes, historical trends, and cultural contexts of the American immigrant experience. At the instructor's discretion, the course may survey the history of immigration from

the colonial period to the present day, or focus on some narrower period of American immigration history.

HIS 390 History Internship (3-9)

Departmental permission and junior standing required.

HIS 395 Special Topics (1-3)

To be arranged with department advisor.

HIS 397 Directed Study (1-3)

Permission of department required.

HIS 410 The History of Modern Egypt (3)

This course analyzes the modern history of Egypt within an extended time span between the early 19th century and the present. It will examine the political, economic and socio-cultural foundations of modern Egypt, the influence of the West and critically evaluate contemporary Egypt within the context of the modern Middle East.

HIS 411 Modern Latin America (3)

The course is designed to examine the historical development of Latin America from its age of independence in the nineteenth century to the modern day nation states of the 21st century. The course focuses on the economic, political, and cultural forces that have shaped Latin America. In particular, the course presents two major theories (the cultural historical legacy argument and the external dependency argument) that influence modern Latin America today. The class studies Bolivar's war for independence and the subsequent effect of independence on Latin America's socioeconomic and political environment. The class then studies Latin America's political and economic development in the 20th century as it fluctuated between nationalism, modernization, communist upheavals and dictatorship while also examining U.S.-Latin American relations.

HIS 413 History of Modern Africa (3)

This course will survey African History since 1880, with a focus on Sub-Saharan Africa. It will examine the European colonization of Africa, African resistance to this colonization from the 19th century until independence, and the challenges and successes of the post-colonial period to the present day. The course will continually explore how Africans have defined themselves, their relations with other Africans, and the relationship between Africa and the rest of the world.

HIS 415 History of the Modern Middle East (3)

Intensive overview of 19th- and 20th-century history of the Middle East. Key political, economic and cultural developments of the region from the age of European imperialism to the present will be considered.

HIS 435 History of Capitalism (3)

Origins of private property, profit-taking and possessive individualism. Alternative expla-

nations for the rise and fall of capitalism. Extensive reference to the experience of the North Atlantic community.

HIS 490 History Internship (3-9)

Departmental permission and junior standing required.

HIS 495 Special Topics (1-3)

To be arranged with department advisor.

HIS 498 History Research Methods(3)

This course is designed to give students a theoretical and practical knowledge of research methods in the discipline of history. This class is about how historians think about and do history. It is intended to introduce students to the types of research used by historians, the process of writing history, the theoretical perspectives used by historians today, and the implications of new technologies in the researching and writing of history. In this course students will choose a research topic, perform a considerable amount of readings in the secondary literature, make a research design, and carry out the research necessary to write a senior thesis the next semester.

HIS 499 Senior Seminar/Paper (3)

A capstone course in which students use both primary and secondary sources to write an original research paper on an approved topic. Prerequisite: HIS 498.

INTERDISCIPLINARY STUDIES

BOARD OF STUDY

Jeff Birkenstein, English

Heather Grob, Economics

Mary Jo Hartman, Biology

Father Kilian Malvey, O.S.B., English and Religious Studies

Jamie Olson, English

Rico Picone, Mechanical Engineering

David Price, Sociology and Cultural Anthropology

The Interdisciplinary Studies major at Saint Martin's University exists to further the school's mission of integrative learning in the Benedictine tradition. By studying multiple approaches to enduring and topical human concerns, our students learn the approaches, lexicons, and methodologies of discrete disciplines; at the same time, such comparative and interdisciplinary exploration encourages awareness of where different disciplines share assumptions and where they construct distinct heuristic processes.

This major is designed for students who seek to engage in rigorous intellectual training in understanding how varying methodologies and modes of inquiry raise different questions and serve different purposes. Students bring together knowledge of discrete disciplines

to define and analyze problems or issues, envision solutions or responses, and thereby bridge disparate communities.

This major requires independence of thought and a strong work ethic. It is particularly useful for students who wish to engage in occupations that touch on multiple areas of human interest and/or activity. Students interested in domestic or international careers in fundraising, contractors, designers, architecture, grant writing, mediation, education, management or administration, for example, will profit from the major's emphasis on "ways of knowing."

BACHELOR OF ARTS

Core Curriculum Requirements (Please see the Core Curriculum section of the catalog)

Course of Study must follow a plan submitted to and approved by the Interdisciplinary Studies Board of Study. The plan must include the following:

- Twenty-four (24) upper-division semester hours in two distinct disciplines, twelve credits in each discipline
- First-year competency in two world languages or second-year competency in one world language
- Successful completion (2.0 minimum) of two junior seminars in Interdisciplinary Studies (IDS301)
- Successful completion of IDS498 (Senior Thesis I) and IDS499 (Senior Thesis II)

In addition, Interdisciplinary Studies majors are expected to work with their advisors and the IDS Board of Study to choose a course of electives that will not only deepen their major but also broaden their university degrees so that they might graduate with an appreciation of myriad modes of inquiry and a flexibility of method that will enrich not only the skills they will bring to future employers, but also long lives of inquiry and civic engagement.

Knowledge:

- Understanding of some multi-cultural and transnational issues
- Familiarity with fundamental professional terminology of at least two disciplines

Skills:

- Competency in writing, reading, speaking, and listening
- Ability to gather information via appropriate sources and to evaluate information critically
- Ability to identify discrete methodologies in their shared assumptions and distinct heuristic processes and to use these methodologies productively to define questions and explore responses.

INTERDISCIPLINARY STUDIES COURSES:

IDS 301 Junior Seminar (3)

Team-taught classes with changing subject matter. These seminars study significant ideas, texts, and occurrences that students are required to interpret with two distinct sets of disciplinary methods. At least two IDS301 seminars are required of IDS majors.

IDS 498 Senior Thesis I (2)

After submitting a plan to the Board of Study and receiving its approval, students gather substantial bibliographies and produce drafts of their senior thesis.*

IDS 499 Senior Thesis II (2)

Students revise and present their senior theses before Board of Study.*

*Students will choose a senior thesis director, subject to the approval of the Board of Study. After presentation of senior thesis (IDS 499), Board of Study will share its evaluation of the thesis with the director; director will determine its final grade.

LEGAL STUDIES

FACULTY

Robert Hauhart

The Legal Studies concentration is an interdisciplinary field of study composed of law courses from the departments of Criminal Justice, Political Science, History, Sociology, Philosophy, and the schools of Business, Education, and Engineering. Legal Studies is administered under the direction of the Coordinator for the Criminology and Criminal Justice major. Students interested in acquainting themselves with the genesis, development, impact and contemporary status of American law may minor in Legal Studies in support of their major field of study. Students interested in pursuing law school and/or a career in law are especially encouraged to fulfill a minor concentration in Legal Studies.

MINOR IN LEGAL STUDIES

A student may complete a minor concentration in Legal Studies by completing 21 semester hours in approved law related courses. Nine hours of required legal studies courses may be supplemented by 12 hours of electives from the courses listed below.

Required Courses (9 semester hours)

A student electing to pursue a minor in Legal Studies must complete:

- LS 101 The Legal Environment and Ethics
- CJ/PLS 430 Constitutional Safeguards and Individual Liberties
- CJ 304 Law and Evidence

Elective Courses (12 semester hours chosen from the following)

In addition to 9 semester hours of required courses, a student wishing to complete a minor in Legal Studies must complete twelve 12 hours from the following:

- BUS 225 Business Law I
- BUS 226 Business Law II
- CJ/PLS 420 Philosophy of Law
- CJ/PLS 379 Judicial Process
- CJ/SOC 410 Law and Society
- CJ 460 Criminal Law/Criminal Procedure
- SED 467 Legal Issues and IFSP/IEP
- GE 359 Ethics, Law, & Economics in Engineering Practice
- LS 350 Environmental Law
- LS 395 Special Topics in Legal Studies
- LS 397 Directed Readings in Legal Studies
- LS 470 White Collar Crime

LEGAL STUDIES COURSES

Course descriptions for additional Legal Studies courses offered other than those listed below may be found under the department from which the courses originate.

LS 101 The Legal Environment and Ethics (3)

This course introduces the student to the American legal system, including sources of law; topical areas within the law; legal process; basic legal research methods; and ethical issues. It is the initial, introductory course in Legal Studies and is required for completion of a minor in Legal Studies. The course features a broad range of guest speakers as well as a number of field trips to courts, law libraries, and law offices.

LS 195 Special Topics (3)

Courses relevant to the Legal Studies curriculum offered periodically on topics announced by the faculty. Courses may include topics such as: white collar crime; environmental law/ environmental crime; others. Prerequisite: LS 101.

LS 295 Special Topics (3)

Courses relevant to the Legal Studies curriculum offered periodically on topics announced by the faculty. Courses may include topics such as: white collar crime; environmental law/ environmental crime; others. Prerequisite: LS 101.

LS 350 Environmental Law (3)

An introduction to United States environmental laws and to the nature, extent, and prosecution of environmental crimes.

LS 395 Special Topics (3)

Courses relevant to the Legal Studies curriculum offered periodically on topics announced by the faculty. Courses may include topics such as: white collar crime; environmental law/ environmental crime; others. Prerequisite: LS 101.

LS 397 Directed Readings in Legal Studies (1-3)

A semester of directed readings under the supervision of the pre-law advisor. Topic to be chosen by student in consultation with pre-law advisor. Prerequisite: Senior Standing; 3.0 GPA; Permission of the pre-law advisor.

LS 470 White Collar Crime (3)

Overview of history, definitions, and nature of those unlawful activities that constitute 'white collar' law violations. The course will examine historical and contemporary conduct that has been identified as government, corporate, occupational, and institutional crime and the law enforcement agencies and approaches in place to investigate, prosecute, prevent and deter these crimes. Prerequisites: CJ 101 or SOC 101.

LS 495 Special Topics (3)

Courses relevant to the Legal Studies curriculum offered periodically on topics announced by the faculty. Courses may include topics such as: white collar crime; environmental law/ environmental crime; others. Prerequisite: LS 101.

MATHEMATICS

FACULTY

Bonnie Amende

Joe Mailhot

Benjamin Peet

Katherine Porter

Mathematics contributes in a unique way to the development of the disciplined, rational person. It improves one's ability to fit new concepts into a framework of existing knowledge. Students graduating with a bachelor's degree in mathematics frequently find employment in secondary schools, insurance firms, and the financial or computing divisions of large companies.

The mathematics program at Saint Martin's University provides a basic undergraduate program for mathematics majors, supports other majors in the University and offers courses of general interest.

The Mathematics Department requires students who have no record of successful completion (grade of "C-" or better) of a necessary prerequisite to take the Mathematics Placement Exams. The Mathematics Placement Exams will identify the course number(s) of the introductory math course(s) for which the student is best prepared.

A recommendation of a course by the Mathematics Placement Exams will be considered "an equivalent math placement exam score" in determining prerequisites. Note, however, that a student cannot earn academic credit through the results of the Mathematics Placement Exams. For more information regarding the rules for taking and retaking the Math Placement Exams, please contact the chair of the Mathematics Department.

Students must receive a minimum grade of "C-" in all degree requirements listed below, with the GPA for these courses no lower than 2.33, to graduate with a mathematics degree or minor.

BACHELOR OF SCIENCE

Core Curriculum Requirements (Please see the Core Curriculum section of the catalog)

Major in Mathematics

Lower-Division Courses (29-35 semester hours)

- CSC 101 Introduction to Computer Science
- MTH 171 Calculus I
- MTH 172 Calculus II
- MTH 220 Introduction to Advanced Mathematics
- MTH 271 Calculus III
- Any two sequences chosen from:
  - PHY 171/172 Introductory Physics
  - CHM 141/142 General Chemistry
  - BIO 141/142 General Biology
  - CSC 180/200 Introduction to Programming/Intermediate Programming
  - ECN 201/202 Principles of Microeconomics/Principles of Macroeconomics
  - ACC 201/202 Principles of Financial Accounting/
    Principles of Managerial Accounting
  - GE 204/205 Statics/Dynamics

Upper-Division Courses (34-35 semester hours)

- MTH 353 Linear Algebra
- MTH 357 Probability and Statistics
- MTH 461 Abstract Algebra
- MTH 471 Real Analysis I
- MTH 400 Senior Paper
- Three upper-division math electives, each of at least three semester hours

- Three approved upper-division courses, each of at least three semester hours, in one of the following supportive areas:
    - Physics (PHY)
    - Chemistry (CHM)
    - Biology (BIO)
    - Computer Science (CSC)
    - Economics and/or Business (ECN and/or BA)
    - Accounting (ACC)
    - Engineering (ME or CE)
    - Education (ED)
    - Philosophy (PHL)

BACHELOR OF ARTS

Core Curriculum Requirements (Please see the Core Curriculum section of the catalog)

Major in Mathematics

Lower-Division Courses (17 semester credits)

- CSC 101 Introduction to Computer Science or MTH 200 Mathematics for Computer Science
- MTH 171 Calculus I
- MTH 172 Calculus II
- MTH 220 Introduction to Advanced Mathematics
- MTH 271 Calculus III

Upper-Division Courses (28-29 semester hours)

Three of the following four courses

- MTH 353 Linear Algebra
- MTH 357 Probability and Statistics
- MTH 461 Abstract Algebra
- MTH 471 Real Analysis I
- Three upper-division math electives, each of at least three semester hours
- Three approved upper-division courses, each of at least three semester hours, in one of the following supportive areas:
    - Physics (PHY)
    - Chemistry (CHM)

- Biology (BIO)
- Computer Science (CSC)
- Economics and/or Business (ECN and/or BA)
- Accounting (ACC)
- Engineering (ME or CE)
- Education (ED)
- Philosophy (PHL)

Minor in Mathematics (23-25 semester hours)

Lower-Division Courses

- MTH 171 Calculus I
- MTH 172 Calculus II
- MTH 220 Introduction to Advanced Mathematics or MTH 271 Calculus III

Upper-Division Courses

- Four upper-division math electives, each of at least three semester hours

Washington State Education Endorsements

For information on the Washington State teacher education endorsement in mathematics, please refer to the requirements as outlined in the College of Education and Counseling section of the Undergraduate Academic Catalog.

MATHEMATICS COURSES

MTH 100 Math Lab (3)

A self-paced course designed to take students from their current level of math to readiness for Intermediate Algebra using computer assisted instruction.

MTH 101 Intermediate Algebra (3)

A course designed to prepare students for Precalculus Mathematics. Topics include graphing and writing equations of lines, basic factoring techniques, and solving equations and inequalities involving polynomials, rational expressions, radical expressions, and absolute values. Prerequisite: MTH 100 with grade of "C-" or better or equivalent math placement exam score.

MTH 102 Beginning and Intermediate Algebra (3)

A self-paced course designed to take students from their current level of math to readiness for Precalculus Mathematics using computer assisted instruction. The course covers the same content as Intermediate Algebra with prerequisite content from Math Lab included.

MTH 110 Mathematics in Modern Society (3)

A course in quantitative reasoning designed to examine mathematical problems in mod-

ern society. Topics include analysis of data and statistics, voting strategies, and basic financial decisions.

MTH 121 Precalculus Mathematics (3)

A first course designed to prepare students for the study of calculus, focusing on algebraic skills. Topics include functions (properties, operations, inverses, graphing by transformation), real and complex zeros of polynomials, graphing and solving equations and inequalities of polynomial, rational, exponential, and logarithmic functions, solving systems of equations and inequalities; and partial fraction decomposition. Prerequisite: MTH 101 or MTH 102 with grade "C-" or better or equivalent math placement exam score.

MTH 122 Precalculus II (3)

A second course designed to prepare students for the study of calculus, focusing on trigonometry and analytic geometry. Topics include trigonometric functions, analytic trigonometry, polar coordinates, parametric equations, polar form of complex numbers, conic sections, and vectors. Prerequisite: MTH 121 with grade "C-" or better or equivalent math placement exam score.

MTH 161 Mathematical Methods for Business and Social Sciences (3)

An introduction to calculus in a business and social sciences setting. Topics include systems of equations, matrices, linear programming, and calculus of polynomial, rational, exponential, and logarithmic functions The calculus topics include limits, derivatives, optimization, implicit differentiation, antiderivatives, basic integration techniques, and applications of integration. Prerequisite: MTH 121 with grade "C-" or better or equivalent math placement exam score.

MTH 171 Calculus I (4)

A first course in calculus with transcendentals. Topics include limits, continuity, differentiation, applications of the derivative (implicit differentiation, related rates, linear approximations, optimization, and graphing), antiderivatives, definite and indefinite integrals, and the method of substitution. Prerequisite: MTH 122 with grade "C-" or better or equivalent math placement exam score.

MTH 172 Calculus II (4)

A second course in calculus with transcendentals. Topics include integration techniques, applications of the integral (area, volumes of solids of revolution, and arc length), sequences, infinite series, and calculus of parametric and polar equations. Prerequisite: MTH 171 with grade "C-" or better.

MTH 195 Special Topics (3)

Selected topics in math. Prerequisite: Instructor's permission. May be repeated for credit.

MTH 200 Mathematics for Computer Science (3)

Introduction to mathematical concepts related to the field of Computer Science. Topics include propositional logic, set theory, algorithms, basic number theory, induction and recurrence relations, and graph theory. Prerequisite: MTH 161 or MTH 171 with grade "C-" or better.

MTH 201 Introduction to Statistics (3)

Introduction to descriptive statistics, measures of central tendency and variability, linear regression, probability, linear regression, sampling distributions, estimation, and hypothesis testing. Prerequisite: MTH 101 or MTH 102 with grade "C-" or better or equivalent math placement exam score.

MTH 220 Introduction to Advanced Mathematics (3)

Introduction to abstract mathematical reasoning through the study of symbolic logic and mathematical proof. Topics include set theory, function and relation theory, and basic number theory. Prerequisite: MTH 171 with grade "C-" or better.

MTH 271 Calculus III (3)

Expansion of the study of calculus to higher dimensions. Topics include vectors, equations of lines and planes, cylinders, quadric surfaces, vector functions, curvature, multivariable functions, limits, continuity, partial derivatives, directional derivatives, gradient, optimization, multiple integration (in Cartesian, cylindrical, and spherical coordinates), line integrals, vector fields, curl, divergence, and Green's Theorem. Prerequisite: MTH 172 with grade "C-" or better.

MTH 295 Special Topics (3)

Selected topics in math. Prerequisite: Instructor's permission. May be repeated for credit.

MTH 314 History of Mathematics (3)

Selected topics from the three great mathematical cultures that fed contemporary world mathematical culture: Greece 600 B.C.–600 A.D.; the Muslim Near East 800 A.D.–1200 A.D.; and Europe 1500 A.D.–1900 A.D. Course will consider both technical mathematical achievement and historical and social contexts in which these accomplishments took place. Course is writing-intensive. Prerequisite: MTH 161 or MTH 171 with grade "C-" or better.

MTH 322 Differential Equations (3)

Introduction to ordinary differential equations. Topics include methods for finding analytical, numerical, and series solutions to first and second order differential equations and systems of differential equations. Existence of solutions, uniqueness of solutions, and the use of Laplace transforms will also be studied. Prerequisite: MTH 172 with grade "C-" or better.

MTH 353 Linear Algebra (3)

Introduction to linear algebra. Topics include systems of linear equations, matrix operations, elementary matrices, determinants, abstract vector spaces and subspaces, linear independence and spanning, eigenvalues and eigenvectors, linear transformations, and applications. Prerequisite: MTH 172 with grade "C-" or better.

MTH 357 Probability and Statistics (3)

Topics include probability expectation, common distribution, density functions, estimation, confidence intervals, hypothesis testing, and regression. Prerequisite: MTH 172 with grade "C-" or better.

MTH 366 Geometry (3)

Course will study several types of geometries by considering their sets of axioms and proving theorems. Geometries covered are finite geometries, Euclidean geometry, projective geometry and non-Euclidean geometry. Prerequisite: MTH 220 with grade "C-" or better.

MTH 372 Complex Variables (3)

Introduction to complex analysis, the application of the theory of calculus to the complex numbers. Topics include complex functions, analytic and harmonic functions, complex elementary functions, complex integration, residue theory, and conformal mapping. Prerequisite: MTH 271 with grade "C-" or better.

MTH 381 Math Modeling (3)

Introduction to the basics of mathematical modeling emphasizing model construction, analysis and application. Students will develop spreadsheet models and MATLAB models for problems arising in areas such as physics, biology, and probability that can answer questions to real-world problems. Prerequisites: MTH 172, MTH 201 or MTH 357 and CSC 101. Grades "C-" or better required.

MTH 395 Special Topics (3)

Selected topics in math. Prerequisite: Instructor's permission. May be repeated for credit.

MTH 397 Directed Study (1-3)

A reading or research project in an area of interest to the student. This could be advanced study on the subject of a regularly taught upper-division course or study of a topic not covered in the regular curriculum.

MTH 400 Senior Paper (2-3)

Students write a detailed, thesis-style report describing the results of research or independent study. Open only to senior math majors.

MTH 461 Abstract Algebra (4)

A proof-based course in the theory of generalized algebraic systems. Topics include groups, rings, and fields. Prerequisites: MTH 220 and MTH 353 with grades "C-" or better.

MTH 471 Real Analysis I (4)

A proof-based course in the theory of the real numbers and the foundations of calculus. Topics include development of the real number system, limits of sequences and functions, continuity and uniform continuity of functions, and differentiation. Prerequisites: MTH 172, MTH 220, and an upper division math course. Grades of "C-" or better required.

MTH 472 Real Analysis II (3)

A second course in real analysis. Topics include convergence of series, point wise and uniform convergence of series of functions, and (Riemann) integration. Prerequisite: MTH 471 with grade "C-" or better.

MTH 495 Special Topics (3)

Selected topics in math. Prerequisite: Instructor's permission. May be repeated for credit.

MUSIC

FACULTY

Darrell Born

The study of music encourages students to explore the value of music in their lives. Students who study music at Saint Martin's University have the advantage of a strong music program within a liberal arts setting. Courses in music integrate the study of music literature, history and theory with musical performance to develop intellect, familiarity with a variety of cultures, interpersonal relationships and poise.

Keyboard Proficiency

All music students are required to take courses in basic piano and pass a functional keyboard proficiency examination. Students with prior piano training can waive basic piano coursework by challenging and passing the piano proficiency examination. Details regarding this examination are available in the Music Program office.

Recital

Music majors must complete junior (MUS 327) and senior (MUS 427) recitals. The junior recital is a half recital consisting of approximately 30 minutes of music. The senior recital is a full recital consisting of approximately one hour of music. Music minors are required to perform a junior recital and are encouraged to perform a senior recital. Students are required to enroll in the appropriate level of applied instruction for the semester in which they perform their respective recital.

Ensemble Participation

An undergraduate music major must earn a minimum of eight credits in large ensemble participation during eight different semesters to be eligible for graduation and must be enrolled in a large ensemble during each semester of full-time study.

A music minor must earn a minimum of four credits in large ensemble participation during four different semesters. For curricular purposes, a large ensemble is defined to mean MUS 285/385 Chorale, MUS 286/386 Band, or MUS 387 Orchestra. Instrumental majors are required to participate in MUS 286/386 or MUS 387. Vocal majors are required to participate in MUS 285/385. Various ensemble requirements are contained in specific curricula and may vary depending on scholarship award requirements. Ensembles are open, some through audition, to all students regardless of major.

Upper-Division Standing

Before enrolling in 300-level applied lessons, a student must pass the requirements of the major area upper-division jury. This jury examination requires the demonstration of, but is not limited to, the fundamentals of the student's major area of performance. The student

must show potential to continue improving in a manner that will lead to the successful completion of the performance requirements in the degree and major emphasis.

Recital Audition

Students who have registered to perform either the junior recital (MUS 327) or the senior recital (MUS 427) must perform and pass a recital audition at least two weeks prior to the recital date. A panel of at least three music faculty members will serve as the jury to hear the audition.

Recital Attendance

MUS 100 Recital Attendance, required of music majors for six semesters and of music minors for two semesters, provides the student musician an opportunity to gain insight into performance practices and concert etiquette in addition to hearing a variety of styles and genres.

Convocation and Studio Workshop

As a component of the course Applied Lessons, students registered for the course are required to attend weekly Tuesday workshops and convocation. Convocation provides a formal forum for student performance. Studio Workshop builds student technical skills and solidifies repertoire through performance within a nurturing workshop setting.

BACHELOR OF ARTS

Core Curriculum Requirements (Please see the Core Curriculum section of the catalog)

Major in Music (50 semester hours)

The music major prepares students to be involved in a variety of musical pursuits, including teaching in a studio setting, teaching music in grades K-12, participating in a variety of performance organizations and serving as a music conductor. The program also provides preparation for advanced study in performance, music theory and literature.

Lower-Division Courses (21 semester hours)

- MUS 100 Recital Attendance (6 semesters at 0 credits)
- MUS 105 Music Theory I (3)
- MUS 105L Music Theory I: Aural Skills Lab (1)
- MUS 106 Music Theory II (3)
- MUS 106 L Music Theory II: Aural Skills Lab (1)
- MUS 110 Applied Lessons: Piano (2)
- MUS 112 Applied Lessons: Major instrument (4)
- MUS 220 Basic Conducting (3)
- Large Ensemble (4)*

Upper-Division Courses (29 semester hours)

- MUS 305 Music Theory III (3)
- MUS 305L Music Theory III: Aural Skills Lab (1)
- MUS 306 Music Theory IV (3)
- MUS 306L Music Theory IV: Aural Skills Lab (1)
- MUS 307 Musical Form and Analysis (3)
- MUS 312 Applied Lessons: Major Instrument (4)**
- MUS 327 Junior Recital (0)
- MUS 330 Music History I (3)
- MUS 331 Music History II (3)
- MUS 427 Senior Recital (1)
- Large Ensemble (4)*
- 3 semester hours of approved upper-division elective credit (3)

  * Vocal students must enroll in MUS 285/385; instrumental students must enroll in MUS 286/386 or MUS 387.

  ** Students must have passed the upper-division jury exam before enrolling in 300-level applied lessons.

Minor in Music (23 semester hours)

The course of study for a music minor provides opportunities for students to study music from technical, cultural and performance perspectives.

Core Requirements

- MUS 100 Recital Attendance (2 semesters at 0 credits)
- MUS 105 Music Theory I (3)
- MUS 105L Music Theory I: Aural Skills Lab (1)
- MUS 106 Music Theory II (3)
- MUS 106L Music Theory II: Aural Skills Lab (1)
- MUS 108 Music in Western Culture (3)
- MUS 110 Applied Lessons – Piano (2)
- MUS 110 Applied Lessons – Instrument or Voice (4)
- MUS 327 Junior Recital (0)
- Large Ensemble* (4)
- MUS electives (2)

  * Vocal students must enroll in MUS 285/385; instrumental

students must enroll in MUS 286/386 or MUS 387.

Revised Washington State Education Endorsements

For information on the Washington State teacher education endorsement in choral music, instrumental music or general music, please refer to the requirements as outlined in the College of Education and Counseling section of the Undergraduate Academic Catalog.

MUSIC COURSES

MUS 100 Recital Attendance (0)

Through attending approved concerts and recitals, student musicians gain insight into performance practices and etiquette, as well as hearing a variety of styles and genres of music. Required of music majors for six semesters and music minors for two semesters, with a minimum of five recitals per semester. May be repeated for transcript inclusion.

MUS 104 Music Fundamentals (3)

Study of the basic elements of music including note reading, notating music, major and minor scales, key signatures and clefs.

MUS 105 Music Theory I (3)

An introduction to the rudiments of music, including common practice harmony, analysis and ear training. Corequisite: MUS 105L

MUS 105L Music Theory I: Aural Skills Lab (1)

The primary goal of the Aural Skills Lab is to produce musicians who can perceive and make sound in meaningful, consistent musical patterns. The listening portion includes dictation of melodies, rhythms and harmonies, perceptions of musical events (e.g. meter or form), and ensemble skills. Performance includes sight-reading, conducting and improvisation. Corequisite: MUS 105.

MUS 106 Music Theory II (3)

A continuation of MUS 105. Prerequisite: MUS 105. Corequisite: MUS 106L.

MUS 106L Music Theory II: Aural Skills Lab (1)

The primary goal of the Aural Skills Lab is to produce musicians who can perceive and make sound in meaningful, consistent musical patterns. The listening portion includes dictation of melodies, rhythms and harmonies, perceptions of musical events (e.g. meter or form), and ensemble skills. Performance includes sight-reading, conducting and improvisation. Corequisite: MUS 106

MUS 107 History of Rock and Roll (3)

This course presents an historical survey of Rock and Roll from the musical and cultural environment prior to its inception through the majority of Rock's sixty-year history. It explores significant artists, bands and individuals, whose contributions have made it what it is today, and it demonstrates the interaction between and function of instruments in the

Rock format. An objective view of the topic will be emphasized through recordings, musical analysis and class discussion.

MUS 108 Music in Western Culture (3)

A study of music as a cultural phenomenon in the life of Western mankind. Emphasis on selected composers and representative masterworks.

MUS 109 History of Jazz (3)

History of Jazz is a celebration of and introduction to a genre of music which can be considered a unique American art form. It is a survey focusing on the evolution of jazz styles, people and cultures of impact from its inception to the present. It emphasizes a study of diverse cultures, important performers, composers and musical techniques involved in the creation and performance of this special genre.

MUS 110 Applied Lessons (1)

For music minors, secondary instruments and non-majors; may not be taken for audit. One-half hour lesson per week plus convocation. Instruction offered in piano, organ, harpsichord, voice, flute, oboe, clarinet, saxophone, bassoon, trumpet, horn, euphonium, trombone, tuba, percussion, violin, viola, cello, contrabass, harp or guitar. Final exam conducted by jury in some sections. Prerequisite: Audition by committee. May be repeated for credit.

MUS 111 Applied Lessons (1)

For music majors who need to correct deficiencies in major instrument area; may not be taken for audit. One hour of private instruction per week plus convocation/area recital/ studio class. Final exam conducted by jury. See MUS 110 for instructional areas. Prerequisite: placement audition by committee. May be repeated for credit.

MUS 112 Applied Lessons (1)

For music majors; may not be taken for audit. One hour of private instruction per week plus convocation/area recital/studio class. Final exam conducted by jury. See MUS 110 for instruction areas. Prerequisite: placement audition by committee. May be repeated for credit.

MUS 195 Special Topics (1-3)

To be arranged with department advisor.

MUS 220 Basic Conducting (3)

A study of basic conducting techniques and score-reading skills applicable to instrumental and choral ensembles. Prerequisite: MUS 106.

MUS 285 Saint Martin's Chorale (1-3)

A study of sacred and secular choral literature for the large ensemble. Emphasis on individual vocal and musical development during rehearsals. Culminates in a group performance. May be repeated for credit.

MUS 286 College Band (1-3)

The band provides students who perform on wind or percussion instruments an opportunity to study, rehearse and perform music from the extensive wind band repertoire. Prerequisite: Audition. May be repeated for credit.

MUS 295 Special Topics (1-3)

To be arranged with department advisor.

MUS 305 Music Theory III (3)

Continuation of MUS 106 and beginning studies in counterpoint. Prerequisite: MUS 106. Corequisite: MUS 305L.

MUS 305L Music Theory III: Aural Skills Lab (1)

The primary goal of the Aural Skills Lab is to produce musicians who can perceive and make sound in meaningful, consistent musical patterns. The listening portion includes dictation of melodies, rhythms and harmonies, perceptions of musical events (e.g. meter or form), and ensemble skills. Performance includes sight-reading, conducting and improvisation. Corequisite: MUS 305.

MUS 306 Music Theory IV (3)

A continuation of MUS 305, with additional emphasis on contrapuntal techniques and 20th century harmony and composition. Prerequisite: MUS 305. Corequisite: MUS 306L.

MUS 306L Music Theory IV: Aural Skills Lab (1)

The primary goal of the Aural Skills Lab is to produce musicians who can perceive and make sound in meaningful, consistent musical patterns. The listening portion includes dictation of melodies, rhythms and harmonies, perceptions of musical events (e.g. meter or form), and ensemble skills. Performance includes sight-reading, conducting and improvisation. Corequisite: MUS 306.

MUS 307 Musical Form and Analysis (3)

This course advances students' understanding of music through formal, rhythmic, melodic and harmonic analysis. Students will develop skills and techniques that enable them visually and aurally to comprehend simple and complex forms, line, metric and tonal relationships, and the like within small and larger-scale musical structures. Prerequisite MUS 306.

MUS 310 Applied Lessons (1)

For music minors, secondary instruments and non-majors at the upper-division level. See MUS 110 for instruction areas. Prerequisite: Upper-division jury examination. May be repeated for credit.

MUS 312 Applied Lessons (1)

For upper-division music majors. See MUS 112 for instruction areas. Prerequisite: Upper-division jury examination. May be repeated for credit.

MUS 321 Advanced Conducting (3)

Continuation of basic conducting, with emphasis on development of advanced choral, band and orchestra conducting skills. Topics include complex patterns, score reading and preparation, rehearsal techniques, an awareness of age and ensemble, and appropriate methodologies and pedagogies resulting in effective performance. Prerequisite: MUS 220.

MUS 327 Junior Recital (0)

A recital given by a music major or minor in which the student performs with another student, each performing approximately one half-hour of music. Corequisite: MUS 310 for music minors; MUS 312 for music majors.

MUS 330 Music History I (3)

A study of major composers and compositions in Western culture prior to 1750. Includes an overview of important historical events in related fields and their influence on the development of music. Prerequisite: MUS 106.

MUS 331 Music History II (3)

A study of the major composers and compositions in Western culture from 1750 to the present. Includes an overview of important historical events in related fields and their influence on the development of music. Prerequisite: MUS 106.

MUS 335 Studies in Musical Context (3)

This course deepens students' knowledge of the literature and practices of music in their historical and contemporary contexts. Its focus varies by year and instructor. Prerequisite: MUS 306.

MUS 375 Instrumental Chamber Ensemble (1-3)

These ensembles provide students with advanced instrumental background an opportunity to study challenging instrumental chamber music in which his/her instrument is commonly found. Students may audition for up to three different ensembles. Each ensemble will be expected to perform for a variety of functions both on and off campus. Specific ensembles will be offered based on student interest. May be repeated for credit.

MUS 385 Saint Martin's Chorale (1-3)

A study of sacred and secular choral literature for the large ensemble. Emphasis on individual vocal and musical development during rehearsal. Culminates in group performance. Students who take MUS 385 will assume a leadership role in the chorale in their respective sections (i.e., soprano, alto, tenor, bass) and/or in the chorale in general. May be repeated for credit.

MUS 386 College Band (1-3)

The band provides students who perform on wind or percussion instruments opportunity to study, rehearse and perform music selected from the extensive wind band repertoire. Students who enroll in MUS 386 will assume a leadership role in their respective section and/or in the ensemble in general. May be repeated for credit.

MUS 387 College Orchestra (1-3)

This ensemble provides students with advanced instrumental backgrounds an opportunity to study a variety of challenging orchestral music with Student Orchestras of Greater Olympia (SOGO). Prerequisite: Audition. May be repeated for credit.

MUS 389 Jazz Ensemble (1-3)

A study of the basic styles of jazz and of improvisation through rehearsal and performance. Prerequisite: Audition. May be repeated for credit.

MUS 395 Special Topics (1-3)

To be arranged with department advisor.

MUS 397 Directed Study (1-3)

An opportunity for students to pursue research-based or scholarly projects on their own initiative. Prerequisite: Instructor's consent.

MUS 427 Senior Recital (1)

A recital given by a music major in which the student performs a music program approximately one hour in length. Corequisite: MUS 312.

MUS 430 Music in the Classroom (3)

Introduction to teaching music in the elementary classroom designed for elementary education classroom teachers. Course includes the study of music fundamentals and methods of teaching music in the elementary classroom. Selected interdisciplinary resources will be explored. No prior musical training is required. Offered on demand.

MUS 495 Special Topics (1-3)

To be arranged with department advisor.

NURSING

FACULTY

Teri Woo

Diane Hamilton

VISION

The Department of Nursing at Saint Martin's University aspires to be recognized for educating nurses who are transformational leaders, are grounded in Benedictine values, committed to social justice, and lifelong learning.

MISSION

The Department of Nursing at Saint Martin's University is dedicated to creating a learner-centered education grounded in the university core values of faith, reason, service

and community. The program prepares nursing graduates who are committed to evidence-based practice, social justice, and lifelong learning to meet the needs of the global community in the 21st century.

PROGRAM OUTCOMES

- Graduates of the BSN Program at Saint Martin's University will be able to demonstrate the following:
- Integrate knowledge from a liberal arts and sciences education into nursing practice
- Provide leadership to foster high quality health care and improve patient safety
- Translate research into evidence-based practice
- Use informatics, patient care technologies and electronic tools across the continuum of health care settings to promote safe, high quality patient care
- Demonstrate knowledge of healthcare policy and the legal, economic, political and socio-cultural factors at the local, state, national and global levels that affect the healthcare system and nursing profession
- Communicate and collaborate effectively to facilitate inter-professional patient-centered care
- Apply principles of health promotion and disease prevention to improve the health of individuals and populations
- Develop professional and ethical values that guide decision-making
- Practice nursing from a holistic, caring framework with individuals, families, groups, communities and populations across the lifespan and the continuum of care, with respect for cultural diversity and the autonomy of the individual who is a full partner in decision-making.

Accreditation

The baccalaureate degree program in nursing at Saint Martin's University is accredited by the Commission on Collegiate Nursing Education (www.ccneaccreditation.org).

Washington State Approval

The BSN Nursing Program is approved by the Washington State Nursing Care Quality Assurance Commission.

BACHELOR OF SCIENCE IN NURSING

The Department of Nursing offers the following paths to the BSN degree:

- Bachelor of Science in Nursing (BSN)
- Registered Nurse to Bachelor of Science in Nursing (RN to BSN)

BSN ADMISSION REQUIREMENTS

Direct Admission to Nursing

First-Year undergraduate Bachelor of Science in Nursing applicants must meet the general entrance requirements of the University as outlined in the university catalog and at the First-year Admissions website.

Applicants seeking admission to the nursing program are required to have 3 years of high school or higher science courses, including one year of laboratory science and mathematics including college preparatory algebra, with grades of "B" (3.0) or higher.

Progression into the upper division nursing courses are dependent on the following:

- A cumulative GPA of 3.0 or higher at the end of the second (sophomore) year at Saint Martin's.
- A minimum cumulative GPA of 3.0 or higher in the prerequisite sciences taken at Saint Martin's University.
- All pre-requisite courses must be passed with a grade of B- or higher.
- Students may repeat one pre-requisite science course one time if they receive a grade of lower than a B-.
- Satisfactory completion of all clinical entry requirements, including background clearance, drug screen and immunizations.

Transfer Entry Admission Requirements

Transfer student applicants to the upper division of the Bachelor of Science in Nursing program must meet the transfer admission requirements of the University as outlined in the university catalog and at the Transfer (undergrad) website. Transfer applicants may state their preference for fall or spring entry into the upper division nursing program.

Acceptance into the upper division nursing program for the Bachelor of Science in Nursing degree is dependent on the following:

- A cumulative GPA of 3.0 or above. Transfer student GPA is computed from all college-level coursework taken.
- A minimum of 3.0 GPA in all required prerequisite science courses.
- Completion of all nursing prerequisite courses. Prerequisite courses may be taken at any accredited college or university.
- Students may repeat one pre-requisite science course one time if they receive a grade of lower than a B-.
- Satisfactory completion of all clinical entry requirements, including background clearance, drug screen and immunizations.

BSN PREREQUISITE COURSES

- BIO 121 Human Biology
- BIO 228/328 Human Anatomy & Physiology I
- BIO 229/329 Human Anatomy & Physiology II
- BIO 251 Microbiology for Applied Health
- CHM 121 Introduction to Chemistry
- MTH 101 Intermediate Algebra
- MTH 201 Introduction to Statistics
- NUR/EXS 203 Human Nutrition
- PSY 101 Introduction to Psychology
- PSY 215 Lifespan Development

RN TO BSN NURSING PROGRAM

Prerequisites for admission to the RN to BSN Nursing Program

- Admission to Saint Martin's University.
- Unrestricted Washington State Registered Nurse license. (Applicants currently enrolled in a nursing program may be offered provisional admission, pending passage of the NCLEX and receiving RN licensure which must be obtained by the end of the first semester in the program.)
- Associate degree in nursing, diploma in nursing, an international nursing education, or a non-nursing bachelor's degree.
- Competitive GPA, with a minimum grade of C in each nursing core and prerequisite course.
- Satisfactory completion of all clinical entry requirements, including background clearance, drug screen and immunizations.

RN to BSN Admission Process

- RN to BSN students can be admitted for any semester; applications will be received and reviewed on an ongoing basis
- Complete an application for admission to Saint Martin's as a transfer student
- Submit an official copy of transcripts from every college attended.
- Complete a FAFSA form for financial aid purposes.

Internal Transfers: Current Saint Martin's student requests for internal transfer to the nursing major will be considered on a space available basis. Qualified applicants who wish to change their major to nursing must

- meet the first year admission criteria outlined above,

- have a minimum cumulative GPA of 3.0 or higher in the prerequisite sciences taken at Saint Martin's University,
- earn a grade of B- or higher in all pre-requisite courses,
- have a cumulative 3.0 GPA or higher in courses taken at Saint Martin's.

Students wishing to transfer to the BSN major must meet with the Director of Nursing to apply for transfer into the major and to develop a plan of study.

Technical Standards: All nursing students must meet the Technical Standards of the nursing program, with or without reasonable accommodation to complete successfully the nursing program.

BACHELOR OF SCIENCE IN NURSING

BSN Program Requirements

All students must meet the university's graduation requirement of 120 total semester hours. Commonly, BSN graduates complete 127 semester hours of credit to complete the BSN degree at Saint Martin's. Students transferring from a community college must complete no less than 60 credits at Saint Martin's University.

BSN PROGRAM PROGRESSION

All upper division nursing courses are taught in a sequential pattern. Once students enter the upper division courses, students must complete all courses in the semester to progress to the next semester in the program. Students must adhere to the curriculum sequence as outlined in this catalog. Failure to progress according to the program plan may result in dismissal or a significant delay in graduation.

Students must earn a grade of "C" or 2.0 in each upper division required nursing course. Students who do not earn a "C" or better in any course that is a prerequisite to another nursing course may not continue in the nursing program until the prerequisite course is repeated with a grade of "C" or better.

Students may only repeat one nursing course. Repeated classes will also include those from which a student has withdrawn. Permission to continue will be granted or denied based on the circumstance related to the failure and space availability in the course.

Withdrawal from a course in failing status is considered equivalent to a course failure.

Students who do not earn a "B-" or 2.50 or better in a nursing course while enrolled in the nursing program will be placed on academic probation, and may be dismissed from the nursing program.

The Department of Nursing reserves the right to withdraw nursing students who fail to achieve and maintain academic or clinical competence, or who do not demonstrate professional accountability or conduct. Unsafe and/or unethical practice constitutes grounds for

immediate dismissal from the clinical component and/or the program.

All students must comply with confidentiality according to Health Insurance Portability and Accountability Act (HIPAA), Department of Nursing, and University regulations.

Graduates of the nursing program are eligible to take the NCLEX-RN exam to obtain licensure through the National Council of State Boards of Nursing.

ADDITIONAL COSTS

Course fees are charged to each student's account each semester. These fees support the purchase of equipment, materials and supplies in the practice labs and clinical placements, external testing measures, as well as computer materials and software. The fee is paid with tuition following registration for nursing courses.

In addition to regular university costs, students must provide their own transportation between the University campus and the clinical areas beginning with the first upper division nursing course. Public transportation is limited, so provision for private transportation is essential.

Health requirement fees, student uniforms, textbooks, other learning materials, and any necessary equipment are the responsibility of the student.

All upper division students are required to have a laptop computer for learning activities and testing. Laptop must be able to support nursing education software.

BSN COURSE SEQUENCING

The curriculum plan for the traditional four-year student who does not have a registered nurse license is as follows:

First Year

- COR 100 First year Seminar (4)
- COR 110 Religious Studies (3)
- COR 120 Critical Reasoning and Writing (4)
- CHM 121 Introduction to Chemistry and lab (4)
- BIO 121 Human Biology (4)
- PSY 101 Introduction to Psychology (3)
- MTH 101 Intermediate Algebra (3)
- Electives (6 credits)

Second Year

- BIO 228 Human Anatomy &Physiology I (4) (or BIO 328)
- BIO 229 Human Anatomy & Physiology II (4) (or BIO 329)

- BIO 251 Microbiology (4) (BIO 351)
- PSY 215 Lifespan Development (3) (Core 220)
- MTH 201 Introduction to Statistics (3)
- NUR 203 Human Nutrition (3)
- COR 210 Humanities (4)
- COR 240 Artistic and Creative Expression (3)
- COR 250 Historical and Political Studies (3)

Upper Division Nursing Courses

Junior I semester

- NUR 301 Introduction to Professional Nursing (3)
- NUR 302 Foundations of Nursing Practice: Prevention and Promotion of Health (5)
- NUR 303 Health Assessment (3)
- NURS 304 Pathophysiology and Pharmacology for Nursing Practice (3)
- COR 300 level

Junior II semester

- NUR 311 Nursing Management of Chronic Diseases (4)
- NUR 312 Nursing Management of Chronic Disease Practicum (3)
- NUR 313 Nursing Skills and Simulation Lab (2)
- NUR 350 NUR 350Translating Research into Evidence Based Practice (3)
- COR 340 Ethics, Human Dignity, and Reason (4) (required for nursing)

Senior I semester

- NUR 401 Nursing Management of Acute or Complex Conditions (4)
- NUR 402 Nursing Management of Acute or Complex Conditions Practicum (3)
- NUR 403 Advanced Nursing Skills and Simulation Lab (2)
- NUR 420 Nursing Management of Childbearing and Childrearing Families (4)
- NUR 421 Childbearing Family Clinical Practicum (1)
- NUR 310 Health Policy (3)

Senior II semester

- NUR 430 Nursing Leadership (3)
- NUR 410 Promoting Population Health in the Community (3)
- NUR 412 Promoting Population Health in the Community Practicum (2)

- NUR 495 Transition to Professional Nursing Practice (2)
- NUR 499 Capstone & Synthesis Clinical Practicum (5)

BSN Course Sequencing for Transfer Students

The curriculum plan for the transfer student who does not have a registered nurse license includes meeting the core curriculum and upper division nursing courses. Students with a Direct Transfer Agreement will take COR 110 Religious Studies, and the upper division nursing courses.

Upper Division Nursing Courses

Junior I semester

- NUR 301 Introduction to Professional Nursing (3)
- NUR 302 Foundations of Nursing Practice: Prevention and Promotion of Health (5)
- NUR 303 Health Assessment (3)
- NURS 304 Pathophysiology and Pharmacology for Nursing Practice (3)
- COR 300 level

Junior II semester

- NUR 311 Nursing Management of Chronic Diseases (4)
- NUR 312 Nursing Management of Chronic Disease Practicum (3)
- NUR 313 Nursing Skills and Simulation Lab (2)
- NUR 350 NUR 350 Translating Research into Evidence Based Practice (3)
- COR 340 Ethics, Human Dignity, and Reason (4) (required for nursing)

Senior I semester

- NUR 401 Nursing Management of Acute or Complex Conditions (4)
- NUR 402 Nursing Management of Acute or Complex Conditions Practicum (3)
- NUR 403 Advanced Nursing Skills and Simulation Lab (2)
- NUR 420 Nursing Management of Childbearing and Childrearing Families (4)
- NUR 421 Childbearing Family Clinical Practicum (1)
- NUR 310 Health Policy (3)

Senior II semester

- NUR 430 Nursing Leadership (3)
- NUR 410 Promoting Population Health in the Community (3)
- NUR 412 Promoting Population Health in the Community Practicum (2)
- NUR 495 Transition to Professional Nursing Practice (2)

- NUR 499 Capstone & Synthesis Clinical Practicum (5)

RN-to-BSN Program Requirements

All students must meet the university's graduation requirement of 120 total semester hours, which includes accepted transfer credit and at least 30 semester hours of course work completed at Saint Martin's University. A maximum of 90 semester hours (135 quarter hours) will be accepted in transfer toward fulfillment of requirements for the baccalaureate degree. Thirty semester hours of upper division credit will be awarded, based on verification of successful completion of the NCLEX- RN examination. Core curriculum, nursing core and elective courses may be taken simultaneously.The program will be tailored as much as possible to meet the needs and interests of each student, taking into account the number and nature of credits accepted for transfer. Either part-time or full-time enrollment is possible.

Core Curriculum Requirements (Please see the Core Curriculum section of the catalog)

Information about core curriculum requirements, most of which may be satisfied by transfer credit, is found in the Academic Policies and Procedures section of this catalog. RN to BSN students will be required to take COR 110 Religious Studies (3) and COR 340 Ethics, Human Dignity, and Reason (4).

Nursing Core Courses (19 semester hours)

Each core nursing course is offered at least once a year. Prerequisite or co-requisite course requirements may be waived if, in the judgment of the program director, it will significantly enhance the learning experience of the student.

- NUR 310 Health Policy (3)
- NUR 350 Translating Research into Evidence-Based Practice (3)
- NUR 410 Promoting Population Health in the Community (3)
- NUR 411 Promoting Population Health in the Community Practicum for the RN to BSN Student (1)
- NUR 430 Nursing Leadership (3)
- NUR 450 Care Coordination and Inter-professional Collaboration (3)
- NUR 490 Capstone (3)

Approved Elective Courses (6 semester hours)

Students may take an elective that is not listed if, in the judgment of the program director, it will significantly enhance their learning experience in the major.

- BA 303 Labor/Management Relations (3)
- BA 340 Human Resource Management (3)
- NUR 320 Traditional Chinese Medicine and Evidence-Based Practice (3)
- NUR 330 Practicum at Shanghai University of Traditional Chinese Medicine (3)
- NUR 340 Global Health (1-6)

- PSY 330 Psychology of the Family (3)
- PSY 343 Health Psychology (3)
- PSY 353 Drugs and Society (3)
- PSY 387 Body Image and Eating Disorders (3)
- PSY 440 Grief and Loss (3)
- SOC 302 Sex, Race and Disability (3)
- SOC 303 Sociology of Aging (3)
- SOC 396 Intercultural Communication (3)

NURSING COURSES

NUR 203 Human Nutrition (3)

An introduction to the fundamentals of human nutrition as they relate to the individual across the lifespan and the community. Includes an exploration of nutrient identity, acquisition and utilization.The links between nutrition, diseases, environment and social context are examined. Students apply concepts to real-world circumstances. Equivalent to BIO 203 and EXS 203. Prerequisites: BIO121 or BIO141

NUR 301 Introduction to Professional Nursing (3)

An introduction to the discipline of nursing, nursing theories, professional values, standards, nursing history and culture, health care delivery systems, the scientific basis for nursing, and the role of nursing in the delivery of health. Critical thinking and active inquiry into healthcare issues are introduced. Students will examine health from different perspectives, social justice in healthcare, care of self and the practice of nursing from a holistic, caring framework.

NUR 302 Foundations of Nursing Practice: Prevention and Promotion of Health (5)

Foundational knowledge, skills and attitudes in preparation for reflective nursing practice to promote and protect health across the lifespan. Includes 2 credits didactic, 2 credits lab and 1 credit (50 hours) of clinical experience. Prerequisites: All BSN prerequisite courses.

NUR 303 Health Assessment (3)

Foundational knowledge, skills and attitudes about health assessment across the lifespan, respecting diverse cultures, ethnicities and social backgrounds. Includes 1 credit didactic and 2 credits lab.

NURS 304 Pathophysiology and Pharmacology for Nursing Practice (3)

Concepts of pathophysiology and pharmacology essential to nursing practice.

NUR 310 Health Policy (3)

Examination of health policy and its significance to practice. Overview of policy analysis, legislative and regulatory processes and issues such as health care reform, health care

costs, Medicare and Medicaid, and health insurance. Principles of access, equity, affordability, and social justice in health care delivery. Students participate in the legislative, regulatory and political processes.

NUR 311 Nursing Management of Chronic Diseases (4)

Nursing management of common chronic diseases across the lifespan. Includes nursing assessment, diagnosis, care planning, nursing interventions and symptom management, and evaluation of care. Emphasis on principles of safe and effective care for patients with chronic disease, injury or disability. Prerequisite courses: NUR 302, NUR 303, NUR 304. Taken concurrently with NUR 312.

NUR 312 Nursing Management of Chronic Disease Practicum (3)

Clinical experience in the nursing management of common chronic diseases across the lifespan. Taken concurrently with NUR 311. Includes 3 credits clinical practicum (150 hours).

NUR 313 Nursing Skills and Simulation Lab (2)

Skills and procedures associated with managing patients with chronic disease in the community. Lab simulation of selected clinical nursing skills.

NUR 320 Traditional Chinese Medicine and Evidence-Based Practice (3)

Introduction to traditional Chinese medicine and the evidence base for its effectiveness. Comparison of US and Chinese health systems.

NUR 330 Practicum at Shanghai University of Traditional Chinese Medicine (3)

Study of health care and traditional Chinese medicine at the Shanghai University of Traditional Chinese Medicine. NUR 320 is highly recommended prior to taking NUR 330.

NUR 340 Global Health (1-6)

International courses, practica or service-learning projects that promote an understanding of global responses to health problems. May be repeated for credit.

NUR 350 Translating Research into Evidence-Based Practice (3)

Integration of the research process and methods with elements of evidence-based practice to promote patient-centered, safe and effective care. Incorporation of informatics into the research process and the delivery of patient care.

NUR 395 Special Topics (3)

To be arranged by Department of Nursing.

NUR 401 Nursing Management of Acute or Complex Conditions (4)

Nursing management of common, complex, or exacerbations of chronic conditions seen in acute care settings. Prerequisite NUR 311.

NUR 402 Nursing Management of Acute or Complex Conditions Practicum (3)

Clinical experience in the nursing management of common or complex conditions seen

in acute care settings. Includes 3 credits clinical practicum (150 hours). Co- or prerequisite NUR 401.

NUR 403 Advanced Nursing Skills and Simulation Lab (2)

Advanced nursing skills and procedures utilized in caring for complex patients, including maternal-child patients. Lab simulation of selected advanced nursing skills.

NUR 410 Promoting Population Health in the Community (3)

Examination of population health and community health nursing concepts for the promotion of individual, family, group, community and population health through the lens of social justice. Must be taken concurrently with NUR 411 (RN to BSN student) or NUR 412 (traditional BSN student).

NUR 411 Promoting Population Health in the Community Practicum for the RN to BSN Student (1)

Application of population health and community health nursing concepts for the promotion of individual, family, group, community and population health through the lens of social justice. Partnerships with community members, agencies and health systems are emphasized. Must be taken concurrently with NUR 410. Includes 50 hours of practicum for RN to BSN students.

NUR 412 Promoting Population Health in the Community Practicum (2)

Application of population health and community health nursing concepts for the promotion of individual, family, group, community and population health through the lens of social justice. Partnerships with community members, agencies and health systems are emphasized. Must be taken concurrently with NUR 410. Includes 100 hours of practicum for traditional BSN students.

NUR 420 Nursing Management of Childbearing and Childrearing Families (4)

Family-focused nursing management of the normal physiological and developmental changes, and disease processes encountered when caring for childbearing and childrearing families. Prerequisite courses: NUR 302, NUR 303, NUR 304. Taken concurrently with NUR 421.

NUR 421 Childbearing Family Clinical Practicum (1)

Clinical experience in the nursing management of childbearing families. Taken concurrently with NUR 420. Includes 50 hours of clinical practicum.

NUR 430 Nursing Leadership (3)

Application of leadership theories to develop skills, competencies and a personal leadership style required to advance health and the nursing profession. Strategies for collaboration with healthcare professionals to redesign healthcare systems and diffuse change.

NUR 450 Care Coordination and Inter-professional Collaboration (3)

Analysis of the role of nurses as care coordinators to promote safe, quality, cost-effective care and resources and of factors that affect the ability of nurses to provide care coordina-

tion. Exploration of strategies for inter-professional collaboration to promote team-based, patient-centered care.

NUR 490 RN to BSN Capstone (2)

An integrative experience that synthesizes learning in the core nursing curriculum. Students will reflect on successful completion of all Nursing Program Outcomes. Students select a practice or policy problem, design a project to study or remedy the problem and, when possible, implement the project. Involves collaboration with a mentor. Prerequisites: NUR 310, 350, 370, 410, 411, 430, and 450. Includes 30 hours of clinical practicum.

NUR 495 Transition to Professional Nursing Practice (2)

Students will reflect on successful completion of all Nursing Program Outcomes, and role transition to professional nursing practice.

NUR 499 Capstone & Synthesis Clinical Practicum (5)

Students in this course will realize the full scope of baccalaureate nursing practice working with multiple clients or a population typical of those that would be assigned to a beginning professional nurse. Students select a practice or policy problem, design a project to remedy the problem and, when possible implement the project. Prerequisites: NUR 401, NUR 402, NUR 420, NUR 421, or permission of instructor. Includes 150 hours of clinical practicum.

PHILOSOPHY

FACULTY

Father George Seidel, O.S.B.

Philosophy surveys the history of human thought and studies the deepest concerns of human existence. It examines the intellectual heritage of the West in its historical roots and developments, but also addresses the central problems of the tradition in a systematic fashion, thereby giving the student a deeper insight into a significant aspect of his or her cultural heritage.

Minor in Philosophy

Lower-Division Courses

- PHL 201 Introduction to Philosophy

Upper-Division Courses

- 15 semester hours chosen from: PHL 301 Ethics; PHL 313 Philosophy of Being; PHL 314 Philosophy of Nature and Science; PHL 333 Social Philosophy;
- PHL 341 Philosophy of the Self; PHL 346 Contemporary Philosophy; or PHL 397 Directed Study

PHILOSOPHY COURSES

PHL 195 Special Topics (3)

Topics to be arranged with department advisor.

PHL 201 Introduction to Philosophy (3)

An introduction into the nature and problems of philosophy.

PHL 295 Special Topics (3)

Topics to be arranged with department advisor.

PHL 301 Ethics (3)

A critical inquiry of moral behavior as proposed by various ethical systems

PHL 313 Philosophy of Being (3)

A systematic study of the meaning of being and its properties, namely, the one, the true, the good and the beautiful.

PHL 314 Philosophy of Nature and Science (3)

A study of the physical world, presuppositions and methods of the natural sciences studying that world from a philosophical stance.

PHL 333 Social Philosophy (3)

A study of the philosophical models of social groups, concentrating especially on the 19th century.

PHL 341 Philosophy of the Self (3)

The structure of man/woman as a knowing and choosing being.

PHL 346 Contemporary Philosophy (3)

Early 20th-century philosophy, especially emphasizing the thought of Kierkegaard, Husserl and Heidegger.

PHL 356 Bioethics (3)

A critical investigation of ethical theory in relation to medical practice, health care, life sciences, genetic engineering, and agriculture.

PHL 395 Special Topics (3)

Topics to be arranged with department advisor.

PHL 397 Directed Study (1-3)

To be arranged with departmental advisor.

PHL 495 Special Topics (3)

Topics to be arranged with department advisor.

PHYSICS

FACULTY

Pavel Bolokhov
Andrea Kunder
Stephen Parker

Physics seeks to explain the workings of the physical world encompassing a vast scale from elementary particles to the cosmos. Physics interacts with fields such as chemistry, biology, astronomy and engineering to provide a background for study in these areas.

The minor in physics is intended for students who major in related fields and are interested in progressing in physics beyond the introductory sequence. Students who minor in physics will develop a deeper understanding of core physics principles and develop skills used by physicists, including laboratory techniques, mathematical and computational modeling, and research and presentation skills.

Minor in Physics (34 semester hours)

The minor consists of 31 semester hours of required courses and 3 upper-division semester hours in elective courses, drawn from the courses listed below:

Lower-Division Required Courses (21 semester hours)

- MTH 171 Calculus I
- PHY 171 / 171L Introductory Physics / Laboratory
- MTH 172 Calculus II
- PHY 172 / 172L Introductory Physics / Laboratory
- MTH 271 Calculus III

Upper-Division Required Courses (13 credits)

- PHY 303 Modern Physics with Laboratory
- PHY 314 Classical and Computational Mechanics
- PHY 399 Explorations in Physics
- One additional 3 semester hour upper-division course in a field of applied physics from the list below. Other elective courses may be counted toward the minor if, in the judgment of the department chair, they significantly enhance the student's learning experience in the program.
    - PHY 355 Solid State Physics
    - PHY 365 Astrophysics
    - PHY 395 Special Topics (with permission of chair).

PHYSICS COURSES

PHY 105 The Physics Around Us with Laboratory (4)

An exploration of the basic physics that is happening all around us on an everyday basis. The course is aimed at non-science majors, so no mathematical background beyond high school algebra will be assumed. 3 hours of lecture and one 3-hour lab weekly. Not a prerequisite for other physics courses.

PHY 110 Introduction to Astronomy with Lab (4)

An introduction to astronomy, especially focused on the solar system. Topics may include the formation of the solar system, the Sun, the geology and atmospheres of the terrestrial planets, the giant planets, and their moons, comets, asteroids, extra-solar planets, life in the universe, and possibly other topics as desired. Course includes an observing component, part of which is done at night with the instructor, as well as a daytime laboratory component. Knowledge of basic algebra is assumed.

PHY 141 General Physics (4)

An algebra-based introduction to classical physics. Topics covered include vectors, kinematics, forces, rotational motion, fluids and thermodynamics. Prerequisite: MTH 122. Corequisite: PHY 141L.

PHY 141L General Physics Laboratory (1)

Corequisite: PHY 141.

PHY 142 General Physics (4)

A continuation of PHY 141. Topics include waves, sound, optics, light, electricity and magnetism. Prerequisite: PHY 141, PHY 141L. Corequisite: PHY 142L.

PHY 142L General Physics Laboratory (1)

Corequisite: PHY 142.

PHY 171 Introductory Physics I (4)

A general introduction to physics for science and engineering students. Mechanics, properties of materials and thermodynamics are covered. Prerequisite or Corequisite: MTH 171. Corequisite: PHY 171L.

PHY 171L Introductory Physics I Laboratory (1)

Corequisite: PHY 171.

PHY 172 Introductory Physics II (4)

A continuation of PHY 171. Topics include waves sound, light, optics, electricity and magnetism. Prerequisite: PHY 171, PHY 171L, and MTH 172. MTH 172 can be taken concurrently. Corequisite: PHY 172L.

PHY 172L Introductory Physics II Laboratory (1)

To be taken concurrently with PHY 172.

PHY 195 Special Topics (1-4)

Lower-division lecture and lab topics.

PHY 295 Special Topics (1-4)

Upper-division lecture, lab and seminar topics.

PHY 303 Modern Physics with Laboratory (4)

The 20th century saw fundamental changes in how we view our physical world. "Recent" advances in physics that may be covered in this course are Special Relativity, Introductory Quantum Mechanics, Atomic Structure, Nuclear Physics, and High Energy Particle Physics. 3 hours of lecture and one 3-hour lab weekly. Prerequisites: PHY 172 and MTH 271. MTH 271 can be taken concurrently.

PHY 314 Classical and Computational Mechanics (4)

An examination of the mechanics that underpin most of physics coupled with useful numerical methods for physics and other sciences. Topics may include Lagrangian and Hamiltonian mechanics, rotating bodies, numerical integration, Markov chains, and Monte Carlo methods, as well as a significant hands-on component building and modeling a physics system. Prerequisites: PHY 172, MTH 271. MTH 271 may be taken concurrently.

PHY 355 Solid State Physics (3)

A study of the physics of solids, concentrating on properties of atoms as a result of their periodic arrangement in a lattice. Topics may include crystal structures, reciprocal lattices, vibrations, band structures, superconductivity, and surface physics. Prerequisites: PHY 303 and PHY 314.

PHY 365 Astrophysics (3)

Modern astronomy is studied through the lens of physics. This course will examine astronomical bodies using the physics that students have studied in prior courses. Topics may include star formation and evolution, orbital mechanics, stellar remnants, planets, galaxies, the big bang, and cosmology. Pre-requisites: PHY 303 and PHY 314.

PHY 395 Special Topics (1-4)

Upper-division lecture, lab and seminar topics.

PHY 399 Explorations in Physics (2)

Students will explore a self-chosen topic used the multi-faceted lens of a physicist. This course is intended to help students make connections amongst and reflect upon all of their previous physics courses. Prerequisite: PHY 355 or PHY 365 or permission of instructor.

PHY 495 Special Topics (1-4)

Upper-division lecture, lab and seminar topics.

POLITICAL SCIENCE

FACULTY

Sammy Badran
Alexis Walker

Political scientists seek to understand the basis of power in society, how that power is organized and exercised and its impact on people's lives.

Objectives of the major are to:

- Acquaint the student with the great issues of politics.
- Analyze alternative approaches to those issues.
- Develop the student's intelligent and lasting interest in society and politics and provide him or her with an environment for learning active self-governance.
- Serve practical needs of students planning a career involving the law, processes, institutions, techniques and social and economic environment of modern governments (areas stressed are law, public administration, the foreign service, journalism and business).
- Prepare students for graduate study with a view toward teaching and/or research.

Political and social ideas, movements and institutions are incomprehensible without adequate understanding of their history. Likewise, the study of history profits from awareness of political and social philosophies, institutions and concerns.

The major provides students with a mature understanding of politics and history. The department offers coursework in a program integrating history and political science. While students can elect either a history or political science degree, substantial coursework is required in both disciplines for departmental majors.

BACHELOR OF ARTS

Core Curriculum Requirements (Please see the Core Curriculum section of the catalog)

Major in Political Science (36 semester hours)

Students must complete:

1. PLS 150 Survey of American Government and Politics
2. PLS 152: Global Issues
3. One course from the American Politics concentration:
   - PLS 151 The Politics of U.S. Public Policy
   - PLS 310 American Foreign Policy
   - PLS 320 State and Local Politics

- PLS 322 American Political Development
- PLS 330 Cold War
- PLS 364 U.S. Political Participation and Opinion
- PLS 366 Congress and the Presidency

4. One course from the Comparative and International Politics concentration:
   - PLS 200 International Relations
   - PLS 205 Comparative Politics
   - GPH 210 World Regional Geography
   - PLS 315 Politics of Globalization
   - PLS 325 History of the Vietnam War
   - PLS 340 Global Environmental Politics
   - PLS 352 Asia and the World
   - PLS 371 Model United Nations
   - PLS 376 Global Food Politics
   - PLS 377 Global Poverty and Development
5. One course from the Power and Inequality concentration:
   - PLS 360 Gender and Global Politics
   - PLS 362 American Exceptionalism
   - PLS 367 U.S. Labor Politics
   - PLS 368 American Political Thought
   - PLS 372 Global Human Rights and Justice Movements
   - PLS 377 Global Poverty and Development
   - PLS 379 Judicial Process
   - CJ 410 Law and Society
   - PLS 420 Philosophy of Law
   - PLS 430 Civil Liberties
6. 6 semester hours in History at the 300 level or above that align with any of the three PLS concentrations:

   American Politics

   - HIS 310 US Diplomatic History
   - HIS 325 History of the Vietnam War
   - HIS 326 Pacific Northwest History
   - HIS 356 Colonial American History to 1763

- HIS 357 United States History 1763-1877
- HIS 358 United States History 1877-1945
- HIS 359 United States History Since 1945
- HIS 365 History of Civil War and Reconstruction

Comparative and International Politics

- HIS 344 Nineteenth Century European History
- HIS 347 Twentieth Century Europe
- HIS 410 History of Modern Egypt
- HIS 411 Modern Latin America
- HIS 413 History of Modern Africa
- HIS 415 History of the Modern Middle East

Power and Inequality

- HIS 305 History of American Women
- HIS 319 American Working Class History
- HIS 360 History of American Slavery
- HIS 365 History of the Civil War and Reconstruction
- HIS 370 History of American Immigration
- HIS 435 History of Capitalism

7. Research Methods
   - PLS 498 Research Methods in Political Science
8. Senior Research
   - PLS 499 Senior Seminar Paper
9. 9 more semester hours at the 300 level or above from within any of the three PLS concentrations (American Politics; Comparative and International Politics; Power and Inequality) or the courses listed below:
   - PLS 195, 295, 395 Special Topics
   - PLS 397 Directed Study
   - PLS 390 Legislative and Administrative Internship (No more than six semester hours of credit in internships will count toward the political science major)
   - PLS 490 Legislative and Administrative Internship (No more than six semester hours of credit in internships will count toward the political science major)

Note: Students double majoring in History and Political Science must take 30 semester hours in History and 30 semester hours in Political Science.

Minor in Political Science (18 semester hours):

The political science minor offers students an introduction to the various subfields of political science and the opportunity to choose courses that enable them to go deeper into the field than the introductory courses.

Requirements:

- PLS 150 Survey of American Government and Politics
- PLS 152: Global Issues
- 3 semester hours from the above listed History courses
- Complete 9 more semester hours from PLS courses in any of the subject areas, 6 semester hours at the 300 level or above

Minor in Global Studies (18 semester hours):

The global studies minor enables students to take a focused set of courses from different disciplines in order to understand the historical, cultural, geographical, and political factors that impact global processes. The minor has three complementary goals. (1) It asks students to analyze the challenges that face an increasingly globalized society using the grounding and foundations of the liberal arts; (2) Makes students cognizant of the interplay between local and global processes; (3) Provides students with the intellectual tools they need to understand their place and responsibilities in this globalizing and interconnected world. With a minor in global studies, you'll be well prepared for careers in higher education, the non-profit sector, business, etc.

Required Courses (9 credit hours)

- GPH 210 World Regional Geography
- PLS 200 International Relations OR PLS 205 Comparative Politics
- SOC 103 Cultural Anthropology

Non-western history courses (3 credit hours)

One course chosen from:

- HIS 410 History of Modern Egypt
- HIS 411 Modern Latin America
- HIS 413 History of Modern Africa
- HIS 415 History of the Modern Middle East

Elective Courses (6 credit hours)

Two electives chosen from:

- BA 420 International Business and Global Economics
- PLS 315 Politics of Globalization

- PLS 325 History of the Vietnam War
- PLS 340 Global Environmental Politics
- PLS 352 Asia and the World
- PLS 360 Gender and Global Politics
- PLS 362 American Exceptionalism
- PLS 371 Model United Nations
- PLS 372 Global Human Rights and Justice Movements
- PLS 376 Global Food Politics
- PLS 377 Global Poverty and Development
- SOC 396 Intercultural Communication
- Or, any upper-division intercultural course with approval of the faculty advisor for Global Studies

POLITICAL SCIENCE COURSES

PLS 150 Survey of American Government and Politics (3)

Structure, functions and processes of American political system. Emphasis on impact of government and society on the lives of Americans.

PLS 151 The Politics of U.S. Public Policy (3)

This course will place students in the role of policymaker and explore how every step of the policymaking process is complicated by politics. Through this process, students will develop a richer appreciation for the difficulties in developing, passing and implementing policy solutions in a complex political system.

PLS 152 Global Issues (3)

Critical analysis of a wide range of global issues, including terrorism, human rights, population and global environmental issues, arms control, nuclear proliferation and globalization.

PLS 195 Special Topics (1-3)

To be arranged with department advisor.

PLS 200 International Relations (3)

The purpose of this course is to acquaint you with the conceptual tools used in the study of international politics. After examining and comparing prominent international relations theories, the remainder of the semester will cover important structures, processes, and issues in international relations. Some important issues we will cover include terrorism, the environment, human rights, and international development.

PLS 205 Comparative Politics (3)

This class is an introduction to the study of comparative politics. The course will cover a wide range of issues, including democratization, authoritarianism, the role of religion in politics, political institutions, gender, and economic development. By the end of this course, students should be able to compare different types of political systems as well as to explain their political and economic development.

PLS 295 Special Topics (1-3)

To be arranged with department advisor.

PLS 310 American Foreign Policy (3)

A study of the origins, development and implementation of U.S. foreign policy. Equivalent to HIS 310.

PLS 315 Politics of Globalization (3)

Globalization is a word that describes a variety of contemporary social, economic, and political processes. This course examines the politics and power of these globalization processes. Some issues to be explored are: What is globalization? How do states respond to globalization processes? What are the major challenges and forms of resistance to globalization? The course will also provide students with the intellectual tools they need to understand their place in this globalizing world and develop as global citizens.

PLS 320 State and Local Politics (3)

Examines the politics of state and local governments, exploring how the political processes, conflicts and actors differ from the national level. We will have a special focus on politics in Washington state and take advantage of the great resources right in our own backyard.

PLS 322 American Political Development (3)

This course applies historical analysis to understanding American government since the founding period. Complementing the Introduction to American Government course, this class will examine many of the same topics, like the Presidency, political parties, and political participation, but to a step further in asking how these subjects have changed and evolved over time.

PLS 325 History of the Vietnam War (3)

A history of the Vietnam War from 1945 to 1975. Although course focuses on U.S.- Vietnam relations, it also examines the French role in Indochina and regional developments since the war's end. Equivalent to HIS 325.

PLS 330 Cold War (3)

The course traces the origins of the Cold War, its impact on the foreign and domestic policies of the U.S. and Soviet Union, and the role of perceptions and misperceptions on the part of U.S. and Soviet decision-makers. Equivalent to HIS 330.

PLS 340 Global Environmental Politics (3)

This course introduces students to major global environmental concepts and issues such as biodiversity, climate change, global and regional environmental governance, and sustainable development. We will also examine global environmental movements and efforts to address trans-boundary environmental problems through new modes of governance.

PLS 352 Asia and the World (3)

This course will explore the explosive changes rocking Asia today, with an eye to the politics that shape and are shaped by them. Some of the topics this course will cover are the Asian economic "miracle', nuclear proliferation and sustainability, and the environment and human rights.

PLS 360 Gender and Global Politics (3)

This course examines the role that gender plays in the construction of international politics and the extent to which gender "makes the world go round". Some of the issues we will explore in this class are war, militarism, violence against women, human rights, international development, and political representation. The course will also examine feminist and policy responses and interventions to problems of globalization, development, political representation, and violence.

PLS 362 American Exceptionalism (3)

Examining the United States in a historical and cross-country context, this course seeks to understand in what ways and why America diverges from other countries. We will explore diverse topics including the lack of a socialist labor party, the "laggard" U.S. welfare state, and the rise of the American carceral state. Ultimately, our goal will be to answer: is the United States really exceptional, and if so, why?

PLS 364 U.S. Political Participation and Opinion (3)

This course seeks to understand the foundation of democratic government in the United States: what people think about and do in politics. We will seek to answer several crucial questions: What do people think about government and why? Why do people vote the way that they do? Why do some participate in politics and not others?

PLS 366 Congress and the Presidency (3)

Examines the constitutional foundation, evolution, functions, roles and performance of Congress and the Presidency, attempting to develop a greater understanding of the most important relationship in American government.

PLS 367 U.S. Labor Politics (3)

This course provides a historical analysis of the changing relationship between business, labor, and the American state. By viewing history through the lens of these three central actors in American politics we will develop a deeper understanding of the United States' political economy, including how the state has shaped the fortunes of workers and business throughout U.S. history.

PLS 368 American Political Thought (3)

This course will examine some of the key ideas that have animated political discourse in the United States. We will seek to identify key themes, patterns, and conflicts in thought; understand how these ideas have shaped American politics in the past; and debate how and if these ideas still matter today.

PLS 371 Model United Nations (3)

This course is designed to provide an introduction to the structure, activities and procedures of the United Nations, as well as some of the central features and challenges of international law and diplomacy. Students will represent a UN member at the Pacific Northwest Model United Nations Conference.

PLS 372 Global Human Rights and Justice Movements (3)

This course will introduce you to key concepts and frameworks for understanding global human rights and justice movements. We will focus on examples of transnational justice movements, non-governmental organizations, and advocacy networks. The course will also examine new social media technologies and their impacts on transnational mobilization.

PLS 376 Global Food Politics (3)

This course reviews the political landscape of food and farming in the world today and examines how globalization and new technologies are shaping it. Some issues the course seeks to address are food commodity chains, world hunger, and movements against genetically modified crops and animals. It also considers the impact of climate change on global food supplies.

PLS 377 Global Poverty and Development (3)

The central focus of this course is on understanding the political determinants of economic inequality in the Global South. We will analyze the theory and practices of international development, included its contested nature and history. We will explore a set of major policy issues facing the Global South today, including economic development, poverty, health, and the environment. We will end by analyzing some case studies of development interventions in the field, drawing lessons from stories of failure and inspirational stories of change.

PLS 379 Judicial Process (3)

Role of the American court system. Roots of Anglo-American jurisprudence; political aspects of legal institutions; structure of American court system. Equivalent to CJ 379.

PLS 390 Legislative and Administrative Internships (3-12)

Department permission and junior standing required.

PLS 395 Special Topics (1-3)

To be arranged with department advisor.

PLS 397 Directed Study (1-3)

Departmental permission required.

PLS 420 Philosophy of Law (3)

This course provides an overview of the nature, principles, theories and philosophical basis of western law. The purpose of the course is to acquaint students with the history of ideas that constitutes the foundation for western legal reasoning. Prerequisite: Sophomore standing. Equivalent to CJ 420.

PLS 430 Civil Liberties (3)

Investigation of the origins of the U.S. Constitution and its amendments. Emphasis on studying and clarifying effects of U.S. Supreme Court decisions and how they relate to society. Equivalent to CJ 430.

PLS 490 Legislative and Administrative Internships (3-12)

Department permission and junior standing required.

PLS 495 Special Topics (1-3)

To be arranged with department advisor.

PLS 498 Research Methods in Political Science (3)

This course is designed to give students a theoretical and practical knowledge of research methods in the discipline of political science. Research Methods is a class about how political scientists think about and do political science. It is intended to introduce students to the types of research used by political scientists, the process of writing political science research, the theoretical perspectives used by political scientists today, and the implications of new technologies in the researching and writing of political science. In this course students will choose a research topic, perform a considerable amount of readings in the secondary literature, make a research design, and carry out the research necessary to write a senior thesis next semester.

PLS 499 Senior Seminar Paper (3)

PRE-LAW

FACULTY

Robert Hauhart

The pre-law curriculum at Saint Martin's University consists of courses offered by a number of departments including political science, history, criminal justice and business. Many majors offer strong preparation for legal study. Pre-law students are encouraged to select courses that stress writing skills, critical thinking, and broad exposure to a challenging array of courses that reflects our American intellectual heritage.

Admission to law school is heavily influenced by the applicant's University grade point

average, score on the Law School Admission Test (LSAT), rigorous nature of his or her academic program, and supporting documentation. As a consequence, students interested in pursuing a legal education are encouraged to select a rigorous course of study, maintain above-average academic standing, and develop strong relationships with faculty who challenge and develop their intellectual skills. Since the goals and background of students vary, each student is advised according to his or her individual educational plan, interest, and situation.

PSYCHOLOGY

FACULTY

Michael Butler

Emily Coyle

Lindsay Meyer

Jeremy Newton

Sheila Steiner

The Department of Psychology has three interrelated objectives:

- To provide students with knowledge through classroom work and field experience that will prepare them for entry-level positions in human services professions.
- To provide students with opportunities to examine and interpret human lives and relationships through psychological perspectives.
- To help prepare interested students for graduate study in psychology and related fields.

The department structures coursework and field placements to integrate experiential learning with rigorous study of psychology as the scientific study of human beings. The department's curriculum does not emphasize any single school of thought. Instead, it provides a broad-based education in psychology that gives students completing the program the skills and self-confidence to use a variety of perspectives in their work with people.

BACHELOR OF ARTS

Core Curriculum Requirements (Please see the Core Curriculum section of the catalog)

Major in Psychology (42 semester hours)

Lower-Division Courses

- MTH 201 Introduction to Statistics
- PSY 101 Introduction to Psychology
- PSY 205 Child and Adolescent Development

  - or - PSY 215 Lifespan Development

- PSY 240 Research Methods

Upper-Division Courses (30 semester hours)

- PSY 320 Social Psychology
- PSY 335 Abnormal Psychology
- PSY 390 Psychology Internship

  -or- PSY 394: Psychology Research Internship I (3.0 credit minimum)
- PSY 420 Personality Theories
- PSY 430 Learning, Cognition, and Behavior
- PSY 499 Senior Seminar
- 12 additional upper division electives in psychology

Minor in Psychology (21 semester hours)

Lower-Division Courses (6 semester hours)

- PSY 101 Introduction to Psychology
- PSY 240 Research Methods

Upper-Division Courses (15 semester hours)

- PSY 320 Social Psychology
- PSY 335 Abnormal Psychology
- PSY 420 Personality Theories
- 2 additional upper-division elective courses in psychology

PSYCHOLOGY COURSES

PSY 101 Introduction to Psychology (3)

A general survey of the psychological aspects of human behavior: cognition, motivation, learning, emotion, perception, personality, dysfunctional behavior and treatment. Application of principles to an understanding of one's own behavior and the behavior of others is stressed.

PSY 195 Special Topics (3)

To be arranged with department advisor.

PSY 205 Child and Adolescent Development (3)

Survey of human development and functioning from infancy through adolescence. Emphasis on placing development within the interpersonal, social and cultural settings that give an individual support and direction.

PSY 215 Lifespan Development (3)

A survey of human development and functioning across the lifespan, from conception through death. Biological, cognitive, and psychosocial processes are examined.

PSY 240 Research Methods (3)

The practice of social scientific research, methods of data collection and analysis. Emphasis on practical mastery of research skills and knowledge of data sources. Equivalent to SW 240.

PSY 295 Special Topics (3)

To be arranged with department advisor.

PSY 303 Adulthood and Aging (3)

Examination of aging from socio-psychological, developmental, and macro-psychological perspective. Social meaning and demography of aging, physical and psychological aging, role adjustments associated with retirement, death and bereavement, health care and social service needs, age discrimination, political economic and interpersonal problems and issues. Equivalent to SOC 303 and SW 303.

PSY 310 Psychology of Human Sexuality (3)

Focuses on physiological, psychological and cultural influences on human sexuality, intimacy and the development of sexual identity. Topics include sexual anatomy, human sexual response, sexual health and illness, pregnancy and childbirth, the paraphilias, sexual behaviors and intimacy.

PSY 312 Yoga Psychology (3)

Students in this hybrid, lecture-seminar course will learn about the philosophies, psychologies, and behavioral practices of the Yoga tradition through lecture, assigned readings (articles & book chapters), documentaries, group discussion, and a variety of experiential exercises. There will also be an emphasis on the scientifically-supported, clinical applications of Yogic disciplines (e.g. mindfulness, meditation, diaphragmatic breathing, postures) and Western psychological research on them.

PSY 315 Psychology of Religion and Spirituality (3)

This course will familiarize students with a wide variety of psychological topics related to the study of religion and spirituality. Topics will include: historically significant psychological theories of religion, prominent psychological theories and models contained within the worlds major religious systems, the related but distinct psychological variables of religiosity and spirituality, cognitive systems of belief, social and emotional influences on belief and practice, and empirical research on specific spiritual disciplines and psychological orientations toward religion (that exist across religions, cultures, and time periods).

PSY 320 Social Psychology (3)

Overview of group formation and interaction in relation to environment. How they influence the individual's needs, attitude formations, prejudices, motivations, perceptions and communicative processes. Equivalent to SOC 320.

PSY 325 Psychology of Men (3)

Study of major issues having impact on development of male gender identity. Topics include: work, intimacy, parental relationships, violence, sexuality and attitudes toward women and men.

PSY 330 Psychology of the Family (3)

Survey of major systems theories used by psychologists to examine family life. Also covers ways in which family experiences can affect family members and how psychologists work with dysfunctional families.

PSY 333 Biological Psychology (3)

In this class we will examine the structure and function of the nervous system. We will also consider how the nervous system is involved in various behavioral and psychological phenomena, including sensation and perception, motivation, cognition, consciousness, stress, and psychological disorders. Current information derived from empirical research reports and other academic sources is emphasized. Prerequisites: PSY 101, PSY 240.

PSY 335 Abnormal Psychology (3)

In this course, students will receive a thorough introduction to the study, research, and treatment of mental illnesses (i.e. the common ways in which human beings suffer from distress and impairment). Major topics of lecture and discussion will include: the concept of "abnormality" in contemporary scientific psychology, stigma, diagnostic procedures and criteria, the Diagnostic and Statistical Manual of Mental Disorders (the primary diagnostic classification system in the United States), specific mental health conditions and their treatments, and ethical principles related to the treatment of individuals with mental illnesses.

PSY 340 Interviewing (3)

Interviewing as a practical skill in social service and social science. Prerequisite: Junior standing.

PSY 343 Health Psychology (3)

Health Psychology is a rapidly growing field of study and practice, based on the bio-psychosocial model. The main focus is on the ways in which psychologists are involved in working alongside medical professionals to promote health and wellness. This includes the examination of the relationship between stress and illness, coping styles and techniques, stress management, coping with illness and lifestyle changes, prevention of illness, and the influence of personality and relationships on health and illness. Also sometimes known as Behavioral Medicine, psychologists use cognitive behavioral knowledge and techniques in directly providing patient care. They are also heavily involved in research on the important connections between health, stress, coping, and illness. Prerequisite: PSY 101.

PSY 345 Counseling Theories (3)

Survey of major theories of counseling.

PSY 353 Drugs, the Family and Society (3)

Overview of psychoactive substances, and their impact on individuals, families, and society. Abuse, dependence, treatment, and criminality of drug use are considered. Sociocultural theories of engagement with drug-use-supportive peer groups will also be examined. Prerequisite: PSY 101 or CJ 101. Equivalent to CJ 353.

PSY 355 Great Books in Psychology (3)

Study of seminal texts that have shaped modern psychology. Readings are in the contexts of development of psychology in particular and the social sciences in general.

PSY 360 History and Systems of Psychology (3)

Development of the major schools of thought in psychology. Emphasis on developments since 1900.

PSY 365 Industrial/Organizational Psychology (3)

Learning experiences in participatory management. Skill training in consensus, arbitration, negotiation, conflict resolution and effective communication.

PSY 370 Psychology of Dreams (3)

Study of physiological, historical, theoretical and functional aspects of dreaming. Theories of interpretation by Freud, Adler, Perls, Jung and Hall are explored. Application of group methods.

PSY 375 Multicultural Psychology (3)

This course investigates the bidirectional relationship between sociocultural factors and human thought and behavior by examining how major theoretical and empirical concepts in psychology might be understood through the multicultural lens. Characteristics and perspectives of several cultural groups identified by factors such as race, gender, class, disability status, and sexuality are discussed. Knowledge from various sources including films, reading, and scientific literature are analyzed and integrated. Benedictine themes of social justice and faith are interwoven. Prerequisite: PSY 101, Sophomore Status.

PSY 380 Psychology of Group Processes (3)

Study of major group therapy methods. Focus on understanding the value of different styles of leadership and treatment results.

PSY 385 Psychology of Women (3)

In this class students will study the development of female gender identity and theories related to the psychology of women. Research on girls' and women's development will be explored and contrasted to previous psychological models based on male development. Women's identity as "self in relation" will be examined as well as the clinical application of these theories.

PSY 387 Body Image and Eating Disorders (3)

This course focuses on cultural and psychological issues related to gender, body image,

eating disorders, and obesity. Cultural and media messages about ideal body size are explored. The dangers of dieting are examined along with research on effective weight loss programs. We will review the professional literature on anorexia, bulimia, and binge eating disorders and look at research-based methods of assessment and treatment.

PSY 390 Applied Psychology Internship I (1-6)

Applied psychology interns will receive training and experience in delivering services to the public, through approved agencies and organization in the region. Interns are expected to procure internship positions prior to the beginning of an academic term. Prerequisite: permission of the instructor.

PSY 394 Psychology Research Internship I (1-6)

Psychology research interns will receive training and experience with the design and/or execution of scientific, psychological research, from faculty on campus, or through approved agencies and organizations in the region. Interns are expected to procure internship positions prior to the start of an academic term. Prerequisites: MTH 201 and PSY 240 with grades of "C-" or better, and permission of instructor.

PSY 395 Special Topics (3)

To be arranged with department advisor.

PSY 397 Directed Study (1-3)

An examination of selected issues or research projects in psychology. May be repeated with consent of instructor.

PSY 405 Introduction to Child and Adolescent Therapy (3)

An overview of psychotherapy used with children and adolescents, with special emphasis on expressive therapeutic techniques, common diagnoses, and working with parents and systems such as CPS, schools, and the courts. Prerequisites: PSY 205 or PSY 215, or permission of instructor.

PSY 420 Personality Theories (3)

A survey of major theories of personality development.

PSY 430 Learning, Cognition, and Behavior (3)

This course covers major theories of human and animal learning, including behavioristic and cognitivistic theories. The history of experimental psychology is also emphasized in this course. Topics include classical and operant conditioning, the biological basis of learning and memory, the rise of cognitive science, models of human memory, and the application of learning and cognitive theories to bring about positive behavioral changes. Prerequisite: PSY/SOC 240.

PSY 440 Death, Dying and Grief (3)

Overview of topics related to death, dying, and grief. Cultural, spiritual, developmental, sociological, and psychological considerations are addressed. Prerequisites: PSY 101 or

SOC 101, and senior status or instructor permission. Equivalent to SOC 440.

PSY 445 Trauma and Recovery (3)

This course reviews the nature and course of trauma as well as recovery from trauma. Types of traumas are reviewed (e.g., interpersonal violence, combat, natural disasters), and the psychological consequences of trauma are described, including an emphasis on specific psychological disorders associated with trauma. Sociocultural issues (gender, race, SES) related to trauma are highlighted. Additionally, assessment, prevention, and treatment of traumatic stress are discussed. Prerequisites: PSY 101 and Sophomore status.

PSY 490 Applied Psychology Internship II (1-6)

Applied psychology interns will receive training and experience in delivering services to the public, through approved agencies and organization in the region. Interns are expected to procure internship positions prior to the beginning of an academic term. Prerequisite: PSY 390 with a grade of "C-" or better or permission of instructor.

PSY 494 Psychology Research Internship II (1-6)

Psychology research interns will receive training and experience with the design and/or execution of scientific, psychological research, from faculty on campus, or through approved agencies and organizations in the region. Interns are expected to procure internship positions prior to the start of an academic term. Prerequisites: MTH 201, PSY 240, and PSY 394 with grades of "C-" or better, and permission of instructor.

PSY 495 Special Topics (3)

To be arranged with department advisor.

PSY 498 Advanced Research Design (3)

In this class students gain experience designing and conducting research, analyzing data, and writing research reports. We will review experimental and non-experimental methods of research. Then, working in teams, students will conduct an empirical study of a research topic chosen by the instructor. Individually, students will develop a research proposal for an empirical study to be completed in the spring as their thesis projects. Prerequisites: MTH 201and PSY 240 with grades of "C-" or better, senior status, and permission of instructor.

PSY 499 Senior Seminar (3)

Senior seminar students will produce and present an APA style, senior thesis paper on an approved topic in psychology, that demonstrates competency with respect to both content and writing ability.

RELIGIOUS STUDIES

FACULTY

Patrick Cooper

Brother Luke Devine, O.S.B

Father Kilian Malvey, O.S.B

Ian Werrett

Religious Studies is an interdisciplinary department offering a major, a minor, and electives, enabling students with a variety of interests to explore different religious traditions, practices, and values. Students wishing to major in Religious Studies may choose a general degree in Religious Studies or specialize with an emphasis in Biblical Studies or Christianity and Culture.

Upon successfully completing the degree, Religious Studies majors or minors will be able to interpret religious artifacts and primary religious texts, articulate orally and in writing the stories and rituals of various faith traditions, and apply religious beliefs and ethical values to life.

Although the Judeo-Christian heritage is emphasized, the Religious Studies department, in keeping with the Catholic Benedictine tradition, is committed to understanding and respecting all religious traditions, beliefs, and practices and to promoting an ecumenical and interfaith spirit that fosters peace, justice, and social transformation.

BACHELOR OF ARTS

Core Curriculum Requirements (Please see the Core Curriculum section of the catalog)

Major in Religious Studies (33 semester hours)

Lower-Division Courses (9 semester hours)

- RLS 110 - Introduction to Religious Studies
- Two 200 level courses: RLS 200 – Modern Theories of Religion and one course chosen from the following: RLS 205 – Introduction to Biblical Studies or RLS 210 – Introduction to Christian Thought

Upper-Division Courses (24 semester hours)

- Seven 300 level course in one of the emphases below:

General Degree in Religious Studies -Three courses chosen from RLS 300-329, two chosen from RLS 330-349, and two chosen from RLS 350-379. One of these requirements may be satisfied by taking RLS 397 - Directed Study, RLS 398 – Internship, or RLS 399 – Spiritual Life Institute.

Biblical Studies Emphasis - One course chosen from RLS 300-329, one chosen from RLS 350- 379, and five courses chosen from RLS 330-349. Two of the latter requirements may be satisfied by taking RLS 380 - Koine Greek I, RLS 381 - Koine Greek II, RLS 382 - Biblical Hebrew I, RLS 383 - Biblical Hebrew II, RLS 397 - Directed Study, RLS 398 – Internship, or RLS 399 – Spiritual Life Institute

Christianity and Culture Emphasis – One course chosen from RLS 300-329, one chosen from RLS 330-349, and five courses chosen from RLS 350-379. Two of the latter requirements may be satisfied by taking RLS 380 - Koine Greek I, RLS 381 – Koine Greek II, RLS 384 - Latin I, RLS

385 - Latin II, RLS 397 - Directed Study, RLS 398 –Internship, or RLS 399 –Spiritual Life Institute
RLS 499 – Senior Thesis

Minor in Religious Studies (18 semester hours)

Lower Division Courses (9 semester hours)

- RLS 110 - Introduction to Religious Studies
- Two 200 level courses: RLS 200 Modern Theories of Religion and either RLS 205 - Introduction to Biblical Studies or RLS 210 - Introduction to Christian Thought.

Upper Division Courses (9 semester hours)

- Three 300 level courses: One chosen from RLS 300-329, one chosen from RLS 330-349, and one chosen from RLS 350-379. One of these requirements may be satisfied by taking RLS 397 - Directed Study, RLS 398 – Internship, or RLS 399 – Spiritual Life Institute

RLS 110 Introduction to Religious Studies (3)

Religion and the relationships between religions continue to exert critical influence in contemporary events at the local, national and global levels. This course introduces themes, methods of study, and interdisciplinary approaches in the discipline of religious studies. Topics covered may include the symbols, rituals, myths and history of various forms of religious expression, such as Judaism, Christianity, Islam, Hinduism and Buddhism.

RLS 200 Modern Theories of Religion (3)

Examination of the intellectual and social development of the concept of religion as a site for academic inquiry from the seventeenth century to the present day. This survey will highlight the contributions of the most influential theorists, but attention will also be given to how the concept of religion was created in a Western European Christian context and then exported to, imposed on, and adapted by various non-Western societies. Prerequisite: RLS 110 or permission from instructor.

RLS 205 Introduction to Biblical Studies (3)

This course will introduce students to the authorship, transmission history, and canonization of the Bible. Topics include the oral and written traditions that lie behind the creation of the Bible, the scribal practices of ancient Judaism and early Christianity, the shape and order of the biblical books within various faith communities, and the methodological approaches that scholars use to understand and interpret the contents of the Old Testament, New Testament, and Deuterocanonical books. Prerequisite: RLS 110 or permission from instructor.

RLS 210 Introduction to Christian Thought (3)

An overview of Christian thought through a close study of the various questions it has pursued, methods it has used, sources it has drawn upon, and forms of expression it has found especially helpful for articulating the mysteries of God, creation, and the human person. A diversity of Christian perspectives is presented. Prerequisite: RLS 110 or permission from instructor.

RLS 300 Comparative Religion (3)

The relationships between the religions of the world carry potential for tragic conflict or peaceful collaboration. The study of diverse religions provides a starting point for addressing misunderstandings and developing respect and mutual understanding between religions. This course explores themes within major world religions and the relationships between them. Prerequisite: One of the following courses - RLS 110, RLS 200, RLS 205, RLS 210, or permission of the instructor.

RLS 310 Religion in America (3)

America has been a religiously diverse nation from the establishment of the earliest settlements to our present day. We will explore this rich, diverse religious history, with special attention to the ways religiously observant communities contributed to American society and, in turn, were influenced by it. Our approach is both ecumenical and interfaith Prerequisite: One of the following courses - RLS 110, RLS 200, RLS 205, RLS 210, or permission of the instructor.

RLS 316 Religion and Literature (3)

The sacred scriptures of the world's religions are among the most meaningful of humanity's literary expressions. Religions have also been the inspiration and source material of literature beyond canonically-approved texts. Students in this course will explore themes and analyze the relationship between ancient and contemporary literature and various religions of the world. Prerequisite: One of the following courses - RLS 110, RLS 200, RLS 205, RLS 210, or permission of the instructor.

RLS 317 Religion and the Visual Arts (3)

Religion has inspired some of the most profound and influential works of art in all media from paintings, drawings, frescoes, prints, and illuminated manuscripts to sculpture. Architects have designed cathedrals, stupas, pagodas, temples, synagogues, mosques and shrines as places of worship and encounters with the sacred. Through their artistic work, artists have contributed symbols and images to deepen religions' identities, self-understanding, and expression. Students in this course will explore common themes among the world's religions as expressed in various ancient and contemporary works of visual art. Prerequisite: One of the following courses - RLS 110, RLS 200, RLS 205, RLS 210, or permission of the instructor.

RLS 325 Topics in the Study of Religion

Exploration of practices, themes, or issues in the study of religion, such as pilgrimage, apocalypticism, scripture, rituals or the approaches taken by diverse religions to aspects of human experience and thought, such as interactions with science, economics, global politics, popular culture, media, performing arts, gender or racial issues. Prerequisite: One of the following courses - RLS 110, RLS 200, RLS 205, RLS 210, or permission of the instructor.

RLS 330 Hebrew Bible/Old Testament (3)

This course is a literary, historical, and theological introduction to the Hebrew Bible: The Pentateuch, Deuteronomistic History, Wisdom literature, and Prophets. Focus will be on

major biblical concepts such as creation, election and covenants. Prerequisite: One of the following courses - RLS 110, RLS 200, RLS 205, RLS 210, or permission of the instructor.

RLS 335 New Testament: The Gospels and Acts (3)

This course is an introduction to the historical and theological readings of the various documents of early Christianity known as the New Testament. Topics covered include the dominant themes in the Gospels and Acts. Students will be able to demonstrate an understanding of the narratives, literary genres, and canonization of Scripture. Prerequisite: One of the following courses - RLS 110, RLS 200, RLS 205, RLS 210, or permission of the instructor.

RLS 339 New Testament: Epistles and Revelation (3)

This course is an introduction to the historical and theological readings of the various documents of early Christianity known as the New Testament. Topics covered include the dominant themes in the Epistles and the Book of Revelation. Students will be able to demonstrate an understanding of the narratives, literary genres, and canonization of Scripture. One of the following courses - RLS 110, RLS 200, RLS 205, RLS 210, or permission of the instructor.

RLS 341 Dead Sea Scrolls (3)

This course will provide students with a detailed understanding of the collection of texts known as the Dead Sea Scrolls and the era in which they were written. In addition to discussing Greco-Roman Palestine and Ancient Judaism, this course will consider the discovery, archaeology, and contents of the Scrolls. Special attention will be placed on the relationship between the Dead Sea Scrolls and the Hebrew Bible/Old Testament. Prerequisite: One of the following courses - RLS 110, RLS 200, RLS 205, RLS 210, or permission of the instructor.

RLS 345 Topics in Biblical Studies (3)

Exploration of areas or issues in the study of the scripture, including specific parts of the Bible (Hebrew Scriptures and New Testament, Apocrypha, Apocalyptic Literature) or issues (the life and teachings of Jesus, the formation of the Canon). Prerequisite: One of the following courses – RLS 110, RLS 200, RLS 205, RLS 210, or permission of the instructor.

RLS 350 Christianity and Social Justice (3)

Survey of Christian thought concerning the demands of justice and the ultimate ends of human beings as individuals and as members of both local and global communities. A service component is encouraged. Prerequisite: One of the following courses - RLS 110, RLS 200, RLS 205, RLS 210, or permission of the instructor.

RLS 355 History of Christianity I (3)

Survey of the history of Christianity from its foundation and propagation after Jesus of Nazareth's life and death through the attempts made by various political and religious leaders and thinkers to define, unify, and enforce the church's teachings and practices up to the Protestant Reformation. Primary source documents will ground class discussions. Prerequisite: One of the following courses- RLS 110, RLS 200, RLS 205, RLS 210, or permission of the instructor.

RLS 360 History of Christianity II (3)

Survey of the history of Christianity from the Protestant Reformation through the spread of Christian teachings by colonizers, traders, and missionaries up to the present day. Primary source documents will ground class discussions. Prerequisite: One of the following courses - RLS 110, RLS 200, RLS 205, RLS 210, or permission of the instructor.

RLS 365 Global Christianities (3)

Exploration of the diverse structures, teachings, beliefs, and practices of Christianity from a global perspective. Topics include tradition, authority, liturgical practice, ecumenical and interfaith dialogue, and contemporary challenges. Prerequisite: One of the following courses - RLS 110, RLS 200, RLS 205, RLS 210, or permission of the instructor.

RLS 370 Benedictine Studies (3)

Exploration of the Benedictine heritage of Saint Martin's University. Topics include the Rule of Benedict, the Life of Benedict, and history of major figures in Benedictine history, assisting the student to connect Benedictine values and heritage to their own lives, and their experience at Saint Martin's University. Prerequisite: One of the following courses- RLS 110, RLS 200, RLS 205, RLS 210, or permission of the instructor.

RLS 375 Topics in Christianity and Culture

Exploration of thoughts and movements in the Christian world. Possible topics include: the existence of God, the nature of Christ, the problem of evil, or broader themes within the Christian traditions, such as mysticism, the dignity of work, and eco-justice. Prerequisite: One of the following courses - RLS 110, RLS 200, RLS 205, RLS 210, or permission of the instructor.

RLS 380 Koine Greek I (3)

This course will teach the fundamentals of Koine Greek so as to facilitate a student's ability to read and interpret the New Testament in its original language. Topics to be covered in this class include the Greek alphabet, pronunciation, punctuation, nouns, case endings, pronouns, prepositions, and adjectives.

RLS 381 Koine Greek II (3)

Greek so as to increase a student's ability to read and interpret the New Testament in its original language. Topics to be covered include the various verbal forms of Koine Greek, such as the Present Active Indicative, Future Passive Indicative, and Participles. Prerequisite: RLS 380

RLS 382 Biblical Hebrew I (3)

This course will teach the fundamentals of Biblical Hebrew so as to facilitate a student's ability to read and interpret the Old Testament in its original language. Topics to be covered include the Hebrew alphabet, pronunciation, syllabification, nouns, prepositions, adjectives, and articles.

RLS 383 Biblical Hebrew II (3)

As the companion to Biblical Hebrew I, this course will continue to explore the fundamentals of Biblical Hebrew so as to increase a student's ability to read and interpret the Old Testament in its original language. Topics to be covered include the various verbal forms of Biblical Hebrew, such as the perfect and imperfect forms of the Qal, Niphal, and Hiphil verbal stems. Prerequisite: RLS 382

RLS 384 Latin I (3)

This course will teach the fundamentals of classical and ecclesiastical Latin so as to facilitate a student's ability to read and interpret the Vulgate and Christian sources in the original language. Topics to be covered include pronunciation, the four verb conjugations, the five noun declensions, pronouns, and adjectives.

RLS 385 Latin II (3)

As the companion to Latin I, this course will continue to explore the fundamentals of classical and ecclesiastical Latin so as to increase a student's ability to read and interpret the Vulgate and Christian sources in the original language. Topics to be covered include more complex syntactic structures, like independent uses of the subjunctive, relative clauses, and questions, in order to prepare students to read longer selections from primary sources in the second half of the semester. Prerequisite: RLS 384.

RLS 397 Directed Study (1-3)

This course provides an opportunity for students to undertake individual research projects as well as advanced study of topics not covered by the regular curriculum. Prerequisite: One of the following courses - RLS 110, RLS 200, RLS 205, RLS 210, or permission of the instructor.

RLS 398 Internship (3)

An internship gives a student an opportunity to gain experience in a field placement that is relevant both to the Religious Studies major or minor and to the career goals of the student. Possibilities may include Campus Ministry, Service Immersion Programs, Diversity Initiatives, Parish Faith Formation Programs, Interfaith Works, and The Priory Spirituality Center. Approved by the department and carried out under the direction of department members and internship coordinators.

RLS 399 Spiritual Life Institute (3)

Founded in 1982, this one-week summer course features scholars, theologians, and public intellectuals from North America and Europe. Topics and speakers rotate on a yearly basis so as to consider a wide range of issues that are meant to inspire awareness and shed light upon the life religious. Students who enroll in this week-long program will have an opportunity to dialog with academics and authors who are engaged in the study of Religion, theological reflection, and spiritual formation. Prerequisite: One of the following courses - RLS 110, RLS 200, RLS 205, RLS 210, or permission of the instructor.

RLS 499 Senior Thesis (3)

Through the Senior Thesis, Religious Studies majors pull together the breadth of their

knowledge and experience gained at Saint Martin's University through a carefully researched original work of scholarship on a topic chosen by the student and approved by the student's advisor. The advisor serves as a resource and, at a pace set by the student, will meet with the student for guidance and support. The senior thesis must be successfully defended before graduation. Enrollment limited to RLS majors and RLS double-majors.

SCIENCE COURSES

SCI 105 Earth Science with Laboratory (4)

This course introduces students to the Earth as a system of interconnected spheres (atmosphere, hydrosphere, lithosphere, and biosphere). Local geology is explored via field trips to unique geological sites (Mt Saint Helens, Mima mounds, glacial moraines). Laboratory topics cover local geology, the scientific method, plate tectonics, atmospheric science, and biosphere ecology.

SOCIETY AND SOCIAL JUSTICE

FACULTY

Tam Dinh

Irina Gendelman

Robert Hauhart

Irene Hauzinger

Victor Kogan

David Price

Lori Sirs

William Stadler

Teresa Winstead

Dustin Zemel

The Department of Society and Social Justice is an administrative unit that incorporates the intellectual orientations and curricula of several distinct but complementary programs. It offers the Bachelor of Arts degree in Communication Studies, Criminal Justice, Sociology and Cultural Anthropology, and the Bachelor of Social Work as well as minor concentrations in all of those disciplines but Social Work, as well as in Legal Studies and Social Justice. The department is also home to the University's pre-law program. Detailed information about the curricula and course offerings for these programs can be found in their respective sections of this catalog.

SOCIAL JUSTICE

FACULTY

Robert Hauhart

David Price

The Social Justice program offers an interdisciplinary minor that focuses on non-legal forms of justice, and the corresponding societal settings for injustice, in society. In addition to courses exclusively listed in Social Justice, select courses from Criminal Justice, Political Science, History, Sociology, and related areas contribute to the curriculum as electives. Students interested in acquainting themselves with the history, development, impact, and contemporary status of social justice initiatives may minor in Social Justice in support of their major field of study.

Minor in Social Justice (21 semester hours)

The minor requires completion of 9 required semester hours and 12 or more upper-division elective semester hours, drawn from the courses listed below.

Required Courses

- SJ 110/SOC 110 Introduction to Social Justice
- SOC 333 Women, Culture and Society
- CJ 430/PLS 430 Constitutional Safeguards and Individual Liberties

Approved Elective Courses

Electives may include up to 6 semester hours of internship credit. Additional courses may be cross-listed for social justice credit on an occasional basis. Other elective courses may be counted toward the minor if, in the judgment of the program director, they significantly enhance the student's learning in the program.

- SJ 301 Social Justice in Literature
- SJ 310 Social Justice in Film
- RLS 310 Religion in America
- CJ/SOC/WS 307 Gender, Crime and Law
- SOC 316 History of Women in North American Social Work: 1848-1945
- HIS 319 United States Working Class History
- SOC 370 Social Action
- ENG 350 Gender and Sexuality in Literature
- SJ 390 Internship
- SJ 395 Special Topics
- SJ 397 Directed Study

SOCIAL JUSTICE COURSES

SJ 110 Introduction to Social Justice (3)

This course will constitute an introduction to the ideas that have shaped the notion of so-

cial justice, particularly since the inception of the United States. The course will introduce the historical conceptions of social justice in political theory and critically examine contemporary notions of social justice in our society.

SJ 301 Social Justice in Literature (3)

A close textural reading of classic literature with special attention to the social justice themes and moral significance of the readings. Selections vary but have included in the past classic texts by Kafka, Solzhenitsyn Orwell, Wright, and others. Prerequisite: SOC 101, CJ 101, PSY 101, or SOC/SJ 110.

SJ 310 Social Justice in Film (3)

An intensive and engaging examination of social justice themes in classic films. Films include documentaries, Hollywood productions, and foreign films (with subtitles). Films vary but have included On The Waterfront, Brokeback Mountain, Titicut Follies, Desert Hearts, City of Gold, Rabbit Proof Fence, and others. Prerequisite: SOC 101, CJ 101, PSY 101, or SOC/SJ 110.

SJ 370 Social Action (3)

Social Action examines theories and methods employed by individuals and groups desiring to bring about planned social change. Various themes of social justice are also examined in the readings and lectures. The course begins with an assessment of theories of social action and change and progresses to critical examinations of case studies in which change was affected by working either within or outside of political or bureaucratic systems.

SJ 395 Special Topics (3)

Courses relevant to the Social Justice curriculum offered periodically on topics announced by the faculty. Courses may include topics such as: genocide studies; others. Prerequisite: CJ 101, SOC 101, PSY 101 or SJ110.

SJ 397 Directed Readings in Social Justice (1-3)

A semester of directed readings under the supervision of the Social Justice program advisor. Topic to be chosen by student in consultation with program advisor. Prerequisite: Senior Standing; 3.0 GPA; permission of the program advisor.

SJ 480 Service Learning in Social Justice (1-3)

An important feature of many social justice initiatives is direct involvement with community improvement efforts, social organizing, and political action. This course permits students to engage in direct social action through an organized service learning experience under the supervision of the instructor and a grass roots/community action group. Prerequisite: SOC 101, CJ 101, PSY 101, or SOC/SJ 110.

SOCIAL WORK

FACULTY

Tam Dinh, BSW Program Director
Lori Sirs, BSW Field Education Director

Irene Hauzinger

The Social Work Program offers the following degree program and options:

- Bachelor of Social Work
- Minor in Social Work
- Chemical Dependency Professional Concentration
- Chemical Dependency Minor

The Bachelor of Social Work (BSW) program, a bachelor of science degree, prepares students for entry level generalist practice in the field of social work. The interdisciplinary curriculum is designed to provide a broad theoretical base for students to draw from for social work practice. Its goals are to:

- increase student knowledge of social work values and methods as an approach to intervening in human problems;
- increase student practice competencies in providing social work services to a diverse population in diverse life situations;
- encourage students to develop ethical and analytical thinking essential for professional social work;
- increase students' awareness of the broad profession of social work, including social welfare history, research, practice and graduate-level opportunities.

The social work major is offered only at the University's Lacey campus.

BACHELOR OF SOCIAL WORK

Core Curriculum Requirements (Please see the Core Curriculum section of the catalog)

Major in Social Work (62 semester hours)

Lower-Division Courses (22 semester hours)

- BIO121 Human Biology/Human Biology Lab
- ECN 201 Principles of Microeconomics
- MTH 201 Introduction to Statistics
- PSY 101 Introduction to Psychology or PSY 205 Child and Adolescent Development
- SOC 101 Modern Society and Culture or SOC 102 American Social Problems
- SW 210 Introduction to Social Work
- SW 240 Research Methods

Upper-Division Courses (40 semester hours)

- SW 301 Child Welfare

- SW 303 Adulthood and Aging
- SW 340 Interviewing and Assessment
- SW 344 Case Management and Advanced Interviewing
- Choose one from: SW 302 Sex, Race and Disability, SW 316 History of Women in American Social Work: 1848-1945, SOC 333 Women, Culture and Society, or SOC 396 Intercultural Communication
- SW 389 Pre-Internship Seminar (1) offered in fall
- Choose one from: any upper-division PSY course
- SW 390 Internship, taken concurrently with SW 391 Internship Seminar
- SW 490 Advanced Internship, taken concurrently with SW 491 Advanced Internship Seminar (session 1)
- SW 492 Advanced Internship, taken concurrently with SW 493 Advanced Internship Seminar (session 2)
- SW 498 Advanced Research Design
- SW 499 Senior Seminar

NOTE: Before enrolling in an upper-division internship (SW 490), students must meet the following requirements:

- Complete 12 semester hours of required major courses on the Lacey campus
- Complete SW 210, SW 340, SW 344, SW 390 and SW 391 with a grade of "B" or better
- Have an overall grade point average of at least 2.7

Internships may count for up to 27 semester hours toward graduation. A minimum of 12 semester hours of internships, which must include 3 semester hours of SW 390 and 9 semester hours divided between SW 490 and SW 492, are required. Core curriculum semester hours may overlap with major requirements.

Minor in Social Work (23 semester hours)

For non-social work majors, who are looking to supplement their social science education with experiential learning.

Lower Division:

- SW 210 Introduction to Social Work (3)
- SW 240 Research Methods (3)

Upper Division:

- SW 301 Child Welfare (3) offered in spring
- SW 303 Adulthood and Aging (3) offered in fall

- SW 340 Interviewing and Assessment (3) offered in fall
- SW 344 Advanced Interviewing and Case Management (3) offered in spring
- SW 389 Pre-Internship Seminar (1) offered in fall
- SW 390 Internship (3) offered in spring
- SW 391 Internship Seminar (1) offered in spring

SOCIAL WORK COURSES

SW 210 Introduction to Social Work (3)

Introduction to methodology of social work with individuals, families and groups. Course also explores history of social welfare policy and ethical principles of social work. Prerequisite: sophomore standing.

SW 240 Research methods (3)

The practice of social science research, methods of data collection and analysis. Emphasis on practical mastery of skills and knowledge of data sources. Equivalent to PSY 240.

SW 301 Child Welfare (3)

History of child welfare in the United States; rights and needs of children when parents cannot fulfill parental responsibilities; services and methods used to secure and provide for children's developmental needs. Equivalent to SOC 301.

SW 302 Sex, Race, and Disability (3)

Social meanings of sex, race, and disability. Comparison of biological facts with common stereotypes and discriminatory practices, current social policies, programs, individual rights and community responsibilities. Impact of stress on life, problems, and potentials. Equivalent to previous course SOC 302.

SW 303 Adulthood and Aging (3)

Examination of aging from socio-psychological, developmental, and macro-psychological perspective. Social meaning and demography of aging, physical and psychological aging, role adjustments associated with retirement, death and bereavement, health care and social service needs, age discrimination, political, economic and interpersonal problems and issues.

SW 316 History of Women in North American Social Work (1848-1945) (3)

This course focuses on the historical context, the sociological and feminist theories of the time, and specific leaders in the many communities that began to address social ills of our young nation. Special focus on the Settlement House movement, the Women's Clubs, and the Progressive Era. Equivalent to SOC 316 and WS 316.

SW 340 Interviewing and Assessment (3)

An overview of theoretical concepts of interpersonal communication, ethics, and standards of professional conducts as well as fundamental interviewing and assessment skills and techniques. Special emphasis is placed on sensitivity to culturally competent practice

and awareness of the intersectionality between gender, spirituality, sexual orientation, ethnicity, and social class in practice. Prerequisite: Junior standing. Equivalent to PSY 340.

SW 344 Case Management and Advanced Interviewing (3)

This course focuses on building advanced interviewing skills, introduces Case Management as practiced by private and publicly-funded social service agencies, and further develops ethical decision-making when working with vulnerable populations. Prerequisites: SW 340.

SW 389 Pre-Internship Seminar (1)

This is a seminar in preparation for the first Social Work Internship. Course will orient students to the process of obtaining an internship, to the resources available in the community, and support them with the goal of each student by the end of the fall semester having obtained and prepared to start their spring internship.

SW 390 Internship (1-6)

Experience with and application of social service principles and concepts in a selected community agency. Prerequisite: Completion of SW 344 with a grade of "B" or higher before starting internship, or instructor permission. Must be taken concurrently with SW 391. May be repeated for credit.

SW 391 Internship Seminar (1)

A seminar focused on integrating the practice competencies encountered in the internship experience. Must be taken concurrently with SW 390.

SW 395 Special Topics (1-3)

Selected topics in social work. Prerequisite: Instructor permission. May be repeated for credit.

SW 396 Intercultural Communication (3)

Cross-cultural examination of international, domestic and personal communication. Coursework intended for anyone whose work or lifestyle may involve encounters of the intercultural kind. Equivalent to SOC 396.

SW 397 Directed Study (1-3)

Opportunity for students to undertake individual research projects or advanced study of topics not covered by the regular curriculum. Prerequisite: Instructor permission. May be repeated for credit.

SW 490 Advanced Internship-Session 1 (1-6)

Experience with and application of social service principles and concepts in a selected community agency. Prerequisite: SW 390 and SW 391 with a grade of "B" or higher before starting internship, or instructor permission. Corequisite: SW 491. May be repeated for credit.

SW 491 Advanced Internship Seminar-Session 1 (1)

A seminar focused on integrating the practice competencies encountered in the internship experience. Corerquisite: SW 490

SW 492 Advanced Internship – Session 2 (1-6)

Experience with and application of social service principles and concepts in a selected community agency. Prerequisite: SW490/491 with a grade of "B" or higher before starting internship, or instructor permission. Corequisite: SW 493. May be repeated for credit.

SW 493 Advanced Internship Seminar – Session 2 (1)

A seminar focused on integrating the practice competencies encountered in the internship experience. Corequisite: SW 492.

SW 498 Advanced Research Design (3)

This course provides students with an advanced knowledge of social work research methods, measurement, questionnaire construction, sampling and analysis. There will be an emphasis on connecting theory with research in social work practice. Students will develop a research proposal for a research study to be completed in the spring Senior Seminar (SW 499).

SW 499 Senior Seminar (3)

A major research paper exploring some aspect of social work practice. The topic is developed in SW 498 during the fall semester, with the final and expanded study completed, written and presented in the spring. Prerequisite: senior standing.

Chemical Dependency Professional Concentration (10 credits)

This concentration is for BSW students who want additional knowledge and skills in chemical dependency and substance abuse. Students will be prepared for Washington State Chemical Dependency Professional Credentialing.

- CDP 400: Understanding Addiction: Theories, Ethics, and Physiological Impacts (3)
- CDP 401: Treatment of Addictions: Individual, Families, and Group Counseling (4)
- CDP 402: Chemical Dependency Systems, Policies and Laws (3)

Chemical Dependency Professional Minor (19 credits)

This minor is for non-social work students who want additional knowledge and skills in chemical dependency and substance abuse.

- SW 210: Introduction to Social Work (3)
- SW 340: Interview and Assessment (3)
- PSY 335: Abnormal Psychology (3)
- CDP 400: Understanding Addiction: Theories, Ethics, and Physiological Impacts (3)
- CDP 401: Treatment of Addictions: Individual, Families, and Group Counseling (4)
- CDP 402: Chemical Dependency Systems, Policies and Laws (3)

CHEMICAL DEPENDENCY COURSES

CDP 400 Understanding Addiction: Theories, Ethics, and Physiological Impacts (3)

Students will gain an understanding of the history and development of the major theories of the etiology of addiction. Students will also examine the intersectionality of class, race, culture, and spirituality on substance and behavioral addiction. Topics include understanding the pharmacological properties and physiological effects of addictive substances and the influence of culture on the use of addictive substances.

CDP 401 Treatment of Addiction: Individual, Families, and Group Counseling (4)

Grounded in evidence-based clinical skills, students will be prepared to screen, assess, diagnose, and treat substance abuse disorders according to the National Association of Alcoholism and Drug Abuse Counselors (NAADAC) professional ethical standards. Students will learn the appropriate treatment modalities for individuals, families, and groups and all the required documentation for the treatment process. The American Society of Addiction Medicine (ASAM) criteria will be the foundation for addiction placement, continued care, and transfer/discharge. Students will also examine the intersectionality of class, race, culture, and spirituality, and its implication on treatment. Co-occurring disorders, trauma, and HIV/AIDS brief risk intervention are also addressed. Prerequisite: CDP 400

CDP 402 Chemical Dependency Systems, Policies, and Laws (3)

Students will examine the health care system and the services available for those experiencing chemical dependency/substance abuse. Using the NAADAC Code of Ethics and NASW Code of Ethics as a framework, students will also examine the relationship between state and federal substance use laws and regulations on the stigma of addiction, on the accessibility and utilization of treatment and services, on the criminal justice system, and other social injustices. Prerequisite: CDP 400

CDP 403 Chemical Dependency Internship (1-9)

Field experience where students apply NASW and NAADAC principles, concepts, and ethics in a chemical dependency treatment agency. Prerequisite: CDP 400, CDP 401, and CDP 402

CDP 404 Chemical Dependency Internship Seminar (1)

A seminar focused on integrating the practice competencies encountered in the internship experience. Must be taken concurrently with CDP 403 Internship. Concurrent enrollment in CDP 403

CDP 405 Exam and Licensure Preparation (1)

Students will be provided guidance through the licensure process to obtain a chemical dependency professional certificate in accordance with NAADAC and Washington State requirements. Student will also be assisted in preparing all the required material and documentation for licensure. Tutorial and guidance to successfully navigate the licensure examination will also be provided.

SOCIOLOGY AND CULTURAL ANTHROPOLOGY

FACULTY

Robert Hauhart
Victor Kogan
David Price
Teresa Winstead

The Sociology and Cultural Anthropology Program is an interdisciplinary major designed to prepare students for work in a variety of fields, including sociological consulting, applied anthropology consulting, museum studies and a variety of service careers in both the public and private sector. Students in the program gain a broad-based education in critical reasoning and writing skills through the study of culture and society. The sociology and cultural anthropology major also serves the professional requirements of other departments by examining the impact of culture, ethnicity, race and stratification in contemporary society.

Bachelor of Arts

Core Curriculum Requirements (Please see the Core Curriculum section of the catalog)

Major in Sociology/Cultural Anthropology (39 semester hours)

Lower-Division Courses

- SOC 101 Modern Society and Culture
- SOC 102 American Social Problems
- SOC 103 Introduction to Cultural Anthropology
- SOC 240 Research Methods

Upper-Division Courses (27 upper-division semester hours in sociology and cultural anthropology, including:)

- SOC 318 History of Sociology and Anthropology
- SOC 320 Social Psychology
- SOC 350 Social Theory
- SOC 450 Advanced Research for the Social Sciences
- SOC 499 Sociology Seminar

Minor in Sociology/Cultural Anthropology (21 semester hours)

Lower-Division Courses

- SOC 101 Modern Society and Culture
- SOC 102 American Social Problems

- SOC 240 Research Methods

Upper-Division Courses (12 semester hours of electives in sociology and cultural anthropology)

SOCIOLOGY AND CULTURAL ANTHROPOLOGY COURSES

SOC 101 Modern Society and Culture (3)

A survey of sociology and sociological theory. Examination of the basic forms and processes that characterize modern society and culture. Perspectives and answers of different sociologists are examined.

SOC 102 American Social Problems (3)

A survey of major social problems in American society. Emphasis on developing a foundation for understanding, researching and analyzing social problems.

SOC 103 Introduction to Cultural Anthropology (3)

Studies of societies that contrast with Western civilization, leading to an acquaintance with the concept of culture and its importance to an understanding of human behavior.

SOC 110 Introduction to Social Justice (3)

This course will constitute an introduction to the ideas that have shaped the notion of social justice, particularly since the inception of the United States. The course will introduce the historical conceptions of social justice in political theory and critically examine contemporary notions of social justice in our society.

SOC 195 Special Topics (1-3)

To be arranged with department advisor.

SOC 240 Research Methods (3)

The nature of social scientific research, methods of data collection and analysis. Emphasis on practical mastery of research skills and knowledge of data sources.

SOC 295 Special Topics (1-3)

To be arranged with department advisor.

SOC 301 Child Welfare (3)

Rights and needs of children; measures to secure them. Prerequisite: Junior standing.

SOC 302 Sex, Race and Disability (3)

Social meanings of sex, race and disability. Comparison of biological facts with common stereotypes and discriminatory practices, current social policies, programs, individual rights and community responsibilities. Impact of stress on life, problems and potentials.

SOC 303 Adulthood and Aging (3)

Examination of aging from socio-psychological, developmental, and macro-psychological perspective. Social meaning and demography of aging, physical and psychological aging, role adjustments associated with retirement, death and bereavement, health care and social service needs, age discrimination, political, economic and interpersonal problems and issues.

SOC 305 Juvenile Justice (3)

An examination of the legal history of the juvenile court; analysis of the problems and processes of the juvenile justice system. Equivalent to CJ 305.

SOC 306 Juvenile Rehabilitation (3)

Overview of history, definitions, and nature of those correctional theories, programs and practices that aim to deter criminal conduct in juveniles through efforts to change anti-social behavior. The course will examine historical and contemporary approaches to juvenile rehabilitation adopted in the United States and pursued cross-culturally in other countries Prerequisite: CJ 101 and SOC 101.

SOC 307 Gender, Crime and Law (3)

Overview of history, definitions, and nature of the relationship between gender and the criminal justice system. Historically, the American criminal justice system has been a "man's world" focused on crimes committed by men and institutions run by men. To address the historical lack of interest in women's roles and the status of LGBT individuals within the criminal justice world, the course will examine historical and contemporary roles played by women and LGBT individuals as offenders, professionals, prisoners, and victims. Special attention will be given to crimes against women/LGBT individuals and the efforts to investigate, prosecute, prevent and deter these crimes. Prerequisite: CJ 101 and SOC 101.

SOC 316 The History of Women in North American Social Work: 1848-1945 (3)

Focusing on the historical context, the sociological, psychological and feminist theories of the time, and specific leaders in many communities who began to address social ills of our young nation. Special focus on the Settlement House movement, the Women's Clubs, and the progressive era. Open to non-majors. Equivalent to WS 316.

SOC 318 History of Sociology and Anthropology (3)

Examination of the early sociology and anthropology masters; history of sociology and anthropology in a social context; emergence of sociology and anthropology as sciences; probable future development.

SOC 320 Social Psychology (3)

Overview of group formation and interaction in relation to environment. Examination of how they influence the individual in terms of needs, attitude formation, prejudice, motivation, perceptions and communicative processes. Equivalent to PSY 320.

SOC 325 Criminology and Juvenile Delinquency (3)

Nature and causes of crime and delinquency and efforts to control them. Equivalent to CJ 325.

SOC 333 Women, Culture and Society (3)

Examination of anthropological and sociological models of gender theory. Topics covered include social construction of gender, cross-cultural considerations of gender, essentialism, domestic organization, economic gender inequality, the politics of reproduction and models of engendered sexuality.

SOC 344 Case Management and Advanced Interviewing (3)

This course focuses on building advanced interviewing skills, introduces Case Management as practiced by private and publicly-funded social service agencies, and further develops ethical decision making when working with vulnerable populations. Prerequisites: SW 210 and PSY 340.

SOC 350 Social Theory (3)

In-depth survey of the major conceptual framework of sociology, including theories of group action, social order and institutional change.

SOC 370 Social Action (3)

Social Action examines theories and methods employed by individuals and groups desiring to bring about planned social change. Various themes of social justice are also examined in the readings and lectures. The course begins with an assessment of theories of social action and change and progresses to critical examinations of case studies in which change was affected by working either within or outside of political or bureaucratic systems.

SOC 380 Marriage and the Family (3)

Sexual, marital and familial processes and conflicts in American society; cross-cultural examination of the family. Prerequisite: Sophomore standing.

SOC 395 Special Topics (1-3)

To be arranged with department advisor.

SOC 396 Intercultural Communication (3)

Cross-cultural examination of international, domestic and personal communication. Coursework intended for anyone whose work or lifestyle may involve encounters of the intercultural kind.

SOC 397 Directed Study (1-3)

Prerequisite: Permission of instructor.

SOC 440 Death, Dying and Grief (3)

Overview of topics related to death, dying and grief. Cultural, spiritual, developmental, sociological, and psychological considerations are addressed. Prerequisites: PSY 101 or SOC 101, and senior status or instructor permission. Equivalent to PSY 440.

SOC 450 Advanced Research for the Social Sciences (3)

Course studies sociological research methods, measurement, observation, experimen-

tation, survey methods, sampling, questionnaire construction and analysis. Prerequisite: SOC/PSY 240.

SOC 470 White Collar Crime (3)

Overview of history, definitions, and nature of those unlawful activities that constitute 'white collar' law violations. The course will examine historical and contemporary conduct that has been identified as government, corporate, occupational, and institutional crime and the law enforcement agencies and approaches in place to investigate, prosecute, prevent and deter these crimes. Prerequisites: CJ 101 or SOC 101.

SOC 495 Special Topics (1-3)

To be arranged with department advisor.

SOC 499 Sociology Seminar (3)

A major research paper on an approved topic under the direction of the department. Prerequisite: Senior standing.

THEATRE ARTS

The Theatre Arts Program seeks to integrate the study of dramatic literature and theatre history with theatrical practice as a means of developing intellectual, physical and spiritual adventurousness, openness of mind and increased understanding of the range of human experience. Courses prepare students for graduate studies, secondary school teaching certificates and professional lives in which written and interpersonal communication, aesthetic judgment, emotional understanding and organizational ability are of primary concern.

Bachelor of Arts

Core Curriculum Requirements (Please see the Core Curriculum section of the catalog)

Major in Theatre Arts (36 semester hours, at least 21 of which are upper-division)

- THR 201 Fundamentals of Theatrical Design and Technology
- THR 211 Acting I
- THR 302 Play Writing
- THR 305 Styles, Periods and Practices in Theatre
- THR 311 Acting II
- THR 450 Directing Practicum (must have three semester hours credit)
- ENG 251 British Literature I (to 1789)
- ENG 314 Drama and Performance Studies
- 12 semester hours chosen from: THR 250/350 Acting Practicum; THR 290/390 Internship; THR 320 Scene Design; THR 330 Costume Design; THR 340 Lighting Design; THR 260/360 Design/Tech Practicum

NOTE: All students majoring in theatre arts are expected to work on each production each semester.

THR 250, 260, 290, 350, 360, 390 and 450 are offered on a variable-credit basis. The number of semester hours of credit, 1 to 4, earned will be based on the size and/or complexity of the role to be played or the production support tasks being undertaken. Proficiency in a foreign language is strongly recommended for those intending to apply for graduate studies leading to a master's and/or doctoral degree.

Minor in Theatre Arts (21 semester hours)

- THR 201 Fundamentals of Theatrical Design and Technology
- THR 211 Acting I
- THR 250/350 Acting Practicum (must have three semester hours credit)
- One course chosen from: THR 305 Styles, Periods and Practices in Theatre; THR 311 Acting II
- One course chosen from: ENG 251 British Literature I (to 1789); ENG 314 Drama and Performance Studies
- Three semester hours chosen from: THR 290/390 Internship; THR 320 Scene Design; THR 330 Costume Design; THR 340 Lighting Design; THR 260/360 Design/Tech Practicum
- Three semester hours chosen from: THR 302 Play Writing; THR 450 Directing Practicum

Revised Washington State Education Endorsements

For information on the Washington state teacher education endorsement in drama, please refer to the requirements as outlined in the education section of the Academic Catalog.

THEATRE ARTS COURSES

THR 101 Introduction to the Theatre (3)

Actors, directors, playwrights, designers. How do they do what they do? Find out by doing it yourself: exercises, discussions and demonstrations give students hands-on experience with what it is like to work in professional theatre..

THR 195 Special Topics (3)

To be arranged with department advisor. May be repeated for credit.

THR 201 Fundamentals of Theatrical Design and Technology (3)

A historical study of theatrical design and technology (sets, costumes, lights, properties and sound) culminating in hands-on, collaborative theatrical design projects. Fulfills the Fine Arts core requirement..

THR 211 Acting I (3)

Survey of basic acting theory and technique, including vocal and physical warm-ups, relaxation, Improvisation, scene study and ensemble awareness. No performing experience necessary. No prerequisites.

THR 250 Acting Practicum (1-4)

Students who act a substantial role in a theatrical production at Saint Martin's may obtain credit for their work. Prerequisites: Audition/interview and instructor's permission. May be repeated for credit.

THR 260 Design/Tech Practicum (1-4)

Students may obtain credit for a substantial technical or design contribution to a theatrical production at Saint Martin's in the areas of costume; lighting; set; sound or makeup design; stage management; or technical direction. Prerequisite: Instructor's permission. May be repeated for credit.

THR 290 Internship (1-3)

Internship with a professional or community theatre involving exposure to one or more of the following technical aspects: acting; directing; stage management; costume design and construction; set design and construction; lighting design and operation; sound design and operation; properties management. May be repeated for credit.

THR 295 Special Topics (3)

To be arranged with department advisor.

THR 302 Play Writing (3)

The fundamentals of writing for the stage: conflict, action, character, plot, dialogue, setting and structure. Students work in collaboration with each other and with instructor to develop their ideas into original scripts. Prerequisite: Instructor's permission.

THR 305 Styles, Periods and Practices in Theatre (3)

A seminar of historical and/or modern theatre styles, periods and genres with an emphasis on the practical challenges of production in a contemporary context. Course may be repeated once with permission of department chair. Prerequisites: Junior standing or THR 101 or instructor's permission.

THR 307 Studies in Film (3)

How do films work? Critical survey of several narrative films in their historical context and exploration of filmmaking techniques — acting, directing, editing, screenwriting and other related topics — as a means of developing tools for analyzing films as art, popular culture and socio-political commentary.

THR 311 Acting II (3)

Survey of basic acting theory and technique, with intensive focus on scene study. No performing experience necessary. Prerequisite: Junior standing or instructor's permission.

Course may be repeated once with permission of department chair.

THR 320 Scene Design (3)

A general overview of the history of architecture and interior design as applied to the collaborative process of creating environments for the stage. Methods of research and play analysis. Exploration of techniques and styles of rendering and model construction.. Prerequisite: THR 201 or instructor's permission.

THR 330 Costume Design (3)

General overview of the history of clothing design and construction as applied to the collaborative process of creating costumes for the stage. Methods of research and play analysis. Exploration of techniques and styles of costume rendering and construction. Prerequisite: THR 201 or instructor's permission

THR 340 Lighting Design (3)

Stage lighting from the fundamentals of electricity and the development of lighting instruments to collaborative process of lighting theatrical productions. Prerequisite: THR 201 or instructor's permission.

THR 350 Acting Practicum (1-4)

Students who act a substantial role in a theatrical production at Saint Martin's may obtain credit for their work. Prerequisites: Audition/interview and instructor's permission. May be repeated for credit.

THR 360 Design/Tech Practicum (1-4)

Students may obtain credit for a substantial technical or design contribution to a theatrical production at Saint Martin's in the areas of costume; lighting; set; sound or makeup design; stage management; or technical direction. Prerequisite: Instructor's permission. May be repeated for credit.

THR 380 Literature on Film (3)

The study of important examples of literature adapted to the medium of film.

THR 390 Internship (1-3)

Internship with a professional or community theatre involving exposure to one or more of the following technical aspects: acting; directing; stage management; costume design and construction; set design and construction; lighting design and operation; sound design and operation; properties management. May be repeated for credit.

THR 395 Special Topics (3)

To be arranged with department advisor. May be repeated for credit.

THR 397 Directed Study (1-3)

An opportunity for students to pursue research-based or scholarly projects on their own initiative. Prerequisite: Instructor's permission. May be repeated for credit.

THR 402 Play Writing II (3)

Continuation of THR 401. Further exploration of basic concepts of writing for the stage. Students will complete a working draft of an original play. Prerequisites: THR 401 or instructor's permission.

THR 450 Directing Practicum (1-4)

Advanced students may arrange to direct a theatrical production at Saint Martin's. Prerequisite: Instructor's permission. May be repeated for credit.

THR 495 Special Topics (3)

To be arranged with department advisor. May be repeated for credit.

WORLD LANGUAGES

FACULTY

Brother Boniface V. Lazzari, O.S.B.

Kathleen McKain

Learning a world language is an integral part of any liberal arts education. The study of a world language not only opens the door to knowledge and understanding of another culture rich in literature and history, but also can afford a better comprehension of the student's own language and of how languages work in general. In addition, knowledge of a world language is a marketable skill. Knowledge of a world language offers students additional opportunities in an increasingly international market.

The Department of World Languages offers beginning through advanced courses in Chinese, French, Japanese and Spanish. Beginning Russian courses are also offered every other year. The department offers a minor in both French and Japanese Studies.

Revised Washington State Education Endorsements

For information on the Washington State teacher education endorsement in Japanese, French and Spanish, please refer to the requirements as outlined in the education section of the Academic Catalog.

Minor in French (18 semester hours or equivalent*)

Lower-Division Courses:

- FRN 201 Intermediate French
- FRN 202 Intermediate French

Upper-Division Courses:

- Four three-credit courses at the FRN 300- or 400-level

  N.B. These courses must be conducted in French in order to count toward the French Minor.

*The minor in French is based on French language proficiency. As such, students who can demonstrate proficiency beyond the 200-level may request that up to a maximum of six credits required for the minor may be waived, i.e., for FRN 201 and/or FRN 202. At least one course of those required for the minor must be taken at Saint Martin's University.

Students also have the option of completing a minor in French through World Language Department-approved study abroad programs. See department chair for more information.

Minor in Japanese (20 semester hours or equivalent*)

*Students also have the option of completing a minor in Japanese Studies through the World Language Departments – approved student abroad programs. See department chair for more information.

Lower-Division Courses (13 semester hours of Japanese language, including:)

- COR140J Introduction to Japanese
- JPN 102 Introduction to Japanese, cont.
- JPN 201 Intermediate Japanese
- JPN 202 Intermediate Japanese, cont.

Upper-Division Courses

- Six semester hours in courses numbered 300 or above in Japanese studies or selected from the following (must include one non-language course): JPN 301 Advanced Japanese; JPN 302 Advanced Japanese, cont.; JPN 395 Special Topics; JPN 495 Special Topics; PLS 352 Asia and the World or other courses numbered 300 or above that relate to Asian history and culture, subject to approval of the Department of World Languages.

WORLD LANGUAGES COURSES

CHINESE

COR140C Introduction to Chinese I (4)

A foundational course in the study of Chinese language and culture that helps prepare students to be global citizens by providing real-world language acquisition experiences that enable them to become proficient in the areas of speaking, oral comprehension, reading, and writing. Prerequisites: None

CHN 102 Introduction to Chinese II (4)

Fundamentals of pronunciation, grammatical forms and syntax. Language skills (speaking, understanding, reading and writing) are developed through a contrasting analysis of Chinese and English. COR140C or equivalent

CHN 201 Intermediate Chinese I (3)

This course advances the four language skills. Prerequisites: CHN 102 or equivalent

CHN 202 Intermediate Chinese II (3)

This course advances the four language skills. Prerequisites: CHN 201 or equivalent

CHN 295 Special Topics, Chinese (3)

To be arranged: Prerequisites: CHN 202 or equivalent

CHN 395 Special Topics, Chinese (3)

To be arranged: Prerequisites: CHN 202 or equivalent

CHN 397 Directed Study, Chinese (3)

A specialized course in Chinese language and/or literature. Prerequisite: CHN 202 or equivalent

CHN 495 Special Topics, Chinese (3)

To be arranged: Prerequisites: CHN 202 or equivalent

FRENCH

COR140F Introduction to French I (4)

A foundational course in the study of French language and culture that helps prepare students to be global citizens by providing real-world language acquisition experiences that enable them to become proficient in the areas of speaking, oral comprehension, reading, and writing. Prerequisites: None

FRN 102 Introduction to French II (4)

Fundamentals of pronunciation, grammatical forms and syntax. Language skills (speaking, understanding, reading and writing) developed through contrasting analysis of French and English. Prerequisites: COR140F or equivalent

FRN 201 Intermediate French (3)

Advances the four language skills: speaking, understanding, reading and writing. Readings in French are introduced. Emphasis on communication. Prerequisites: FRN 102 or equivalent

FRN 202 Intermediate French (3)

Advances the four language skills: speaking, understanding, reading and writing. Readings in French are introduced. Emphasis on communication. Prerequisites: FRN 201 or equivalent

FRN 295 Special Topics, French (1-3)

To be arranged.

FRN 301 French Composition and Conversation (3)

This course emphasizes building competency in French in the areas of conversation and composition (writing). As such, students are engaged in expressing themselves in French

using a variety of materials from the French-speaking world. They are required to explore points of view from the French-speaking world on relevant issues and engage in cultural comparisons. They are also required to reflect on and improve their use of the structural components of French through grammar study and a variety of writing activities. The course is conducted in French and may be repeated for the French minor. Prerequisites: FRN202 or equivalent

FRN 310 Francophone Cinema (3)

This course emphasizes improving student knowledge and understanding of the importance of Francophone cinema. Students are required to explore and interact with a variety of French-language films from the French-speaking world, e.g., films from Senegal, Cote d'Ivoire, the D.R.C., Egypt, Belgium, France, Canada. Students are also required to reflect on the role and importance of cultural context within this artistic medium. Students are expected to improve their use of the structural components of French. The course is conducted in French and may be repeated for the French minor. Prerequisites: FRN202 or equivalent

FRN 326 Introduction to French Literature (3)

This course emphasizes developing skills in reading and discussing French literary texts at the intermediate-advanced level. Students explore texts written in French from the French-speaking world, e.g., Senegal, Cote d'Ivoire, the D.R.C., the Antilles, Belgium, France, Canada, Switzerland. Texts might include poetry, fables/fairy tales, short stories, short novels. Students are introduced to literary techniques, and how to discuss and write about literary texts in French. The course is conducted in French and may be repeated for the French minor. Prerequisites: FRN202 or equivalent

FRN 395 Special Topics, French (1-3)

To be arranged. The course is conducted in French and may be repeated for the French minor. Prerequisites: FRN202 or equivalent

FRN 397 Directed Study, French (1-3)

A specialized course in French language and/or literature. Prerequisites: FRN 202 or instructor permission. The course is conducted in French and may be repeated for the French minor. Prerequisites: FRN202 or equivalent

FRN 401 Advanced French Literature (3)

This course emphasizes developing skills in reading and discussing French literary texts at the advanced level. Students explore texts written in French from the French-speaking world, e.g., Senegal, Cote d'Ivoire, the D.R.C., the Antilles, Belgium, France, Canada, Switzerland. Texts will generally focus on a specific time period and might include novels, poetry collections short story collections. Students are expected to discuss and write in French about complex literary texts. The course is conducted in French and may be repeated for the French minor.

FRN 495 Special Topics, French (1-3)

To be arranged. The course is conducted in French and may be repeated for the French minor.

JAPANESE

COR140J Introduction to Japanese I (4)

A foundational course in the study of Japanese language and culture that helps prepare students to be global citizens by providing real-world language acquisition experiences that enable them to become proficient in the areas of speaking, oral comprehension, reading, and writing. Prerequisites: None

JPN 102 Introduction to Japanese II (4)

Introduction to Japanese language and culture. Students begin to acquire knowledge of Japanese and the fundamentals of Japanese grammar. Cultural aspects of Japanese life will also be presented. Prerequisites: COR140J or equivalent

JPN 201 Intermediate Japanese (3)

Continuation of JPN 101 and 102. Building basic vocabulary and developing writing and speaking skills. Prerequisites: JPN 102

JPN 202 Intermediate Japanese (3)

Continuation of JPN 101 and 102. Building basic vocabulary and developing writing and speaking skills. Prerequisites: JPN 201

JPN 295 Special Topics, Japanese (1-3)

To be arranged.

JPN 301 Advanced Japanese (3)

Students will study speech, composition, complex kanji characters and advanced grammar. Focus continues to be on building the student's aural and oral capabilities. Thus, a large amount of vocabulary will be introduced. Japanese culture and current events also are discussed to create better understanding of Japanese culture as well as language. Course conducted in Japanese. Prerequisites: JPN 202

JPN 302 Advanced Japanese (3)

Students will study speech, composition, complex kanji characters and advanced grammar. Focus continues to be on building the student's aural and oral capabilities. Thus, a large amount of vocabulary will be introduced. Japanese culture and current events also are discussed to create better understanding of Japanese culture as well as language. Course conducted in Japanese. Prerequisites: JPN 301

JPN 395 Special Topics, Japanese (1-3)

To be arranged. Course conducted in Japanese. Prerequisites: JPN 202

JPN 397 Directed Study, Japanese (1-3)

A specialized course in Japanese language and/or literature. Prerequisite: JPN 202 or instructor permission. Course conducted in Japanese. Prerequisites: JPN 202

JPN 495 Special Topics, Japanese (1-3)

To be arranged. Course conducted in Japanese.

RUSSIAN

COR140R Introduction to Russian I (4)

A foundational course in the study of Russian language and culture that helps prepare students to be global citizens by providing real-world language acquisition experiences that enable them to become proficient in the areas of speaking, oral comprehension, reading, and writing. Prerequisites: None

RUS 102 Introduction to Russian II (4)

Fundamentals of pronunciation, grammatical forms and syntax. Language skills (speaking, understanding, reading and writing) are developed through a contrasting analysis of Russian and English. Prerequisite: COR140R or equivalent

SPANISH

COR140S Introduction to Spanish I (4)

A foundational course in the study of Spanish language and culture that helps prepare students to be global citizens by providing real-world language acquisition experiences that enable them to become proficient in the areas of speaking, oral comprehension, reading, and writing. Prerequisites: None

SPN 102 Introduction to Spanish II (4)

Fundamentals of pronunciation, grammatical forms and syntax. Language skills (speaking, understanding, reading and writing) are developed through a contrasting analysis of Spanish and English. Prerequisites: COR140S or equivalent

SPN 201 Intermediate Spanish (3)

Advances the four language skills. Prerequisites: SPN 102 or equivalent

SPN 202 Intermediate Spanish (3)

Advances the four language skills. Prerequisites: SPN 201 or equivalent

SPN 295 Special Topics, Spanish (1-3)

To be arranged.

SPN 395 Special Topics, Spanish (1-3)

To be arranged. Course conducted in Spanish. Prerequisites: SPN 202 or equivalent

SPN 397 Directed Study, Spanish (1-3)

A specialized course in Spanish language and/or literature. Course Conducted in Spanish. Prerequisites: SPN 202 or equivalent

SPN 495 Special Topics, Spanish (1-3)

To be arranged. Course conducted in Spanish.

SCHOOL OF BUSINESS

The School of Business offers a unified business program that integrates the separate functional areas of business. Customer satisfaction and the competitive need for continuous quality improvement provide the major focus for this integration. Emphasis also is placed on the multicultural setting of business competition, both in national and international markets, and on the political economy in which it operates.

The School of Business offers the following degree programs and options:

- Bachelor of Arts in Accounting
- Bachelor of Arts in Business Administration with concentrations in:
  - Accounting
  - Economics
  - Finance
  - Management
  - Marketing
- Minor in Economics

FACULTY

Gina Armer

Andrew Barenberg

Diane Bingaman, Chair, Accounting and Finance; Director, MAcc program

Suzanne Chaille

Don Conant

Margot Geagon, Director, MBA program

Heather Grob, Chair, Business Administration and Economics

Timothy Madeley

Lisa Power

ACCOUNTING

Accounting is "the language of business" and is an essential part of every business organization. The study of accounting helps students develop analytical, communication, and problem-solving skills as well as master the principles that govern financial reporting and decision making. The accounting department courses to prepare graduates for responsible positions in public practice, corporate accounting and governmental service.

Saint Martin's University is committed to its liberal arts heritage and students majoring in accounting are trained to be technically competent in their major and well-rounded professionals. All Saint Martin's students take the University's core education requirements. Accounting students take 21 semester hours of foundation courses, 24 semester hours

of a common professional component, and 24 semester hours of upper-level accounting courses to complete the major.

Undergraduate to MBA Fast Forward Option:

Seniors with permission of the MBA director may take up to nine (9) semester credits of graduate courses as electives. Any credits earned will count towards the 120 semester hours required for the undergraduate degree and can also be applied towards the Saint Martin's University MBA or MAcc degree requirements.

BACHELOR OF ARTS

Core Curriculum Requirements (Please see the Core Curriculum section of the catalog)

Major in Accounting

Foundation Courses (21-22 semester hours)

- MTH 161 Mathematical Methods for Business and Social Sciences
  -or- MTH 171 Calculus I
- BA 201 Business Statistics –or- MTH 201 Introduction to Statistics
- ECN 201 Principles of Microeconomics
- ECN 202 Principles of Macroeconomics
- ACC 201 Principles of Financial Accounting
- ACC 202 Principles of Managerial Accounting
- BA 225 Business Law I

Common Professional Component (24 semester hours)

- BA 300 Finance
- BA 302 Applied Quantitative Business Techniques
- BA 305 Business Communications
- BA 320 Operations Management
- BA 330 Marketing
- BA 420 International Business and Global Economics
- BA 435 Corporate Finance
- BA 499 Business Strategy

Major Requirements (24 semester hours)

- ACC 301 Intermediate Accounting I
- ACC301L Accounting Lab

- ACC 302 Intermediate Accounting II
- ACC351 and ACC351L Individual Taxation and Individual Taxation Lab OR ACC352 and ACC352L Business Taxation and Business Taxation Lab
- ACC 353 Cost Accounting
- ACC 450 Auditing
- ACC 450L Auditing Lab
- 6 semester hours in upper-division accounting electives. Accounting students are limited to three (3) internship credits to meet this requirement.

Preparation for the CPA Examination

Current education requirements in the state of Washington include at least one hundred and fifty semesters hours of college education, including:

- A baccalaureate of higher degree; and
- An accounting concentration as defined as at least:
  - Twenty four (24) semester hours of the equivalent in accounting subjects of which at least fifteen semester hours must be at the upper level or graduate level; and
  - Twenty four (24) semester hours of equivalent in business administration subjects at the undergraduate or graduate level.

ACCOUNTING COURSES

ACC 201 Principles of Financial Accounting (3)

Fundamentals of measuring and communicating financial aspects of business transactions to decision-makers. Course includes accounting concepts and standards related to the determination of net income and financial position. Emphasis on presentation of financial data for investment, credit and other decisions.

ACC 202 Principles of Managerial Accounting (3)

Fundamentals of accounting emphasizing broad concepts and standards for managerial planning, control, and decision making. Prerequisite: ACC 201.

ACC 295 Special Topics in Accounting (1-3)

Courses that cover topics as announced by faculty.

ACC 301 Intermediate Accounting I (3)

Review and intensive study of the concepts and standards used in determining net income and financial position. Emphasis is on the asset side of the balance sheet and related revenues and expenses. Prerequisite: ACC 201.

ACC 301L Accounting I Lab (1)

Intermediate skills and techniques in financial reporting and statement preparation and analysis. The course integrates the processing of accounting information with the use of a commercial general ledger software package. An initial presentation of the software is included to develop a specific understanding of menus and navigation techniques. Discussion focuses on setup, maintenance, information entry and report generation. Specific topics of the accounting cycle are presented including journal transactions, accounts receivable, accounts payable, inventory, payroll, financial statements and special projects. Prerequisite: ACC 201.

ACC 302 Intermediate Accounting II (3)

Continuation of ACC 301. Intensive study of the liability and equity side of a balance sheet, along with related revenues and expenses. Introduction of additional topics, including study of accounting theories related to pensions, leases and earnings per share. Prerequisite: ACC 301.

ACC 351 Individual Taxation (3)

Basic federal law provisions affecting individual income tax returns. Includes determination of gross income, adjustments to gross income and deductible expenses, tax research, tax planning, and preparation of tax returns.

ACC 351L Individual Taxation Lab (1)

Laboratory experiences to accompany ACC 351 using contemporary tax software including: CCH Intelliconnect and Pro System FX Tax or similar resources. Prerequisite: Previous or concurrent enrollment in ACC 351.

ACC 352 Business Taxation (3)

Study of federal law affecting returns of partnerships and corporations. Includes determination of gross income and deductible expenses, tax research, tax planning, and preparation of tax returns. Prerequisite: Prerequisite or concurrent enrollment in ACC 302.

ACC 352L Business Taxation Lab (1)

Laboratory experiences to accompany ACC 352 using contemporary tax software including: CCH Intelliconnect and Pro System FX Tax or similar resources. Previous or concurrent enrollment in ACC352

ACC 353 Cost Accounting (3)

Determination and control of cost of materials, labor and overhead; responsibility accounting; budgets; forecasting; standards; and variance analysis. Emphasis on providing more sophisticated financial data for managerial decisions. Prerequisite: ACC 202.

ACC 358 Governmental and Non-profit Accounting (3)

Accounting methods and reporting practices of state and local governments. Introduction to theory of fund accounting. Prerequisite: ACC 202.

ACC 390 Internship (1-6)

An opportunity to apply accounting theory and practice in a work environment under the supervision of University faculty and an intern supervisor.

ACC 395 Special Topics in Accounting (1-3)

Courses that cover topics as announced by faculty.

ACC 397 Directed Study (1-3)

A student/faculty-selected project that enables the student to research a specialized area of accounting. Prerequisites: Junior standing and permission of advisor.

ACC 401 Advanced Accounting (3)

Specialized fields of accounting such as business combinations, consolidated statements, multinational accounting, partnerships, and foreign currency transactions. Prerequisite: ACC 302.

ACC 405 Accounting Information Systems (3)

This course provides students with an understanding of accounting information systems theory and practice, the knowledge to take advantage of new information technologies such as database management systems, decision support systems, expert systems and telecommunications, the skills to integrate both financial and non-financial information into a corporate information systems schema, the knowledge to assess controls, and an understanding of systems analysis and design. Prerequisite: ACC 202.

ACC 450 Auditing (3)

Techniques of auditing, including professional ethics; legal responsibilities, scope, objectives and nature of the audit; statistical sampling and auditing with computer systems; reporting standards for audit findings. Prerequisites: ACC 302, BA 225, MTH 201, or BA 201.

ACC 450L Audit Lab (1)

Laboratory experiences to accompany ACC 450 using contemporary audit software including ACL Software or similar resources. Prerequisites: Previous or concurrent enrollment in ACC 450.

ACC 490 Internship (1-6)

An opportunity to apply accounting theory and practice in a work environment under the supervision of University faculty and an intern supervisor.

ACC 495 Special Topics in Accounting (1-3)

Courses that cover topics as announced by faculty.

ACC 499 Contemporary Issues in Accounting (3)

Course reviewing current literature on major issues affecting the accounting and auditing profession. Issues discussed in relation to the current political, social, legal and economic environment. Prerequisite: Senior standing.

BUSINESS ADMINISTRATION

Built on the General Education foundation informed by Saint Martin's Catholic, Benedictine heritage and values, Business Administration offers a unified business program that integrates the separate functional areas of business. Acknowledging the technologic innovation, ever-changing global marketplace, and challenged ecosystems currently shaping the world, the Business Administration Program offers students an opportunity to learn and practice general management skills, discover the need for ethical problem-solving and acquire functional business area expertise. Through practice and active learning, students also gain the ability to work cooperatively and productively in diverse teams. They become effective writers and speakers, and they demonstrate sharpened professional judgment. Students graduate with a broad perspective on the business world and its place in our culture. Saint Martin's graduates have the ability to work across business functions, adjust quickly to new situations, accept change and ambiguity as a natural part of life, and become enthusiastic lifelong learners.

International Scholars track: The School of Business offers the International Scholars track within the Business Administration major. The International Scholars track is a selective program which recognizes the achievements of selected students and their commitment to international business education and expands upon their passion for the field. Acceptance into the International Scholars track is limited and selective, and it requires a commitment to complement the Saint Martin's experience with study abroad terms in Asia and Europe (currently Japan, Korea, and Germany). Final selection is by a selection committee. There are no fixed selection criteria. The selection committee looks at the whole person including, but not limited to, academic performance, AP credits, nominations, letter of recommendations, extra-curricular activities, language skills, service commitments, etc. For further information and application to the program, contact the School of Business.

Undergraduate to MBA Fast Forward Option: Seniors with permission of the MBA director may take up to nine (9) semester credits of graduate MBA courses as electives. Any credits earned will count towards the 120 semester hours required for the undergraduate degree and can also be applied towards the MBA degree requirements.

BACHELOR OF ARTS

Core Curriculum Requirements (Please see the Core Curriculum section of the catalog)

Major in Business Administration

Foundation Courses (21-22 semester hours)

- ACC 201 Principles of Financial Accounting
- ACC 202 Principles of Managerial Accounting
- BA 225 Business Law I
- ECN 201 Principles of Microeconomics
- ECN 202 Principles of Macroeconomics

- MTH 161 Mathematical Methods for Business and Social Sciences -or- MTH 171 Calculus I
- MTH 201 Introduction to Statistics or BA 201 Business Statistics

Common Professional Component (27 semester hours)

- BA 300 Finance
- BA 302 Applied Quantitative Business Techniques
- BA 305 Business Communications
- BA 320 Operations Management
- BA 330 Marketing
- BA 335 Organizational Management
- BA 350 Business in Society: Ethics and Responsibility
- BA 420 International Business and Global Economics
- BA 499 Business Strategy

Concentration (9-18 semester hours, must select one with a maximum of two concentrations permitted). Students who double major in Accounting/Business Administration may not select a concentration in Accounting.

Accounting: ACC 301 Intermediate Accounting I
ACC 302 Intermediate Accounting II
ACC 353 Cost Accounting

Business Analytics: BA 475 Risk Management
ECN 371 Econometrics
CSC 475 Designing Business Intelligence Solutions/Machine Learning
Prerequisites for above courses include MTH 201, CSC 101, CSC 310, CSC 360, and CSC 463

Economics: Students must have at least 9 credits hours from any of the following courses:
BA 311 Money, Banking and Financial Institutions
ECN325 The Evolution of Economic Thought
ECN 371 Econometrics
ECN 375 Cost-Benefit Analysis
ECN 395 Special Topics in Economics
ECN 410 Public Finance

Finance: Students must have at least 9 credit hours from any of the following courses:
BA 311 Money, Banking and Financial Institutions
BA 315 Investment Analysis
BA 395 Special Topics in Finance

BA 435 Corporate Finance
ECN 410 Public Finance

Management: BA 340 Human Resource Management and at least 6 credit hours from any of the following courses:
BA 303 Labor/Management Relations
BA 325 Fundamentals of Entrepreneurship
BA 370 Project Management
BA 395 Special Topics in Management
BA 470 Organizational Leadership and Change Management

Marketing: Students must have at least 9 credit hours from any of the following courses:
BA 344 Integrated Marketing Communications (IMC)
BA 355 Management of the Sales Force
BA 395 or BA 495 Special Topics in Marketing
BA 431 Consumer Behavior

Minor in Business Administration

Foundation Courses (12 semester hours)

- ACC 201 Principles of Financial Accounting
- BA 225 Business Law I
- ECN 201 Microeconomics
- ECN 202 Macroeconomics

Professional Component (12 semester hours)

- BA 300 Finance or other upper-level business course
- BA 305 Business Communications
- BA 330 Marketing
- BA 335 Organizational Management

The semester hours for these courses only pertain to the business administration major and do not reflect the total number of semester hours necessary for graduation, which is 120.

BUSINESS ADMINISTRATION COURSES

BA 201 Business Statistics (3)

This course is designed to introduce students to the main topics of an undergraduate business statistics course. The focus of this course dedicated to the understanding of concepts, statistical language, and statistical techniques. The course requires a practical understanding of statistical tools including the Microsoft Excel, which will be implemented throughout the course. Students are expected to effectively use experimental design, data analysis,

and inference to reach well-reasoned and appropriately communicated conclusions and decisions in a real-world context. Prerequisites: MTH 101 or MTH 102 with grade C- or better or equivalent math placement exam score.

BA 210 Career Management (1)

This practical course provides students with up-to-date tools leading to satisfy career employment. This includes both online and face-to-face instruction in interviewing techniques and developing sensitivity to organization culture. Instruction will be provided for the development of plans for personal advancement and career path selection.

BA 225 Business Law I (3)

Introduction to the American legal system (sources of law and legal process); forms of business (sole proprietorships, partnerships, LLCs and corporations); contract law; agency; employment law; torts; products liability; property law; wills & trusts; business ethics.

BA 295 Special Topics (1-3)

Course covers topics announced by faculty.

BA 300 Finance (3)

Asset management, short-term and long-term financing, capital structure, cost of capital and capital budgeting. Prerequisites: ACC 202, MTH 161 (or MTH 171) with a C- or better, and MTH 201 or BA 201.

BA 302 Applied Quantitative Business Techniques (3)

Exposure to and practice in the use of mathematical tools for aiding managerial decision-making in the corporate and public sectors. Topics include mathematical modeling, linear and nonlinear programming, network analysis, simulation and other topics at the instructor's discretion. Prerequisites: MTH 161 (or MTH 171) and MTH 201 or BA 201 both with a grade of "C-" or better.

BA 303 Labor/Management Relations (3)

A conceptual framework for the study of labor-management relations in the private and public sectors. Concentrates on development, structure and processes constituting the collective bargaining process in the United States today. Emphasis will be on the history and legal framework of U.S. labor-management relations and on negotiating and implementing a collective bargaining agreement.

BA 305 Business Communications (3)

Fundamentals of effective business communication form and style, business writing (letters, memos, reports, research proposals, texting), and effective business speaking (interviews, meetings and presentations, critical listening skills and quantitative reasoning). Emphasis is placed on using communication skills and technology to communicate complex data and relationships to individuals and large groups. Students will utilize telecommunications, e-video and internet and intranet enabled communication systems and relevant application software. Prerequisite: ENG 102 or COR 120.

BA 311 Money, Banking and Financial Institutions (3)

An exploration of money, banking and financial markets in the contemporary U.S. and world economies. Examines role of monetary theory and policy with an emphasis on financial institutions, markets and central banking. Prerequisite: ECN 202.

BA 315 Investment Analysis (3)

Characteristics of securities, security markets, investment strategies, securities and portfolio selection; management. Prerequisite or concurrent enrollment: BA 300

BA 320 Operations Management (3)

Relationship of factor inputs to the final output of the firm. Organization, administration and internal working relationships of industrial and service firms. Such topics as layout, scheduling, inventory management and location analysis are covered.

BA 325 Fundamentals of Entrepreneurship (3)

Examination of fundamental business concepts of the independently owned venture. Survey course highlights the interrelationships of the entrepreneurial venture, government and special interest groups.

BA 326 Business Law II (3)

Property law; debtor-creditor relations; bankruptcy; sales law (Uniform Commercial Code Art. 2 and 2A); Negotiable Instruments & Documents of Title (Uniform Commercial Code Art. 3 and 4); Secured Transactions (Uniform Commercial Code Art. 9); securities regulations; professional and legal responsibilities. Prerequisites: BA 225

BA 330 Marketing (3)

Analysis of marketing concepts; consumer demand and behavior; marketing functions of the firm; institutions in the marketing channel; people, product, price and promotion strategies.

BA 335 Organizational Management (3)

Study of the evolution of management, including differences between mechanistic and organic models. Organizational theory and interpersonal relationships.

BA 340 Human Resource Management (3)

The study of workers' relationships with their leaders, their jobs and the organization. Emphasis on how management of human resources insures that people work together more productively, meeting the needs of the individual and the goals of the organization. Prerequisite: ENG 102 or COR 120 and BA 335.

BA 344 Integrated Marketing Communications (IMC) (3)

Traditional media, such as mass advertising and sales promotion by themselves no longer work. Promotional success demands marketers focus on their core asset; their customers, Today's marketers integrate and coordinate a diverse set of marketing tools (IMC) from media advertising to social marketing, within an increasingly fragmented marketplace that maximizes consistent message impact at minimal cost. Prerequisite: BA 330.

BA 350 Business in Society: Ethics and Responsibility (3)

A case course covering interrelationship of business decisions and society's goals. Cases will deal with such current social issues as pollution, discrimination, energy, poverty and corporate social responsibility. Course considers the business and social aspects of problems under consideration. Prerequisite: ENG 102 or COR 120.

BA 355 Management of the Sales Force (3)

Course familiarizes students with management responsibilities unique to personal sales. Planning, recruiting, deployment, motivation and evaluation are key areas covered. Text, case studies and presentations will be reviewed. Prerequisites: BA 330.

BA 370 Project Management (3)

Learn foundational elements of project management and the nature of project environments. Using case studies and real-world scenarios, identify the key defining elements of project strategy, and gain a deeper understanding of strategy and planning issues. Apply project management steps to identify the scope of a project and then define its requirements, approach, and outcomes.

BA 390 Internship (1-6)

Opportunity for students to apply knowledge of management theory and practice in a work environment while under supervision and guidance of management faculty and an intern supervisor.

BA 395 Special Topics (1-3)

Course covers topics announced by faculty.

BA 397 Directed Study (3)

A student/faculty-selected project that enables the student to research a specialized area of management. Prerequisites: Junior standing and permission of advisor.

BA 420 International Business and Global Economics (3)

Classical and modern theories of trade, sources of protectionism, economic interdependence among modern nations. Analysis of risks and opportunities of international marketing and finance. Prerequisite: ECN 202.

BA 425 Small Business Institute (1-3)

Provides students with hands-on experience in the context of serving as a consultant to local businesses. A team approach to problem-solving is emphasized and practiced via a group-prepared report of findings and recommendations.

BA 431 Consumer Behavior (3)

This course introduces students to the field of consumer behavior, which draws from several disciplines including psychology, biology, and economics to explain the processes consumers follow when selecting, consuming, and disposing of products and services. Students will investigate the fundamental areas of this field, including internal and exter-

nal influences and related effects, information processing, as well as the sociological and economic effects of consumption. Prerequisite: BA 330.

BA 435 Corporate Finance (3)

Develops analytical and decision-making skills in analyzing and solving complex financial problems facing organizations. Emphasis on financing of resources needed to attain organizational goals and on effective management of those resources. Prerequisite: BA 300 or ACC 302.

BA 470 Organizational Leadership and Change Management (3)

This course develops understanding and insight into the role of leadership and change in business. Important areas include leadership theory, self-awareness, leadership strategies and change management. Prerequisites: BA 335.

BA 475 Risk Management (3)

Learn how to identify, analyze and mitigate a variety of risks faced by organizations. Apply the process of decision making to many different areas, such as corporate risk and compliance, cyber and IT risks, workplace safety risks, risk in banking and financial services, regulatory and operation risk management, strategic risk consultancy and legal risk management. Prerequisites: BA225, BA335, and BA300 (or ACC302)

BA 490 Internship (1-6)

Opportunity for students to apply knowledge of management theory and practice in a work environment while under supervision and guidance of management faculty and an intern supervisor.

BA 495 Special Topics (1-3)

Course covers topics announced by faculty.

BA 499 Business Strategy (3)

Emphasis on strategy formulation at upper levels of management. Course will stress problem analysis and decisions based on all environmental factors affecting the organization. This is an integrating course designed to draw on student's total University course experience. Students should take this capstone course in their last semester. Prerequisites: ECN 201, BA 225, BA 300 (or ACC 302), BA 320, BA 330, and BA 420. BA 320 and 420 may be taken concurrently.

ECONOMICS

As the social science that explains decision-making and competitive behavior, economics underlies all business activity. It provides the student with a broader understanding of the social role of business, nonprofits and government in a market economy. Economics also looks at alternative strategies for allocating scarce resources. The economics minor is open to those students not pursuing a business degree with concentration in economics.

Minor in Economics

Foundation Courses (9 semester hours)

- ECN 201 Principles of Microeconomics
- ECN 202 Principles of Macroeconomics
- MTH 201 Introduction to Statistics or BA 201 Business Statistics

Requirements (12 semester hours from the following)

- BA 311 Money, Banking and Financial Institutions
- BA 420 International Business and Global Economics
- ECN 325 Evolution of Economic Thought
- ECN 330 Ecological Economics
- ECN 371 Econometrics
- ECN 375 Cost-Benefit Analysis
- ECN 395 Special Topics in Economics
- ECN 410 Public Finance

ECONOMICS COURSES

ECN 101 Principles of Economics (3)

An integrated introduction to the analysis of individual firms and markets, as well as aggregate economic variables. These include inflation, unemployment and economic growth, with a focus on the state's role in attempts to regulate the economy outside the market.

ECN 201 Principles of Microeconomics (3)

An introduction to the economic principles of consumer and producer behavior and government regulation, this course provides students with an understanding of supply and demand in differing market structures. We consider the private and social implications of pricing and profit maximization, policies towards market failure, and sustainable use of resource markets on a local level.

ECN 202 Principles of Macroeconomics (3)

An introduction to the economic principles of employment, money, and growth, this course will provide students with an understanding of major macroeconomics measures and policies. Students will learn how measures of unemployment, inflation, national income, inequality, and wealth shape policy. We also focus on achieving economic growth and sustainability through effective functioning of the financial system, monetary and fiscal policies, and international trade policies.

ECN 295 Special Topics in Economics (1-3)

Courses offered periodically, with topics announced by faculty.

ECN 325 The Evolution of Economic Thought (3)

A historical survey of economic thought from religion, science and philosophy and its impact on contemporary economic theory and practice. The philosophies that drive the economic way of thinking, the ideas of the great economic thinkers and their logical connections to the world will be analyzed. New economic ideas, evidence, problems and values are used to reconsider basic disputes and major contributions of the past.

ECN330 Ecological Economics: The Responsible Use of Creation (3)

A merger of ecology and economics, examine economic principles of employment, money and growth, motivation of human choices, and economic policies with respect to management of ecosystems, biodiversity and ecosystem services. Students will engage in hands on research and service learning to benefit the environment and goals of community groups that are attempting to protect the environment while improving quality of life for humans.

ECN 371 Econometrics (3)

Foundation for economic analysis and forecasting that includes hypothesis testing, regression analysis and forecasting. Apply economic theories using statistical software, deepen knowledge of economics. Requires a strong grounding in mathematics, but will focus on practical issues and theoretical problems of obtaining and using data to conduct economic analysis. Prerequisites: ECN 201, ECN 202, and MTH 201.

ECN 375 Cost-Benefit Analysis (3)

Survey cost-benefit analysis topics, including principles of social welfare, regulation and democracy. Conduct and critically evaluate cost-benefit studies. Examine best practices in empirical and survey methods, valuation of life and human activities, especially use of natural resources. Debate topics in sustainable economics, including proper discounting, uncertainty and acceptable levels of risk. Prerequisites: ECN 201, MTH 161 (or MTH 171) with a C- or better.

ECN 390 Internship (1-6)

Application of economics theory and practice in an actual work environment, with supervision by economics faculty and an intern supervisor.

ECN 395 Special Topics in Economics (1-3)

Courses offered periodically, with topics announced by faculty.

ECN 410 Public Finance (3)

Theories, policies and practices relating to government revenues, expenditures and debts. Budgeting procedure and public financial administration. Prerequisites: ECN 201, ECN 202.

ECN 495 Special Topics in Economics (1-3)

Courses offered periodically, with topics announced by faculty.

ECN 490 Internship (1-6)

Application of economics theory and practice in an actual work environment, with supervision by economics faculty and an intern supervisor.

ECN 499 Senior Project (3)

Prerequisite: Senior standing.

COLLEGE OF EDUCATION AND COUNSELING

DR. FUMIE K. HASHIMOTO, INTERIM DEAN

Saint Martin's University's education programs are approved by the Washington Professional Educator Standards Board. Candidates completing the elementary, secondary or special education options are eligible for certification by the state of Washington.

Certification requirements are subject to changes enacted by the state's Professional Educator Standards Board, which take precedence over requirements outlined in the University's catalog.

CAEP Accreditation: The Teacher Education Program at St. Martin's University is awarded TEAC accreditation by the Inquiry Brief Commission of Council for the Accreditation of Educator Preparation (CAEP) for a period of seven years, from October 2013 to October 2020. The accreditation does not include individual education courses that the CEC offers to P-12 educators for professional development, re-licensure, or other purposes.

Title II 2017-2018 Institutional Report Card Information: The pass rate of the WEST-E for traditional program completers is 100 percent and for alternative route program completers is 100 percent. A total of 142 candidates were enrolled during 2017-2018; 14 traditional program and 4 alternate route program candidates were enrolled in supervised internships during the 2017-2018 academic year. Candidates in the traditional program typically participate in 16 weeks of full-time supervised internship (560 hours); candidates in the alternate route program typically participate in a yearlong full-time supervised internship (1150 hours). Complete Title II Reports are available on the University website.

CONCEPTUAL FRAMEWORK

Mission Statement: The mission of the College of Education and Counseling is to prepare a dynamic inclusive community of reflective professionals who use their knowledge, skills, and dispositions to positively transform the lives of those they serve.

Vision Statement: As a community, we lead intellectual pursuits in a culture inspired by the interaction of faith, reason and service. Our graduates embrace the values of flexibility, equity, excellence, and compassion as reflective practitioners.

Philosophy Statement: The Education Programs at Saint Martin's University have been constructed to allow for the confluence of 1,500 years of Benedictine traditions of scholarship, education, hospitality, and community with current thoughts and practices of today. We feel that the blending of tradition and modernity allows us to develop education professionals with curiosity, who promote stimulating environments for increasingly diverse students, and who value the dynamics of pluralism, change, and individuality.

Purpose Statement: The purpose of the Saint Martin's University Programs is to provide a distinctive professional educational experience in our education programs. In partnership

with our candidates and P-12 professional educators, we strive to realize potential, think critically, love learning, and grow in spiritual and ethical character with the goal of promoting the better education and welfare of children.

Commitment to Excellence: We are committed to assuring that candidates will be provided an intellectual and professional learning environment that is rigorous, relevant, and realistic. Academic courses and program experiences are purposefully designed for candidates to probe deeper, reach further, and to encourage creative and resourceful exploration of alternative pathways to address presented issues and tasks. Our programs are developed and conducted with high expectations that students will be personally engaged in their learning, stimulated in their thinking, and genuinely challenged to expand the knowledge, skills, and dispositions within their chosen field. Faculty intentionally guide, coach, and support in their enhancement of relevant and meaningful teaching, counseling, and administrative skills. Graduates will demonstrate their abilities to meet professional standards through effective oral and written communications, completion of realistic analysis, and critical thinking and problem solving tasks. Students are held accountable to demonstrate professional dispositions and organize and simultaneously manage multiple projects within established timelines.

Our learning community instills excellence in thought and service while nurturing a candidate's sense of personal and professional development. Therefore, candidates completing our academic and certification programs will be agents of change and educational leaders who are resilient, reflective practitioners meeting the needs of an evolving world.

Core Values: Our programs, therefore, involve the recognition of change, the constructivist approach to knowledge and skills formulation, multi-age grouping practices, technological utilization, and significant themes of inquiry integrating both the practical and the theoretical aspects of knowledge.

Our curriculum engages candidates in basic skills development through inquiry-oriented, critical, reflective, creative, and imaginative thinking, and ethical decision making. Our programs support the use of case studies, field experiences, performance and reflective assessment, a strong background in academic content areas, and the need for candidates to be active agents in their education.

Candidates who complete our program(s) are able to function as future educators in a pluralistic, consensual, democratic society and recognize the need for instruction in both social (group) and personal (individual) realms.

Guiding Principles: The goal of the education programs at Saint Martin's University College of Education and Counseling is to select and prepare candidates to become outstanding P-12 professionals. To the general University emphasis on basic strength in academic areas of study for all graduates, the College of Education and Counseling adds strong professional training programs which comply with specific state requirements. The programs are also shaped by practitioners who serve on its Professional Education Advisory Boards (PEAB). True to its Catholic Benedictine heritage, the College of Education and Counseling shares the University's strong emphasis on moral and ethical values and development of

the whole person — intellectually, physically, and spiritually. A teacher/administrator educated at Saint Martin's will enter his/her first school prepared not only with knowledge, but also with strong values, an educational philosophy centered on meeting the needs of the individual child, and a base of experience upon which to build.

Program Design: Spiral/Integrated Program Design: Programs have been designed to integrate knowledge/skills throughout courses and various learning and field experience opportunities. Knowledge/skills are introduced, developed, practiced, and mastered as candidates proceed through the program from the introductory courses/ opportunities to the core foundation courses/opportunities, to methods courses/ opportunities, and, finally, to the internship.

GOALS

The following three goals, therefore, lead us to the core of the College of Education and Counseling Conceptual Framework:

1. **Curriculum** (Subject Matter Knowledge):
   The College of Education and Counseling is dedicated to developing competent professional educators who have strong knowledge in subject matter. Individuals completing our programs will utilize/ communicate with technology as it relates to teaching; creatively participate in free and open inquiry; and problem-solve and construct/ discover new learning opportunities for themselves, P-12 students and staff.
2. **Pedagogy** (Pedagogical Knowledge and Skills):
   Individuals will develop and utilize pedagogical strategies and skills necessary to their program. Education Programs will provide a community for P-12 and Saint Martin's University collaboration, thus enriching pre-service through the professional performance continuum. Individuals completing our programs will have participated in a variety of leadership and service opportunities and multiple P-12 field experiences, including placements with school districts with diverse student populations.
3. **Caring Community** (Professional Dispositions):
   The Education Programs are dedicated to developing a caring community of teacher/ counselor administrator colleagues with strong ethical character, professional leadership, collaborative skill, openness to innovation, and personal integrity. Individuals completing our programs will reflect democratic traditions — including acceptance (hospitality) of all individuals and sensitivity for cultural diversity.

   With these goals in mind, the College of Education and Counseling's programs were designed to supply its candidates with: an excellent background in academic and pedagogical theory and knowledge; the ability to apply that theory and knowledge in practical, daily situations, technological and teaching techniques for successfully transmitting that knowledge and application skill; a caring, nurturing attitude toward children and colleagues; skill, confidence and sensitivity in classroom leadership; and, the ability to gain employment.

EDUCATION AND COUNSELING PROGRAMS

The undergraduate education programs include bachelor of arts degrees in the following areas:

Non-Certification Programs

Major Educational Studies

Minors Education
Reading

Certification Programs

Majors Elementary Education
Special Education
Secondary Education

Minors Special Education
Physical Education

Through pre-program requirements, the University's education programs ensure that all candidates have knowledge in the liberal arts. During the professional sequence, candidates gain essential knowledge and skills and participate in varied field experiences in P-12 schools. University faculty, as well as local school district teachers, counselors and administrators, participate in the program and contribute to its quality and relevance.

Every College of Education and Counseling student will be prepared not only with knowledge, but also with strong values, an educational philosophy centered on meeting the needs of the individual child, and a base of practical experience on which to build.

ACADEMIC POLICY FOR ALL EDUCATION PROGRAMS

Candidates should review prerequisites for all courses required for their education program. Candidates who preregister will be processed on the assumption that they will satisfactorily complete all coursework presently being taken.

Candidates must earn a grade of "C" (2.00) or better in each program course. Candidates who receive a "C-" in any course required by their program are required to retake the course. Candidates who receive two grades of "C-" or lower in any program or endorsement course, or whose overall grade point average falls below 3.0 (a "B" average), may be withdrawn from the program. Candidates may request to be reinstated to the program by writing a formal letter to the dean when grade discrepancies have been rectified. Certification candidates must meet the professional education requirements in effect when they are accepted to an education program within the College, not those in effect when they were admitted to the University. Ordinarily, courses completed more than seven years before admission or readmission to an education program do not meet professional requirements.

Candidates must repeat all or part of those courses with unsatisfactory grades before enrolling in the internship. Advisors must approve candidates for internship placements.

ALL EDUCATION PROGRAMS: WAIVER AND SUBSTITUTION OPTIONS

Waiver and substitution options are available for courses based on approved documentation of equivalent knowledge and skills. Courses will not be waived unless approved documentation is on file with the College of Education and Counseling office. All waivers/substitution requests must be filed during the first year of the program. Contact 360-438-4333 for additional details.

NON-CERTIFICATION PROGRAMS

EDUCATIONAL STUDIES

FACULTY

Eric Boyer

Marcela de Souza

Theresa Hickey

Cindy Petersen

Celeste Trimble

BACHELOR OF ARTS

This degree is designed for individuals interested in gaining knowledge, skills, and pedagogy in education theory and application, in combination with one of the selected area of studies. The five areas of focus are: *Community Education, Early Childhood Education, Foundation Studies in Education and Culture, Health and Fitness, and STEM*. This program provides opportunities for individuals who want to learn best practices to facilitate learning and to administer learning programs. This non-certification program allows individuals to receive in-depth knowledge of the field of education combined with a focus area to meet their career needs. Program coursework also integrates the knowledge and skills of the 21st century: core knowledge and skills; learning and innovation skills; information, media, technology, and research; life and career skills. Students who enrolled in this program are not intended to become a certified teacher.

This degree program allows for three upper division education courses. These courses can be chosen by the student with the help of an advisor. There are a few courses that students who are pursuing educational studies are not eligible to take. These courses are listed below:

- ED 304 Practicum I
- ED 408 Practicum II
- Any 90 Hour Practicum: ED 492 Elementary Education Practicum, ED 487 Secondary Methods Practicum and Seminar, ED 423 English Language Learner Practicum, ED 479 Reading Practicum,

and Practicum in Special Education SED 469

- ED 494 Teacher Internship, and SED 493 Internship in Special Education
- ED 498 Internship Seminar

The reason educational studies students aren't eligible to take the above courses is because the above courses must be done in a public school setting. To be eligible to complete courses done in a public school setting students must pass the WEST-B exam, have fingerprinting through Educational Services District, and current CPR/First Aid for children and adults. Educational Studies students are not required to complete those items. If a student attempts to enroll in one of the above courses this would break Saint Martin's University's contract with the various school districts the University works with.

Students may want to switch from the educational studies track to one of the certification track programs or vice versa. When this situation arises, a degree audit must be done by an advisor and the dean of the College of Education and Counseling.

Core Curriculum Requirements (Please see the Core Curriculum section of the catalog)

General University degree requirements are listed in the "Academic Programs and Policies" section of this catalog.

Education Courses (30 semester hours)

Lower-Division Education Courses (6 semester hours)

- ED 205 Child and Adolescent Development (3)
- ED 202 Diversity in Educational Systems (3)

Upper-Division Education Courses (24 semester hours)

- ED 306 Curriculum and Instruction (3)
- ED 360 Classroom Management (3)
- SED 359 Introduction to Exceptionalities (3) (The practicum for Educational Studies students cannot be done in a school setting).
- ED 469 Capstone in Educational Studies (3)
- ED 493 Internship in Educational Studies (3)
- At least nine more semester hours in upper level education courses (9)

Courses selected for a focus area may include but are not limited to courses from the following disciplines: (24 semester hours as approved by advisor)

- Community Education: SOC, PSY, BUS, RLS, CJ, HIST, PLS
- Early Childhood Education: ED, ECE, PSY, SOC
- Foundation Studies in Education and Culture: SOC, ED, BUS
- Health and Fitness: PE, ED, PSY, NUR

- STEM: BIO, MTH, CHM, SCI, CSC, GE, CE, ME, PHY

Elective Coursework

Additional elective courses as needed to meet the 120 semester credit minimum for the bachelor's degree.

Upper Division Course Requirements

A minimum of 40 credits of 300 or 400 level credits are required for the degree.

Application

Applicants must submit the following materials to be considered for admission as an Educational Studies major:

- A pre-program advising meeting with the education program coordinator
- Forms as required by the College of Education and Counseling
- GPA 2.8 or better

Advising

To insure proper sequencing of courses, students planning to enter the Saint Martin's Educational Studies program must consult an advisor from the College of Education and Counseling.

Minor in Reading (21 semester hours; does not include a complete endorsement in reading.)

Upper-Division Courses

- ED 437 Methods of Teaching Intermediate Literacy –
  or- ED 468 Secondary Literacy (3)
- ED 438 Literature for Children and Young Adults (3)
- ED 474 Methods of Teaching Primary Literacy (3)
- ED 475 Reader-Writer Workshop (3)
- ED 477 Reading Diagnosis (3)
- ED 479 Reading Practicum (3)
- ED 481 Issues and Trends in Literacy Instruction

NOTE: Completion of the Reading minor does not satisfy requirements for teacher certification or an endorsement in Reading/Literacy. Students must apply for acceptance before enrolling in any upper-division coursework. For more information about application and acceptance to the program, students should contact the College of Education and Counseling office at 360-438-4333 or education@stmartin.edu.

CERTIFICATION PROGRAMS PROGRAM SUMMARY

Saint Martin's University students who wish to teach in the state of Washington can com-

plete certification requirements in conjunction with an undergraduate degree. The College of Education and Counseling offers three majors that satisfy programmatic certification requirements, as well as coursework for other endorsement areas as part of their state-approved certification program.

Students may pursue the following:

- Elementary Education as a Major and for Residency Teacher Certification
- Secondary Education as a Major and toward a content-area Residency Teacher Certification
- Special Education as a Major, Minor, and for Residency Teacher Certification

Students may also pursue the following minor, though this minor does not meet certification requirements by itself and may require additional coursework to lead toward an endorsement in Health/Fitness:

- Physical Education

Students who want to teach in an elementary setting (Pre-K through 8th Grade) should pursue the Elementary Education major. This program also satisfies endorsement requirements for an Elementary Education (P-8) endorsement.

Students who want to teach in a middle or secondary setting (4th grade through 12th grade) should pursue the Secondary Education Major. These students typically pursue an additional academic major in the area in which they intend to be endorsed (e.g. Students who want a Biology endorsement should also pursue a major in Biology). Although, it is not required that students double major it is ***highly recommended***.

The Secondary Education Major does not lead directly to a Secondary Education endorsement since middle level and 5-12th grade content area endorsements require specialized content area knowledge. Students should work with an advisor to determine what coursework is required in addition to the Secondary Education Major for certification and endorsement purposes. Students should also work with Student Financial Services to determine how these requirements may affect funding and/or financial aid packages.

Students who wish to teach differently abled students should pursue the Special Education Major. As detailed below in the Competency-Based Endorsement section, students with a Special Education endorsement must also possess a second endorsement. Therefore, students must also complete the Elementary Education Major or Secondary Education Major requirements (and any additional endorsement requirements) to satisfy this state requirement. Requirements for each major are listed below.

Competency-Based Endorsements

All teacher certification candidates are required to complete one competency-based endorsement of up to 30 or more semester credits or equivalent. Although only one endorsement is required, it is strongly recommended that elementary education students consider adding additional coursework toward an endorsement in special education or a second

endorsement in English language learners (ELL), middle level (humanities, math, or science), Reading/Literacy, or another content area. The addition of a second endorsement allows students to become more highly qualified for specific teaching positions. Course requirements may be satisfied by coursework completed at a regionally accredited, state-approved college/university with a grade of "C" or better; approved waiver documentation for previous life and/or work experience; and successful passing of the appropriate WEST-E/NES exams and Teacher Performance Assessment (edTPA).

To receive an endorsement in elementary education (grades P-8), a candidate must complete all the required courses and be recommended for a residency teaching certificate. Candidates for secondary education (grades 5-12) are recommended to have an additional academic major or equivalent (30 semester-hour minimum) in the area in which they intend to be endorsed.

Saint Martin's has been authorized by the Washington Professional Educator Standards Board to offer residency teacher certificate competency-based endorsements in the following fields:

- biology
- bilingual education**
- chemistry
- drama/theatre arts
- early childhood education
- early childhood special education**
- elementary education
- English language arts
- English language learner**
- French
- health/fitness
- history
- Japanese
- Mathematics
- middle-level humanities**
- middle-level math
- middle-level science**
- choral music
- instrumental music
- general music
- reading
- social studies
- Spanish
- special education**

Contact an education advisor for assistance in developing an approved endorsement program.

For Washington State teacher education endorsements, please refer to the requirements and guidelines available in the office of the College of Education and Counseling.

**NOTE: According to the Washington Administrative Code (WAC), "a teacher who obtains a special education, early childhood special education, bilingual education, or English language learner endorsement after September 1, 2019, must earn and/or hold a second endorsement in another endorsement area. Special education, early childhood special education, bilingual education, English language learner... do not qualify as the other endorsement area." (WAC 181-79A-132). Therefore, students pursuing the previously listed endorsements in this note must pursue and complete requirements for a second endorsement according to state law before they can be recommended for certification.*

***NOTE: Dual Endorsement Requirement (WAC Change in WAC 181-79A-132 and 227): Any candidate who seeks to earn one of the following endorsements (indicated by the double star above) will be required to pair it with a second endorsement.*

APPLICATION PROCEDURE

Because these students must meet Washington State requirements as set by the Office of Superintendent of Public Instruction (OSPI), the Professional Educator Standards Board (PESB), and the Washington Administrative Code (WAC), a second application process must be completed before a student can be accepted into the above listed majors.

Students must apply for admission before the semester in which they complete the pre-professional sequence of courses. Students should contact the College of Education and Counseling office for more information on the application process.

To insure proper sequencing of courses, individuals planning to enter the Saint Martin's teacher education program must consult an advisor from the College of Education and Counseling prior to taking courses.

Veterans Administration candidates must contact the veteran services representative regarding VA benefits.

Application

Applicants must submit the following materials to be considered for acceptance to all certification programs:

- Online program application
- Pre-program planning (completed during advising appointment)
- Two letters of recommendation
- Official transcripts from all colleges and universities attended for coursework that satisfies programmatic and endorsement requirements
- An overall grade point average of at least 3.0

- Passing WEST-B scores or scores on the SAT/ACT that meet minimum requirements as set by the Washington Administrative Code (WAC)
- Pre-Residency Certificate Clearance through the Office of Superintendent of Public Instruction (OSPI) website
- Current First Aid/CPR Certification for children and adults
- WSP/FBI Fingerprint Background Check form
- Pre-Program Observation Requirement Documentation
- An application essay in response to a prompt provided by the College of Education and Counseling
- Cleared fingerprints documented by a local Educational Service District (ESD 113). Fingerprints from other law enforcement agencies are not accepted. Applicants must be fingerprinted at an ESD and be cleared in OSPI's system.

Once application materials are submitted, they become the property of the university, and cannot be returned. Applications are accepted on a rolling basis; priority dates for consideration are:

Lacey Campus

Summer semester (May - July)	March 15
Fall semester (late August - December)	July 15
Spring semester (January - May)	November 15

JBLM Campus

Summer session (May - July)	April 1
Fall session 1 (August - October)	July 1
Fall session 2 (October - December)	September 1
Spring session 1 (January - March)	November 1
Spring session 2 (March - May)	February 1

STAR Program Cohort (certification only)

Summer Academy (summer start only)	April 1

PROGRAM REQUIREMENTS

The residency teacher education program requires pre-professional courses, certification core courses, methods and/or content courses for program and/or endorsement purposes, and internship/seminar semester hours.

Candidates may be withdrawn from Education Programs at the discretion of the dean of the College of Education and Counseling as a result of the Staffing Level II/Intervention Level II process. Saint Martin's University makes no guarantees for candidates to be recommended for Washington State residency teacher certification based on course and field experience completion alone.

INTERNSHIP

The teacher certification program requires a supervised internship (also known as student teaching). All degree and certification/endorsement coursework must be completed and be fully accepted before the internship. A candidate is expected to complete at least 12 semester hours at Saint Martin's University before the internship.

All teacher certification programs require a supervised student teaching/internship (also known as student teaching) equaling a minimum of 450 hours per the Washington Administrative Code (WAC). Each student is expected to complete all required core curriculum, Pre-Professional, Certification Core, Methods, and additional endorsement requirements before applying for the internship.

All internship candidates must have successfully attempted at least one WEST-E/NES or equivalent content assessment test prior to starting their internship according to the WAC. Students must take and pass all endorsement appropriate WEST-E/NES tests prior to being recommended for certification by the CEC certification specialist.

All internship assignments are considered full-time work, normally requiring seven hours a day in the school plus additional time for class preparation and seminars. Taking coursework during the semester of internship is highly discouraged. Special permission to take coursework concurrently with an internship is required and must be obtained prior to the end of the preceding semester.

INTERNSHIP PLACEMENT

Candidates must apply for an internship placement the semester before the internship will take place. Candidates must submit their application before the deadline. Applications submitted after the deadline may not be processed and may delay the candidate's internship. Completion of an application for internship teaching and assignment to a school or classroom are tentative and are based on successful completion of coursework in progress.

Candidates may NOT make arrangements for an internship placement on their own. All candidates must comply with CEC and district regulations regarding internship placement. Candidates may make special requests, though the College of Education and Counseling makes no guarantee of placement in a particular school district or school building, with a particular cooperating teacher or University supervisor, or during a particular semester.

Candidates may NOT be placed in the same school in which a spouse or family member is employed. To do so may jeopardize placement at that school and/or district and may result in termination of any/all field experience placements in that district for the student.

The Placement Specialist/Officer and Field Experience Director(s) will work diligently to obtain a placement for internship, but final acceptance of a student teacher candidate is ultimately the prerogative of the school district. University supervisors will discuss individual placement problems that occur during an internship with students, but the University ultimately makes the internship assignments in cooperation with school district personnel.

Students may be withdrawn from internship teaching at the discretion of the College of Education and Counseling faculty or of the administrators of the P-12 school.

ELEMENTARY EDUCATION (MAJOR) - GRADES P–8

FACULTY

Marcela de Souza
Linda Maier
Cindy Petersen
Celeste Trimble
Ronnie Gordon
Theresa Hickey

BACHELOR OF ARTS

Core Curriculum Requirements (Please see the Core Curriculum section of the catalog)

Pre-Professional Requirements (33-35 semester hours)

Pre-Professional Requirements are meant to ensure that a teaching candidate possesses the necessary basic skills to perform well in the classroom. Some courses overlap with Saint Martin's University's core curriculum requirements, though courses waived with a Direct Transfer Agreement (DTA) do not also waive coursework required below as part of the Pre-Professional Requirements sequence. These courses equal a total of 33-35 semester hours. Pre-Professional Requirements are as follows:

- One mathematics course: Saint Martin's University core math course or equivalent (3)
- One U. S. history course (3)
- One world history course (3)
- One natural science course with laboratory (3-5)
- PSY 101 Introduction to Psychology (3)
- ENG 101 College Writing I (3)
- ENG 102 College Writing II (3)
- THR 211 Acting I -or- COM 106 Public Address (3)
- ED 204 Introduction to Education (3)
- ED 205 Child and Adolescent Development (3)
- SOC 396 Intercultural Communications – or – ED 202 Diversity in Education Systems (3)

Certification Core Requirements (22 semester hours)

All certification students complete the Certification core requirements as part of a PESB

approved program:

- ED 304 Directed Practicum Level I (1)
- ED 306 Curriculum and Instruction (3)
- ED 312 Classroom Technology (3)
- SED 359 Introduction to Exceptionality (3)
- ED 360 Classroom Management (3)
- ED 362 Educational Law and Issues of Abuse (3)
- ED 426 Methods of Teaching Language Acquisition (3)
- ED 470 Classroom Assessment (3)

Elementary Methods Requirements (25 semester hours)

These courses focus on instruction in pedagogy, which will introduce students to the methods they will use on a daily basis in their intended classroom. These blocks of methods instruction are specialized for the age and content level the student plans to teach.

- ED 408 Directed Practicum Level II (1)
- ED 411 Methods of Teaching Mathematics (3)
- ED 415 Methods of Teaching Science (3)
- ED 418 Methods of Teaching Social Studies (3)
- ED 429 Arts and Movement (3)
- ED 437 Methods of Teaching Intermediate Literacy (3)
- ED 438 Literature for Children and Young Adults (3)
- ED 474 Methods of Teaching Primary Literacy (3)
- ED 492 Elementary Education Practicum (3)

Internship Requirement (12 semester hours)

Once the core curriculum, Pre-Professional, Certification Core, and Elementary Methods Requirements have been met, and any additional endorsement coursework is complete, the student will complete the program with a semester-long (16 week) supervised Student Teaching Internship. During this phase of the program, the student is well prepared to teach in a classroom setting for an extended period of time and can further hone the skills they will need to begin a successful teaching career. The Internship requirement involves 16 weeks of classroom time, having been placed by Saint Martin's University's Placement Specialist in a school with whom there is an internship/practicum agreement, where the student plans and teaches lessons, manages the classroom with the supervision of a mentor teacher, and completes objectives for the final state-mandated testing called edTPA (Education Teacher Performance Assessment).

In addition to 10 credit hours of internship, the student will also take a 2 credit hour seminar to accompany the internship where students will convene in the university classroom

to discuss their internship experiences and complete other program tasks required for degree completion and certification.

- ED 494 Teacher Internship (10)
- ED 498 Teacher Internship Seminar (2)

SECONDARY EDUCATION (MAJOR) - GRADES 4–12

FACULTY

Eric Boyer
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Core Curriculum Requirements (Please see the Core Curriculum section of the catalog)

Endorsement/Academic Major Requirements

Students pursuing the Secondary Education Major who want to teach at the middle or secondary level must complete the requirements for their chosen content area endorsement. Students typically will declare two majors, one in secondary education, and the other in their chosen content area. For example, if a student wanted to teach high school biology they would double major in secondary education and biology. Although it is not required that students double major, it is ***highly recommended***.

Saint Martin's University is authorized to verify its graduates for teaching endorsements in secondary schools (grades 4-12) in the following academic majors: biology, chemistry, music (choral, instrumental, general), drama, English, history, and mathematics. Many of the endorsement requirements may overlap with the content area major requirements, but it is not guaranteed. That is why it is imperative that students have advisors in both the College of Education and Counseling and the discipline of their second academic major or endorsement area.

Students pursuing the Secondary Education Major must follow the application process for all College of Education and Counseling teacher certification programs before enrolling in upper division education coursework.

Pre-Professional Requirements (33-35 semester hours)

Pre-Professional Requirements are meant to ensure that a teaching candidate possesses the necessary basic skills to perform well in the classroom. Some courses overlap with Saint Martin's University's core curriculum requirements, though courses waived with a Direct Transfer Agreement (DTA) do not also waive coursework required below as part of

the Pre-Professional Requirements sequence. These courses equal a total of 33-35 semester hours. Pre-Professional Requirements are as follows:

- One mathematics course: Saint Martin's University core math course or equivalent (3)
- One U.S. History course (3)
- One World History course (3)
- One natural science course w/ laboratory (3-5)
- PSY 101 Introduction to Psychology (3)
- ENG 101 College Writing I (3)
- ENG 102 College Writing II (3)
- THR 211 Acting I -or- COM 106 Public Address (3)
- ED 204 Introduction to Education (3)
- ED 205 Child and Adolescent Development (3)
- SOC 396 Intercultural Communications – or – ED 202 Diversity in Education Systems (3)

Certification Core Requirements (22 semester hours)

All certification students complete the Certification core requirements as part of a PESB approved program:

- ED 304 Directed Practicum Level I (1)
- ED 306 Curriculum and Instruction (3)
- ED 312 Classroom Technology (3)
- SED 359 Introduction to Exceptionality (3)
- ED 360 Classroom Management (3)
- ED 362 Educational Law and Issues of Abuse (3)
- ED 426 Methods of Teaching Language Acquisition (3)
- ED 470 Classroom Assessment (3)

Secondary Methods Requirements (13 semester hours)

These courses focus on instruction in pedagogy, which will introduce students to the methods they will use on a daily basis in their intended classroom. These blocks of methods instruction are specialized for the age and content level the student plans to teach.

- ED 408 Directed Practicum Level II (1)
- ED 468 Secondary Literacy (3)
- ED 484 Secondary Methods (3)
- ED 487 Secondary Methods Practicum/Seminar (3)
- SED 461 Instructional Methods for Exceptional Learners (3)

Internship Requirement (12 semester hours)

Once the core curriculum requirements, Pre-Professional, Certification Core, and Secondary Methods requirements have been met, and any additional academic major/endorsement coursework is complete, the student will complete the program with a semester-long (16 week) supervised Student Teaching Internship. During this phase of the program, the student is well prepared to teach in a classroom setting for an extended period of time and can further hone the skills they will need to begin a successful teaching career. The Internship requirement involves 16 weeks of classroom time, having been placed by Saint Martin's University's Placement Specialist in a school with whom there is an internship/practicum agreement, where the student plans and teaches lessons, manages the classroom with the supervision of a mentor teacher, and completes objectives for the final state-mandated testing called edTPA (Education Teacher Performance Assessment).

In addition to 10 credit hours of internship, the student will also take a 2 credit hour seminar to accompany the internship where students will convene in the university classroom to discuss their internship experiences and complete other program tasks required for degree completion and certification.

- ED 494 Teacher Internship (10)
- ED 498 Teacher Internship Seminar (2)

Post-Baccalaureate Certification-Only Program

Students who already possess a bachelor's degree can pursue a teaching certificate program as a non-degree seeking student at Saint Martin's University. Upon successful completion of the requirements listed above for Elementary Education and Secondary Education and for Special Education below, students will be eligible to be certified as a teacher in the state of Washington. This path to certification is typically called the post-baccalaureate program or the certification-only program. For financial aid classification purposes, our post-baccalaureate program coursework is offered at the undergraduate level. Students may not carry coursework from a post-baccalaureate program toward our MiT or MEd programs or degrees.

The College of Education and Counseling offers a post-baccalaureate certification-only program that follows the same coursework and guidelines as the Elementary Education Major, the Secondary Education Major, and the Special Education Major with one exception: core curriculum requirements are for a baccalaureate degree and therefore are not required of post-baccalaureate students. Students must still meet all Pre-Professional, Certification Core, P-12 specific Methods, additional endorsement and Internship Requirements, as well as state required testing in order to be recommended for certification.

Students who wish to pursue the Secondary Teacher Alternate Route program as certification-only students follow the same guidelines and timelines as STAR to MiT students (as outlined in the graduate catalog) with the exception of the graduate core requirements. STAR Certification-Only students take coursework at the undergraduate level because STAR Certification-Only is a Post-Baccalaureate Certification-Only program. These students must meet all other requirement categories as required by Washington State law for resi-

dency teacher certification. Please contact the director of the STAR program for more information about certification-only and STAR to MiT options.

EDUCATION COURSES

ED 202 Diversity in Educational Systems (3)

The purpose of this course is to investigate the impact of social influences on learning and school experience in children and adolescents. The roles of race, poverty, gender, and other factors on the social contexts in which schools operate will be examined and analyzed for their impact on teaching and learning in schools. Students will apply knowledge of societal structures, oppression and privilege at a deeper level to the education system or take course content to another area of society to analyze impact. The roles individuals and institutions play in perpetuating and curbing oppression and privilege will be explored.

ED 204 Introduction to Education (3)

Introduction to education as a profession. A survey of educational history, curriculum, funding, and governance, especially in the United States. Considerable attention given to preschool-12 curriculum, particularly the social forces that shape it.

ED 205 Child and Adolescent Development (3)

The emphasis of this class will be on gaining a basic understanding of research and theories of child and adolescent development. Provides a foundation to be expanded on in other education classes. Candidates will be encouraged to apply ideas and theories to education and to investigate a variety of resources for future reference.

ED 295 Special Topics (1-3)

Courses offered periodically on education topics announced by the faculty. May be repeated for credit.

ED 297 Directed Practicum (1-3)

Candidate/faculty-selected internship in a specialized area. Includes 30 hour practicum plus 5 hour written assignment per credit enrolled. Offered on approval by faculty and dean of the College of Education and Counseling. May be repeated for credit.

ED 300 Competency Seminar (1-2)

A seminar/independent study to assess a candidate's competency in state-required generic competency areas.

ED 304 Directed Practicum (1)

Thirty-hour classroom-based field experience that connects the theory learned in coursework with practical application. A one-hour biweekly seminar provides time for students to discuss what they are learning. Students enroll in the course concurrently with ED 306. (Educational Studies students are not eligible to take this course).

ED 306 Curriculum and Instruction (3)

Multiple approaches to curriculum and instruction emphasizing becoming a reflective teacher. Principles of organizing, sequencing, delivering, evaluating instruction. Emphasis on development of a thematic unit with lesson design based on state and national standards. Exploration of teaching methods such as cooperative learning, concept development and inquiry learning. Prerequisite: Acceptance as a teacher certification candidate.

ED 312 Technology for the Classroom (3)

Class explores ways to integrate computers and other technologies into classroom teaching, rather than computer skills themselves. Discussions focus on teaching philosophies, issues and trends in an information age. Candidates will develop curriculum and classroom materials using e-mail, internet and selected software. Emphasis on development of electronic portfolio.

ED 360 Classroom Management (3)

Through an understanding of current theories and practices in classroom management, candidates will begin to create their own philosophy of management. Includes, but is not limited to, strategies for individual and group behavior; instruction developed through systematic application of specific models. Prerequisite: ED 306 or concurrent enrollment.

ED 362 Educational Law and Issues of Abuse (3)

Washington State requirements for understanding educational law and its relationship to contemporary school issues and problems. Addresses the teacher's role in identifying, reporting, and working with children who have been victims of child abuse. Covers state agencies and local school boards, university issues and law, teachers' employment, tenure, academic freedom, and student issues of compulsory education. Also includes the role of the classroom teacher as counselor. No prerequisite required.

ED 395 Special Topics (1-3)

Courses offered periodically on education topics announced by the faculty. May be repeated for credit.

ED 400 Training for Mentor Teachers (1)

Training to plan and structure the internship experience; observe and critique intern's lessons; confer with intern on progress, strengths and weaknesses; and write intern evaluations and recommendations.

ED 408 Directed Practicum Level 2 (1)

Thirty-hour classroom-based field experience that connects the theory learned in coursework with practical application. A one-hour biweekly seminar provides time for students to discuss what they are learning. Students enroll concurrently in elementary methods courses and/or secondary reading courses. (Educational Studies students are not eligible to take this course).

ED 411 Methods of Teaching Mathematics (3)

Objectives, materials, methods and curriculum for teaching preschool-grade 8 mathematics. Emphasis on theory, teaching strategies and integrated knowledge and skills of mathematics for elementary teachers. Prerequisite: ED 306.

ED 415 Methods of Teaching Science (3)

Objectives, materials, methods and curriculum for teaching preschool-grade 8 science. Emphasis on theory, teaching strategies and integrated knowledge and skills of science for elementary teachers. Prerequisite: ED 306.

ED 417 Methods of Teaching Health and Physical Education (2)

Introduction of specific instructional methods unique to health/physical education for preschool-grade 8 education students. Emphasis of theory, teaching strategies and integrated knowledge/skills for health and physical education. Offered on demand. Prerequisite: ED 306.

ED 418 Methods of Teaching Social Studies (3)

Introduces education candidates preparing to teach preschool-grade 12 to specific methods used to teach social studies. Integrated thematic unit planning, map-globe interpretation and content specified in the Washington State Essential Academic Learning Requirements for grades P-8 will be emphasized. Course requires a 10-hour observation and instruction practicum in preschool-grade 12 social studies. Prerequisite: ED 306.

ED 423 English Language Learner Practicum (3)

The purpose of this course is to apply theoretical knowledge learned in the elementary education program to the classroom setting and to gain experience working with English language learners in an educational setting. This practicum serves as an opportunity to practice culturally responsive and language proficiency appropriate instructional strategies, learning activities, and assessment tools in an extended field experience. The practicum will require candidates to spend 90 hours in a classroom containing at least 15% English language learners (students qualifying for language assistance based on state assessments). Prerequisites: Last semester of coursework before final internship or following completion of ELL endorsement coursework, or instructor permission. (Educational Studies students are not eligible to take this course).

ED 424 Early Childhood Education (3)

Important issues related to teaching primary-grade 3 emphasized. Methods, curriculum and assessment specific to early childhood education will be reviewed, as will relationship of family and community to the student; classroom environment; and promotion of social competence. Prerequisite: ED 306; SED 359 or permission of instructor.

ED 425 Issues and Trends in English Language Learners and Bilingual Education (3)

The purpose of this course is to examine educational theories, practice and research related to the education of English Language Learners (ELLs) and bilingual education. Topics covered in this course include program models; increasing parent involvement; recognizing linguistic and cultural biases in curricula and assessment instruments; bi/multicultural identity

development; historical, legal, and political foundations of bilingual education; advocacy for ELLs and their families; and the preparation of non-ESOL (English for Speakers of Other Languages). Resources for continuing professional development in the fields of second language instruction and bilingual education will be provided. Prerequisites: ED 306; ED 426.

ED 426 Methods of Teaching Language Acquisition (3)

This course provides candidates with concepts, theories, and research from applied linguistics, second language acquisition, and literacy development. Throughout the semester, candidates will have multiple opportunities to demonstrate their knowledge and skills as they develop their own personal teaching style. Topics covered in this course include the diversity within the English Language Learner (ELL) population, Specially Designed Academic Instruction in English (SDAIE), the integration of English Language Proficiency (ELP) Standards in lesson planning, the incorporation of home languages and cultures as educational assets, the interrelationship between language and culture and its effects on teaching and learning, appropriate adaptations and assessment tools for ELLs with special needs, and a wide range of teaching practices to create an inclusive, equitable, positive classroom environment. Prerequisites: ED 306.

ED 427 Sociolinguistics and Language Teaching: Theory and Practice (3)

The course concerns the nature of human language, what the study of language tells us about the human mind and the relation of language to its cultural and educational context. The scope of the course is interdisciplinary and the topics explored reach beyond the boundaries of linguistics to other scientific disciplines that constitute the field of cognitive science: psycholinguistics, philosophy of language and the mind, anthropology and artificial intelligence. Research and practice related to the education of diverse populations will be examined. The impact of social context factors such as race, ethnicity, culture, gender and economic status on social linguistics, knowledge bases, learning styles, socialization patterns and educational opportunity will be studied. Emphasis will be placed on the development of culturally-relevant curriculum and culturally-responsive practices. Prerequisites: ED 306, ED 426.

ED 428 Reading Instruction of English Language Learners (3)

The course provides knowledge of various methods of reading instruction for English Language Learners and students in bilingual education programs with an emphasis on techniques for effective instruction and assessment of oral language development, reading and writing. Candidates develop a multicultural curriculum to support learning to read in English. Prerequisites: ED 306, ED 426.

ED 429 Arts and Movement (3)

This course explores the elements, principles, and pedagogy of visual art, drama, mu- sic and creative movement for the elementary classroom. Candidates will create and participate in arts experiences for the class and others. Prerequisite: ED 306.

ED 435 Information Sources and Retrieval (2)

Presentation and evaluation of print and non-print references for kindergarten-12 materials. Theory of selection and methods of incorporating materials into specific courses of

instruction will be covered. Electronic sources of information for teachers and students will be reviewed. Prerequisite: ED 306.

ED 436 Library Media in the Instructional Program (3)

Issues and skills related to integration of the library media center and its resources into the school's instructional program. Prerequisite: ED 306.

ED 437 Methods of Teaching Intermediate Literacy (3)

This course includes the theory and application of the literacy components of reading, writing, listening, speaking, viewing, visual representation, as well as comprehension skills and strategies for fiction and content area text as they pertain to teaching grades 3-8. Current trends in intermediate literacy curriculum and assessment will be explored through the lens of Common Core Standards. Prerequisite: ED 306.

ED 438 Literature for Children and Young Adults (3)

Nature, history and sources of children's books. Required for elementary certification, special education, reading, English and English Language Arts endorsements. Prerequisite: ED 306.

ED 468 Secondary Literacy (3)

Explores the analysis of reading behavior through several assessment strategies, including informal reading inventories, miscue analysis, and classroom-based assessments. Both theoretical context and actual assessment strategies are studied, and applied to content areas taught in the secondary school (Gr. 5-12). The ultimate outcome is to understand how/why struggling adolescent readers have difficulty with comprehension, and important ways with which to help said readers. This course also explores the reading process as it is applied to content areas taught in the secondary school. This course facilitates the application of specific reading and writing strategies to assist comprehension of expository materials in all subject areas by students at all levels of reading. Major components of reading (fluency, vocabulary, and comprehension) are used in planning strategy lessons for use with students. How to effectively deliver and assesses disciplinary specific vocabulary within one's given content area is the primary outcome. Prerequisite: ED 306.

ED 469 Capstone in Educational Studies (3)

This course is designed to synthesize the knowledge that students have gained in their program of study, integrating their learning in the field with educational theory. Students will expand their learning through extensive readings and focus on assessment and leadership skills as it applies to their area of concentration. Additionally, students will research a topic related to their internship. A research project is required. Concurrent enrollment with or prerequisite: ED 493.

ED 470 Classroom Assessment (3)

State and national trends of performance-based assessment for the classroom. Includes educational statistics, standardized tests and classroom test construction and interpretation. Also covers norm and criterion-referenced tests, alternative assessment, grading, computer management, conferencing skills. Prerequisite: ED 306.

ED 472 Integrated Approach to Phonics and Spelling (2)

An in-depth exploration of the theoretical rationale and research base for the learning and teaching of reading skills, content and strategies of phonemic awareness, phonics and spelling, as they are integrated into the reading program in elementary school. Prerequisites: ED 437 and ED 474.

ED 473 Philosophy of Reading Instruction (3)

This course is designed to explore the theoretical base for teaching of reading in grades kindergarten-8; using research-based best practices to develop a personal classroom reading philosophy. Prerequisites: ED 437 and ED 474.

ED 474 Methods of Teaching Primary Literacy (3)

This course includes the theory and application of the literacy components of phonemic awareness, phonics, concepts of print, fluency, vocabulary, writing, as well as comprehension skills and strategies of fiction and content area text as they pertain to teaching grades P-2. Current trends in primary literacy curriculum and assessment will be explored through the lens of Common Core Standards. Prerequisite: ED 306.

ED 475 Reader-Writer Workshop (3)

The purpose of this course is to develop an understanding of the reader-writer workshop approach to teaching reading and writing as an integrated process for K-8 students. Prerequisites: ED 437, ED 438, and ED 474.

ED 477 Reading Diagnosis (3)

This course explores reading assessments and how to utilize results to plan effective instructional strategies for struggling readers. Analysis of reading behavior using informal reading inventories, miscue analysis and other assessment tools will be practiced. Current assessments are analyzed for reliability, validity, and use in the classroom. Concurrent enrollment in a practicum is preferred, but not required. Prerequisites: ED 437 and ED 474.

ED 479 Reading Practicum (3)

The purpose of this course is to apply theoretical knowledge learned in the reading program. Includes a 90- hour practicum that serves as an opportunity to observe and practice instructional activities in reading in an extended field experience. Prerequisite: ED 437 and ED 474. (Educational Studies students are not eligible to take this course).

ED 481 Issues and Trends in Literacy Instruction (3)

This course is designed as a candidate-centered forum in which candidates take a leadership role in the study and discussion of current reading topics and current research in literacy education. Prerequisites: ED 437 and ED 474.

ED 484 Secondary Methods (3)

Candidates learn varied instructional methods via performance and observation of peer teaching. Also covered are advanced instructional planning and forming more effective relationships with students. Required concurrent enrollment with ED 487. Prerequisite: ED 306.

ED 487 Secondary Methods Practicum/Seminar (3)

Ninety (90) hour practicum for secondary teacher candidates to integrate skills in planning, teaching and assessing student learning in a secondary classroom (grades 6-12) middle school, junior high or high school. Field experiences and assignments will relate to teacher candidates primary teaching endorsement (subject) area. Includes 15-hour seminar. Prerequisites: ED 306 and ED 484 or concurrent enrollment in ED 484. (Educational Studies students are not eligible to take this course).

ED 491 Added Endorsement Practicum (3)

Includes 90 hours of practicum plus 15 hours for research/lesson plan preparation and final paperwork. Practicum involves structured observation, teaching preparation, teaching experience, and reflection in a P-12 setting in the added endorsement field. Includes a minimum of two observations by a university supervisor using the Washington State Teacher Pedagogy Assessment. Field experiences and assignments will relate to the candidate's added endorsement area. Prerequisite: Acceptance to Added Endorsement Program; permission of instructor.

ED 492 Elementary Education Practicum (3)

The purpose of this course is to apply theoretical knowledge learned in the elementary education program to the classroom setting. This seminar and specialty practicum serves as an opportunity to practice instructional activities in an extended field experience. Includes a 90-hour practicum in an elementary classroom plus a 15-hour seminar. Course may be substituted with SED 469/MED 569 or ED 479/MED 579. (Educational Studies students are not eligible to take this course).

ED 493 Internship in Educational Studies (3)

The purpose of this course is to apply theoretical knowledge learned in the educational studies program to the community setting. This internship serves as an opportunity to practice instructional activities in an extended field experience. 120 hours required.

ED 494 Teacher Internship (5-10)

Supervised full-time internship in an elementary school for one semester. Prerequisites: Completion of all required coursework and endorsements leading to recommendation for certification. Course fees apply. (Educational Studies students are not eligible to take this course).

ED 495 Special Topics (1-3)

Courses offered periodically on education topics announced by the faculty. May be repeated for credit.

ED 497 Directed Practicum (1-3)

This course is a 15-90 hour classroom-based field experience assigned to students that need an extra practicum to complete their degree or certification. Includes direct supervision and observations by instructor at the school site. No prerequisites. Instructor approval is required. Course may be repeated for credit.

ED 498 Teacher Internship Seminar (2)

Seminar for intern teachers. Must be taken concurrently with ED 494 or SED 493. (Educational Studies students are not eligible to take this course).

SPECIAL EDUCATION (MAJOR AND MINOR) – GRADES P-12

FACULTY

Cindy Petersen

The Special Education major and endorsement prepares teachers to work with differently abled students in settings such as an inclusionary classroom, a resource room or a self-contained special education class.

Completion of the special education major and endorsement program does not allow the certificate-holder to teach in a regular elementary or secondary classroom.* Therefore, candidates also must complete the required elementary or secondary sequence, and the concluding internship must contain at least four weeks of internship in a regular classroom. Therefore, the major requirements below contain only the requirements for the Special Education Major. Students should refer to the sections on the Elementary Education Major or the Secondary Education Major for more information on additional requirements they must meet before graduation and before a certification recommendation can be made the College of Education and Counseling.

The coursework for the Special Education Major satisfies the endorsement requirements for special education and can lead to an institutional endorsement recommendation in special education for all levels (P-12). The University offers the option of supporting the candidate's request for a "waiver" to teach in special education. If the candidate selects this option, he or she has three years following issuance of the waiver, granted by the state Office of Superintendent of Public Instruction (OSPI). The waiver in this case does not indicate waiver of knowledge/skills, but a three-year approval to teach in Special Education while completing the remaining requirements for the endorsement. Please contact the Special Education program director for additional information.

**NOTE: According to the Washington Administrative Code (WAC), "a teacher who obtains a special education, early childhood special education, bilingual education, or English language learner endorsement after September 1, 2019, must earn and/or hold a second endorsement in another endorsement area. Special education, early childhood special education, bilingual education, English language learner… do not qualify as the other endorsement area." (WAC 181-79A-132). Therefore, students pursuing the previously listed endorsements in this note must pursue and complete requirements for a second endorsement according to state law before they can be recommended for certification.*

BACHELOR OF ARTS

Core Curriculum Requirements (Please see the Core Curriculum section of the catalog)

Pre-Professional Courses (24-35 semester hours)

Pre-Professional Requirements are meant to ensure that a teaching candidate possesses the necessary basic skills to perform well in the classroom. Some courses overlap with Saint Martin's University's core curriculum requirements, though courses waived with a Direct Transfer Agreement (DTA) do not also waive coursework required below as part of the Pre-Professional Requirements sequence. These courses equal a total of 24-35 semester hours depending on the student's choice of the Elementary Education Major or the Secondary Education Major, whose pre-professional requirements the student must also meet. Pre-Professional Requirements are as follows:

- One mathematics course: Saint Martin's University core math course or equivalent (3)
- PSY 101 Introduction to Psychology (3)
- ENG 101 College Writing I (3)
- ENG 102 College Writing II (3)
- THR 211 Acting I-or-COM 106 Public Address (3)
- ED 204 Introduction to Education (3)
- ED 205 Child and Adolescent Development (3)
- SOC 396 Intercultural Communications – or- ED 202 Diversity in Educational Systems (3)
- One U.S. history course (3)
- One world history course (3)
- One natural science course with laboratory (3-5)

Certification Core Requirements (22 semester hours)

All certification students complete the Certification core requirements as part of a PESB approved program:

- ED 304 Directed Practicum Level I (1)
- ED 306 Curriculum and Instruction (3)
- ED 312 Classroom Technology (3)
- SED 359 Introduction to Exceptionality (3)
- ED 360 Classroom Management (3)
- ED 362 Educational Law and Issues of Abuse (3)
- ED 426 Methods of Teaching Language Acquisition (3)
- ED 470 Classroom Assessment (3)

Special Education Methods Requirements (22 semester hours)

These courses focus on instruction in pedagogy, which will introduce students to the methods they will use on a daily basis in their intended classroom and focus on differently abled

students. These blocks of methods instruction are specialized for the age and content level the student plans to teach.

- ED 408 Directed Practicum Level II (1)
- ED 424 Early Childhood Education (for P-3rd Grade)-or- ED 426 Methods of Teaching Language Acquisition (3)*
- SED 461 Instructional Methods for Exceptional Learners (3)
- SED 463 Management Strategies for Exceptional Learners (3)
- SED 465 Transition to Adulthood for Exceptional Learners (3)
- SED 466 Assessment of Exceptional Learners (3)
- SED 467 Legal Issues and the IFSP/IEP (3)
- SED 469 Seminar and Practicum in Special Education (3)

**NOTE: Students should choose either the P-3rd Grade option or the 4th-12th Grade option depending on the grade level they want to pursue for a special education setting. Please contact the Special Education Director for more information about choosing the appropriate coursework in the Special Education Major sequence.*

Internship Requirement (12 semester hours)

Once the core curriculum requirements, Pre-Professional, Certification Core, and Special Education Methods requirements have been met, and any additional academic major/endorsement coursework is complete, the student will complete the program with a semester-long (16 week) supervised Student Teaching Internship. Special Education students will complete their internship with at least 4 weeks in a non-special education setting. A typical split of internship time can be 10 weeks in a special education setting and 6 weeks in a traditional classroom, though other internship experiences may differ in the length of time in each setting. During this phase of the program, the student is well prepared to teach in a classroom setting for an extended period of time and can further hone the skills they will need to begin a successful teaching career. The Internship requirement involves 16 weeks of classroom time, having been placed by Saint Martin's University's Placement Specialist in a school with whom there is an internship/practicum agreement, where the student plans and teaches lessons, manages the classroom with the supervision of a mentor teacher, and completes objectives for the final state-mandated testing called edTPA (Education Teacher Performance Assessment).

In addition to 10 credit hours of internship, the student will also take a 2 credit hour seminar to accompany the internship where students will convene in the university classroom to discuss their internship experiences and complete other program tasks required for degree completion and certification.

- SED 493 Internship: Special Education (10)
- ED 498 Teacher Internship Seminar (2)

Minor in Special Education

Please see general information on the Special Education Program earlier in this catalog.

Upper-Division Courses (21 semester hours)

- SED 359 Introduction to Exceptionality (3)
- SED 461 Instructional Methods of Exceptional Learners (3)
- SED 463 Management Strategies for Exceptional Learners (3)
- SED 465 Transition to Adulthood for Exceptional Learners (3)
- SED 466 Assessment in Exceptional Learners (3)
- SED 467 Legal Issues and the IFSP/IEP (3)
- SED 469 Seminar and Practicum in Special Education (3)

NOTE: Completion of the Special Education minor does not satisfy requirements for teacher certification. For a minor in Special Education, individuals must apply for acceptance to a College of Education and Counseling Certification program before enrolling in any upper-division coursework. For more information about application and acceptance to the program, students should contact the College of Education and Counseling office at 360-438-4333 or education@stmartin.edu.

SPECIAL EDUCATION COURSES

SED 195 Special Topics (1-3)

Courses offered periodically on special education topics announced by the faculty. Prerequisite: Permission of instructor. May be repeated for credit.

SED 295 Special Topics (1-3)

Courses offered periodically on special education topics announced by the faculty. Prerequisite: Permission of instructor. May be repeated for credit.

SED 297 Directed Practicum (1-3)

A candidate/faculty-selected internship in a specialized area for special education. Offered on approval by special education faculty and dean of the College of Education and Counseling. May be repeated for credit.

SED 395 Special Topics (1-3)

Courses offered periodically on special education topics announced by the faculty. Prerequisite: Permission of instructor. May be repeated for credit.

SED 397 Directed Practicum (1-3)

A candidate/faculty-selected internship in a specialized area for special education. Offered on approval by special education faculty and dean of the College of Education and Counseling. May be repeated for credit.

SED 359 Introduction to Exceptionality (3)

Introduction to philosophical, historical, legal and social implications of the exceptional student from an integrated, strategy-based pedagogical perspective. Includes 10 hours of

classroom experience as part of the course. Prerequisites: ED 306 or concurrent enrollment.

SED 445 School Drug Prevention and Counseling (3)

Examines pharmacology, counseling approaches and school programs related to the school counselors' role in prevention, counseling and referral of students with drug and alcohol problems.

SED 461 Instructional Methods of Exceptional Learners (3)

Principles of organizing, sequencing, delivering and evaluating instruction for exceptional learners. Effective methods for teaching content-area material (reading, math, science, for example). Selecting and adapting curriculum. Prerequisites: SED 359; ED 306.

SED 463 Management Strategies for Exceptional Learners (3)

Strategies for individual and group behavior/instruction management. Various competencies developed in systematic application of specific models for exceptional learners. Strategies for organization, administration and participation with families and other significant parties are included. Prerequisites: SED 359; ED 360.

SED 465 Transitions to Adulthood for Exceptional Learners (3)

Examines the educational transition of differently abled people from school-based special education programs to independent living or agency-supported living through presentation and discussion of current literature, field-based participatory research, onsite visits and other appropriate formats. Prerequisite: SED 359.

SED 466 Assessment of Exceptional Learners (3)

Study of professional practice in special education assessment including ecological, classroom and curriculum-based assessment; norm- and criterion-referenced testing; diagnostic instruments and procedures; and alternative assessment strategies. Observation of school-based assessment techniques and practical application of learned techniques is required. Prerequisites: SED 359 and ED 306.

SED 467 Legal Issues and the IFSP/IEP (3)

Comprehensive study of federal and state regulations on development, implementation and evaluation of Individualized Family Service Plans/Individualized Education Plans for all settings involving exceptional populations. Communicative ethics and collaborative strategies joining families, school personnel and outside agencies are emphasized. Prerequisite: SED 359.

SED 469 Practicum in Special Education (3)

Observation, small group instruction and assessment of exceptional learners in public and private sectors. Prerequisites: Minimum of 3.33 grade point average in three prior SED courses. (Educational Studies students are not eligible to take this course).

SED 493 Internship: Special Education (5-10)

Supervised full-time internship with a split assignment. Special education candidates will

split their internship between special education and either elementary or secondary, depending on their endorsements. Prerequisite: Completion of all required coursework and endorsements leading to recommendation for certification. Course fees apply. (Educational Studies students are not eligible to take this course).

SED 495 Special Topics (1-3)

Courses offered periodically on special education topics announced by the faculty. Prerequisite: Permission of instructor. May be repeated for credit.

SED 497 Directed Practicum (1-3)

A candidate/faculty-selected internship in a specialized area for special education. Offered on approval by special education faculty and dean of the College of Education and Counseling. May be repeated for credit.

For ED/MED courses, see specific course descriptions in the ED/MED sections of the catalog.

PHYSICAL EDUCATION (MINOR)

FACULTY

Tim Healy

Courses in physical education promote the well-being of students by providing instruction in health, exercise, posture and athletic skills.

Please contact the College of Education and Counseling or the Department of Physical Education for current semester offerings.

Minor in Physical Education (20 semester hours)*

Lower-Division Courses (2 semester hours)

- Two semester hours selected from: PE 202, PE 203 or PE 204

Upper-Division Courses (18 semester hours)

- PE 301 Foundations of Physical Education (3)
- PE 310 First Aid and Athletic Injuries (3)
- PE 345 Psychology and Philosophy of Coaching (3)
- PE 400 Kinesiology (3)
- PE 401 Exercise Physiology (3)
- PE 430 Organizational Administration of PE, Intramurals and Intercollegiate Sports (3)

**NOTE: Completion of the Physical Education minor does not satisfy requirements for teacher certification. For a minor in Physical Education toward a teacher certification endorsement, individuals must apply for acceptance to a College of Education and Counseling Certification program before enrolling in any upper-division coursework. For more*

information about application and acceptance to the program, students should contact the College of Education and Counseling office at 360-438-4333 or education@stmartin.edu.

PHYSICAL EDUCATION COURSES

May repeat 100 level courses for a maximum of eight semester hours of credit. Prerequisite: Permission of coach.

PE 202 Basketball Theory (2)

Fundamentals of basketball, including theories of offense and defense. Offered every third semester. Rotates with PE 203 and PE 204.

PE 203 Baseball Theory (2)

Fundamentals of baseball, including strategy and basic skills. Offered every third semester. Rotates with PE 202 and PE 204.

PE 204 Methods of Coaching Track and Field (2)

Techniques, procedures and lesson planning. Offered every third semester. Rotates with PE 202 and PE 204.

PE 301 Foundations of Physical Education (3)

A thorough investigation of modern physical education based on past history and current trends and practices in the field. Offered every fourth semester. Rotates with PE 302, PE 345, PE 430.

PE 302 School Health Education (3)

Study of multiple factors contributing to conduct and maintenance of school health conditions and their relationship to the home and other community institutions. Offered every fourth semester. Rotates with PE 301, PE 345, PE 430.

PE 310 First Aid and Athletic Injuries (3)

Study of emergency methods used in common accidents. Students may qualify for Red Cross certificates.

PE 345 Psychology and Philosophy of Coaching (3)

Techniques and current practices. Offered every fourth semester. Rotates with PE 301, PE 302, PE 430.

PE 395 Directed Study (1-3)

Open only to seniors and graduate students who have shown both the ability and need to work independently, principally by directed study, discussion and research.

PE 400 Kinesiology (3)

Exploration of anatomical and mechanical fundamentals of human motion.

PE 401 Exercise Physiology (3)

Course promotes understanding of theoretical and practical aspects of exercise physiology as they relate to the teacher, coach, trainer and/or exercise specialist.

PE 430 Organizational Administration of PE, Intramurals and Intercollegiate Sports (3)

Administrative policies as they relate to program development budget, facilities, equipment, personnel, management and public relations in directing physical education, intramural and interscholastic and sports programs. Offered every fourth semester. Rotates with PE 301, PE 302, PE 345.

THE HAL AND INGE MARCUS SCHOOL OF ENGINEERING

DR. DAVID H. OLWELL, DEAN

STAFF

Tamara Leger
David Motz

The mission of the Hal and Inge Marcus School of Engineering (HIMSE) is: "To provide Saint Martin's University engineering and computer science graduates with an education that will prepare them for successful careers in professional practice, and to prepare students for advanced graduate studies and lifelong learning."

The guiding philosophy of the Hal and Inge Marcus School of Engineering is to provide both a strong fundamental liberal arts foundation and a strong technical education. The liberal arts portion of the program emphasizes ethical values, team work, effective communication, problem-solving skills and service to society and is administered in a supportive environment. It provides the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context. The professional portion of the program is student centered, recognizing, supporting and developing the unique strengths and capabilities of each individual. Additionally, the professional's role in the team, in the company and in society is a common thread that lends cohesion to the programs.

The Engineering Advisory Board is a voluntary group of practicing professionals who help guide HIMSE in setting these program goals and evaluating graduates.

With the Catholic, Benedictine tradition as the guiding principle, the University accomplishes its mission by recognizing the spiritual and ethical dimensions of all human activity and by celebrating the uniqueness and worth of each human being. The goal is to provide a living and learning environment that prepares students for active, responsible, and productive lives in their professions and as members of the local and global community.

In keeping with our Benedictine heritage, we provide an environment where spirituality, hospitality, service, and creativity can flourish. We nurture the student's spirit of inquiry and discovery, including self-discovery, and provide opportunities for them to develop their skills in varied forms of communication.

UNDERGRADUATE CURRICULUM

The undergraduate curriculum has been designed to meet the challenging objectives stated above. Laboratory work; written and oral communications; critical thinking and analysis; ethics; and design-oriented activities are integrated throughout the curriculum.

Approximately one quarter of the total number of credits required to graduate are devoted to the basic sciences and mathematics, with a similar number devoted to the humanities, social sciences and general education topics. Roughly half of the curriculum addresses engineering and computer science topics.

A common engineering core builds a foundation in fundamental mathematics and science, including calculus, chemistry and physics, during the student's first two years. Introductions are provided to engineering problem-solving and design and computer competency. During the sophomore year, students build on their foundation in the sciences and mathematics. Courses are taken in advanced mathematics, natural science and engineering mechanics.

Professional practice matters are included in courses introduced throughout the curriculum by participating practicing professional engineers. Continued involvement of practicing professional engineers in setting goals and evaluating program results is essential. It is provided by the aforementioned Engineering Advisory Board (EAB), a voluntary group of practicing Professionals and Alumni.

Our faculty strives to be sensitive to the needs of non-traditional students and students who seek an education in a more personalized, supportive small-college atmosphere.

They also seek to provide professional services, seminars, short courses, review courses and a professional forum for members of business, government and local industry. An important component of engineering education is the development of an appreciation of societal, ethical and moral issues that accompany engineering professional practice. Hence, in addition to scientific and engineering subjects, students complete a total of 30 credit hours in the liberal arts, including English and literature, humanities and social studies, art, religion and philosophy. These courses are not taken at random but with the specific intent of developing skills necessary for graduates to function effectively in a diverse work environment. The expected outcomes of the undergraduate curriculum are given on the school's website: www.stmartin.edu/engineering.

BACHELOR OF SCIENCE

While most of the classes taken in the first two years of the ME and CE programs are the same, there are some minor differences. For this reason, the graduation requirements for the CE and ME program are listed under each program. In addition, there is a listing of a typical four-year program for CE and ME listed with the graduation requirements on the School of Engineering's website.

The requirements and typical schedule for the CS program are similarly posted on the website.

ACCREDITATION

The Bachelor of Science in Civil Engineering and the Bachelor of Science in Mechanical Engineering programs are accredited by the Engineering Accreditation Commission of ABET, www.abet.org.

TRANSFER CREDITS

A significant number of Saint Martin's students elect to transfer some courses into the University from other accredited institutions. A course grade of a "C-" or better is required for transfer of credits. Each request from a transfer student for advanced standing is considered individually, and a detailed program is designed to the applicant's needs. Courses taken in technical college programs generally are not acceptable for transfer. Upper division engineering coursework must be from an ABET EAC accredited program to be accepted for transfer. If you have any questions regarding your program, contact the head of your major at Saint Martin's or the dean of the Hal and Inge Marcus School of Engineering.

MINIMUM GRADUATION REQUIREMENTS

All students must:

- Complete not less than 120 semester hours of credit. Commonly, students will need 126-131 semester hours of credit to complete an engineering degree at Saint Martin's.
- Complete not less than 30 semester hours at Saint Martin's University. Students transferring from a community college must complete no less than 60 credits at Saint Martin's University. All students must complete certain background or prerequisite classes either at Saint Martin's or at another institution of higher learning in addition to all other requirements. For engineering students, these classes are commonly the lower division (100 and 200 level) General Engineering Classes. Students who have completed a background or prerequisite class at another institution will not be required to repeat this class at Saint Martin's.
- Fulfill Saint Martin's University's general requirements for graduation including the Core Curriculum requirements.
- All courses in ME, CE, EE, and CSC require a C- or better in all prerequisite courses. In addition, program completion (including graduation) requires a C- grade or better or all program-required courses.

GENERAL ENGINEERING COURSES

GE 103 Graphics, Computer-aided Drafting and Solid Modeling (3)

Basic graphics techniques and representations (orthographic, isometric, perspective) with traditional drawing and with computer-aided graphics for engineering applications. Use of drafting technology and solid modeling in engineering design and plans preparation. Course designed to build basic competency in interpreting and constructing technical drawings and solid models in AutoCAD for use in future design classes, including the senior design course. No previous computer experience required.

GE 104 Computer Applications in Engineering (3)

This course explores the role of computer programing in analyzing a wide range of problems of relevance to science and engineering, with emphasis on MATLAB as a computing framework. No former experience in computer programing is required. Students are ex-

pected to have had high school level material in geometry, algebra, and trigonometry, and at least one semester of college-level calculus and physics. The course will explore ideas from more advanced calculus, matrix theory, and ordinary differential equations, but it does do not assume that students have already taken courses in these subjects. Explorations will range from series to fractals, including equations that explain the odd orbits of the planets, design in nature and the concept of stability in structures. The goal is to develop computational and analytical fluency that will follow the student in their continued program in engineering and science. Prerequisites: MTH 171, PHY 171. A minimum grade of C- is required for all prerequisites.

GE 105 Introduction to Engineering Design (1)

Introduction to engineering problem-solving and the engineering design process. Student teams create practical solutions to simple engineering design projects. Emphasis is on stimulating interest and creativity within the framework of an open-ended repetitive, systematic process for generating alternatives, comparing potential solutions to project criteria and selecting the optimum solution to achieve objectives. Discussions and guest lectures on professionalism, ethics, economics, legal issues, safety and reliability are included. Transfer students register for GE 305.

GE 204 Statics (3)

Course represents the transition from theoretical studies of forces and equilibrium, as studied in physics, to applied science. The equilibrium of a particle when acted upon by a system of forces and the equilibrium of bodies in two and three dimensions are studied. Also covers equilibrium considerations for the design of trusses and machines, effects of friction on equilibrium and calculations of centroids and center of gravity. Prerequisites: MTH 171 and PHY 171. A minimum grade of C- is required for all prerequisites.

GE 205 Dynamics (3)

Covers kinematics; motions of particles and rigid bodies and kinetics; force, mass and acceleration; work and energy; and impulse and momentum. Newton's second law is applied to the dynamics of particles and rigid bodies. Topics covered include development and application of the conservation of energy; impulse and momentum; and the conservation of momentum forms of the second law. Students learn to solve problems requiring the application of combinations of dynamics principles and to relate "real world" conditions to theoretical dynamic models and their results. Prerequisites: GE 204, MTH 171 and PHY 171. A minimum grade of C- is required for all prerequisites.

GE 206 Mechanics of Materials (3)

Covers the fundamentals of mechanics that deal with the relationships between applied loads, internal stresses and deformations in deformable bodies. Topics include relationships between stress and strain; stress analysis for axial force, flexure, torsion, shear and combined loads; ultimate strength and safety factor; and deflections in beams and bars. Course represents the transition from statics to upper-division courses in geotechnical engineering, fluid mechanics, machine design, advanced stress analysis and structural analysis and design. Prerequisite: GE 204. A minimum grade of C- is required for all prerequisites.

GE 207 Materials Laboratory (1)

Experimental techniques for measuring the stresses, strains and deflections associated with tension, compression, bending and torsion in structural members. Course is designed to supplement mechanics of materials classroom work with experimental verification and visualization. Emphasis is on practical application, laboratory technique, safety, data-handling and report-writing. As the first of the engineering laboratory classes, this course provides an important introduction to hands-on engineering experimentation. Prerequisites: GE 206 or concurrent registration. A minimum grade of C- is required for all prerequisites.

GE 305 Engineering Seminar (1)

Seminar students are given presentations from visiting speakers and professors providing them with a better understanding of what engineers do in industry. Students have the ability to make valuable contacts and invite presenters from engineering specialties of interest. Students will be responsible, either as individuals or as a team to schedule a guest speaker, conduct an interview, and submit a written biography on their chosen guest speaker. Freshmen register for GE 105. Transfer students register for GE 305.

GE 359 Professional Ethics, Legal Issues and Applied Economics in Contemporary Society (3)

Introduction to professional and socioeconomic concepts. Ethical codes of conduct are presented and case studies discussed with an emphasis on safety and public welfare. Discussion of relevant concepts in contract law, torts, professional and product liability as they relate to society and engineering practice. Introduction of economic analysis in decision-making, including benefit/cost ratio, capital recovery, pay-back period and rate-of-return methods, with application to economic feasibility studies of corporate investment projects. Prerequisite: MTH 110 or higher. A minimum grade of C- is required for all prerequisites.

CIVIL ENGINEERING

FACULTY

Dintie S. Mahamah, Chair

Chris Allaire (Emeritus)

Floraliza Bornasal

Jae H. Chung

Pius Igharo (Emeritus)

James Harmon (Emeritus)

Chun Kyung Seong (Emeritus)

Jill Walsh

Corrie Walton-Macaulay

The Department of Civil Engineering provides its students with an outstanding educational opportunity to enter a challenging and fulfilling professional career. Most of our students will enter professional practice in the South Sound area following their undergraduate studies. Many of our graduates enroll in the Master of Civil Engineering Program or the

Master of Engineering Management at Saint Martin's as part-time students while working regionally in the profession.

Civil engineers plan, design, manage and construct buildings, bridges, highways, airports, dams, tunnels, ports, offshore structures, water supply systems, power plants, space structures and wastewater collection and treatment facilities. Civil engineering is a creative, practical and satisfying profession in high demand worldwide. Most civil engineers work in industry, government or private consulting firms. A professional engineering license is mandatory for career success as a civil engineer. Professional competence is built on a foundation of mathematics, physical and natural sciences, engineering sciences, design and laboratory experience. The basic scientific principles learned in these areas are then applied to practical problems in structures, foundations, transportation systems and environmental problems. The role of the engineer as problem-solver and designer is the common thread throughout the engineer's career, both during preparation and in practice.

In the junior and senior years, students are required to take a core program that includes structural, transportation, environmental and geotechnical engineering. They also take a minimum of eight credits of electives to begin specializing in a selected discipline area. All upper-division courses incorporate engineering design. The program culminates with a major, year-long teamwork-based capstone design experience in the senior year.

Goals and expected outcomes of the Department of Civil Engineering can be found on the University website, www.stmartin.edu/academics/programs-schools/school-engineering/outcomes

PROGRAM EDUCATIONAL OBJECTIVES

Our graduates will be:

- valued members of their organization and successful practicing engineers.
- capable complex problem solvers who can apply critical, sound, and ethical judgment while designing sustainable engineering systems for our society.
- effective communicators providing quality interpersonal and leadership skills.
- steadfast in pursing personal and professional growth opportunities (e.g., continuing education, advanced degrees, professional licensing, membership in professional societies, etc.) to foster personal and organizational growth.
- engaged in service to their profession and their communities, consistent with the Benedictine tradition to serve.

Student Outcomes:

Student outcomes for the civil engineering program are:

(a) an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics

(b) an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural,

social, environmental, and economic factors

(c) an ability to communicate effectively with a range of audiences

(d) an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts

(e) an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives

(f) an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Civil Engineering Major

Listed below are the classes required for graduation. These classes fall into four general categories: Core; Mathematics and Science; General Engineering; plus Civil Engineering.

The following lists the current requirements (126-127 total semester hours) for the BSCE degree:

Core Requirements (31 semester hours)

Some core requirements are included in the other degree requirements below. Specifically, students of civil engineering satisfy the COR130 and COR230 requirements in the math and science requirements of the degree program, and COR400 in their capstone design courses. They are excused from COR140, the language course. Please refer to the Academic Programs and Policies section of this catalog for more information and a list of allowed courses that satisfy each remaining core requirement.

Math and Science Requirements (32 Semester hours)

- CHM 141/145 General Chemistry/Chemistry for Engineers with Laboratory (5)
- MTH 171 Calculus I (4)
- MTH 172 Calculus II (4)
- MTH 322 Differential Equations (3)
- MTH 357 Probability and Statistics (3)
- Science elective from a third area (3) (Geology, Biology, as approved)
    - PHY 171 Introduction to Physics I with Laboratory (5)
    - PHY 172 Introduction to Physics II with Laboratory (5)

General Engineering Requirements (16 semester hours)

- GE 103 Graphics, Computer-aided Drafting and Solid Modeling (3)
- GE 204 Statics (3)
- GE 205 Dynamics (3)

- GE 206 Mechanics of Materials (3)
- GE 207 Mechanics of Materials Laboratory (1)
- GE 359 Professional Ethics, Legal Issues and Applied Economics in Contemporary Society (3)

Civil Engineering Requirements (47-48 semester hours)

- CE 304/CE 304L Surveying and Surveying Laboratory (3)
- CE 308 Fluid Mechanics (3)
- CE 309 Fluid Mechanics Laboratory(1)
- CE 310 Civil Engineering Materials (3)
- CE 310L Civil Engineering Materials Laboratory (1)
- CE 321 Soil Mechanics (3)
- CE 322 Soil Mechanics Laboratory (1)
- CE 323 Transportation Engineering (3)
- CE 324 Transportation Engineering Laboratory (1)
- CE 330 Water Resource Engineering (3)
- CE 350 Structural Analysis (3)
- CE 350L Structural Analysis Laboratory (1)
- CE 360 Reinforced Concrete (3)
- CE 370 Hydraulic Engineering (3)
- CE 385 Environmental Engineering (3)
- CE 498 Senior Design (2)
- CE 499 Senior Design (2)
- CE Elective (3)
- CE Elective (3)
- CE Elective (3 or 2)

BACHELOR OF SCIENCE IN CIVIL ENGINEERING / MASTER OF CIVIL ENGINEERING OR MASTER OF ENGINEERING MANAGEMENT COMBINED DEGREE PROGRAM

A student enters the Bachelor of Science in Civil Engineering (BSCE)/Master of Civil Engineering (MCE) or Master of Engineering Management (MEM) combined degree program by applying for admission during his or her senior year at Saint Martin's. If accepted, up to six credit hours of approved courses may be applied toward both the bachelor's and master's degrees. MCE courses, taken as undergraduates, would be fulfilling undergraduate civil engineering elective requirements. (MEM courses need to be cross-listed as MCE

courses to count towards the BSCE degree). An additional six credits of MCE or MEM coursework may be taken as an undergraduate student and reserved for application to the master's degree. Thus, both the undergraduate and graduate degrees in civil engineering could be earned in five academic years.

CIVIL ENGINEERING COURSES

CE 220 Physical Geology (3)

Introductory study of basic concepts of physical geology. Topics include geologic time, plate tectonics, rocks and minerals, weathering and erosion, soils, structural geology, earthquakes, geomorphology, mass wasting, fluvial processes, coastal processes, glacial processes and groundwater. A basic science elective is recommended for civil engineers prior to upper-division courses in soil mechanics and foundations. Laboratory included.

CE 304 Surveying (2)

Fundamentals of plane measurement survey, including traverse, differential levels, horizontal curve layout and the use of electronic and computer adjustment of errors. Introduction to technology in surveying practice (GPS, GIS). Understanding of key applications of surveying in civil engineering and construction practices. Lab taken concurrently.

CE 304L Surveying Laboratory (1)

Fundamentals of plain surveying including the field use of instruments for distance measurement, transverse, differential curves and layout such as levels and staffs. Students are assigned to survey an area identified by the instructor to culminate in a drafted site plan. Must be taken concurrently with CE 304.

CE 308 Fluid Mechanics (3)

Course develops a fundamental understanding of fluid behavior essential to the study of technologically important situations encountered in courses to follow in hydraulics, hydrology and environmental engineering. Covers fluid properties, fluid statics, fluid flow, viscous effects, fluid resistance, dimensional analysis, dynamic similitude, frictionless compressible flow and two dimensional ideal fluid flow. Applications to flow measurement and flow in closed conduits and open channels. Lab taken concurrently. Prerequisites: GE 205, GE 206, MTH 322. Co-requisite: CE 309. A minimum grade of C- is required for all prerequisites.

CE 309 Fluids Laboratory (1)

Laboratory experiments designed to provide physical demonstration of the fundamental principles covered in CE 308, Fluid Mechanics (taken concurrently). Experimental measurement and laboratory exercises in fluid behavior, including dynamic forces, flow rates and velocity distribution in closed and open systems. Emphasis is placed on experimental procedures, observation and recording of data, class teamwork, report writing, and relating results to theory. Prerequisite: CE 308 or concurrent registration. A minimum grade of C- is required for all prerequisites.

CE 310 Civil Engineering Materials (3)

Classroom and laboratory study of the principal materials used in civil engineering, emphasizing the physical characteristics and mechanical properties that impact their application to civil engineering projects. Included are soils, aggregates, asphalt, cement, concrete, wood, steel and plastic. Code-based laboratory testing procedures to determine material properties and quality are introduced. General mechanics of materials theory is related to the behavior of the specific materials used in upper-division design courses in foundations, pavements, steel, concrete and wood. CE 310L taken concurrently. Prerequisites: GE 206 and GE 207. A minimum grade of C- is required for all prerequisites.

CE 310L Civil Engineering Materials Laboratory (1)

Laboratory study of the principal materials used in civil engineering, emphasizing the physical characteristics and mechanical properties that impact their application to civil engineering projects. Materials to be studies include soils, aggregates, asphalt, cement, concrete, wood, steel and plastic. Code-based laboratory testing procedures are introduced. Corequisite: CE 310. A minimum grade of C- is required for all prerequisites.

CE 321 Soil Mechanics (3)

Identification and classification of soils, determination and interpretation of mechanical properties for civil engineering purposes, and introductory applications in the mechanics of foundations and earth structures. Topics include site investigation, index properties, hydraulics of soils, soil stresses, compressibility, shear strength, slope stability, lateral earth pressures, bearing capacity and settlement. Course extends engineering mechanics to the use of soil as a structural material, introduces foundation design. Soil Mechanics Laboratory must be taken concurrently. Prerequisites: GE 206. CE 308 and CE 309 taken concurrently. A minimum grade of C- is required for all prerequisites.

CE 322 Soil Mechanics Laboratory (1)

Field and laboratory testing procedures used to classify soils and measure their mechanical properties are conducted. Importance of testing in geotechnical engineering is emphasized; appreciation fostered for the approximations, limitations and risks inherent in applying test results to foundation design. ASTM and AASHTO standards are introduced and followed. A site and subsurface soils investigation is undertaken. Taken concurrently with CE 321.

CE 323 Transportation Engineering (3)

Planning and design of urban and intercity transportation, emphasizing a systems approach to problem definition and feasible solutions. Introduces volume analysis, geometric design, signalization, parking studies and development of models for establishing design criteria for transportation structures. A formal report of a traffic reconnaissance study of the selected site for the senior design project is made by student teams. Prerequisite: Junior standing.

CE 324 Transportation Engineering Laboratory (1)

Field and laboratory techniques for observation and measurement of traffic data collected under operational conditions; analysis of data using software packages. Traffic studies include speed volume, travel time, delay, turning movements, peak-hour factor, gap, and

parking. Prerequisite: CE 323 or may be taken concurrently. A minimum grade of C- is required for all prerequisites.

CE 330 Water Resources Engineering (3)

Sustainability issues in water resources design, hydrologic processes, probability, risk analysis and uncertainty, surface runoff and flood control, groundwater water flow, sedimentation and erosion analysis. Prerequisites: CE 308, junior standing. A minimum grade of C- is required for all prerequisites.

CE 350 Structural Analysis I (3)

Methods of analysis of statically determinate coplanar and space structures; introduction to analysis of indeterminate structures. Topics include estimation of design loads, truss analysis, shear and moment diagrams of beams and frames, influence lines, deflections by integration, virtual work, conjugate beam, approximate analysis of indeterminate structures, and basic stiffness method with an introduction to computer analysis techniques. Course links basic knowledge gained in Statics and Mechanics of Materials to upper division structural design courses. CE 350L Structural Analysis Laboratory must be taken concurrently. Prerequisite: GE 206. A minimum grade of C- is required for all prerequisites.

CE 350L Structural Analysis Laboratory (1)

Laboratory experiments designed to provide physical demonstration of the important basic concepts and principles covered in CE 350 Structural Analysis I (taken concurrently). Laboratory exercises include measuring reactions and deflections in trusses, beams, frames and three-hinged arches, developing shear and bending moment diagram, influence lines for shear and bending moment of determinate structures, and building spatial structural models for study of bridge and building structural systems.

CE 360 Reinforced Concrete Design (3)

Analysis and design of reinforced concrete structures in accordance with the current ACI Building Code. Topics include basic concrete and reinforcing steel properties, introduction to fundamental reinforced concrete behavior and design philosophy, development of simple loads and load paths, load combinations, and construction specifications. Design/analysis elements include simple and continuous beams, one-way slabs, footings, and introduction to columns. Students consider elements over full range of construction and behavior including ultimate strength, serviceability and basic detailing. Students learn to apply mechanics of materials and structural analysis principles to the design of reinforced concrete components. Prerequisites: CE 321 and CE 350. A minimum grade of C- is required for all prerequisites.

CE 370 Hydraulic Engineering (3)

Application of hydraulic principles to the analysis and design of selected hydraulic facilities including reservoirs, dams, spillways, outlet works, open channels, closed conduit flow, water hammer, pipe networks analysis and hydraulic machinery. Course provides the practical extension of fluid mechanics theory to the design of hydraulic structures. Prerequisite: CE 308. A minimum grade of C- is required for all prerequisites.

CE 385 Environmental Engineering (3)

Introduction to the effects of pollutants on the environment, and to the processes and design procedures for water and wastewater treatment plants. Topics include conceptual design of unit processes and operations, pretreatment, sedimentation, filtration, aeration, disinfection, sludge treatment and disposal, and advanced treatment. The basic knowledge gained in chemistry and fluid mechanics is combined and extended to the analysis of pollution effects and design of treatment facilities. Prerequisites: CHM 141 or 145 and CE 308. A minimum grade of C- is required for all prerequisites.

CE 403 Engineering Construction Management (3)

Covers engineering project management from concept through design, procurement, construction and closeout. Topics include construction techniques, equipment management, project delivery, contractual arrangements, cost-estimating, critical-path method scheduling, tracking and cost control, trend analysis and forecasting, safety, administration of group process and leadership and economic feasibility analysis. Course material applicable to the senior capstone design courses. Prerequisite: GE 359. A minimum grade of C- is required for all prerequisites.

CE 405 Insitu Soil Testing (2)

Introduction to site investigation procedures and insitu testing techniques to characterize field behavior of soils related to engineering properties. Field exercises in principles of mechanics of materials and structural analysis to the design of steel structures in conformance with current codes. Prerequisite: CE 350. A minimum grade of C- is required for all prerequisites.

CE 418 Seismic Evaluation (3)

Fundamentals of seismology and geotechnical earthquake engineering, in accordance with the NEHRP and USGS procedures, with correlation to the UBC and IBC building codes. Topics include plate tectonics, earthquake faults, seismic magnitude and intensity, ground motion, seismic wave attenuation, development of response spectra, seismic hazard analysis, ground motion amplification, liquefaction analysis, dynamic slope stability, seismic design of retaining walls and mitigation of hazardous sites. Prerequisites: CE 321, CE 350, CE 360. A minimum grade of C- is required for all prerequisites.

CE 420 Engineering Geology (3)

Introduction to engineering geology. Major topics include three-dimensional portrayal of subsurface conditions, endogenic and exogenic geological conditions applicable to civil engineering, land use planning, applied geomorphology and geophysics, hydrology and field methods for site-specific analysis of engineering geology problems. Prerequisite: CE 321. A minimum grade of C- is required for all prerequisites.

CE 425 Advanced Transportation Engineering (3)

Selected topics in advanced transportation planning techniques, signalization design, airport planning and design and transportation economics. Course is designed to equip students with practical design-oriented knowledge of land use impacts on transportation, travel demand forecasting, models of trip distribution and traffic assignment on the road network.

Prerequisites: CE 323, GE 359. A minimum grade of C- is required for all prerequisites.

CE 430 Foundation Design (3)

Geotechnical design of foundations and retaining structures. Structural requirements are combined with subsurface behavior to select and design the most suitable foundation type, focusing on safety, serviceability and economy of design. Topics include subsurface exploration methods, bearing capacity and settlement analysis for shallow and deep foundations, retaining walls and abutments, sheet piles, problem soils, ground improvement, slope stability and construction excavation and bracing. Basic soil mechanics theory is extended and applied to analytic and semi-empirical approaches in the geotechnical design of foundation systems for civil engineering structures. Prerequisites CE 321, CE 322, CE 350 and CE 360. A minimum grade of C- is required for all prerequisites.

CE 435 Pavement Design (2)

Asphalt and concrete pavement design for highways and airfields. Covers wheel loads and design factors, stresses in flexible and rigid pavements, vehicle and traffic considerations, soil classification and characteristics, subgrade, design methods and bases and sub-bases. Combines soil mechanics theory and traffic requirements for an understanding of the fundamental behavior of pavements under traffic loads, with design of material and thickness to satisfy strength and serviceability performance objectives. Prerequisite: CE 321. A minimum grade of C- is required for all prerequisites.

CE 440 Steel Design (3)

Analysis and design of structural steel members, connections and systems in accordance with current AISC Specification. Topics include steel properties, load combinations, design specifications, design of tension members, columns, beams, beam-columns, trusses, welded and bolted connections and structural systems to resist vertical and lateral loads. Senior civil engineering students will learn how to apply the principles of mechanics of materials and structural analysis to the design of steel structures in conformance with current design codes. Prerequisite: CE 350. A minimum grade of C- is required for all prerequisites.

CE 445 Timber Design (3)

Analysis and design of wood structures by the allowable stress method, in accordance with the National Design Specification for Wood Construction and International Building Code. Topics include wood properties and specifications, design of solid and glued-laminated members, tension members, columns, beams, beam-columns, bolted and nailed connections, and plywood diaphragms and shear walls to resist lateral loads. Junior and senior civil engineering students learn to apply the principles of mechanics of materials and structural analysis to the design of wood buildings in conformance with current codes. Prerequisite: CE 350. A minimum grade of C- is required for all prerequisites.

CE 450 Structural Analysis II (3)

Continued coverage of structural analysis beyond CE 350 with emphasis on indeterminate structures based on traditional structural analysis theory. Topics include deflection calculation using principles of strain energy and virtual work, Castigliano's theorem, developing influence lines for statically indeterminate structures, force method and Betti's Law and

displacement method of structural analysis including slope deflection and moment distribution methods. Prerequisites: CE 350 and CE 350L. A minimum grade of C- is required for all prerequisites.

CE 453 Matrix Structural Analysis (3)

Senior civil engineering students who have completed CE350 Structural Analysis will extend their classical structural analysis knowledge from CE350 to the advanced computer aided structural analysis theory and techniques currently used in practice. Topics covered include brief summary of matrix algebra, basic concepts of the force and displacement methods of structural analysis, forming member and structure stiffness matrices, the Gaussian elimination and Cholesky triangular inverse matrix algorithm, and examples of solving indeterminate trusses, beams and frames. In addition, virtual work displacement calculation, application of principle of minimum potential energy, finite element method (FEM) and simple examples of FEM application will be introduced. Students will learn commercial software currently used by practicing engineers. Prerequisite: CE350. A minimum grade of C- is required for all prerequisites.

CE 460 Structural Systems Design (3)

Current professional practice in the design of structural systems for buildings and structures. Multiple material types are used in creating structural systems designed to resist dead, live, wind an earthquake loads in accordance with International Building Code and SEI/ASCE 7 criteria. Economical arrangements of components to achieve material compatibility, strength, serviceability and constructability are emphasized. The impacts of different professional disciplines' responsibilities comprising a typical project team are examined. Prerequisites: CE 350, CE 360. A minimum grade of C- is required for all prerequisites.

CE 463 Dynamics of Structure (3)

Introduction of free and forced vibrating structures; equations of motion for single and multi-degree of freedom structural system, response to harmonic, arbitrary or step excitations, analytical and numerical methods of determining natural frequency of vibration, linear and nonlinear system, un-damped, damped and resonant behavior of structures. These general concepts on the dynamic behavior of buildings and bridges are related to the of structural responses to earthquake induced motion. Structural design and analysis against earthquake loading will be introduced. Prerequisites: CE 350, CE 453. A minimum grade of C- is required for all prerequisites.

CE465 Traffic Capacity Analysis (3)

Analyzes and evaluates capacity and level of service of highway facilities using methodology of the Highway Capacity Manual (HCM). Covers operational, design and planning applications. Specific focus on the application of the HCM methodology to two-lane rural highways, freeways and multilane highways, ramps and weaving segments, urban streets and signalized intersections. Use of HCS software emphasized. Prerequisites: CE323. A minimum grade of C- is required for all prerequisites.

CE 470 Solid Waste Engineering (2)

Engineering management and principles as applied to the collection, transport, re-use and

disposal of solid wastes. Emphasis on municipal wastes. Prerequisite: CE 385, or Instructor permission. A minimum grade of C- is required for all prerequisites.

CE 473 Earthquake Engineering (3)

Introduction to structural design for earthquake induced forces in accordance with current IBC and ASCE/SEI Code requirements. Topics include fundamentals of seismic ground motion, intensity, magnitude and soil effects; overview of damage caused by previous earthquakes and historic development of seismic design methods; dynamic structural behavior; basic load path/structural element considerations; and interaction of seismic design with other design requirements. Students apply design/analysis methods to simple timber, steel, and reinforced concrete/masonry buildings. Introduction to structural detailing, retrofit applications including unreinforced masonry, and nonstructural considerations. Prerequisites: CE 321, CE 350, CE 360, CE 440. A minimum grade of C- is required for all prerequisites.

CE 475 Bridge Engineering and Design (3)

Analysis and design of bridge structures based on Load Resistance Factor Design (LRFD) in accordance with the AASHTO and WADOT Bridge Design Specifications. Topics on load resistant factors and parameters, live load systems and application, flexural analysis and design, modified compression field theory in shear and torsion design, a strut and tie analysis and design for disturbed regions, fatigue and fracture problems in steel bridge and substructure design. Focus will be on the reinforced concrete deck and pre-stressed girder composite bridge structures. Design of steel girder bridge also will be introduced. During the course, students will design and prepare structural drawings of a bridge. Prerequisites: CE 360 and CE 440. A minimum grade of C- is required for all prerequisites.

CE 480 Environmental Laboratory Processes (2)

Laboratory analysis techniques for water and wastewater evaluation, including solids, dissolved oxygen, coliform counts, BOD and microbial examinations. Prerequisite: CE 385. A minimum grade of C- is required for all prerequisites.

CE 490 Internship (1-3)

Coordinated through the University's Career Center and the School of Engineering, the Department of Civil Engineering grants approval of credits for work. Students who are currently employed in civil engineering-related jobs are given the opportunity to discover relationships between academic topics and professional practice. Prerequisites: Junior standing and approval of department chair.

CE 495 Special Topics (1-3)

Selected topics in engineering approved by the School of Engineering. Prerequisite: Permission of instructor.

CE 498 Senior Design I (2)

First of a two-semester capstone design sequence, integrating various design / analysis method presented in CE courses, and also to providing students with design experiences required to be successful and productive engineering team members. Topics include:

effective verbal, written and technical communication, including report and construction document/plan preparation; design project planning, coordination and quality control; engineering ethics; importance of and preparation for professional registration; awareness of public policy and related legal issues; local, global and historic perspectives of civil engineering by introducing case studies of successful civil engineering projects and design/construction failures while improving communication skills. Working professionals will be brought in for presentations discussing important contemporary issues. The process culminates in an initial conceptual design and team organization for the design project. Prerequisites: CE 323, CE 330, CE350, CE 360, and CE 385. CE 323, CE 385 may be taken as co-requisites in the fall senior year. A minimum grade of C- is required for all prerequisites.

CE 499 Senior Design II (2)

Second of a two-semester capstone design sequence. Multi-tasked student teams take the conceptual study done in Senior Design I through design development to produce final computations, contract documents, design drawings, cost estimates, and specifications. Students make written and oral presentations before a selected panel of judges. Practicing engineers from the local community are included in the panel. Working professionals will be brought in for presentations discussing important contemporary issues. Prerequisite: CE 498. Corequisite: CE360. A minimum grade of C- is required for all prerequisites.

COMPUTER SCIENCE

FACULTY

Mario Guimaraes, Chair of Computer Science

Dan Bahrt

Richard Beer

Robert Bone

Xuguang Chen

Radana Dvorak

Razvan Alexandru Mezei

Harold Nelson

Mark Wright

The computer science department offers two degrees, a Bachelor of Science in Computer Science (BSCS) and a Bachelor of Science in Information Technology (BSIT). The department also offers a Minor in Computer Science and a Certificate in Computer Science.

The BSCS degree offers a solid foundation in the fundamentals of computer science. It is recommended for students who enjoy programming, mathematics and science. The BSIT degree is focused on applying the latest technology to real world problems in industry. The BSIT has reduced programming, mathematics, and science requirements compared to the BSCS.

The department is hosted within the Hal and Inge Marcus School of Engineering which

promotes collaboration with the other technical programs. Our state of the art engineering and computer science labs allow students to engage in a wide range of projects.

Saint Martin's University and the computer science department offer unique characteristics for students to succeed. Computer science faculty members work with students individually and in small classes, in a rigorous educational environment. The in-class portion of the program is supplemented by hands-on experience in the university's computer labs, optional off-campus internships, and applied student projects that take advantage of the university's excellent career center as well as its privileged geographic location that is just minutes from the state capital and within sixty miles of Seattle. Our location also allows for faculty to organize field trips to take students to conferences such as Portland Game Expo, Linux Fest Northwest and ACM SIGCSE. It also allows us to host successful career fairs and have a successful relationship with industry.

Students in both Computer Science and Information Technology take a wide range of courses such as security, web database development, data integration and mobile development and video game programming. Specialization is primarily accomplished through a significant two-semester capstone project opportunity. In the first semester, students focus primarily on design, while in the second semester the focus is implementation.

Our computer science instructors have a wide range of industry experience including companies such as Intel, DuPont, Microsoft, Epic Systems, Oracle, US Military, and Department of Transportation. Our adjunct professors are currently working in high technology fields involving mobile application, web-application, security, artificial intelligence, network or hardware/firmware.

The computer science program is embedded in the university's strong liberal arts curriculum. It thereby helps ready its students to pursue a broad range of careers, whether immediately upon graduation or after going on to seek an advanced degree. The program continues to evolve in response to advances in computer science and information technology and the needs of business and industry, in order to prepare its graduates for a lifetime of professional advancement, personal satisfaction, and service to society.

PROGRAM OBJECTIVES – COMPUTER SCIENCE AND INFORMATION TECHNOLOGY

Within five years after graduating, students should:

- Be working as a computing professional, utilizing the knowledge acquired in the BS program, or be enrolled in a graduate program.
- Be engaged in the computing profession and be utilizing professional skills to make a positive impact on society.
- Have participated in further professional development, employing the learning skills taught in their program.
- Be engaged in service to their profession and communities, consistent with the Benedictine tradition to serve.

STUDENT OUTCOMES - COMPUTER SCIENCE

(1) An ability to analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions

(2) An ability to design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline

(3) An ability to communicate effectively in a variety of professional contexts

(4) An ability to recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles

(5) An ability to function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline

(6) An ability to apply computer science theory and software development fundamentals to produce computing-based solutions

STUDENT OUTCOMES - INFORMATION TECHNOLOGY

(1) An ability to analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions

(2) An ability to design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline

(3) An ability to communicate effectively in a variety of professional contexts

(4) An ability to recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles

(5) An ability to function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline

(6) An ability to identify and analyze user needs and to take them into account in the selection, creation, integration, evaluation, and administration of computing-based systems

In order to graduate as a computer science major or minor, or a degree in information technology, students must receive a minimum grade of "C-" in all degree requirements listed below, with the overall GPA for these courses no lower than 2.33.

BACHELOR OF SCIENCE IN COMPUTER SCIENCE

Core Requirements (31 semester hours)

Some core requirements are included in the other degree requirements below. Specifically, students of computer science satisfy the COR130 and COR230 requirements in the math and science requirements of the degree program, and COR400 in their capstone design

courses. They are excused from COR140, the language course. Please refer to the Academic Programs and Policies section of this catalog for more information and a list of allowed courses that satisfy each remaining core requirement.

Math Requirements (15 semester hours)

- MTH 171 Calculus I (4)
- MTH 200 Mathematics for Computer Science (3)
- At least 9 additional semester hours with mathematical rigor at least equivalent to introductory calculus.

Science (at least 6 semester hours)

- At least six semester credit hours (or equivalent) in natural science course work intended for science and engineering majors. This course work must develop an understanding of the scientific method and must include laboratory work.

Computer Science (57 semester hours)

Foundation Courses (21 semester hours)

- BA 305 Business Communications (3) or ENG 306 Professional and Academic Writing Skills (3)
- GE 359 Professional Ethics, Legal Issues and Applied Economics in Contemporary Society (3)
- CSC 101 Introduction to Computer Science (3)
- CSC 180 Introduction to Programming (3)
- CSC 200 Intermediate Programming (3)
- CSC 210 Database Fundamentals (3)
- CSC 220 Computer Organization and Assembly Language (3)

Upper Division Major Requirements (36 semester hours)

- CSC 325 Computer Security (3)
- CSC 340 Data Structures and Algorithms (3)
- CSC 345 Data Communications and Networking (3)
- CSC 355 Web Database Development (3)
- CSC 370 Principles of Programming Languages (3)
- CSC 385 Operating System Architecture (3)
- CSC 446 Software Engineering: Analysis and Design (3)
- CSC 481 Senior Project I (3)
- CSC 482 Senior Project II (3)

- 9 additional credit hours of upper division electives in Computer Science

BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY

Core Requirements (35 semester hours)

Some core requirements are included in the other degree requirements below. Specifically, students of information technology satisfy the COR130 requirement in the math and science requirements of the degree program, and COR400 in their capstone design courses. They are excused from COR140, the language course. Please refer to the Academic Programs and Policies section of this catalog for more information and a list of allowed courses that satisfy each remaining core requirement.

Math Requirements (9 semester hours)

- MTH 161 Mathematical Methods for Business & Social Sciences (3) or MTH 171 Calculus I (4)
- MTH 200 Mathematics for Computer Science (3)
- MTH 201 Introduction to Statistics (3) or MTH 357 Probability and Statistics (3)

Computer Science (54 semester hours)

Foundation Courses (15 semester hours)

- BA 305 Business Communications or ENG 306 Professional and Academic Writing Skills (3)
- GE 359 Professional Ethics, Legal Issues and Applied Economics in Contemporary Society (3)
- CSC 101 Introduction to Computer Science (3)
- CSC 180 Introduction to Programming (3)
- CSC 210 Database Fundamentals (3)

Upper Division Major Requirements (39 semester hours)

- CSC 345 Data Communications and Networking (3)
- CSC 355 Web Database Development (3)
- CSC 357 Video Game Development - HCI (3)
- CSC 360 Introduction to Data Analysis (3)
- CSC 385 Operating System Architecture (3)
- CSC 423 Data Warehouse (3)
- CSC 325 Computer Security (3)
- CSC 446 Software Engineering: Analysis and Design (3)
- CSC 481 Senior Project I (3)

- CSC 482 Senior Project II (3)
- 9 additional credit hours of upper division electives in Computer Science

Minor in Computer Science

- CSC 101 Introduction to Computer Science or CSC 160 Computing Technologies
- 15 additional semester hours in computer science or mathematics from the following list. At most 3 semester hours may be in mathematics. The program must be approved by the minor advisor and department chair, with at least 6 semester hours at the 300 or 400 level. No more than six credits from the requirements for a major can also be counted toward the CSC minor. Students may take both CSC 101 and CSC 160.
    - CSC 162 Advanced Computing Technologies
    - CSC 180 Introduction to Programming
    - CSC 200 Intermediate Programming
    - CSC 205 Programming in C#
    - CSC 210 Database Fundamentals
    - CSC 215 Network Fundamentals
    - CSC 230 Introduction to Web Development
    - CSC 235 Introduction to Linux
    - CSC 295 Special Topics
    - CSC 305 SQL and Application Development
    - CSC 310 Database Design and Implementation
    - CSC 320 Project Management
    - CSC 325 Computer Security
    - CSC 326 Cyber Forensics
    - CSC 330 Networking and Server Fundamentals
    - CSC 331 Windows Server Configuration and Management
    - CSC 332 Configuring Advanced Windows Server Services
    - CSC 340 Data Structures and Algorithms
    - CSC 345 Data Communications and Networking
    - CSC 360 Introduction to Data Analysis
    - CSC 375 Mobile Application Development
    - CSC 380 Administering and Managing Databases
    - CSC 385 Operating System Architecture
    - CSC 390 Developing ASP.NET Web Applications

- CSC 395 Special Topics
- CSC 415 Data Mining
- CSC 440 Azure Application Development
- CSC 446 Software Engineering: Analysis and Design
- CSC 455 Cloud Technologies
- CSC 456 Configuring and Deploying Cloud Technologies
- CSC 457 Developing Cloud Solutions
- CSC 463 Data Visualization Tools
- CSC 475 Machine Learning
- CSC 480 Senior Project
- CSC 495 Special Topics
- MTH 121 Precalculus
- MTH 200 Mathematics for Computer Science
- MTH 201 Introduction to Statistics

Dual Bachelor of Science / Master of Science in Computer Science Degree Program

Undergraduates who have earned at least 90 semester hours with a minimum GPA of 3.00 may request to complete up to twelve hours of graduate course work before earning the Bachelor of Science degree. Up to six hours of approved courses (CSC 5xx) may be applied toward both the bachelor's and master's degrees.

Certificate in Computer Science

Students who complete the requirements for a minor in Computer Science may be awarded a Certificate in Computer Science. A maximum of three semester hours from regionally accredited institutions may be accepted toward fulfillment of requirements for the Certificate in Computer Science. Credits earned more than seven years ago will be reviewed to determine transferability.

Microsoft Software Systems Academy

The Microsoft Software & Systems Academy (MSSA) is a one semester program designed to provide software development training to active duty service members transitioning out of the military and eligible veterans. The program was inspired by Sen. Patty Murray's legislation, the "VOW to Hire Heroes Act" and serves as a bridge for America's veterans from a military career to the technology field. The MSSA consists of 18 credit hours that award the Certificate in Computer Science, with significant additional co-curricular content.

COMPUTER SCIENCE COURSES

CSC 101 Introduction to Computer Science (3)

This course offers an introduction to the field of computer science and the fundamentals of computer programming. It presents key topics in the field and introduces object-oriented programming and scripting programming using a language such as Python. No prior computer science or programming experience is necessary. Pre or Co-requisite: MTH 100 or higher. A minimum grade of C- is required for all prerequisites.

CSC 160 Computing Technologies (3)

Provides an overview and introduction to computer concepts for specific industries using industry standard applications such as Microsoft and Open Source software. Internet concepts and tools are included in this course. This course is primarily for students in the certificate program.

CSC 162 Computing Technologies and Certification (3)

Introduces advanced computing technologies relating to operating systems, network, database and applications leading to industry certification from certification bodies such as CompTIA, Microsoft, and Cisco.

CSC 180 Introduction to Programming (3)

Introduction to object-oriented programming through systematic problem definition and design of appropriate solutions. A contemporary programming language, C#, will be used throughout. Prerequisite: CSC 101. A minimum grade of C- is required for all prerequisites.

CSC 200 Intermediate Programming (3)

The course will advance the student's knowledge of programming and skills in program design and construction. Emphasis on advanced features of C# language, programming techniques, style conventions and elementary data structures. In addition, distributed and parallel topics such as floating point representation, parallel programming paradigms and notations, Single Program Multiple Data (SPMD), tasks and threads, performance issues and metrics, cross cutting and advanced, and high level themes are introduced. Prerequisites: CSC 180. A minimum grade of C- is required for all prerequisites.

CSC 205 Programming in C# (3)

An introduction to programming cloud applications in C# including a coverage of the Visual Studio development environment. Key topics including C# syntax, variables, types, expressions, classes, and interfaces are introduced leading to a final application project. Pre or Co-requisite: CSC 101 or CSC 160. A minimum grade of C- is required for all prerequisites.

CSC 210 Database Fundamentals (3)

This course introduces and explains database management, key core concepts, technologies and skills used in industry. It focuses on the Relational Model, Designing Tables and SQL. Pre or Co-requisite: (CSC 101 or CSC 160) and (MTH 101 or MTH 102). A minimum grade of C- is required for all prerequisites.

CSC 215 Network Fundamentals (3)

This course introduces the fundamental concepts of computer networking, covering all aspects of Distributed networks of the internet, intranets, and extranets. It also covers design strategies used in practice in industry, highlighting ISPs, Wi-Fi, and cellular networks. Prerequisite: MTH 101 or MTH 102. A minimum grade of C- is required for all prerequisites.

CSC 220 Computer Organization and Assembly Language (3)

Overview of elementary computer architecture and assembly language. Exploration of data representation and digital logic to gain insight into the electronic environment of computers. It includes processor theory. Several short programs will be written in assembly language. Pre or Co-requisite: CSC 200. A minimum grade of C- is required for all prerequisites.

CSC 230 Introduction to Web Development (3)

This introductory course starts with how the web works and covers key web development concepts, enabling the student to understand what it takes to build a web application. Back end and front end development are covered, and student will gain fundamental knowledge to create simple web pages. Prerequisite: CSC 101. A minimum grade of C- is required for all prerequisites.

CSC 235 Introduction to Linux (3)

This course introduces the basics of Linux. Students learn the terminology and concepts of Linux. Command-Line Tools, Installation, Management and Configuration of Hardware and Software are covered. Pre or Co-requisite: CSC 101 or 160. A minimum grade of C- is required for all prerequisites.

CSC 295 Special Topics (1-3)

To be arranged with department advisor.

CSC 305 SQL and Application Development (3)

This course introduces the key components of SQL including tables, views, indexes, data integrity, triggers, stored procedures and functions. The T-SQL components are applied using APIs in order to support the development of applications that interact with SQL servers. Pre or Co-requisite: CSC 101 or CSC 160. A minimum grade of C- is required for all prerequisites.

CSC 310 Database Design and Implementation (3)

This course will enhance students' knowledge of database design and application by applying real world scenarios. They will create stored procedures and triggers, import, link and export data as well introduce to access data over the www through a front-end application. Students are introduced to Big Data Challenges and NO-SQL Databases such as MongoDB. Practical experience will be obtained through individual projects. Prerequisite: CSC 210. A minimum grade of C- is required for all prerequisites.

CSC 320 Project Management (3)

Students will receive a solid grounding in all aspects of project management and a com-

prehensive introduction to the roles, responsibilities and techniques used by today's successful project managers. Students will learn to use appropriate project management software tools such as MS Project and Primavera SureTrak. Prerequisites: CSC 101, CSC 210, CSC 215. A minimum grade of C- is required for all prerequisites.

CSC 325 Computer Security (3)

This course focuses on the fundamentals of information security that are used in protecting the information both in computers and traveling over computer networks. It also covers security policies, auditing, identifying type of threats and vulnerabilities, strong passwords, and using encryption. Prerequisites: MTH 101 or MTH 102. A minimum grade of C- is required for all prerequisites.

CSC 326 Cyber Forensics (3)

This course introduces societal and legal impact of computer activity including computer crime, intellectual property, privacy issues, legal codes, risks, vulnerabilities, countermeasures, standards for extraction, preservation, and deposition of legal evidence in a court of law. It covers recovery and analysis of forensic data from computers and other electronic devices such as smartphones. Students learn modern forensic tools for capturing and analyzing forensic data. Prerequisites: CSC 325. A minimum grade of C- is required for all prerequisites.

CSC 330 Networking and Server Fundamentals (3)

This course introduces the fundamentals of network server architectures using the installation and configuration processes of Windows Server as a framework. It provides an in-depth examination of server architectures, performance tuning, and resource access and allocation controls. Students conduct a variety of server installation and configuration activities, while building the conceptual and practical knowledge and skills necessary for server and cloud administration. Pre or Co-requisite: CSC 101 or 160. A minimum grade of C- is required for all prerequisites.

CSC 331 Windows Server Configuration and Management (3)

This course provides the skills and knowledge necessary to implement a core Windows Server infrastructure in an existing enterprise IT environment. It focuses on the provisioning and systems administration tasks necessary to maintain a Windows Server infrastructure such as configuring and troubleshooting name resolution, user and group management, and implementing remote access solutions in the context of establishing and maintaining network access protection and data security. Pre or Co-requisite: CSC 101 or 160. A minimum grade of C- is required for all prerequisites.

CSC 332 Configuring Advanced Windows Server Services (3)

This course examines how to achieve a variety of IT systems performance, continuity of operations and disaster recovery capabilities in the context of Windows Server infrastructures. It combines fundamental concepts and skills used to deploy, provision and manage server systems and infrastructures with a hands-on approach to information risk management. Pre or Co-requisite: CSC 101 or 160. A minimum grade of C- is required for all prerequisites.

CSC 340 Data Structures and Algorithms (3)

A study of data types, abstract data types, data structures and associated algorithms. Use of lists, trees and graphs will be studied. Different searching and sorting algorithms will be examined. Prerequisites: CSC 180 and MTH 121. A minimum grade of C- is required for all prerequisites.

CSC 345 Data Communications and Networking (3)

The course will introduce the basics of data communications and networking, including wireless networks, distributed networks of the internet, intranets, and extranets. Students will learn the terminology and concepts of contemporary data communications and networking. Laboratory exercises will consist of building a simple Local Area Network. Prerequisite: CSC 101 or CSC 160. A minimum grade of C- is required for all prerequisites.

CSC 350 User-Centered Design (3)

This course introduces students to programming in the Windows GUI environment using tools such as Visual Studio. Some content in computer graphics will also be included in the course. Prerequisite: CSC 180. A minimum grade of C- is required for all prerequisites.

CSC 355 Web Database Development (3)

Students learn to build and deploy modern web applications that runs over the Internet. Different front-end, middleware and backend alternatives will be studied. Students will learn best software practices to improve maintainability, security, and performance of their web database applications. Prerequisites: CSC 180 and CSC 210. A minimum grade of C- is required for all prerequisites.

CSC 357 Game Development with HCI (3)

Students will have an overview of the whole game development process (Human-Computer Interaction, Design, Sound, Animation, and Development). Games will be developed with a popular Game Engine (such as Unity 3D) or programming language. No prior knowledge of these specific environments is required. Prerequisite: CSC 101. A minimum grade of C- is required for all prerequisites.

CSC 360 Introduction to Data Analysis (3)

This course introduces Language R and other tools, methods, and skills that data scientists need in order to understand data. Students will explore topics such as data manipulation, data analysis with statistics, machine learning, data communication with information visualization, and working with big data. Prerequisites: (CSC 101 or CSC 160) and (MTH 201 or MTH 357). A minimum grade of C- is required for all prerequisites.

CSC 370 Principles of Programming Languages (3)

Principles of programming languages, their concepts and constructs will be taught. Students will learn features of various contemporary programming languages and scripting languages. Pre- or Co-requisite: CSC 340. A minimum grade of C- is required for all prerequisites.

CSC 375 Mobile Application Development (3)

This course focuses on tools used to design mobile applications. It covers mobile platforms, mobile browsers, and native applications. Students design and develop web services that access local and remote data from various data sources. They will learn how to deploy services to hybrid environments, including on-premises servers and Windows Azure, and best practices in terms of test usability. Strong programming skills are recommended. Prerequisites: CSC 180 and MTH 121. A minimum grade of C- is required for all prerequisites.

CSC 380 Administering and Managing Databases (3)

This course provides the knowledge and skills needed to maintain a Database Management System. It focuses on how to use SQL Server features and tools with relation to maintaining a database, including Security and Performance. Security features such as Access Control, Encryption, Audit, VPD are introduced. Performance features such as Indexing, Re-Writing SQL Code, and Partitioning are introduced. Prerequisite: CSC 210. A minimum grade of C- is required for all prerequisites.

CSC 385 Operating System Architecture (3)

Principles of operating systems. Process management, memory management, auxiliary storage management, resource allocation, scheduling algorithms. Includes batch-processing systems, interacting systems, multiprogramming systems and basic file systems. Prerequisite: CSC 101. A minimum grade of C- is required for all prerequisites.

CSC 390 Developing ASP.NET Web Applications (3)

In this course, students will learn to develop advanced ASP.NET MVC (Model-View-Controller) applications using .NET Framework tools and technologies. The focus will be on coding activities that enhance the performance and scalability of a web application. ASP.NET MVC will be introduced and compared with Web Forms so that students know when each should/could be used. Pre or Co-requisite: CSC 101 or CSC 160. A minimum grade of C- is required for all prerequisites.

CSC 395 Special Topics (1-3)

To be arranged with department advisor.

CSC 397 Directed Study (1-3)

To be arranged with department faculty.

CSC 410 Introduction to Artificial Intelligence (3)

This course introduces the wide field of Artificial Intelligence and how AI technology is utilized in such areas as gaming, finance, medical diagnosis, and journalism/media. Students will learn the basic concepts and applications of AI. Topics include machine learning, probabilistic reasoning, robotics, computer vision, search, game playing, and natural language understanding. Each topic examines the methods, tools, and techniques used to solve AI problems. Prerequisites: CSC 200, CSC 340, MTH 201 or MTH 357. A minimum grade of C- is required for all prerequisites.

CSC 415 Data Mining (3)

This course covers the major concepts and techniques of data mining, such as analysis of text data and how to discover interesting patterns, extract useful knowledge, and understand how the information can support decision making. It also covers statistical approaches applied to arbitrary text data. Prerequisite: CSC 360. A minimum grade of C- is required for all prerequisites.

CSC 423 Implementing a Data Warehouse (3)

Students will learn how to implement a data warehouse to support a business intelligence solution. Students will apply the ETL process both manually and automated using software such as MS-Excel and MS-SSIS with real data. They will also learn the benefits and concerns of the Star Model compared to other Data Warehouse models. Prerequisite: CSC 210. A minimum grade of C- is required for all prerequisites.

CSC 425 Cryptography (3)

This course focuses on the workings of cryptographic primitives and how they are used. It covers public key cryptography, key exchange methods, and signature schemes, and it provides an overview and discussion of public key infrastructure. Prerequisites: MTH 161 or MTH 171. A minimum grade of C- is required for all prerequisites.

CSC 426 Vulnerability Assessment (3)

Introduction to the principles and techniques associated with the cybersecurity practice known as penetration testing or ethical hacking. The course covers planning, reconnaissance, scanning, exploitation, post-exploitation, and result reporting. The student discovers how system vulnerabilities can be exploited and learns to avoid such problems. Prerequisites: CSC 325. A minimum grade of C- is required for all prerequisites.

CSC 440 Azure Application Development (3)

A practical introduction to the Microsoft's cloud computing technologies. The course includes practical techniques for coding, testing and deploying Visual Studio and Microsoft Azure to Azure itself and the SQL Azure storage services. Pre or Co-requisite: CSC 205. A minimum grade of C- is required for all prerequisites.

CSC 446 Software Engineering: Analysis and Design (3)

Introduction to software engineering. The course will introduce various analysis and design methodologies, with emphasis on object-oriented methodology such as OMT (Object Modeling Technique) or UML (Unified Modeling Language) to specify and design software systems. As an exercise, the students will write a system specification and design document of a non-trivial software system, which will be as the foundation for their senior project (CSC 481 and CSC 482). Prerequisites: CSC 180, CSC 210. A minimum grade of C- is required for all prerequisites.

CSC 450 Software Testing (3)

The quality of a software product is often said to be the result of good testing. As such, testing and quality assurance is playing a critical role in software development. In this

course, students will learn the fundamentals of software testing, black box testing, white box testing and generation of text plans and test cases. The essence of software quality assurance also will be covered. Prerequisite: CSC 200. A minimum grade of C- is required for all prerequisites.

CSC 455 Cloud Technologies (3)

This course covers core distributed computing concepts related to cloud computing systems and the basic concepts underlying cloud services. Students use services such as Azure or AWS to construct cloud services or applications. Prerequisites: CSC 215 or CSC 345. A minimum grade of C- is required for all prerequisites.

CSC 456 Configuring and Deploying Cloud Technologies (3)

This course covers core distributed computing concepts related to cloud computing systems and the basic concepts underlying cloud services. Students will be able to use services such as Azure and AWS to configure, deploy and migrate cloud based solutions. Pre or Co-requisite: CSC 330. A minimum grade of C- is required for all prerequisites.

CSC 457 Developing Cloud Solutions (3)

This course takes existing web application and expand its functionality as part of moving it to the Cloud. It focuses on the architectural considerations and decisions necessary when building a highly available solution in the cloud. Pre or Co-requisite: CSC 205. A minimum grade of C- is required for all prerequisites.

CSC 460 E-Commerce Development (3)

Students will learn how to develop E-Commerce sites. Principles of E-Commerce and components that make successful E-Commerce and some marketing aspects will be discussed. Class is software engineering-oriented, as opposed to marketing-oriented. Students will configure a server and develop websites to support electronic commerce. This is a hands-on class where students will actually build and experiment with sites. Prerequisites: CSC 180, CSC 210, CSC 215, CSC 230. A minimum grade of C- is required for all prerequisites.

CSC 463 Data Visualization Tools (3)

The course covers tools and techniques for summarizing data, and it introduces a wide aspect of visualization such as story, numbers, architecture, and code. Plotting systems in R will be covered, along with basics of data graphics including visualization of multidimensional data. Prerequisites: CSC 360. A minimum grade of C- is required for all prerequisites.

CSC 475 Machine Learning (3)

This course covers the major concepts and techniques of machine learning. Data Mining Models such Decision Trees, Clustering, Time Series, Naive Bayes and Neural Networks will be covered. Practical tools such as Microsoft SSAS and PowerBI will be used. Prerequisite: CSC 210 and (CSC 360 or CSC 423). A minimum grade of C- is required for all prerequisites.

CSC 480 Senior Project (4)

A capstone course where students will apply what they have learned to create a significant software product under supervision of the instructor. In most cases, projects are done in a

team environment. Some projects may be sponsored by outside agents. Prerequisite: CSC 446, or CSC 455, or CSC 460, or CSC 475 (CSC 475 may be taken concurrently). This course is only for students in the previous (2016-2017) degree program. A minimum grade of C- is required for all prerequisites.

CSC 481 Senior Project I (3)

Part I of a capstone course where students will apply what they have learned to create a significant software product under supervision of an instructor. During part I students will attend seminars, select the project topic, define the problem, perform literature review, define the methodology, prepare a tentative schedule, and complete the design. Prerequisite: CSC 446. A minimum grade of C- is required for all prerequisites.

CSC 482 Senior Project II (3)

Part two of a capstone course where students will implement and test the project designed in part one, CSC 481 - Senior Project I. Prerequisite: CSC 481. A minimum grade of C- is required for all prerequisites.

CSC 490 Industry Internship (1-3)

Application of concepts and techniques in an off-campus work environment. Prerequisite: Permission of department.

CSC 495 Special Topics (1-3)

To be arranged with department advisor.

CSC 497 Directed Study (1-3)

To be arranged with department faculty.

ELECTRICAL ENGINEERING

FACULTY

Frank Washko, Director

Xuguang Chen

Rico Picone

Electrical Engineering is a broad field that includes power systems, control systems, microelectronics, microprocessors, computer networks, telecommunications (wire, wireless, satellite and fiber optic), remote sensing, signal processing, neural networks, medical devices, optics (electro-optics, optoelectronics and photonics) and other emerging technologies. The variety of an electrical engineer's work can range from the smallest integrated circuit to power systems that cover entire states. Because of the broad nature of the field, electrical engineers are involved in a wide range of engineering design projects and they must be able to employ knowledge from other disciplines in electrical engineering designs. They must also be prepared to support engineers in other disciplines. As we progress through the 21st century, the technology that surrounds us will continue to expand and electrical engineers are leading the way.

The minor in Electrical Engineering is intended for students who major in related fields and are interested in learning Electrical Engineering to enhance their major. Students who minor in Electrical Engineering will develop a broad understanding of different Electrical Engineering topics, particularly how those topics relate with other disciplines.

Minor in Electrical Engineering (18 semester hours)

The minor consists of 7 semester hours of required courses and 11 upper division semester hours in elective courses, drawn from the courses listed below:

Required Courses (7 semester hours)

- EE 316 Circuits and Mechatronics Lab (1)
- EE 345 Circuits and Mechatronics (3)
- CSC 101 Introduction to Computer Science (3) OR
  CSC 180 Introduction to Programming (3)

Elective Courses (11 semester hours)
Five or more additional upper-division courses from the list below. Mechanical Engineering students may not use any of their ME Electives to satisfy these requirements.

- EE 458 Electronics I (2)
- EE 477 Embedded Computing in Electromechanical Systems (2)
- ME 370 Systems Analysis and Design (3)
- EE 433 Photovoltaics Systems Engineering (2)
- ME 454 Robotics and Automation (2)
- EE 488 Electromechanical Machines (2)
- EE 495 Directed Study (2)

ELECTRICAL ENGINEERING COURSES

EE 316 Circuits and Mechatronics Lab (1)

The laboratory provides hands-on experience working with various types of instrumentation and electrical components. The lab manual includes experiments in analog AC circuits, DC logical circuits, motors and generators. Lab also includes experiments involving measurement of temperature, velocity, acceleration and pressure. Concurrent/prerequisite enrollment with EE 345. A minimum grade of C- is required for all prerequisites.

EE 345 Circuits and Mechatronics (3)

The student will be able to apply Kirchoff's laws to analyze A.C. circuits with inductive and capacitive elements and understand the power transfer, impedance matching and frequency response elements of design; to design controllers using operational amplifiers; and have sufficient knowledge of semiconductor physics to assemble functional circuits from

available transistors and integrated circuits. The student will learn how to interface and program embedded microprocessors into an automated system. Prerequisite: MTH 322 and PHY 172. A minimum grade of C- is required for all prerequisites.

EE 433 Photovoltaic Systems Engineering (2)

This is a combination lecture series and lab course elective designed to give students the ability to understand and design Photovoltaic power generation systems for home and small utility scale applications. Topics covered will include the history and future of solar cell technology, electrical characteristics and limitations of thin-film, polycrystalline, and mono-crystalline silicon cells, power conversion and maximization, off grid and grid-interactive systems, siting and mountin considerations, regulatory compliance, instrumentation, and system economics. Students will characterize simulated solar panels and, working in teams, will integrate balance of systems components to achieve predictably cost effective power production system. As the dominant technology in today's solar market, the physics of silicon based solar cells will be explored both in lecture and the lab. In addition to engineering principles, the economics of solar power, environmental considerations and the impact of photovoltaics on public policy will be explored. Corequisite: EE 345 or ME 345. A minimum grade of C- is required for all prerequisites.

EE 458 Electronics I (2)

This is a first course in electronic devices. It covers device physics, applications, analysis, and design of circuits using transistors, semiconductor diodes, amplifiers, and field-effect transistors with an emphasis on large-signal behavior and digital logic circuits. Prerequisite: EE345. A minimum grade of C- is required for all prerequisites.

EE 477 Embedded Computing in Electromechanical Systems (2)

This course is an introduction to microprocessor-based measurement and control of electrical, mechanical, and electro-mechanical systems. Topics include microprocessor architecture, computer memory, C programming, hardware and software interfaces, and communications. Emphasis is placed on hardware and software interface design for real-time measurement, control, and user interface. Prerequisite: CSC 101 or ME 305 or GE 104. A minimum grade of C- is required for all prerequisites.

EE 488 Electromechanical Machines (2)

This course provides an introduction to electrical machines. The course begins with a review of circuit theory and electromagnetics, then introduces the concept of electromechanical energy conversion, as applied to the analysis and design of: direct-current generators and motors; synchronous generators and motors; single-phase and polyphase motors; and actuators. Prerequisite: ME 345. A minimum grade of C- is required for all prerequisites.

EE 497 Directed Study (2)

A student/faculty-selected project or course of study that allows the student to do research in a specialized area, or on a specialized topic of interest. Offered on approval by the chair of the department.

MECHANICAL ENGINEERING

FACULTY

Shawn Duan, Chair
Matthew Ballard
Shelbie Davis
Daniel Einstein
Isaac Jung
Rico Picone
Anthony de Sam Lazaro (Emeritus)
Frank Washko

Mechanical engineering is ubiquitous. Mechanical engineers invent, design, test, and manufacture products and systems used in virtually every segment of society. They work in areas as diverse as aerospace, biomedical implants, energy systems, automobiles, robotics, defense, and manufacturing.

Mechanical engineers take products from concept to prototype to production and beyond. In preparing for lifelong learning, it is necessary to develop the whole person. In addition to professional competency, a balanced program encompassing strong written and oral communication skills and an appreciation for the arts, humanities and social sciences is required. Professional competence is built on a foundation of mathematics, physical and natural sciences, engineering sciences, design, analysis, and laboratory experience. The role of the engineer as problem-solver and designer is the common thread throughout the curriculum. Most mechanical engineering graduates take positions in industry. Some however, continue their formal education in a graduate program or work in research.

Practical design skills are emphasized throughout the Mechanical Engineering curriculum. A major goal of the junior year is to develop the students' skills through engineering topics equally divided between the department's focuses in energy and in structures and motion. Mechanical, thermal, and systems design activities are continued in three junior-year courses. The main goal in the senior year is to integrate knowledge in science with engineering topics, thereby developing a degree of maturity in the student's engineering capabilities. Seniors may tailor their curricula by choosing six technical electives. Each of these technical electives includes design as an important component. Students may decide to develop depth in a certain area through a concentration, or to develop breadth in several areas. Some students choose to pursue an independent research project under faculty direction.

The senior year culminates in a two-semester sequence in engineering design. The first emphasizes design considerations and methods required to solve open-ended problems, as well as written and oral communication of the design solution. The final design course is a capstone that requires integration of knowledge gained in preceding analysis and design courses with generation of a concept-to-prototype schema.

PROGRAM EDUCATIONAL OBJECTIVES

Our graduates will be:

- valued members of their organization and successful practicing engineers.
- complex problem solvers who can apply critical, sound, and ethical judgment while designing sustainable engineering systems for our society.
- effective communicators providing quality interpersonal and leadership skills.
- steadfast in pursing personal and professional growth opportunities (e.g., continuing education, advanced degrees, professional licensing, membership in professional societies, etc.) to foster personal and organizational growth.
- engaged in service to their profession and their communities, consistent with the Benedictine tradition to serve.

Student Outcomes:

Student outcomes for the mechanical engineering program are:

(a) an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics

(b) an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors an ability to communicate effectively with a range of audiences

(c) an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts

(d) an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives

(e) an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions

(f) an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

BACHELOR OF SCIENCE

Listed below are the classes required for graduation. These classes fall into four general categories: Core; Mathematics and Science; General Engineering; plus Mechanical Engineering.

The courses listed under General Education will not match the University's general education requirements, as some of the mathematics and science requirements fulfill the

University's general requirements.

The following lists the requirements (131 total semester hours) for the BSME degree:

Core Requirements (31 semester hours)

Some core requirements are included in the other degree requirements below. Specifically, students of mechanical engineering satisfy the COR130 and COR230 requirements in the math and science requirements of the degree program, and COR400 in their capstone design courses. They are excused from COR140, the language course. Please refer to the Academic Programs and Policies section of this catalog for more information and a list of allowed courses that satisfy each remaining core requirement.

Math and Science Requirements (minimum 32 semester hours)

- CHEM 141 General Chemistry with Laboratory (5) - or CHM 145 Chemistry for Engineering Students with Laboratory (5)
- MTH 171 Calculus I (4)
- MTH 172 Calculus II (4)
- MTH 271 Vector Calculus (3)
- MTH 322 Differential Equations (3)
- MTH 353 Linear Algebra (3)
- PHY 171 Introduction to Physics I with Laboratory (5)
- PHY 172 Introduction to Physics II with Laboratory (5)

General Engineering Requirements (16 semester hours)

- GE 104 Computer Applications in Engineering (3)
- GE 204 Statics (3)
- GE 205 Dynamics (3)
- GE 206/207 Mechanics of Materials with Laboratory (4)
- GE 359 Professional Ethics, Legal Issues and Applied Economics in Contemporary Society (3)

Mechanical Engineering Requirements (52 semester hours)

- ME 100 Mechanical Engineering and Design Seminar (1)
- ME 201 Technical Communication (2)
- ME 300/L Manufacturing Processes with Laboratory (3/1)
- ME 302 Machine Design (3)
- ME 303 Material Science (3)
- ME 308/309 Fluid Mechanics I with Laboratory (3/1)

- ME 316 Mechatronics and Measurement Systems Laboratory (1)
- ME 340 Thermodynamics I (3)
- ME 345 Mechatronics (3)
- ME 350 Parametric Solid Modeling (3)
- ME 370 Systems Dynamics and Control (3)
- ME 430 and 430L Heat Transfer/Heat Transfer Laboratory (3/1)
- ME 498 Senior Design I (3)
- ME 499 (3)
- Six Approved ME Elective (2 – for a total of 12.0 credits)

Students may elect to declare a Concentration within the ME degree by completing four of their six required electives from the Concentration areas outlined below. With prior approval from the department chair, one of the four electives required for a Concentration may be satisfied by a relevant offering of ME 495 or ME 497.

To be granted a Concentration, a Concentration application should be submitted to the registrar no later than two semesters before graduation.

Bioengineering Concentration:

- ME 384 Comparative Biomechanics
- ME 385 Biomechanical Engineering
- ME 426 Computational Fluid Dynamics
- ME 481 Biofluid Mechanics
- ME 482 Microfluidics and Biomedical Applications
- ME 486 Advanced Biomedical Engineering
- ME 487 Prosthetics and Medical Device Design

Design and Entrepreneurship Concentration:

- ME 313 Engineering Innovation
- ME 314 Engineering Economics and Venture Finance
- ME 317 Technology Entrepreneurship
- ME 318 New Product Development
- ME 383 Engineering Design and Creative Problem Solving

Intelligent and Dynamic Systems and Analysis Concentration

- ME 404 Finite Element Analysis
- ME 410 Vibration Theory

- ME 419 Hydraulic Control Systems
- ME 461 Control Systems I
- ME 462 Control Systems II
- ME 464 Flight Mechanics
- ME 465 Robotics
- ME 466 Multibody Dynamic Systems
- ME 467 Machine Intelligence
- ME 468 Modeling and Simulation
- ME 469 Linear Systems Theory
- ME 472 Digital Control
- ME 477 Embedded Computing for Mechanical Control

Fluid Mechanics and Energy Systems Concentration:

- ME 426 Computational Fluid Dynamics
- ME 451 Intermediate Fluid Mechanics
- ME 464 Flight Mechanics
- ME 481 Biofluid Mechanics
- ME 482 Microfluidics and Biomedical Applications
- ME 341 Intermediate Thermodynamics
- ME 433 Photovoltaics
- ME 440 Internal Combustion Engines
- ME 442 Advanced Internal Combustion Engines

Numerical Analysis Concentration

- ME 404 Finite Element Analysis
- ME 422 Numerical Methods in Engineering
- ME 423 Numerical Optimization in Mechanical Engineering
- ME 426 Computational Fluid Dynamics
- ME 427 Metaheuristics in Engineering Optimization
- ME 468 Modeling and Simulation

BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING / MASTER OF MECHANICAL ENGINEERING COMBINED DEGREE PROGRAM

A student enters the Bachelor of Science in Mechanical Engineering (BSME)/Master of Mechanical Engineering (MME) combined degree program by applying for admission during

his or her senior year at Saint Martin's. If accepted, up to six hours of approved graduate courses may be applied toward both the bachelor's and master's degrees. MME courses, taken as undergraduates, would be fulfilling undergraduate mechanical engineering elective requirements. An additional six credits of MME program coursework may be taken as an undergraduate student and reserved for application to the master's degree. Thus, both the undergraduate and graduate degrees in mechanical engineering could be earned in five academic years.

MECHANICAL ENGINEERING COURSES

ME 100 Mechanical Engineering and Design Seminar (1)

This seminar course gives an introduction to Mechanical Engineering and to engineering design principles. ME faculty and guest speakers expose students to work that mechanical engineers do in a variety of fields. Strategies for success in engineering school and in engineering careers are discussed. Engineering problem-solving and design principles are introduced and practiced by students via simple design activities. This course should be taken during the first fall semester in residence at Saint Martin's University as an ME student. Graded on a pass/fail basis.

ME 201 Technical Communication (2)

This course builds on skills developed in previous writing courses, focusing on effective communication of technical information to a given audience. Students study and apply processes of written, oral and visual technical communication, with applications in academic and professional settings. Students learn how to use conventions, organization and style that are appropriate to engineering. This includes effective use of visuals such as tables and figures to convey information in a clear, concise and engaging manner. Students learn how to adapt their communication to specific audiences and contexts. Prerequisite: COR 120. A minimum grade of C- is required for all prerequisites.

ME 300 Manufacturing Processes (3)

Study of commonly used industrial processes, quality control, manufacturing materials and numerical control. Design and manufacture of simple artifacts. Introduction of various processes available for producing engineering artifacts from raw material. Also covers material selection and the production process for an application, along with the fundamentals of statistical quality control. Students will be required to plan the production process and to design tooling for work-holding and sheet metal work. Concurrent lab enrollment required. Prerequisite: GE 206. A minimum grade of C- is required for all prerequisites.

ME 300L Manufacturing Processes Laboratory (1)

Design of work-holding devices for measurement and manufacturing, metal-cutting, welding and sheet metal working. Reinforces theoretical knowledge obtained in ME 300. Concurrent prerequisite: ME 300.

ME 302 Machine Design (3)

Course covers theoretical and practical design of machine parts and simple systems.

Includes the integration of the basic engineering disciplines necessary for proper analysis, synthesis and design of structures, simple machines or processes, including screws, springs, bearings and gearing. Establishment of design criteria based on stress and fatigue analysis and on experimental results, statistical considerations, materials, steady and variable loading. Prerequisite: GE 206. A minimum grade of C- is required for all prerequisites.

ME 303 Material Science (3)

Course provide the necessary background of material science and engineering that can be applied to manufacturing processes, strength of materials, machine design, electrical and electronics engineering. Emphasis on heat treatments, material properties and processes and understanding of the relationship between material structures, processing and properties of materials. Introduction to modern composite materials, corrosion and wear prevention techniques. Modern engineering materials and their properties are considered in terms of microstructure. Phase diagrams and corrosion mechanics. Prerequisites: CHM 141 or CHM 145 and GE 206. A minimum grade of C- is required for all prerequisites.

ME 305 Engineering Computer Applications(3)

This course provides an introduction to numerical analysis of engineering applications, with specific emphasis on MATLAB as the primary computing tool. Programming is taught in tandem with introductory concepts in the solution of linear and nonlinear systems. Applications will focus on obtaining real-world solutions to several classes of mechanical engineering problems found in an undergraduate program of study . Prerequisite: GE 206 and MTH 271. A minimum grade of C- is required for all prerequisites.

ME 306 Intermediate Mechanics of Materials (2)

Advanced course in strength of material and structural design. Prime goal is cultivating student's capability of modeling complex real-world problems into analytical models and solving them numerically or analytically. Emphasis on indeterminate structural analysis, energy method, buckling problems and computational structural mechanics. Structural design and analysis of the senior design project is conducted during course. Prerequisites: MTH 322, GE 206, GE 207. A minimum grade of C- is required for all prerequisites.

ME 308 Fluid Mechanics (3)

First course in fluid mechanics covers fluid properties, fluid statics and flows, viscous effect, dimensional analysis, two-dimensional ideal flow, flow measurement for both liquid and gas and compressible flow of gases. Also covers viscous flow in pipes, as well as statistical analysis of experimental data, static and dynamic characteristics of physical signals and experimental methods. Prerequisites GE 205, GE 206, MTH 322. A minimum grade of C- is required for all prerequisites.

ME 309 Fluid Mechanics Laboratory (1)

Lab experiments are organized and scheduled to support the academic course, ME 308. Emphasis is on conducting specific experiments, observation and written reports that discuss the related theory and results. Developing a team approach to the experiments is a part of the learning exercise. Experimentation on fluids (liquid and gas), behavior of fluids, including static and dynamic forces, flow rates, velocities, jets, velocity distributions and

tow-tank experiments, automated data acquisition and recording

ME 313 Engineering Innovation (2)

Innovation has a crucial role in the competitive positioning and performance of organizations, for example, in creating new products, identifying new markets, transforming industries, and revitalizing mature organizations. This course covers concepts common and necessary to successful product innovation development. You will learn the theories of creativity and idea generation, examine the role of technology in goal-setting and strategic management of companies.

ME 314 Engineering Economics and Venture Finance (2)

This course will consider a broad range of questions that entrepreneurs deal with in financial strategy, including: strategies for raising capital; the structure of finance deals; economic projections in business plans; and company valuation. Students will gain knowledge on how to launch, lead, and manage a viable business starting with concept validation to commercialization and successful business formation. It will also examine strategic management of technology and how the results of innovation development are valued.

ME 315 Instrumentation and Experimental Design (2)

Course introduces students to the subject of engineering measurements, placing special emphasis on the fundamental aspects of engineering measurements, experimental techniques, sensors and measurement systems, computer-aided measurement systems, research methods and design of experiments and measurement systems. Course includes open-ended design project of mechanical parameter measurement systems, experimental testing, data analysis, uncertainty analysis and error propagation, report-writing and final presentations. Recommended concurrent enrollment in ME 316 and ME 345. Prerequisite: PHY 172.I A minimum grade of C- is required for all prerequisites.

ME 316 Mechatronics and Measurement Systems Laboratory (1)

The laboratory provides hands-on experience working with various types of instrumentation and electrical components. Topics include DC and AC circuits, electronic filters, power supplies, function generators, microprocessor boards, analog and digital signals, sensors, Wheatstone bridges, AC-to-DC power conversion, real-time measurement of time response, LabVIEW programming, and motors. Concurrent/prerequisite enrollment with ME 345. A minimum grade of C- is required for all prerequisites.

ME 317 Technology Entrepreneurship (2)

This course explores the entrepreneur's contribution to new ventures in engineering industries as well as to examine the nature of entrepreneurial behavior and its role in both small and large technology organizations. It introduces concepts and practices of entrepreneurship and will offer the foundation by providing knowledge and skills relevant to the creation and leadership of entrepreneurial ventures and how new technology ventures are created.

ME 318 New Product Development (2)

The design of complex new products is an essential skill of professional practice and requires unique knowledge, skills, and attitudes common to a number of disciplines. Stu-

dents will explore the process of product definition, ideation, and engineering by analyzing real world problems. The unit will allow students the opportunity to examine humanitarian problems in disadvantaged communities. Students will be encouraged to view design problems from holistic perspectives, paying attention to biases, values, and needs of customers and users.

ME 340 Thermodynamics (3)

The first and second laws of thermodynamics, beyond that introduced in elementary physics and chemistry courses, will be covered. Application of thermodynamic laws to practical engineering problems such as turbines, compressors, nozzles, throttles, heat exchangers and mixing chambers. Emphasis is on the concept and practical problems of power generation, refrigeration, internal combustion engines and heat pumps. Primary emphasis is given to heat engines, including internal and external combustion engines. Open-ended design projects provide an introduction to design in thermal sciences/engineering and foster teamwork. Prerequisites: CHM 141 or CHM 145; PHY 172; MTH 322 which can be taken concurrently. A minimum grade of C- is required for all prerequisites.

ME 341 Intermediate Thermodynamics (2)

Emphasis is placed on practical applications of the principles of thermodynamics in cycle analysis. Applications include steam power plants, refrigerators, heat pumps, and gas power and refrigeration cycles. Topics such as the applications of psychrometric principles, gas mixtures, thermodynamic property relations, chemical and phase equilibrium, the thermodynamics of high speed gas flows and combustion are also covered. Prerequisite: ME 340. A minimum grade of C- is required for all prerequisites.

ME 345 Mechatronics (3)

This course is an introduction to the mathematical modeling and design of electrical, mechanical, and electro-mechanical systems. A system dynamical approach is used, which allows different energy domains to be modeled within a unified framework. Circuit elements covered include resistors, capacitors, inductors, diodes, transistors, and operational amplifiers. Prerequisites: MTH 322 and PHY 172. A minimum grade of C- is required for all prerequisites.

ME 350 Parametric Solid Modeling (3)

Course concentrates on parametric three dimensional (3D) solid modeling and delivery of two dimensional (2D) production drawing from the 3D model. Topics include fundamentals of parametric modeling and parametric constraints, parent/child relationships, generation of sketching feature (points, lines, planes), and advanced 3D construction tools. Part modeling, assembly modeling, surface modeling, and basic motion analysis for the model validation are covered with applications to computer aided design (CAD) software. Students will learn the course contents in CAD lab.

ME 370 Systems Dynamics and Control (3)

This course is an introduction to the mathematical modeling and control of systems of electrical, mechanical, fluid, thermal, and inter-domain (e.g. electro-mechanical) elements. A system dynamical approach is used, which allows different energy domains to be modeled

within a unified framework. Analysis includes the time-domain and frequency domain. Control systems topics include stability, steady-state errors, and root-locus design. Prerequisites: MTH 353, ME 345 and GE 205. A minimum grade of C- is required for all prerequisites.

ME 383 Engineering Design and Creative Problem Solving (2)

Learn engineering design methodologies related to: product definition; concept generation; individual, group, and organizational decision making; project management; and problem solving processes. Use techniques to generate innovative product solutions that include creative critical thinking, logical analysis, brainstorming techniques, and intuitive design. In addition to lectures and discussions, the course emphasizes application of these skills through real world applications, case studies, small group discussions, and projects. Concurrent prerequisites: ME 300, ME 302, and ME 350. A minimum grade of C- is required for all prerequisites.

ME 384 Comparative Biomechanics (2)

Engineering analysis will be applied to the investigation of how life has adapted to its physical environment. We will look at the incredible diversity of methods that enable animals to swim and fly, organisms to respond to winds and water currents, as well as examining circulatory and suspension-feeding systems in various species. We will also look at the connection between the properties of biological materials—such as spider silk, jellyfish jelly, and muscle—and their structural and functional roles. We will learn how nature has inspired many practical engineering solutions, such as velcro, and consider how natural design at the micro and macro-scales can inform creative solutions to pressing mechanical and biomedical problems. Prerequisites: GE 205, GE 206, CHM 141 or CHM 145. Concurrent prerequisite: ME 308. A minimum grade of C- is required for all prerequisites.

ME 385 Biomechanical Engineering (2)

Course makes students aware of the various ways in which engineers can contribute in the field of medicine. Students are introduced to the mechanics of the human body's physical movements and are given an overview of physiology and anatomy as applicable to mechanics and kinematics of joints. Focus is on sensory organs, mechanics of load-bearing, dynamics of human motion and the causes and effects of the failures of joints. A major component is the design of engineering artifacts to assist in motion and/or replace limbs. In addition, students design measurement techniques for assessing the performance of sensory organs. Prerequisite: GE 205 and GE 206. A minimum grade of C- is required for all prerequisites.

ME 404 Finite Element Analysis (2)

The course introduces the finite element method, its mathematical foundation, and its use in the analysis of engineering systems and structures. The course covers finite element concepts including mathematical/variational formulations, shape functions, two- and three-dimensional solids, stiffness of truss, beam, and plate members, elements assembly, computer programming and convergence. "ANSYS" and "COMSOL Multiphysics" finite element software packages will be used. Prerequisites: GE 104 or ME 305 and GE 206. A minimum grade of C- is required for all prerequisites.

ME 405 Structural Composites (2)

Macro-behavior of a lamina. Stress transfer of short fiber composites. Classical lamination theory, static analysis of laminated plates, free-edge effect, failure modes. Prerequisite: ME 300. A minimum grade of C- is required for all prerequisites.

ME 410 Vibration Theory (2)

Course deals with some limitations imposed on the design of dynamic systems due to vibrations. Course covers single and multiple degrees of freedom systems; free and forced vibrations; spectral analysis of forcing functions and system response; vibration resonance and damping; vibration transmission and isolation; matrix methods, vibration control and damping treatments. Prerequisites GE 205, MTH 322. Concurrent prerequisite: MTH 353. A minimum grade of C- is required for all prerequisites.

ME 419 Hydraulic Control Systems (2)

This course introduces fundamentals of hydraulic power transmission and controls at component and system level. Fluid power transmission and controls are based on physical laws of fluid mechanics and basic principles of control theory. Fundamentals: principles of hydraulic power transmission, fluid properties, fluid mechanics for hydraulic power transmission, electrohydraulic analogy, basic hydraulic parts (pumps, valves, actuators), basic hydraulic circuits, flow and pressure control, motion control using resistance control, and hydraulic servo systems. Prerequisite: ME 308, Concurrent Prerequisite: ME 370. A minimum grade of C- is required for all prerequisites.

ME 422 Numerical Methods in Engineering (2)

Selected topics in numerical methods are developed to solve problems in fluid mechanics, heat transfer, vibrations and acoustics. Examples include, volume-control analysis for flow continuity, momentum and energy in rectangular, spherical and cylindrical coordinates; applications of Fourier series; Taylor series, Laplace transforms, Lagrangian interpolation and the Newton-Raphson method to solve systems of equations. Topics will change to reflect demands in undergraduate engineering courses, for engineering graduate school preparation and for general professional development. Prerequisite: MTH 322, and ME 305 or GE 104. A minimum grade of C- is required for all prerequisites.

ME 423 Numerical Optimization in Mechanical Engineering (2)

Numerical optimization applies to most engineering activities and processes, management operations activities, as well as to numerous other fields in science where performance can be numerically quantified by a mathematical model. The focus of this course is to develop a practical understanding of numerical optimization, enhanced by a theoretical understanding of classical gradient-based numerical optimization methods to help guide students in their selection of an appropriate method and to avoid potential pitfalls. Implementation will be in MATLAB but we will discuss and work with several open-source toolkits for solving practical optimization problems. By the end of the course, students should expect to be able to work with others to optimize practically any design or system and improve its performance. Prerequisites: GE 104 or ME 305, GE 206. A minimum grade of C- is required for all prerequisites.

ME 426 Computational Fluid Dynamics (2)

This course provides an introduction to the scientific principles and applications of CFD. It first provides an understanding of basic numerical methods used in CFD applications including finite difference and finite volume methods, cemented through the implementation and use of selected methods in MATLAB. Commercial CFD codes are then used in a number of analysis projects, so as to give additional practical experience. Model problems are used to study the interaction of physical processes with numerical techniques, including: model stability, grid generation, boundary conditions, and turbulence models. Prerequisites: ME 308, and ME 305 or GE 104. A minimum grade of C- is required for all prerequisites.

ME 427 Metaheuristics in Engineering Optimization (2)

This course introduces the main metaheuristic evolutionary algorithms and their applications in optimization. Students will learn several meta-heuristic and evolutionary algorithms and will focus on assessing their performance in solving practical optimization problems in mechanical engineering. Presented methods include the pattern search (PS) algorithm, the genetic algorithm (GA), the simulated annealing (SA), ant colony optimization (ACO), and particle swarm optimization (PSO) techniques. Weekly coding exercises in MATLAB will focus on implementation, customization and application. A substantial part of the semester will be dedicated to applying metaheuristics to an optimization problem related to the student's research area. Prerequisite: ME 423. A minimum grade of C- is required for all prerequisites.

ME 430 Heat Transfer (3)

Application of the principles of conduction, convection and radiation heat transfer to practical problems. Study of conduction in one and two dimensions, steady and transient states with emphasis on classical solutions. Forced and natural convection in external and internal flows, as well as boiling and condensation. Introduce basic calculations for heat exchangers. Radiation properties and exchange between surfaces also covered. Three hours lecture. Prerequisites: ME 340, ME 308, MTH 271 and MTH 322. Must be taken concurrently with ME 430L. A minimum grade of C- is required for all prerequisites.

ME 430L Heat Transfer Laboratory (1)

Lab must be taken with ME 430. Prerequisite ME 340, ME 308, MTH 271 and MTH 322. A minimum grade of C- is required for all prerequisites.

ME 433 Photovoltaics Systems Engineering (2)

This is a combination lecture series and lab course elective designed to give students the ability to understand and design Photovoltaic power generation systems for home and small utility scale applications. Topics covered will include the history and future of solar cell technology, electrical characteristics and limitations of thin-film, polycrystalline, and mono-crystalline silicon cells, power conversion and maximization, off grid and grid-interactive systems, siting and mounting considerations, regulatory compliance, instrumentation, and system economics. Students will characterize simulated solar panels and, working in teams, will integrate balance of systems components to achieve a predictably cost effective power production system. As the dominant technology in today's solar market, the physics of silicon based solar cells will be explored both in lecture and the lab. In

addition to engineering principles, the economics of solar power, environmental considerations and the impact of photovoltaics on public policy will be explored. Prerequisite: ME 316 and ME 345. A minimum grade of C- is required for all prerequisites.

ME 435 Energy Systems (2)

Focus is on energy systems associated with electric power-generation. Specific goals are to expose the student to the various sources of energy including renewable energy sources (solar and wind), nuclear, geothermal, biomass and fuel cells. Students will develop an understanding of basic energy economics, environmental impact and industrial risks. Relate the principals of thermodynamics and heat transfer to the application of available energy resources and promote the concept of energy conservation through proper system design. Prerequisites: ME 340, ME 430, and ME 430L. A minimum grade of C- is required for all prerequisites.

ME 437 Computational Heat Transfer and Thermal Modeling (2)

Application of finite difference numerical methods to heat transfer from steady two dimensional heat transfer to transient three dimensional (explicit and implicit methods). Computations and characterization for designs of thermal systems using commercial thermal software. Learn to build finite element models: geometric modeling, elements and meshing, fields, materials and element properties, thermal/fluid boundary conditions, groups, viewing, display. Learn to evaluate the models, analysis set up, results and plots. Applications to thermal engineering problems. Thermal engineering design projects assigned will be modeled thermally using commercial thermal software. Prerequisite: ME 430. A minimum grade of C- is required for all prerequisites.

ME 440 Internal Combustion Engines (2)

Study of engine types including hybrid systems and operation, engine design parameters, ideal and actual engine cycles, thermochemistry of fuel-air mixtures, properties of working fluids, gas exchange processes, combustion in spark-ignition and compression-ignition engines, pollutant formation and control and engine operating characteristics. Course design project consists of an optimization study among selected engine design parameters and/or the design of an engine mechanical system or an engine system involving the solution of a gas dynamic and/or heat transfer problem. Prerequisite: ME 340. A minimum grade of C- is required for all prerequisites.

ME 442 Advanced Internal Combustion Engines (2)

An advanced study of modern engines, including the design of hybrid powertrains, variable geometry engines, stratified-charge, mixed cycle engines, and the design of components integrated into advanced engine designs. A further analysis of fluid flow, heat transfer, and simulation techniques is integrated. Prerequisite: ME 440 or equivalent. A minimum grade of C- is required for all prerequisites.

ME 451 Intermediate Fluid Mechanics (2)

This course reinforces the fluid mechanics principles learned in ME 308, and builds an expanded understanding and skill set that serves as a base for advanced study and/or research in fluid mechanics. Control volume methods are used to model fluid flow phenomena. Differential methods are derived and used to solve for fluid fields in a variety of conditions.

Laminar boundary layer analysis is taught, and students are introduced to turbulence and turbulent boundary layer models. Additional models and methods of fluid flow analysis are introduced. Prerequisites: ME 308. A minimum grade of C- is required for all prerequisites.

ME 461 Control Systems I (2)

The feedback control of linear systems using so-called "classical" control theory techniques. Root locus and frequency-response methods are introduced for controlling single-input, single-output (SISO) systems. Stability is evaluated in terms of both root locus and frequency response. PID and lag-lead controllers are discussed extensively. MATLAB-based controller design is used throughout the course. Controller hardware instantiation is also introduced. Prerequisite: ME 370 or equivalent. A minimum grade of C- is required for all prerequisites.

ME 462 Control Systems II (2)

An introduction to multiple-input, multiple-output (MIMO) optimal control. Topics include MIMO poles and zeros, the Riccati equation, linear quadratic regulation (LQR), linear quadratic Gaussian (LQG) estimation, and Kalman filtering. Prerequisite: ME 469, ME 461. A minimum grade of C- is required for all prerequisites.

ME 464 Flight Mechanics (2)

Application of fluid mechanics and dynamics to flight. Aircraft lift, drag, propulsion, range, endurance, rate of climb, take-off, landing, stability and control are studied. Students learn to apply principles of dynamics and fluid mechanics to traditional flight problems of aircraft, such as its range, rate of climb, stability and controllability. Emphasis will be on developing methods for use in design. Students will demonstrate their ability to use these methods through team design problems. Safety of the flight is emphasized. Application to aircraft design. Prerequisites: ME 308, ME 340. A minimum grade of C- is required for all prerequisites.

ME 465 Robotics (2)

The course begins with a survey of the evolving field of robotics, including major categories such as mobile and manipulation robotics. Topics surveyed include effectors, actuators, locomotion, manipulation, sensors, feedback control, control architectures, navigation, emergence, and group robotics. Upon conclusion of the survey, the focus of the course turns to a special topic chosen by the instructor. The instructor could choose, for instance, swarm robotics or robot kinematics and dynamics—or a project. Prerequisite: ME 370 or equivalent. A minimum grade of C- is required for all prerequisites.

ME 466 Multibody Dynamic Systems (2)

Analytical and numerical analysis of dynamic behavior of multibody mechanical systems. Emphasis on understanding aspects of modeling and analysis process associated with multibody dynamic systems. Review of traditional dynamic analysis methods including Newton-Euler, Lagrange, Kane's methods. Comparison of the different formulations and applicability of computer simulation and as well as their applications in various multibody dynamic systems such as robotics, molecular structures, human body, and wind turbines. Treatment of constraints, extraction of data from equations of motion, and computational issues. Prerequisites: GE 205, GE 104, MTH 322. A minimum grade of C- is required for all prerequisites.

ME 467 Machine Intelligence (2)

An introduction to artificial/machine intelligence. The study of this evolving and diverse topic begins with a survey and classification of techniques, including search-based, logic-based, statistical, and embodied. Applications of intelligent technologies explored include natural language processing, vision, expert knowledge, game-playing, and several robotics applications. Upon conclusion of the survey, the focus of the course turns to a special topic chosen by the instructor. The instructor could choose, for instance, machine learning, embodiment, evolutionary robotics, or artificial life—or a project.

ME 468 Modeling and Simulation (2)

Analytical and numerical analysis of dynamic behavior of dynamical or mechanical systems via multibody modeling and simulation. Emphasis on understanding aspects of modeling and analysis process associated with real systems (spacecraft, automotive, etc.). Review of traditional dynamic analysis methods (including Kane's method). Comparison of the different formulations and their applicability of computer simulation. Treatment of constraints, extraction of data from equations of motion, and computational issues. Use of Autolev software. Prerequisites: GE 205, ME 370. Concurrent prerequisites: GE 104 or ME 305. A minimum grade of C- is required for all prerequisites.

ME 469 Linear Systems Theory (2)

The representation, stability, controllability, and observability of linear time-invariant and time-varying systems. Continuous and discrete systems are represented in state space, block diagrams, and transfer functions. Stability is explored in terms of Lyapunov and bounded-input, bounded-output (BIBO). State and output feedback are introduced, with special attention to the controllability and observability of linear systems. This course lays the foundation for further study in multiple-input, multiple-output (MIMO), state-space control theory (i.e. "modern" control theory). Prerequisites: ME 370 or equivalent. A minimum grade of C- is required for all prerequisites.

ME 472 Digital Control (2)

This course includes the control of sampled-data systems and z-transforms, frequency domain properties, sampling D/A and A/D conversion, controller design via discrete time equivalents, direct methods, state feedback, and observers, quantization effects, LQR control and introduction to LQG optimal control. Prerequisite: ME 461 or equivalent. A minimum grade of C- is required for all prerequisites.

ME 477 Embedded Computing for Mechanical Control (2)

This course is an introduction to microprocessor-based measurement and control of electrical, mechanical, and electro-mechanical systems. Topics include microprocessor architecture, computer memory, C programming, hardware and software interfaces, and communications. Emphasis is placed on hardware and software interface design for real-time measurement, control, and user interface. Prerequisite: GE 104 or ME 305. A minimum grade of C- is required for all prerequisites.

ME 481 Biofluid Mechanics (2)

This course covers the analysis of fluid flow phenomena in the human body, including the cardiovascular, respiratory and other systems. Relationships between fluid mechanics and physiological function and disease are explored. Prerequisite: ME 308. A minimum grade of C- is required for all prerequisites.

ME 482 Microfluidics and Biomedical Applications (2)

This course focuses on applications of fluid flow in microfluidic devices. Basic modern micro/nanofabrication techniques and concepts of microscale transport of momentum and materials are introduced. Applications in biology and medicine are explored so as to solidify student understanding of physical phenomena, as well as to build an understanding of ways in which these phenomena can be harnessed in technology that greatly improves health care and opportunities for scientific discovery. Principles and applications covered in the course are then applied through a design project, in which students assimilate concepts and technologies from the course to meet specific goals. Prerequisite: ME 308.

ME 486 Advanced Biomechanical Engineering (2)

This course builds on the topics from Biomechanical Engineering and challenges the student with more advanced dynamics and solid mechanics models of human joints. Further applications of the biomechanics previously learned include: injury mechanics; bone and tissue repairs; rehabilitation; implant design; surgical techniques relevant to orthopaedic biomechanics; and tool design. Prerequisite: ME 385. A minimum grade of C- is required for all prerequisites.

ME 487 Prosthetics and Medical Devices (2)

This course covers the design of prosthetics, orthotics, and medical device design. It reviews the solution of clinical problems by use of implants from the design and manufacturing perspective. Emphasis is on the role of stress analysis in the design; anatomic fit, shape, and size of implants; selection of biomaterials; instrumentation for surgical implantation procedures; and preclinical testing for safety and efficacy. Prerequisite: ME 385 or MME 585 or equivalent. A minimum grade of C- is required for all prerequisites.

ME 488 Electromechanical Machines (2)

This course provides an introduction to electrical machines. The course begins with a review of circuit theory and electromagnetics, then introduces the concept of electromechanical energy conversion, as applied to the analysis and design of: direct-current generators and motors; synchronous generators and motors; single-phase and polyphase motors; and actuators. Prerequisite: ME 345. A minimum grade of C- is required for all prerequisites.

ME 490 Internship (1-2)

Coordinated through the University's Career Center and the School of Engineering, the Department of Mechanical Engineering grants approval of credits for work. Students who are currently employed in mechanical engineering-related jobs are given the opportunity to discover relationships between academic topics and professional practice. Prerequisites: Junior standing and approval of department chair.

ME 495 Special Topics (2)

Selected topics in mechanical engineering. Offered on approval by the chair of the mechanical engineering department. Prerequisite: Permission of Instructor

ME 497 Directed Study (1-2)

A student/faculty-selected project allows the student to do research in a specialized area. Offered on approval by the chair of the department.

ME 498 Senior Design I (3)

First of a two-course sequence providing a culminating experience to seniors. Students will design a significant engineering project requiring engineering practice and development of alternatives and evaluation based on technical, financial and social considerations. Course will stress design methods, conceptualization, synthesis, creativity, open-ended design, economics, safety, team-building, component and system development. In the first course, projects normally will be conducted through preliminary design, with students working independently. Emphasis on written, graphic and oral communication, as well as technical content. Prerequisites:, ME 302 and ME 370. Concurrent prerequisite: ME 430. A minimum grade of C- is required for all prerequisites.

ME 499 Senior Design II (3)

Continuation of ME 498. Project is taken through final design, construction and testing, with students working in design teams. Culmination of design experience and synthesis of all theoretical and practical knowledge into the production of an engineering artifact system. Detailed design and analysis, manufacturing, fabrication and assembly will be the focus. Two hour lecture/project activities; one two-hour lab per week. Prerequisites: ME 498. A minimum grade of C- is required for all prerequisites.

ENGLISH AS A SECOND LANGUAGE (ESL)

FACULTY

Michael Shohan

Blaine Snow

MISSION

The mission of the English as a Second Language (ESL) Program is to develop students' English proficiency so that they can matriculate, students must demonstrate English proficiency by submitting a score from one of our accepted English language proficiency tests with a score meeting the requirement for admission. The secondary purpose of the ESL program is to provide visiting cultural exchange students with a transformative educational experience.

GOALS

The goals of the ESL Program are as follows:

- To increase students' English proficiency level to meet the requirement for matriculation into a degree program at Saint Martin's University.

- To prepare students with the academic skills necessary for success in a degree program at Saint Martin's.
- To increase students' knowledge of American culture and values so that they can become highly engaged and active members of the Saint Martin's community.
- To increase students' English language skills through discussion of Saint Martin's Catholic Benedictine values, reflection on the values of their own culture, and examination of their own personal values.

CURRICULUM

The Saint Martin's ESL Program is centered on a core curriculum of academic English courses. In addition to these, one skills enhancement course will be offered at each level during an ESL term, Full-time ESL students take 5 academic English courses and 1 to 2 skills enhancement courses per week (18 to 21 classroom hours per week).

ESL classes are structured at five levels of communicative competence:

- Level 1 (Beginning)
- Level 2 (Pre-intermediate)
- Level 3 (Intermediate)
- Level 4 (Upper-Intermediate)
- Level 5 (Advanced)

The levels offered each semester depend on enrollment. Levels 1, 2, 3, and 4 will generally be offered in both the fall and spring semesters. Level 5 will be offered as needed.

No minimum TOEFL score is required for entry into the program. Level placement is based on TOEFL score (if it is available), review of a writing sample, and an interview. The following is a guideline for how level placement generally corresponds with students' institutional TOEFL paper-based exam scores:

- Level 1 = 375 – 415
- Level 2 = 415 – 445
- Level 3 = 445 – 475
- Level 4 = 475 – 500
- Level 5 = 500 – 524

Students with a TOEFL (PBT) score of 480 – 524 and satisfactory academic progress in all ESL courses are eligible for concurrent status, which allows them to take a combination of ESL classes and undergraduate courses at Saint Martin's. Students with TOEFL scores of 525 and above are eligible for full-time undergraduate study.

The number of levels and courses offered each semester may vary based on enrollment numbers.

ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM COURSES

Academic Curriculum:

Level 1 (Beginning)

ESL 010 Foundational Reading and Vocabulary I

Beginning English learners will develop foundational academic reading skills through a variety of high-interest texts on academic subjects. Students will become more effective and confident readers by learning strategies for effective reading and vocabulary building.

ESL 011 Foundational Writing Skills I

Beginning English learners will develop foundational academic writing skills through engaging in the writing process from prewriting to revision. Students will learn to write clear and cohesive sentences and paragraphs that demonstrate effective use of grammar and vocabulary.

ESL 012 Grammar I

Beginning English learners will develop the ability to use basic English grammatical structures accurately, meaningfully, and appropriately in spoken and written communication. The scope of this course covers the form, meaning, and use of basic grammar, including but not limited to the verbs "be" and "have", subject verb agreement, negation, word order, sentence structure, asking questions, verb tenses, nouns, pronouns, adjectives, and adverbs.

ESL 013 Speaking and Listening Skills I

Beginning English learners will develop effective verbal communication skills for academic success in undergraduate classes. Students will engage in academic speaking activities, discussions, and focused listening tasks. Students will gain confidence as they learn to effectively express their ideas in class.

ESL 014 English Language Skills through an Introduction to U.S. Culture I

Beginning English learners will expand their knowledge of U.S. culture, values, and social concerns. Students will become more culturally prepared to engage in undergraduate study in the U.S. through gaining familiarity with traditional American values and how they influence various aspects of American life. As a result of taking this course, students will have a better understanding of life in the U.S. and be more sensitive to cultural differences that they encounter.

Level 2 (Pre-Intermediate)

ESL 020 Academic Reading and Vocabulary II

Pre-intermediate English learners will develop foundational academic reading skills by engaging with a variety of high-interest texts on academic subjects. Students will become more effective and confident readers by learning strategies for effective reading, vocabulary building, and critical thinking.

ESL 021 Academic Writing Skills II

Pre-intermediate English learners will develop foundational academic writing skills by engaging in the writing process from prewriting to revision. Students will learn to write various genres of academic paragraphs and essays that demonstrate effective use of grammar, vocabulary, structure, and organization.

ESL 022 Grammar II

Pre-intermediate English learners will develop the ability to use fundamental grammatical structures of English accurately, meaningfully, and appropriately in spoken and written communication. This course covers the form, meaning, and use of fundamental grammar, including but not limited to verb tenses and aspects, modal auxiliaries, prepositions, comparisons, count/non-count nouns, articles, determiners, and quantifiers.

ESL 023 Speaking, Listening, and Presentation Skills II

Pre-intermediate English learners will develop effective verbal communication skills for academic success in undergraduate classes. Students will engage in academic speaking activities, discussions, focused listening tasks, and a process approach to planning, writing, and delivering academic presentations. Students will gain confidence as they learn to effectively express and present their ideas, experiences, knowledge, and opinions in class.

ESL 024 TOEFL Skills and Strategies II

Pre-intermediate English learners will maximize their test performance through intensive study and practice of successful test-taking strategies for each of the three sections of the TOEFL, paper-based test: Listening Comprehension, Structure & Written Expression, and Reading Comprehension. Students will expand their knowledge of the language skills and academic vocabulary that are regularly tested on the TOEFL PBT.

Level 3 (Intermediate)

ESL 030 Academic Reading and Vocabulary III

Intermediate English learners will develop foundational academic reading skills through engaging with a variety of high-interest texts on academic subjects. Students will become more effective and confident readers by learning strategies for effective reading, vocabulary building, and critical thinking. This course is designed to introduce students to the skills necessary to manage typical undergraduate-level reading assignments.

ESL 031 Academic Writing Skills III

Intermediate English learners will develop foundational academic writing skills through engaging in the writing process from prewriting to revision. Students will learn to write various genres of academic paragraphs and essays that demonstrate effective use of grammar, vocabulary, structure, and organization. This course introduces quoting, paraphrasing, library research, and the concept of plagiarism.

ESL 032 Grammar III

Intermediate English learners will develop the ability to use fundamental grammatical structures of English accurately, meaningfully, and appropriately in academic speaking

and writing. The scope of this course covers the form, meaning, and the use of fundamental grammar, including but not limited to verb tenses and aspects, reference and possession, coordination and subordination, phrasal verbs, and the passive voice.

ESL 033 Speaking, Listening and Presentation Skills III

Intermediate English learners will develop effective verbal communication skills for academic success in undergraduate classes. Students will engage in academic speaking activities, discussions, focused listening tasks, and a process approach to planning, writing, and delivering academic presentations. Students will gain confidence as they learn to effectively express and present their ideas, experiences, knowledge, and opinions in class.

ESL 034 TOEFL Skills and Strategies III

Intermediate English learners will maximize their test performance through intensive study and practice of successful test-taking strategies for each of the three sections of the TOEFL paper-based test: Listening Comprehension, Structure & Written Expression, and Reading Comprehension. Students will expand their knowledge of the language skills and academic vocabulary that are regularly tested on the TOEFL PBT.

Level 4 (Upper-Intermediate)

ESL 040 Academic Reading and Vocabulary IV

Upper-intermediate English learners will develop foundational academic reading skills by engaging with a variety of high-interest texts on academic subjects. Students will become more effective and confident readers by learning strategies for effective reading, vocabulary building, and critical thinking. This course is designed for students to practice the skills necessary to manage typical undergraduate-level reading assignments.

ESL 041 Academic Writing Skills IV

Upper-intermediate English learners will develop foundational academic writing skills by engaging in the writing process from prewriting to revision. Students will learn to write various genres of academic essays that demonstrate the effective use of grammar, vocabulary, structure, and organization. This course emphasizes quoting, paraphrasing, library research, and avoiding plagiarism.

ESL 042 Grammar IV

Upper-intermediate English learners will develop the ability to use advanced grammatical structures of English accurately, meaningfully, and appropriately in academic speaking and writing. Beginning with a review of the verb tense/aspect system, the scope of this course covers the form, meaning, and use of advanced grammar, including but not limited to logical connectors, conditional sentences, relative clauses, noun and adjective clauses, and subordination.

ESL 043 Speaking, Listening and Presentation Skills IV

Upper-intermediate English learners will develop effective verbal communication skills for academic success in undergraduate classes. Students will engage in academic speaking activities, discussions, focused listening tasks, and a process approach to planning,

writing, and delivering academic presentations. Students will gain skills and confidence as they learn to effectively express and present their ideas, experiences, knowledge, and opinions in class.

ESL 044 TOEFL Skills and Strategies IV

Upper-intermediate English learners will maximize their test performance through intensive study and practice of successful test-taking strategies for each of the three sections of the TOEFL paper-based test: Listening Comprehension, Structure & Written Expression, and Reading Comprehension. Students will expand their knowledge of the language skills and academic vocabulary that are regularly testes on the TOEFL PBT.

Level 5 (Advanced)

ESL 050 Academic Reading and Vocabulary V

Advanced English learners will develop foundational academic reading skills through engaging with a variety of high-interest texts on academic subjects. Students will become more effective and confident readers by learning strategies for effective reading, vocabulary building, and critical thinking. This course is designed to equip students with the skills necessary to successfully manage challenging undergraduate-level reading assignments.

ESL 051 Academic Writing Skills V

Advanced English learners will develop foundational academic writing skills through engaging in the writing process from prewriting to revision. Students will learn to write various genres of academic essays that demonstrate effective use of grammar, vocabulary, structure, and organization. This course emphasizes quoting, paraphrasing, research writing, avoiding plagiarism, and APA/MLA format.

ESL 052 Grammar V

Advanced English learners will develop the ability to use advanced grammatical structures of English accurately, meaningfully, and appropriately in academic speaking and writing. The scope of this course covers the form, meaning, and use of advanced grammar, including but not limited to verb complementation, focus and emphasis, register, reported speech, embedded clauses, relative clauses, participle clauses, adverbial clauses, reference, substitution, and omission.

ESL 053 Speaking, Listening, and Presentation Skills V

Advanced English learners will develop effective verbal communication skills for academic success in undergraduate classes. Students will engage in academic speaking activities, discussions, focused listening tasks, and a process approach to planning, writing, and delivering academic presentations. Students will gain confidence as they learn to effectively express and present their ideas, experiences, knowledge, and opinions in class.

ESL 054 TOEFL Skills and Strategies V

Advanced English learners will maximize their test performance through intensive study and practice of test-taking strategies for each of the three sections of the TOEFL paper-based test: Listening Comprehension, Structure & Written Expression, and Reading Comprehen-

sion. Students will expand their knowledge of the language skills and academic vocabulary that are regularly tested on the TOEFL PBT.

Skill Enhancement Courses:

ESL 070 (Level 1–5) English Language Skills through an Introduction to Pacific Northwest Culture

Students will improve English language skills through learning about the rich culture and history of the Pacific Northwest. Students will engage in a seminar-style course that involves academic discussions, presentations, and collaborative project-based work. Students will learn about places that they will visit on field trips, after which, they will write reflections on their experiences and discuss what they learned. This course is offered at ESL levels 1-5 as follows:

ESL 070A	Level 1
ESL 070B	Level 2
ESL 070C	Level 3
ESL 070D	Level 4
ESL 070E	Level 5

ESL 071 (Level 2-5) English Language Skills through an Introduction to U.S. Culture and History

Students will improve English language skills through expanding their knowledge of U.S. culture, history, values, and social concerns. Students will become more culturally prepared to engage in undergraduate study in the U.S. through gaining familiarity with traditional American values, how these values developed historically, and how they influence various aspects of American life today. Students will complete assignments that require them to engage with the local community and people. As a result of taking this course, students will have a better understanding of life in the U.S. and be more sensitive to cultural differences that they encounter. This course is offered at ESL levels 2-5 as follows:

ESL 071B	Level 2
ESL 071C	Level 3
ESL 071D	Level 4
ESL 071E	Level 5

ESL 072 (Level 3-4) English Language Skills through Service Learning

Student will improve English language skills through engaging in various types of volunteer experiences in the local community and reflecting on these experiences through discussion and writing. Students will discover how civic participation enriches one's education, experience, and personal well-being. This course expands students' knowledge of the Benedictine values, particularly the principle of Service, and it requires students to think critically about American values, the values of their own culture, and their own personal values. This course is offered at ESL levels 3 to 4 as follows:

ESL 072C	Level 3
ESL 072D	Level 4

ESL 073 (Level 4-5) Developing Your Voice: Creative Writing

Students will improve English writing skills through the study of various forms of creative writing such as short fiction, poetry and drama. Students will complete reading assignments, participate in technique and style discussions, and experiment with writing in various genres. Students will share their work with peers in order to give and receive feedback. This course is offered at ESL levels 4-5 as follows:

ESL 073D	Level 4
ESL 073E	Level 5

ESL 074 (Level 3-5) Enhancing Reading Skills through an Introduction to English Literature

Students will improve reading skills through the study of literature and poetry. Students will engage in literary analysis, critical thinking, discussion, and writing assignments. The course will focus on selected novels, helping to develop students' vocabulary and reading skills. Primary texts will be supplemented with relevant short stories, poems, and lectures on historical context and issues raised in the novels. This course is offered at ESL levels 3-5 as follows:

ESL 074C	Level 3
ESL 074D	Level 4
ESL 074E	Level 5

ESL 075 (Level 1-5) Communication and Conversation Skills

Students will develop conversation skills for academic, professional, and social contexts. This course focuses on communicative fluency activities that require students to interact and speak as much as possible, including games, interviews, role plays, surveys, and presentations. Students will gain confidence in their speaking ability as they learn to use appropriate conversational English for different situations. This course is offered at ESL levels 1-5 as follows:

ESL 075A	Level 1
ESL 075B	Level 2
ESL 075C	Level 3
ESL 075D	Level 4
ESL 075E	Level 5

ESL 076 (Level 4-5) English Language Skills through Engaging with Contemporary Issues

Students will expand their knowledge of current social, economic, environmental, and political issues in the U.S. and abroad. Students will research various issues, present them in class, and engage in discussions on how these issues should be addressed. Students will explore the implications of their ideas through various discussion and debating exercises. This course is offered at ESL levels 4-5 as follows:

ESL 076D	Level 4
ESL 076E	Level 5

ESL 077 (Level 2-4) English Language Skills through World Cultures

Students will improve their English language skills through learning about U.S. and world cultures in various historical and contemporary periods. Students will complete assignments where they research, discuss, and present the traditions of various cultures in the U.S. and the world. In addition to studying cultures that are new to them, students will share their own culture and traditions with the class and the university community through cultural expos and presentations. This course is offered at ESL levels 2-4 as follows:

ESL 077B	Level 2
ESL 077C	Level 3
ESL 077D	Level 4

ESL 078 (Level 3-5) English Language Skills through an Introduction to American Film

Students will improve English language skills and explore U.S. culture through American movies. Students will strengthen their English skills as they listen to natural speech, discuss topics that arise, accumulate idiomatic vocabulary, analyze and write about what they discover, and become critical viewers of media. This course is offered at ESL levels 3-5 as follows:

ESL 078C	Level 3
ESL 078D	Level 4
ESL 078E	Level 5

ESL 079 (Level 4-5) English Language Skills through an Introduction to American Music

Students will improve English language skills and expand their knowledge of American culture and values through the history of American music from the 19th century to today. The following themes in American music are explored: the interaction of European American, African American, and Latin American traditions, the influence of mass media and technology (printing, recording, radio, video, Internet), and the role of popular music as a symbol of identity (race, class, gender, generation). This course is offered at ESL levels 4-5 as follows:

ESL 079D	Level 4
ESL 079E	Level 5

ESL 080 (Level 4-5) Intercultural Communication

Students will improve English language skills through the study of intercultural communication, in particular how misunderstandings can occur due to unconscious cultural assumptions. Through readings, group work, class activities, guest speakers, in-class discussions and written essays, students will learn to avoid miscommunications and to become more mindful and skillful communicators in their globally interconnected world. This course is offered at ESL levels 4-5 as follows:

ESL 080D	Level 4
ESL 080E	Level 5

ESL 081 (Level 4-5) English Language Skills for Business

This course prepares students for success in the Business Administration major at Saint Martin's. Students will learn the key language and technical vocabulary of management, marketing, finance, economics, and accounting. Students will engage in activities such as reading business and economics texts, listening to lectures and interviews with business leaders, having discussions and giving presentations on relevant business topics, as well as writing summaries, emails, and reports. This course is offered at ESL levels 4-5 as follows:

ESL 081D	Level 4
ESL 081E	Level 5

ESL 082 (Level 4-5) English Language Skills for Engineering

This course prepares students for success in the Civil and Mechanical Engineering majors at Saint Martin's. Students will learn the key language and technical vocabulary for topics such as procedures and precautions, monitoring and control, and engineering design. Students will engage in reading engineering texts, listening activities involving Engineering lectures, as well as speaking and writing activities such as describing technical problems and suggesting solutions. This course is offered at ESL levels 4-5 as follows:

ESL 082D	Level 4
ESL 082E	Level 5

ESL 083 (Level 4-5) University Preparation – Bridge to Success

Students will prepare to enter undergraduate and graduate classes at Saint Martin's. Students will visit university classes, review syllabi and textbooks, and talk to professors. The importance of class participation, group work, and critical thinking will be emphasized through class discussions, readings, and writing assignments. Students will be introduced to various learning and time management strategies as well as campus resources available. This course is offered at ESL levels 4-5 as follows:

ESL 083D	Level 4
ESL 083E	Level 5

ESL 084 (Level 1-5) Pronunciation Workshop

Students will learn and practice English rhythm, syllables, word stress, sentence stress, vowel sounds and rules, consonant sounds and intonation. Students will practice these items through exercises, poetry, stories and dialogues. By the end of this class, students will have a heightened awareness of the sounds of English and will be better able to hear and reproduce them. They will also be better able to recognize where sentence stress belongs in English language rhythm. This course is offered at ESL levels 1-5 as follows:

ESL 084A	Level 1
ESL 084B	Level 2
ESL 084C	Level 3
ESL 084D	Level 4
ESL 084E	Level 5

ESL 095 Special Topics

To be arranged with department advisor. Special topics are offered at ESL levels 1 to 5 as follows

ESL 095A	Level 1
ESL 095B	Level 2
ESL 095C	Level 3
ESL 095D	Level 4
ESL 095E	Level 5

SHORT TERM SUMMER COURSES

ESL 001 (Level 1-5) Academic Reading Skills

Students will develop foundational academic reading skills through engaging with a variety of high-interest texts on academic subjects. Students will become more effective and confident readers by learning strategies for effective reading, vocabulary building, and critical thinking. This course is designed for students to practice the skills necessary to manage typical undergraduate-level reading assignments. This course is offered at ESL levels 1-5 as follows:

ESL 001A	Level 1
ESL 001B	Level 2
ESL 001C	Level 3
ESL 001D	Level 4
ESL 001E	Level 5

ESL 002 (Level 1-5) Speaking, Listening and Presentation Skills

Students will develop effective verbal communication skills for academic success in undergraduate classes. Students will engage in academic speaking activities, discussions, focused listening skills, and a process approach to planning, writing, and delivering academic presentations. Students will gain confidence as they learn to effectively express and present their ideas, experiences, knowledge, and opinions in class. This course is offered at ESL levels 1-5 as follows:

ESL 002A	Level 1
ESL 002B	Level 2
ESL 002C	Level 3
ESL 002D	Level 4
ESL 002E	Level 5

ESL 003 (Level 1-5) Grammar and Writing Seminar

Students will develop the ability to use fundamental grammatical structures of English accurately, meaningfully, and appropriately in academic speaking and writing. The scope of this course covers the form, meaning, and use of fundamental grammar. This course is offered at ESL levels 1-5 as follows:

ESL 003A	Level 1
ESL 003B	Level 2
ESL 003C	Level 3
ESL 003D	Level 4
ESL 003E	Level 5

ESL 004 (Level 2-5) TOEFL Skills and Strategies

Students will maximize their test performance through intensive study and practice of successful test-taking strategies for each of the three sections of the TOEFL, paper-bases test: Listening Comprehension, Structure & Written Expression, and Reading Comprehension. Students will expand their knowledge of the language skills and academic vocabulary that are regularly tested on the TOEFL PBT. This course is offered at ESL levels 2-5 as follows:

ESL 004B	Level 2
ESL 004C	Level 3
ESL 004D	Level 4
ESL 004E	Level 5

ESL 005 (Level 4-5) University Preparation

Students will prepare to enter undergraduate and graduate classes at Saint Martin's. Students will visit university classes, review syllabi and textbooks, and talk to professors. The importance of class participation, group work, and critical thinking will be emphasized through class discussions, readings, and writing assignments. Students will be introduced to various learning and time management strategies as well as campus resources available. This course is offered at ESL levels 4-5 as follows:

ESL 005D	Level 4
ESL 005E	Level 5

ESL 006 (Level 1-5) English Language Skills through an Introduction of Pacific Northwest Culture

Students will improve English language skills through learning about the rich culture and history of the Pacific Northwest. Students will engage in a seminar-like course that involves academic discussions, presentations, and collaborative project-based work. Students will learn about places that they will visit on field trips, after which, they will write reflections on their experiences and discuss what they learned. This course is offered at ESL levels 1-5 as follows:

ESL 006A	Level 1
ESL 006B	Level 2
ESL 006C	Level 3
ESL 006D	Level 4
ESL 006E	Level 5

ESL 007 (Level 1-5) Interactive English

This course focuses on communicative fluency activities that require students to interact and speak as much as possible, including games, conversation missions, interviews, role plays, surveys, and presentations. With a focus on minimizing teacher talk-time, students are given abundant opportunities to practice using the English language themselves. Throughout the course, students will be required to interact with native English speakers inside and outside of the classroom, including guest speakers and members of the Saint Martin's community. This course is offered at ESL levels 1-5 as follows:

ESL 007A	Level 1
ESL 007B	Level 2
ESL 007C	Level 3
ESL 007D	Level 4
ESL 007E	Level 5

ESL 008 English Language Skills through Experiential Learning

Students will improve English language skills by participating in experiential learning activities that take place outside of the classroom with their American peers. Activities include drama and music performances, sports, dancing, games, and team-building activities. Enrollment in this course is open to students at any ESL level.

ESL 009 (Level 1-5) Study Tour of American Culture

Students will go on field trips to various locations in the Pacific Northwest, so that they can immerse themselves in the local culture, history, and community. During these trips, students will be asked to perform various academic assignments specific to the location that they are visiting. These assignments will enable them to have a more meaningful field trip experience, expanding their knowledge of the American culture and history. This course is offered as a 3-week workshop at ESL levels 1 to 5 as follows:

ESL 009A	Level 1
ESL 009B	Level 2
ESL 009C	Level 3
ESL 009D	Level 4
ESL 009E	Level 5

DIRECTORY

DEANS

DR. JEFF CRANE (2016)
Dean, College of Arts and Sciences.
B.A. (1993) The Evergreen State College; M.A. (1998) Washington State University; Ph.D. (2004) Washington State University.

DR. DAVID H. OLWELL (2015)
Dean, School of Engineering.
B.S. (1980) U.S. Military Academy; M.S. (1989) University of Minnesota; Ph.D. (1994) University of Minnesota.

DR. FUMIE HASHIMOTO (2018)
Interim Dean, College of Education and Counseling
B.A. (1992) Eastern Oregon; M.Ed. (1993) Heritage College; Ph.D. (1997) Washington State University

AMY STEWART-MAILHIOT (2018)
Dean, Library and Learning Resources
B.S. (1999) Western Oregon University; M.L.I.S. (2001) University of Washington

FACULTY

Year following name indicates when faculty member joined Saint Martin's University

Bonnie Amende (2007) Professor, Mathematics. B.S. (1994) University of Wyoming; M.S. (1997) University of Utah; Ph.D. (2005) University of Oregon.

Gina Armer (2014) Assistant Professor, Business. B.A. (1978) University of Puget Sound; M.B.A. (1988) Pacific Lutheran University; B.S. (2001) Central Washington University; Ph.D. (2009) University of Idaho, Moscow.

Sammy Badran (2018) Visiting Assistant Professor, History. B.A. (2007) University of Minnesota; M.A. (2012) University of Hawaii at Manoa; Ph.D. (2018) University of Kansas.

Matthew Ballard (2017) Assistant Professor, Mechanical Engineering. B.S. (2009) Brigham Young University; M.S. (2014) Georgia Institute of Technology; Ph.D. (2017) Georgia Institute of Technology.

Andrew Barenberg (2017) Assistant Professor, Economics. B.A. (2005) University of Missouri, Kansas City; M.A. (2008) University of Massachusetts, Amherst; Ph.D. (2016) University of Massachusetts, Amherst.

Brian Barnes (2008) Associate Professor, History. B.A. (2000) University of California, Santa Barbara; M.Ed. (2001) University of California, Santa Barbara; M.A. (2003) University of Washington; Ph.D. (2008) University of Washington.

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Richard Beer (2010) Professor, Computer Science. B.S. (1976) Technische Fachhochschule Berlin; M.A. (1980) Wake Forest University; M.S. (1983) University of Minnesota; Ph.D. (1987) Technical University of Berlin.

Diane Bingaman (2010) Associate Professor, Accounting. B.S. (1983) University of Mary Hardin; M.Acc. (1999) Belmont University.

Jeff Birkenstein (2004) Professor, English. B.A. (1993) University of California, Los Angeles; M.A. (1996) California State University, Long Beach; M.A. (2002) University of Kentucky; Ph.D. (2003) University of Kentucky.

Robert Bode (2014) Assistant Professor, Biology. B.S. (2005) Hope College; Ph.D. (2011) Cornell University.

Darrell Born (2003) Associate Professor, Music. B.M. (1997) Biola University; M.M. (1999) Wichita State University.

Floraliza Bornasal, '09 (2015) Assistant Professor, Civil Engineering. B.S. (2009) Saint Martin's University; M.S. (2012) Oregon State University; Ph.D. (2015) Oregon State University.

Eric Boyer (2016) Assistant Professor, Education. B.A. (2002) University of Puget Sound; M.A.E. (2005) Loyola Marymount University; Ph.D. (2015) Seattle Pacific University.

Michael Butler (2008) Associate Professor, Psychology. B.S. (1996) University of Illinois, Urbana-Champaign; M.A. (1999) American University; M.A. (2001) Fordham University; Ph.D. (2006) Fordham University.

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Julia Chavez (2011) Associate Professor, English. B.A. (1992) DePauw University; J.D. (1995) Indiana University School of Law, Bloomington; M.A. (2001) University of Wisconsin, Madison; Ph.D. (2008) University of Wisconsin, Madison.

Xuguang Chen (2016) Assistant Professor, Computer Science. B.S. (1996) Liaoning University; M.A.S. (2004) University of Regina; Ph.D. (2014) University of Regina.

Jae Ho Chung (2016) Assistant Professor, Civil Engineering. B.E. (2005) Kwangwoon University; M.S. (2010) Columbia University; Ph.D. (2015) University of Florida.

Jackie Clark (2018) Assistant Professor, Education and Counseling. B.A. (1993) Randolph-Macon Woman's College; M.A. (1995) Virginia Polytechnic Institute and State University; Ph.D. (2017) University of Georgia.

Aaron Coby (2007) Full Professor, Biology. B.S. (1995) Saint Xavier University; M.S.E.S. (2000) Indiana University; M.P.A. (2000) Indiana University; Ph.D. (2005) Indiana University.

Donald Conant, '02 (2012) Associate Professor, Business. B.A. (1985) Northwest University; B.A.(1992) The State University of Leiden; M.B.A. (2002) Saint Martin's University; Ph.D. (2007) Gonzaga University.

Patrick Cooper (2018) Assistant Professor, Religious Studies. B.A. (2006) Shimer College; M.A. (2009) Catholic University of Louvain; M.A.S. (2010) Catholic University of Louvain; Ph.D. (2014) Catholic University of Louvain.

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Marcela de Souza (2017) Assistant Professor, Education. B.A. (1994) Universidad Nacional de Mar Del Plata; M.A. (2000) Chapman University; M.A. (2004) University of California, Santa Barbara; Ph.D. (2006) University of California, Santa Barbara.

Br. Luke Devine, O.S.B. '01 (2015) Assistant Professor, Religious Studies. B.A. (2001) Saint Martin's University; M. Theological Studies (2008) Boston College of Theology & Ministry; Ph.D. (2016) Graduate Theological Union.

Tam Dinh (2012) Associate Professor, Social Work. B.A. (1997) University of Washington; M.S.W. (1998) University of Washington; Ph.D. (2008) University of Southern California.

Shawn Duan (2014) Professor, Mechanical Engineering. B.S. (1982), Kunming University of Science and Technology; M.S. (1988) Tianjin University; Ph.D. (1999) Rensselaer Polytechnic Institute.

Daniel Einstein (2016) Assistant Professor, Mechanical Engineering. B.S. (1996) University of Massachusetts; Ph.D. (2002) University of Washington.

Brandy Fox, '06 (2016) Assistant Professor, Chemistry. B.S. (2006) Saint Martin's University; M.S. (2008) University of Oregon; Ph.D. (2011) University of Oregon.

Samuel Fox (2015) Assistant Professor, Biology. B.S. (1997) Oregon State University; M.S.(2006) University of Central Florida; Ph.D. (2011) Oregon State University.

Margot Salas Geagon (2016) Associate Professor, Business. B.B.A. (1999) Western New Mexico University; M.B.A. (2003) Marylhurst University; Ph.D. (2009) Waldon University.

Irina Gendelman (2007) Full Professor, Communication. B.A. (1991) University of Michigan; M.A. (2002) University of Washington; Ph.D. (2008) University of Washington.

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Mary Jo Hartman (2005) Associate Professor, Biology. B.S. (1986) University of Iowa; M.S.(1994) Western Washington University; Ph.D. (2003) University of South Carolina.

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Brother Boniface V. Lazzari, O.S.B., '67 (1975) Associate Professor, Spanish. B.A. (1967) Saint Martin's College; M.A. (1973) Universidad Nacional Autónoma de México; S.T.B.(1987) Universidad Pontificia Comillas.

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Father Kilian J. Malvey, O.S.B., '64 (1961) Professor, Religious Studies, English. B.A. (1964) Saint Martin's College; M.A. (1970) Marquette University; D.Min. (1980) University of California, Berkeley; M.T.S. (1984) Boston Theological Institute.

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Michael Shohan (1988) Instructor, ESL. B.A. (1983) The Evergreen State College.

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William Stadler (2018) Assistant Professor, Criminal Justice. B.A. (2000) University of Missouri, Kansas City; M.S. (2005) University of Missouri, Kansas City; Ph.D. (2010) University of Cincinnati.

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Cameron Sweet (2018) Visiting Assistant Professor, Mathematics. B.A. (2010) Whitworth University; M.S. (2016) Washington State University

Celeste Trimble (2017) Assistant Professor, Education. B.A. (1997) Mills College; M.S. (1998) The London Institute; M.F.A. (2006) University of Arizona; Ph.D. (2016) University of Arizona.

Father Peter Tynan, O.S.B. (2005) Library Archivist. B.S. (1992) University of Nebraska, Lincoln; M.A. (1999) Gonzaga University; M.L.I.S. (2001) University of Wisconsin, Milwaukee; M.A., M.Div. (2011) Mount Angel Seminary.

Alexis Walker (2016) Assistant Professor, Political Science. B.A. (2006) Willamette University; M.A. (2012) Cornell University; Ph.D. (2014) Cornell University.

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Teri Woo (2018) Director of Nursing, Nursing. B.S. (1985) Oregon Health Sciences University; M.S. (1989) Oregon Health Sciences University; P.N.P. (1993) Oregon Health Sciences University; Ph.D. (2008) University of Colorado, Denver.

Mark Wright (2017) Instructor, Computer Science. B.A. (1995) Brigham Young University; M.S. (1999) University of Phoenix, Provo.

Dustin Zemel (2018) Assistant Professor, Communications. B.A. (2003) Washington University in St. Louis; M.F.A. (2008) Montana State University.

Peggy Zorn (1995) Associate Professor, Counseling Psychology. B.A. (1978) San Diego State University; M.A. (1985) Human Relations Institute.

FACULTY AND STAFF EMERITI

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President Emeritus, President. B.S. (1962) U.S. Military Academy; M.S. (1966) University of Illinois; Ph.D. (1977) University of Illinois.

J. Richard Beer, Ph.D. (2018)
Dean Emeritus, Dean of the School of Business. B.S. (1976) Technische Fachhochschule Berlin; M.A. (1980) Wake Forest University; M.S. (1984) University of Minnesota; Dr.Eng. (1987) Technische Fachochschule Berlin.

Chris Allaire (1996)
Associate Professor Emeritus, Civil Engineering. B.S. (1956) U.S. Military Academy; M.S. (1961) Texas A & M University.

Olivia Archibald, Ph.D. (2018)
Professor Emeritus, English. B.A. (1971) Marshall University; M.A. (1973) Marshall University; Ph.D. (1998) University of Iowa.

Darrell Axtell, Ph.D. (2016)
Associate Professor Emeritus, Chemistry. B.A. (1967) Linfield College; Ph.D. (1973) Oregon State University.

Anthony de Sam Lazaro, Ph.D. (2010)
Professor Emeritus, Engineering. B.S. (1963) University of Madras, India; M.S. (1973) University of Moscow, Russia; M.Sc. (1978) University of Madras; Ph.D. (1989) University of Wales, Cardiff, United Kingdom.

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Mary Lou Peltier (2011)
Professor Emeritus, Biology. B.A. (1965) Immaculate Heart College, Los Angeles; M.A (1969) Immaculate Heart College, Los Angeles.

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Norma Shelan (2006)
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Associate Professor Emeritus, History, Political Science. B.S. (1967) The College of Idaho; M.A. (1969) University of Idaho; Ph.D. (1975) University of Idaho.

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Haldon Wilson (2014)
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Josephine Yung (2018)
Vice President Emeritus, Office of International Programs. B.A. (1972) University of Hong Kong; M.Ed. (1975) University of Washington.

BOARD OF TRUSTEES

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President/CEO, Williams Group, LLC
Yelm, Washington

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Honorary Ph.D. '18
Chancellor Abbot, Saint Martin's Abbey
Lacey, Washington

Roy F. Heynderickx, Ph.D.
President, Saint Martin's University
Lacey, Washington

Joseph Alongi, HS '62, '64
Alongi Contracting
Olympia, Washington

Sam Armour, CPA, CVA
Armour & Associates, PS
Tumwater, Washington

Armandino A. Batali, '59,
Honorary Ph.D. '16
Boeing (Retired)
Seattle, Washington

Kathy Beecher
Human Resources (Retired)
Richland, Washington

Ted Billman, HS '65, '73
Owner/President, Billman & Associates, Inc.
Naperville, IL

Scott Bond
Healthcare Administration (Retired)
Olympia, Washington

John B. Carr, Ph.D., '59
Retired
Wilmington, Delaware

Father Bede Classick, O.S.B.
Treasurer
Saint Martin's Abbey
Lacey, Washington

Medrice Coluccio
Regional Chief Executive,
Providence Health & Services
Olympia, Washington

Br. Luke Devine, O.S.B., '01
Saint Martin's Abbey
Lacey, Washington

Lori G. Drummond
CEO, Olympia Federal Savings
Olympia, Washington

Gerry Gallagher, '83
Vice President of Sales & Marketing, GM Nameplate
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