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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.

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 became a four-year, accredited, baccalaureate-granting institution in 1940. The University became coeducational in 1965.

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 recently celebrated 30 years of collaboration with Reitaku University recently celebrated 30 years and 25 years old with Mukogawa Women’s University.

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, 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.
WHY THE HELMET?

OUR NEW BRAND USES AS ITS PRIMARY SYMBOL A ROMAN HELMET, AN INTENTIONAL CALL-BACK TO OUR UNIVERSITY’S NAMESAKE, SAINT MARTIN OF TOURS.

OUR STORY

Before Saint Martin became a monk, Martin was a Roman soldier, like his father and his father’s father before him. Legend has it that Martin chanced upon a shivering beggar in the bitter cold. Martin then drew his sword and cut his cloak in two and gave half to warm the beggar. Later, Martin received a vision in which the beggar revealed himself to be Jesus Christ. With that vision, Martin was inspired to leave the army and pursue his faith, becoming a monk, a teacher and eventually a bishop. He continued to live his life committed to helping others. His actions recall the Benedictine values of hospitality, community living, justice and respect for persons.

YOU ARE A SAINT!

We hope you, our young women and men, throughout your time here and after, will think of Saint Martin on that path where he encountered another, acted out of compassion and in the process transformed his own life.
SAINT MARTIN’S AT A GLANCE

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 in the meadows below the main University buildings.

Located near the shores of 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.
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 ith that vision. (LEADERSHIP SKILLS)
**HOW TO APPLY**

**FIRST YEAR APPLICANTS**
You are a first-year student if you have never attended college, or have earned college credits but only prior to high school graduation (usually through Running Start, College in the High School, etc.).

Application requirements for first-year students include:
- Saint Martin’s Application or the Common Application*
- Personal essay**
- Your official and sealed high school transcript‡
- A letter of recommendation from a teacher or counselor

**TRANSFER APPLICANTS**
How long have you been out of high school?
We recognize some transfer applicants may have been out of high school for many years.

As such, our admission counselors will tailor the application and review process to each individual student, requesting only those materials deemed necessary in order to effectively evaluate each applicant.

Making sure your community/technical college credits transfer is an important step in applying to Saint Martin’s. We have direct transfer agreements with 27 community colleges in the state of Washington.

Application requirements for transfer students include:
- Saint Martin’s Application or the Common Application*
- Personal essay**
- Official transcripts from all colleges and universities attended
- Your official SAT/ACT scores, if applicable†
- Your official high school transcript, GED certificate or home school documentation, if applicable!
- Military credits‡

**INTERNATIONAL APPLICANTS**

**First-year students**
Application requirements for exchange students include:
- Completed application
- Official secondary school transcripts
- Proof of English language proficiency
- Copy of passport

**Transfer students**
You are considered a transfer student if you have completed secondary school and have attended college or university.

Application requirements for transfer students include:
- Completed Saint Martin’s application
- Official university transcripts
- Proof of English language proficiency
- Copy of passport
- Transfer eligibility form
- Copy of current I-20
- Copy of current F-1 visa

**SCHEDULE A VISIT TO CAMPUS**
As we celebrate 125 years at Saint Martin’s University, we look forward to welcoming you and taking you on a guided tour of our beautiful campus. We hope to learn more about you and your goals and aspirations as we share all Saint Martin’s has to offer.

Prospective undergraduate students automatically qualify for our $500 visit award for fall 2020 by participating in a campus tour.

Special visit options:
- Saturday visits
- Holiday visits
- Overnight visits

Schedule your visit today at www.stmartin.edu/visit
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 in smaller class sizes, a wide array of opportunities to conduct research projects, participate in practicums, cultural activities, internships, and study abroad programs.

2020-21 DEGREE CONFERRAL DATES
Fall 2020 . . . . . . . . . . . . December 19, 2020
Spring 2021 . . . . . . . . . . . . May 08, 2021
Summer 2021 . . . . . . . . . . . August 21, 2021

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

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 Science in 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.

UNDERGRADUATE MAJORS AND AREAS OF STUDY
Undergraduate opportunities for major, minors, course work, areas for Washington State teaching certification, and academic certificates are indicated in the table below:

<table>
<thead>
<tr>
<th>AREAS OF STUDY</th>
<th>MAJORS</th>
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### Undergraduate Programs

#### Areas of Study

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MISSION
The Core Program consists of classes which ensure deep engagement by students and faculty in subjects which collectively constitute the heart of the learning experience at Saint Martin’s University. The Core consists of nine-twelve courses plus the Capstone; roughly half the Core is offered in 4-credits, while the rest consists of 3-credit courses.
The Core Program, developed by faculty from across disciplines and colleges/schools, translates the Catholic intellectual tradition and Benedictine foundations of the University into a set of academic values and practices that are fully consonant with the AAUP statement on academic freedom.

LEARNING OUTCOMES
Critical Thinking: Students will be able to raise vital questions, gather evidence while suspending judgment, and construct compelling arguments.
Lifelong Learning: Students will be able to demonstrate the skills and dispositions, such as curiosity, initiative, independence, transfer and reflection, that enable a lifelong engagement in intellectual growth.
Communication Skills: Students will be able to listen carefully and thoughtfully, and to express ideas effectively, through writing and speech.
Social Responsibility and Civic Engagement: Students will demonstrate the ability to develop, articulate, and act upon ethical convictions, specifically in regard to social justice concerns. Students will demonstrate the knowledge, skills, values and motivation to make a difference in the civil life of a community.
Global Learning and Intercultural Competence: Students will value global communities and practice/demonstrate empathetic sensitivity and awareness of diversity (e.g., ethnic, economic, religious, gender).

CORE PROGRAM

CORE CURRICULUM
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 CORE 100. Transfer students entering the university with fewer than 20 semester credits are also required to take CORE 100. COR110 and COR340W are not fulfilled with AA-DTA degree and are required of all transfer students. 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. 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 CORE 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.
### COR 100 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.

### COR 110 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.

### COR 120 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.

### COR 130 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.

### COR 140 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.
- **COR 140C — Chinese**
- **COR 140F — French**
- **COR 140J — Japanese**
- **COR 140R — Russian**
- **COR 140S — Spanish**

### COR 210 Humanities (3)
### COR 210W 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.
- **COR 210D — World Languages**
- **COR 210P — Philosophy**
- **COR 210R — Religious Studies**
- **COR 210Y — Literary Studies**

### COR 220 Social Sciences (3)
### COR 220W 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.
- **COR 220C — Communication Studies**
- **COR 220E — Economics**
- **COR 220G — Gender & Identity Studies**
- **COR 220L — World Politics**
- **COR 220J — Criminal Justice**
- **COR 220P — Psychology**
- **COR 220S — Society and Social Justice**

### COR 230 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.
- **COR 230B — Biology w/ Lab**
- **COR 230C — Chemistry w/ Lab**
- **COR 230E — Environmental Science w/ Lab**
- **COR 230P — Physics/Astronomy w/ Lab**
COR240* Artistic and Creative Expression (3)
COR240W 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)
COR250W 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.

COR250P – United States Politics
COR250U – US History

COR310 Community: The Call to Serve the Common Good (3)
COR310W 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)
COR320W 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)
COR330W 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)
COR340W 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.
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, 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 Literary Studies, interdisciplinary studies, music, religious studies, and theatre arts. A student can also choose a minor in Literary Studies, 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 major programs: biology, chemistry, environmental studies, exercise science, mathematics, or nursing. A minor 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.

**Jeff Crane**
Dean

**Ashleigh Withey**
Executive Assistant to the Dean
VISION, MISSION, OR PURPOSE

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.

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.

LEARNING OUTCOMES

Demonstrate an enhanced understanding of the fundamental principles of biology.

- **Evolution:** The diversity of life emerges over time by processes of mutation, selection, and genetic change.
- **Information Flow, Exchange, and Storage:** The growth and behavior of organisms are governed by the expression of genetic information in context.
- **Structure and Function:** Basic units of structure define the function of all living things.
- **Pathways and Transformations of Energy and Matter:** Biological systems grow and change by processes based upon chemical transformation pathways and are governed by the laws of thermodynamics.
- **Systems:** Living systems are interconnected and interacting.

- Conduct independent studies in Biology using the scientific method.
- Clearly express themselves in written and oral communication.
- Demonstrate an awareness and understanding of the ethical issues involved in scientific endeavors.

FACULTY

- Robert Bode
  - Associate Professor
- Aaron Coby
  - Professor
- Samuel Fox
  - Associate Professor
- Megan Friesen
  - Assistant Professor
- Mary Jo Hartman
  - Associate Professor
- Margaret Olney
  - Professor

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 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.
REQUIRED COURSES OR OTHER DEGREE REQUIREMENTS

BACHELOR OF SCIENCE IN BIOLOGY

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

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 352** 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.
CHEMISTRY

VISION, MISSION, OR PURPOSE

Chemistry is necessary to understand the world around us. Our senses work because of complex chemical reactions in our bodies; all matter is made of chemicals; and everything anywhere that exists or occurs involves chemistry. This major prepares students interested in entering industry or academia in chemistry, and is necessary for anyone interested in studying such subjects as biology, physiology, psychology, geology, environmental science, engineering, law, medicine and dentistry.

LEARNING OUTCOMES

- Competency in four of the five sub-categories of chemistry (analytical, organic, biochemistry, inorganic, physical)
- Safely and effectively work in a chemistry laboratory environment, including following procedures, designing experiments, and interpreting results
- Utilize computer technology to collect and analyze data, simulate chemical systems, search literature, and prepare and give presentations
- Use critical thinking skills to evaluate the behavior of known systems and predict the behavior of new ones
- Engage with society by delivering chemical knowledge to the general public in an accessible way, and preparing for a career in industry or academia
- Effective communication of chemistry in oral and written forms, including a written thesis on individual research and an oral defense of that thesis

REQUIRED COURSES OR OTHER DEGREE REQUIREMENTS

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

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 (CHSM 475), and Research (CHM 480).

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. Students 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. 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.

FACULTY

Brandy Fox ’06
Assistant Professor
Travis Knowles
Visiting Assistant Professor
Gregory Milligan
Professor
Avery Snality
Professor

BACHELOR OF ARTS IN CHEMISTRY

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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>CHM 141/141L</td>
<td>5</td>
<td>General Chemistry/Laboratory</td>
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<tr>
<td>CHM 142/142L</td>
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<td>Organic Chemistry I/Laboratory</td>
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<td>CHM 201/201L</td>
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<td>Organic Chemistry II/Laboratory</td>
</tr>
<tr>
<td>CHM 202/202L</td>
<td>5</td>
<td>General Physics/Laboratory</td>
</tr>
<tr>
<td>PHY 141/141L</td>
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<td>General Physics/Laboratory</td>
</tr>
<tr>
<td>PHY 142/142L</td>
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<td>General Physics/Laboratory</td>
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<tr>
<td>MTH 171, 172</td>
<td>8</td>
<td>Calculus I, II</td>
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</table>

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

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<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHM 331/331L</td>
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<td>Quantitative Analysis/Laboratory</td>
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<td>CHM 345/345L</td>
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<td>Molecular Structure Analysis/Laboratory</td>
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<td>CHM 362/362L</td>
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<td>Biochemistry/Laboratory</td>
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<tr>
<td>CHM 371/371L</td>
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<td>Physical Chemistry/Laboratory</td>
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<td>CHM 372/372L</td>
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<tr>
<td>CHM 375</td>
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<td>Elements of Research</td>
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<td>CHM 450</td>
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<td>CHM 475</td>
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BACHELOR OF SCIENCES IN CHEMISTRY

Core Curriculum Requirements (Please see the Core Curriculum section of the catalog)
Major in Chemistry (86 semester hours)

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

<table>
<thead>
<tr>
<th>Course</th>
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<td>CHM 202/202L</td>
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<td>Organic Chemistry II/Laboratory</td>
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<td>CHM 203/203L</td>
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<td>General Physics/Laboratory</td>
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<td>MTH 171, 172</td>
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<td>Calculus I, II</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>CHM 331/331L</td>
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<td>Quantitative Analysis/Laboratory</td>
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<tr>
<td>CHM 345/345L</td>
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<td>Molecular Structure Analysis/Laboratory</td>
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<td>Physical Chemistry/Laboratory</td>
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<td>CHM 475</td>
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<td>Thesis</td>
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</table>
BACHELOR OF SCIENCE IN CHEMISTRY

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

Major in Chemistry (66-69 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 171/171L 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.
COMMUNICATION STUDIES

VISION, MISSION, OR PURPOSE
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.

LEARNING OUTCOMES
• Demonstrate a general understanding of communication concepts and principles, including media theory and discourse analysis.
• Attain hands-on experience of various communication practices through media production courses and internships.
• Demonstrate an understanding of social scientific research including both quantitative and qualitative research design.
• Evaluate and critique a particular question or issue through communication and media theories, research, and policies; and convey them verbally, in writing and/or through a creative project in order to produce a Senior Thesis that meets the major and degree requirements, and professional standards.

REQUIRED COURSES OR OTHER DEGREE REQUIREMENTS
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.

FACULTY
Irina Gendelman
Professor
Dustin Zemel
Assistant Professor

COMMUNICATION STUDIES

BACHELOR OF ARTS IN COMMUNICATION STUDIES
Core Curriculum Requirements (Please see the Core Curriculum section of the catalog)
Communication Studies Major (42 semester hours)
Lower-Division Courses
COM 101 Introduction to Communication
COM 200 Communication Theory or COM 201 Communication and Identity
COM 240 Media Research and Critical Analysis or SOC 240 Research Methods
Upper-Division Courses
COM 300 Media Production
COM 320 Media and Culture
COM 330 Internship
COM 400 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
COM 240 Media Research and Critical Analysis or 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 240 Media Research and Critical Analysis or SOC 240 Research Methods* If you intend to take one of the 240 courses as an elective, it must not be the same option you selected for your lower division requirement listed above.
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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>COM 396</td>
<td>Inter-cultural Communication</td>
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<tr>
<td>COM 397</td>
<td>Directed Study</td>
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<tr>
<td>COM 398</td>
<td>Media History</td>
</tr>
<tr>
<td>COM 399</td>
<td>Communication Theory</td>
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<tr>
<td>COM 411</td>
<td>Community Media Lab</td>
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<tr>
<td>COM 299/WRT 299</td>
<td>Introduction to Journalism</td>
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<tr>
<td>COM 302/WRT 302</td>
<td>Advanced Journalism</td>
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<tr>
<td>COM 303/WRT 303</td>
<td>Digital Journalism</td>
</tr>
<tr>
<td>COM 307/THR 307</td>
<td>Studies in Film</td>
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<tr>
<td>COM 317/ENG 317</td>
<td>Language and Culture</td>
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<td>MUS 110</td>
<td>Applied Lessons</td>
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<td>PHL 301</td>
<td>Ethics</td>
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<tr>
<td>PST 320</td>
<td>Social Psychology</td>
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<tr>
<td>SI 370/SOC 370</td>
<td>Social Action</td>
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<tr>
<td>SOC 396</td>
<td>Inter-cultural Communication</td>
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<tr>
<td>SOC 450</td>
<td>Advanced Research Methods</td>
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<td>COM 103</td>
<td>Interpersonal Communication</td>
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<tr>
<td>COM 106</td>
<td>Public Address</td>
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<tr>
<td>THR 302</td>
<td>Playwriting</td>
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<tr>
<td>THR 403</td>
<td>Playwriting</td>
</tr>
<tr>
<td>WRT 306</td>
<td>Professional and Academic Writing</td>
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</tbody>
</table>
CRIMINOLOGY AND CRIMINAL JUSTICE

VISION, MISSION, OR PURPOSE
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.

LEARNING OUTCOMES
• Students will be able to demonstrate knowledge and understanding of core criminal justice concepts and principles, including the structure and functioning of the primary systems included in the criminal justice apparatus in the United States: policing, courts, and corrections
• Students will be able to demonstrate knowledge and understanding of the nature of crime and delinquency and primary criminological theories, philosophies, and schools of thought which enable or suppress crime
• Students will be able to demonstrate knowledge and understanding of justice system processing and related ethical issues related to the complexity of the core components of law
• Students will be able to demonstrate knowledge and understanding of scientific research methods by conducting independent research linking theory to policy and/or practice and communicating research results
• Students will be able to demonstrate the ability to engage in applied workforce and advanced studies preparation within criminology & criminal justice disciplines through the completion of an internship and the development of a professional portfolio

FACULTY
Robert Hauhart
Professor
William Stadler
Assistant Professor

REQUIRED COURSES OR OTHER DEGREE REQUIREMENTS

BACHELOR OF ARTS IN CRIMINOLOGY AND CRIMINAL JUSTICE
Major in Criminology and Criminal Justice (45–46 semester hours)
Lower-Division Courses (18-19 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 240 or 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)
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.

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.

VISION, MISSION, OR PURPOSE

Our classes examine literature as a living process intimately connected with the complex problems of its place, culture, community, and history.

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.

LEARNING OUTCOMES

• Write an essay that supports an interpretive thesis that is clearly supported.
• Demonstrate proficiency with a broad array of literary traditions.
• Be knowledgeable of standard writing and research conventions.
• Broaden their knowledge base, strengthen their language skills and cultivate an understanding of the human condition that draws on the human element of the literary and written arts.

FACULTY

Todd Borsky
Associate Professor

Jeff Birkenstein
Professor

Julia Chavez
Associate Professor

Nathalie Kuroiwa-Lewis
Associate Professor

Father Kilian J. Malvey, O.S.B. ’64
Professor

Stephen Mead
Professor

Jamie Olson
Professor

REQUIRED COURSES OR OTHER DEGREE REQUIREMENTS

BACHELOR OF ARTS IN LITERARY STUDIES

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

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 305 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 OR
ENG 220

Phase II: Literary Histories
Choose one:
ENG 251, ENG 252, OR
ENG 261

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

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)

<table>
<thead>
<tr>
<th>3 or more semester hours of Literature</th>
<th>9 semester hours; one course from each of three categories below (of which 3 semester hours must be lower division)</th>
<th>6 upper-division semester hours; any two courses from the three categories below</th>
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<tbody>
<tr>
<td>Creative Writing</td>
<td>Professional and Academic Writing</td>
<td>Journalism</td>
</tr>
<tr>
<td>WRT 292 Creative Writing (3)</td>
<td>WRT 306 Professional and Academic Writing Skills (3)</td>
<td>WRT 299 Introduction to Journalism (3)</td>
</tr>
<tr>
<td>WRT 405 Advanced Creative Writing (3)</td>
<td>WRT 320 Ethics in Writing (3)</td>
<td>WRT 352 Advanced Journalism (3)</td>
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<td>THR 302 Play Writing (3)</td>
<td>WRT 390 English Internship (3)</td>
<td>WRT 303 Digital Journalism (3)</td>
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<td>THR 402 Play Writing II (3)</td>
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</table>
ENVIRONMENTAL STUDIES

The Environmental Studies program at Saint Martin's University is a truly interdisciplinary program, in which students gain experience in a broad spectrum of environmental topics and service learning opportunities.

VISION, MISSION, OR PURPOSE

The Environmental Studies program incorporates the 1,500-year old Benedictine tradition of creating sustainable communities of peace. It 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. Students have an opportunity to focus on a B.S. (science track) or a B.A. (social policy track).

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.

LEARNING OUTCOMES

Upon completion of the Environmental Studies program, students will be able to:

• 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.

FACULTY

<table>
<thead>
<tr>
<th>Professor/Title</th>
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<tbody>
<tr>
<td>Jeff Birkenstein</td>
</tr>
<tr>
<td>Professor</td>
</tr>
<tr>
<td>Robert Bole</td>
</tr>
<tr>
<td>Associate Professor</td>
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<tr>
<td>Aaron Coby</td>
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<tr>
<td>Professor</td>
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<tr>
<td>Jeff Crain</td>
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<tr>
<td>Dean</td>
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<tr>
<td>Brandy Fox '06</td>
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<td>Assistant Professor</td>
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<td>Megan Friesen</td>
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<td>Assistant Professor</td>
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<td>Heather Grab</td>
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<td>Mary Jo Horton</td>
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<tr>
<td>Nathalie Keroue-Lewis</td>
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<tr>
<td>Joseph Mailhot</td>
</tr>
<tr>
<td>Associate Professor</td>
</tr>
<tr>
<td>Gregory Milligan</td>
</tr>
<tr>
<td>Professor</td>
</tr>
<tr>
<td>Jamie Olson</td>
</tr>
<tr>
<td>Professor</td>
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<tr>
<td>David Price</td>
</tr>
<tr>
<td>Professor</td>
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<tr>
<td>Arwyn Smallley</td>
</tr>
<tr>
<td>Professor</td>
</tr>
<tr>
<td>Alexis Walker</td>
</tr>
<tr>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Teresa Winstead</td>
</tr>
<tr>
<td>Associate Professor</td>
</tr>
</tbody>
</table>

BACHELOR OF ARTS IN ENVIRONMENTAL STUDIES

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

Lower Division Courses (16 semester hours)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECN 202</td>
<td>Macroeconomics</td>
</tr>
<tr>
<td>ENV 115, ENV 110 or ENV 105</td>
<td>(Select one)</td>
</tr>
<tr>
<td>MTH 201</td>
<td>Statistics</td>
</tr>
<tr>
<td>PLS 150, PLS 151, or PLS 152</td>
<td>(Select One)</td>
</tr>
<tr>
<td>SOC 102, SOC 103, or SJ 110</td>
<td>(Select one)</td>
</tr>
</tbody>
</table>

Upper-Division Courses (15 semester hours)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 330</td>
<td>Climate Change</td>
</tr>
<tr>
<td>ENV 340</td>
<td>Environmental Politics</td>
</tr>
<tr>
<td>ENV 390 or ENV 107</td>
<td>Internship or Directed Study</td>
</tr>
<tr>
<td>ENV 498/PLS 498</td>
<td>Research Methods</td>
</tr>
<tr>
<td>ENV 499/PLS 499</td>
<td>Senior Research Paper</td>
</tr>
</tbody>
</table>

Elective courses chosen from following list (21 semester hours)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECN 201</td>
<td>Microeconomics</td>
</tr>
<tr>
<td>ECN 371</td>
<td>Econometrics</td>
</tr>
<tr>
<td>ECN 375</td>
<td>Cost Benefit Analysis</td>
</tr>
<tr>
<td>ECN 325</td>
<td>Evolution of Economic Thought</td>
</tr>
<tr>
<td>ENV 115, ENV 110 or ENV 105</td>
<td>(separate from LD requirement)</td>
</tr>
<tr>
<td>ENV 310</td>
<td>Environmental Social Issues (repeatable)</td>
</tr>
<tr>
<td>ENV 320</td>
<td>Environmental Humanitax (repeatable)</td>
</tr>
<tr>
<td>ENV 360</td>
<td>Environmental Law</td>
</tr>
<tr>
<td>ENV 395</td>
<td>Special Topics (repeatable)</td>
</tr>
<tr>
<td>GPH 210</td>
<td>World Regional Geography</td>
</tr>
<tr>
<td>PHL 314 or 356</td>
<td>Philosophy of Nat/Sci or Bioethics</td>
</tr>
<tr>
<td>PLS 200</td>
<td>International Relations</td>
</tr>
<tr>
<td>PLS 320</td>
<td>State and Local Politics</td>
</tr>
<tr>
<td>PLS 325, PLS 321, or PLS 327</td>
<td></td>
</tr>
<tr>
<td>SJ 110 or 301</td>
<td>Social Justice in Film or Social Justice in Literature</td>
</tr>
</tbody>
</table>
BACHELOR OF SCIENCE IN ENVIRONMENTAL STUDIES

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

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 NTH 171
MTH 201 Statistics or MTH 357 or BIO 301
SOC 102, 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 ENV 397 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 380 Math Modeling
PHL 304 or 356 Philosophy of Nat/Sci or Bioethics
RLS 325, RLS 350, or RLS 370

MINOR IN ENVIRONMENTAL STUDIES

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.

Minor in Environmental Studies (19 credits)

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 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
EXERCISE SCIENCE

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.

VISION, MISSION, OR PURPOSE

We strive to create a deeper understanding of how physical activity impacts the whole person and strengthens a community.

Students have an opportunity to focus on a Bachelor of Science track or a Bachelor of Arts track.

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.

LEARNING OUTCOMES

Upon completion of the Exercise Science program, students will be able to:

• 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.

FACULTY

Rebecca McClinon
Lecturer

BACHELOR OF ARTS IN EXERCISE SCIENCE

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

Major in Exercise Science (BA) (49 credit hours)

Lower Division Courses (32 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 121 OR BIO 141</td>
<td>Human Biology w/lab</td>
<td>General Biology w/lab</td>
</tr>
<tr>
<td>CHEM 122 OR CHEM 141</td>
<td>Intro to Chemistry w/lab</td>
<td>General Chemistry w/lab</td>
</tr>
<tr>
<td>MTH 201</td>
<td>Statistics</td>
<td></td>
</tr>
<tr>
<td>EXS/BS/ENUR 203</td>
<td>Nutrition</td>
<td></td>
</tr>
<tr>
<td>BIO 228/328 and 229/329</td>
<td>Anatomy &amp; Physiology I and II with lab</td>
<td></td>
</tr>
</tbody>
</table>

Upper-Division Courses (17 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXS 520</td>
<td>Motor Learning and Development</td>
</tr>
<tr>
<td>EXS 499</td>
<td>Capstone in Exercise Science</td>
</tr>
</tbody>
</table>

Elective courses chosen from following list (21 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 100-117 (up to 3 CR)</td>
<td>Physical activity electives</td>
</tr>
<tr>
<td>PE 301</td>
<td>Found of Physical Ed</td>
</tr>
<tr>
<td>PE 302</td>
<td>School Health Education</td>
</tr>
<tr>
<td>EXS 310</td>
<td>Intro to Sports Medicine</td>
</tr>
<tr>
<td>PE 345</td>
<td>Psychology and Philosophy of Coaching</td>
</tr>
<tr>
<td>EXS 355</td>
<td>Exercise Prescription and testing</td>
</tr>
<tr>
<td>EXS 390/490</td>
<td>Internship</td>
</tr>
<tr>
<td>EXS/PE 395</td>
<td>Special Topics</td>
</tr>
<tr>
<td>EXS/PE 397</td>
<td>Directed Study</td>
</tr>
<tr>
<td>PE 400</td>
<td>Kinesiology</td>
</tr>
<tr>
<td>PE 401</td>
<td>Exercise Physiology</td>
</tr>
<tr>
<td>EXS 405</td>
<td>Advanced Kinesiology w/lab</td>
</tr>
<tr>
<td>EXS 415</td>
<td>Advanced Exercise Physiology w/lab</td>
</tr>
<tr>
<td>EXS 420</td>
<td>Biomechanics</td>
</tr>
<tr>
<td>PE 430</td>
<td>Admin of Intramural Athletics</td>
</tr>
</tbody>
</table>

BACHELOR OF SCIENCE IN EXERCISE SCIENCE

Major in Exercise Science (BS) (60 credit hours)

Lower Division Courses (42 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 141 &amp; 142</td>
<td>General Biology I and II w/lab</td>
<td></td>
</tr>
<tr>
<td>CHEM 141 &amp; 142</td>
<td>General Chemistry I and II w/lab</td>
<td></td>
</tr>
<tr>
<td>PHY 341 &amp; 142</td>
<td>Gen Physics w/lab</td>
<td></td>
</tr>
<tr>
<td>MTH 201</td>
<td>Statistics</td>
<td></td>
</tr>
<tr>
<td>EXS/BS/SUR 203</td>
<td>Nutrition</td>
<td></td>
</tr>
<tr>
<td>BIO 228 &amp; 229</td>
<td>w/lab Anatomy &amp; Physiology I and II with lab</td>
<td></td>
</tr>
</tbody>
</table>
Upper-Division Courses (6 semester hours)
EXS 320  Motor Learning and Development
EXS 499  Exercise Science Capstone

Elective courses chosen from following list (12 semester hours)
FE 100-117  Physical activity electives
FE 301  Found of Physical Ed
FE 302  School Health Education
EXS 310  Intro to Sports Medicine
FE 345  Psychology and Philosophy of Coaching
EXS 315  Exercise Prescription and testing
EXS 390/490  Internship
EXS/FE 395  Special Topics
EXS/PE 397  Directed Study
PE 400  Kinesiology
PE 401  Exercise Physiology
EXS 405  Advanced Kinesiology w/ lab
EXS 415  Advanced Exercise Physiology w/ lab
EXS 420  Biomechanics
PE 430  Admin of Intramural Athletics

MINOR IN EXERCISE SCIENCE

Lower Division Classes (11 semester hours)
BIO 121 OR BIO 141
BIO 228 OR BIO 328
EXS/BIO 203  Nutrition

Upper Division Classes (6 semester hours)
PE 400 OR EXS 405  Kinesiology OR Adv. Kinesiology w/ lab
PE 401 OR EXS 415  Exercise Physiology OR Adv. Exercise Physiology w/ lab

Electives from this list (6-8 semester hours)
FE 301  Found of Physical Ed
FE 302  School Health Education
EXS 310  Intro to Sports Medicine
EXS 315  Exercise Prescription and testing
EXS 320  Motor Learning and Development
FE 345  Psychology and Philosophy of Coaching
EXS/PE 395  Special Topics
EXS/PE 397 Directed Study
EXS 405  Advanced Kinesiology w/ lab
EXS 415  Advanced Exercise Physiology w/ lab
EXS 420  Biomechanics
PE 430  Admin of Intramural Athletics
GENDER AND IDENTITY STUDIES

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.

VISION, MISSION, OR PURPOSE

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 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.

REQUIRED COURSES OR OTHER DEGREE REQUIREMENTS

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.

FACULTY

- Rex Casillas
  Associate Professor
- Julia Chavez
  Associate Professor
- Emily Coyle
  Associate Professor
- Irina Gendelman
  Professor
- Aaron Goings '02
  Associate Professor
- Keri Graham '06
  Instructor
- Robert Hashart
  Professor
- Lindsay Meyer
  Assistant Professor
- David Price
  Professor
- Teresa Winstead
  Associate Professor

MINOR IN GENDER AND IDENTITY STUDIES (18 SEMESTER HOURS)

Required Courses (6 semester hours)

- GIS 200 Introduction to Gender and Identity Studies
- GIS 300 Feminist and Identity Theories

Electives (12 or more semester hours) — Students must choose one course in at least two different departments outside of GIS.

- COM 201 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
- PSY 375 Multicultural Psychology
- PSY 385 Psychology of Gender
- SJ 110 Introduction to Social Justice
- SJ 301 Social Justice in Literature
- SJ 310 Social Justice in Film
- SOC 333 Women, Culture and Society
HISTORY

VISION, MISSION, OR PURPOSE

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.

LEARNING OUTCOMES

• Students will strive for academic excellence as demonstrated by research, critical analysis, and written and oral communication in the major areas of history and political science
• Students will develop a systematic critical analysis of prevailing political ideals and the human experience over time and place
• Students will demonstrate the historical and contemporary place of the commons in American and global society, and the need to defend them against private interests that seek to monopolize them in the interest of individual, rather than the common good
• Students will develop knowledge of other cultures so as to tear down the barriers to creating a true world community
• Students will demonstrate knowledge and understanding of fundamental concepts and theories in history
• Students will use appropriate historical methods to identify, articulate, and critically evaluate political problems and their potential solutions
• Students will develop critical thinking, reading, and writing skills

FACULTY

Rex Casillas
Associate Professor
Julia Chavez
Associate Professor
Emily Cople
Associate Professor
Irina Gendelman
Professor
Aaron Goings '02
Associate Professor
Keri Graham '06
Instructor
Robert Hauhart
Professor
Lindsay Meyer
Assistant Professor
David Price
Professor
Janie Susco
Associate Director
Teresa Winsted
Associate Professor

BACHELOR OF ARTS IN HISTORY (36 SEMESTER HOURS)

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

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.

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

DOUBLE MAJOR IN HISTORY AND POLITICAL SCIENCE

Students double-majoring in History and Political Science must take 30 semester hours in History and 30 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.
INTERDISCIPLINARY STUDIES

VISION, MISSION, OR PURPOSE

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.

LEARNING OUTCOMES

Students will 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.

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.”

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.

BACHELOR OF ARTS IN INTERDISCIPLINARY STUDIES

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 of IDS 498 (Senior Thesis I) and IDS 499 (Senior Thesis II)
- Successful completion of IDS 498 (Senior Thesis I) and IDS 499 (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 also a flexibility of method.
VISION, MISSION, OR PURPOSE

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 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.

LEARNING OUTCOMES

Students who complete the minor in Legal Studies will demonstrate knowledge of the structure, purpose, and processes employed by American legal institutions. Students will acquire a working knowledge of federalism and questions of jurisdiction that govern the respective authority of state and federal courts. Students will be able to demonstrate mastery of the rules that control the identification, validation, and introduction of evidence in administrative and court proceedings, both civil and criminal. Students will also acquire knowledge of the principal forms of common legal actions and understand whether state or federal jurisdiction applies.

DEGREE REQUIREMENTS

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.

<table>
<thead>
<tr>
<th>MINOR IN LEGAL STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses (9 semester hours)</strong></td>
</tr>
<tr>
<td>A student electing to pursue a minor in Legal Studies must complete:</td>
</tr>
<tr>
<td>LS 101</td>
</tr>
<tr>
<td>CJ/PLS 430</td>
</tr>
<tr>
<td>CJ 304</td>
</tr>
<tr>
<td><strong>Elective Courses (12 semester hours chosen from the following)</strong></td>
</tr>
<tr>
<td>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:</td>
</tr>
<tr>
<td>BUS 225</td>
</tr>
<tr>
<td>BUS 226</td>
</tr>
<tr>
<td>CJ/PLS 420</td>
</tr>
<tr>
<td>CJ/PLS 379</td>
</tr>
<tr>
<td>CJ/SOC 410</td>
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<tr>
<td>CJ 460</td>
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<tr>
<td>SED 467</td>
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<tr>
<td>GE 359</td>
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<tr>
<td>LS 350</td>
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<tr>
<td>LS 395</td>
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<tr>
<td>LS 397</td>
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<tr>
<td>LS 470</td>
</tr>
</tbody>
</table>
SAINT MARTIN’S UNIVERSITY

MATHEMATICS

VISION, MISSION, OR PURPOSE
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.

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. 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.

LEARNING OUTCOMES
Saint Martin’s math majors will

• Possess a strong foundation in traditional mathematical areas. Students will demonstrate an understanding of foundational mathematics in a three-semester Calculus sequence coupled with the ability to apply Calculus principles in Differential Equations, Mathematical Modeling, and/or Probability and Statistics.

• Understand and write rigorous proofs for theorems, corollaries, and lemmas. Students will be skilled in a variety of proof methods and have strong axiomatic reasoning skills. Students will be able to apply these skills in the context of Geometry, Linear Algebra, Abstract Algebra, Real Analysis, and/or Complex Variables.

Saint Martin’s science and engineering majors will

• Possess the mathematical and statistical backgrounds required for their fields of study. Like the math majors, engineering and science students will demonstrate an understanding of foundational mathematics in a two or three-semester Calculus sequence coupled with the ability to apply Calculus principles in Differential Equations or apply Pre-Calculus to algebra-based Physics.

Saint Martin’s business and accounting majors will

• Possess the mathematical and statistical backgrounds required for their fields of study. Business and accounting students will demonstrate an understanding of probabilistic and statistical principles as well as be able to apply these principles in Operations Research, Applied Quantitative Reasoning, and Finance.

Saint Martin’s liberal arts majors will

• Develop an appreciation of the role of mathematics in modern society. Liberal arts majors will demonstrate the ability to apply mathematics to a variety of real-world situations such as selecting the best home mortgage or making investment decisions.

ADMISSION REQUIREMENTS
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.

FACULTY

Bonnie Amende
Professor
Kayla Byman
Assistant Professor
Joseph Mailhot
Associate Professor
Benjamin Poet
Assistant Professor
Katharine Porter
Associate Professor
Cameron Sweet
Assistant Professor

70 SAINT MARTIN’S UNIVERSITY

71 MATHEMATICS
DEGREE REQUIREMENTS

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 IN MATHEMATICS

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

Lower-Division Courses (29-35 semester hours)

CSC 101 Introduction to Computer Science
MTH 353 Linear Algebra
MTH 171 Calculus I
MTH 172 Calculus II
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

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: accounting, biology, business, chemistry, civil engineering, computer science, economics, education, mechanical engineering, philosophy, or physics

BACHELOR OF ARTS IN MATHEMATICS

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

Lower-Division Courses (17 semester hours)

CSC 101 Introduction to Computer Science or MTH 200 Mathematics for Computer Science
MTH 171 Calculus I
MTH 172 Calculus II
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: accounting, biology, business, chemistry, civil engineering, computer science, economics, education, mechanical engineering, philosophy, or physics

MINOR IN MATHEMATICS

Lower-Division Courses

MTH 171 Calculus I
MTH 172 Calculus II
MTH 220 Introduction to Advanced Mathematics

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.
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.

VISION, MISSION, OR PURPOSE
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. Music majors earn a Bachelor of Arts degree in one of three emphases— instrumental, vocal, or music education endorsements. Courses in music integrate the study of music literature, history and theory with musical performance to develop intellect, familiarity with a variety of cultures, genres, interpersonal relationships and poise.

LEARNING OUTCOMES
The Music Program at Saint Martin's University is designed to grow musicians in three areas: performances, organization of the sounds of music, and analysis of music. Students who successfully complete the B.A. in music should be able to:
- Perform capably as a soloist or within an ensemble;
- Organize the sounds of music through basic composition;
- Understand the structure and style of compositions, as performers and listeners;
- Explain theoretical and historical elements of music through prose.

ADMISSION REQUIREMENTS
General Admission
The Music Department encourages and welcomes all students to explore the value of music in their lives by participating in one or all of our many collaborative ensembles.

FACULTY
Darrell Born
Associate Professor
David Wacyk
Assistant Professor

ADMISSION FOR MUSIC MAJOR, MINOR, MUSIC EDUCATION ENDORSEMENTS
To help ensure the long-term success of music majors, minors, or education endorsements, students are asked to audition for entrance into the program. Your audition at Saint Martin's is designed to be a positive experience, where you can meet and interact with Saint Martin's music faculty. The auditions take place on campus during an audition day or via recording. For specific music requirements contact Dr. David Wacyk (instrumental), or Professor Darrell Born (vocal).

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.

REQUIRED COURSES OR OTHER DEGREE REQUIREMENTS
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 IN MUSIC

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

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 106L 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)*
- MUS electives (2)

* 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)

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.
NURSING

VISION, MISSION, OR PURPOSE

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 to lifelong learning. It 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.

LEARNING 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.

FACULTY

Teri Ngo
Director of Nursing

Diane Hamilton ’81
Assistant Professor

ACCREDITATION

The baccalaureate degree program in nursing at Saint Martin’s University is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

WASHINGTON STATE APPROVAL

The BSN Nursing Program is approved by the Washington State Nursing Care Quality Assurance Commission.

ADMISSION REQUIREMENTS

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 Admission

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 prerequisite courses must be passed with a grade of B- or higher.

- Students may repeat one prerequisite 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

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.
- 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 prerequisite 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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 121</td>
<td>Human Biology</td>
</tr>
<tr>
<td>BIO 228/328</td>
<td>Human Anatomy &amp; Physiology I</td>
</tr>
<tr>
<td>BIO 229/329</td>
<td>Human Anatomy &amp; Physiology II</td>
</tr>
<tr>
<td>BIO 251</td>
<td>Microbiology for Applied Health</td>
</tr>
<tr>
<td>CHM 121</td>
<td>Introduction to Chemistry</td>
</tr>
<tr>
<td>MTH 101</td>
<td>Intermediate Algebra</td>
</tr>
<tr>
<td>MTH 201</td>
<td>Introduction to Statistics</td>
</tr>
<tr>
<td>NUR/EXS 203</td>
<td>Human Nutrition</td>
</tr>
<tr>
<td>PST 101</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>PSY 215</td>
<td>Lifespan Development</td>
</tr>
</tbody>
</table>

**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, and
- 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.

REQUIRED COURSES OR OTHER DEGREE REQUIREMENTS

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.

SAINT MARTIN’S UNIVERSITY

NURSING
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 (4)
- **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 (4) (COR 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 (2)
- **NUR 302L**: Foundations of Nursing Practice Lab (2)
- **NUR 302C**: Foundations of Nursing Practice Clinical (1)
- **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**: Translating Research into Evidence Based Practice (3)
- **NUR 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)

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 (2)
- **NUR 302L**: Foundations of Nursing Practice Lab (2)
- **NUR 302C**: Foundations of Nursing Practice Clinical (1)
- **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)
SAINT MARTIN’S UNIVERSITY

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.

RB-TO-BSN 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 (5)
PHILOSOPHY

VISION, MISSION, OR PURPOSE
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.

LEARNING OUTCOMES
The student will gain a deeper insight into a significant aspect of his or her cultural heritage.

REQUIRED COURSES OR OTHER DEGREE REQUIREMENTS

<table>
<thead>
<tr>
<th>MINOR IN PHILOSOPHY</th>
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<tbody>
<tr>
<td><strong>Lower-Division Courses</strong></td>
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<tr>
<td>PHL 201</td>
</tr>
<tr>
<td><strong>Upper-Division Courses</strong></td>
</tr>
<tr>
<td>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</td>
</tr>
</tbody>
</table>

FACULTY
Father George J. Seidel, O.S.B. ’55
Professor
VISION, MISSION, OR PURPOSE

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.

LEARNING OUTCOMES

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.

REQUID COURSES OR OTHER DEGREE REQUIREMENTS

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

<table>
<thead>
<tr>
<th>Lower-Division Required Courses (21 semester hours)</th>
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</thead>
<tbody>
<tr>
<td>MTH 171 Calculus I</td>
<td></td>
</tr>
<tr>
<td>PHY 171 / 171L Introductory Physics / Laboratory</td>
<td></td>
</tr>
<tr>
<td>MTH 172 Calculus II</td>
<td></td>
</tr>
<tr>
<td>PHY 172 / 172L Introductory Physics / Laboratory</td>
<td></td>
</tr>
<tr>
<td>MTH 271 Calculus III</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Upper-Division Required Courses (13 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 303 Modern Physics with Laboratory</td>
<td></td>
</tr>
<tr>
<td>PHY 314 Classical and Computational Mechanics</td>
<td></td>
</tr>
<tr>
<td>PHY 399 Explorations in Physics</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>PHY 355 Solid State Physics</td>
<td></td>
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<tr>
<td>PHY 365 Astrophysics</td>
<td></td>
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<tr>
<td>PHY 395 Special Topics (with permission of chair)</td>
<td></td>
</tr>
</tbody>
</table>
VISION, MISSION, OR PURPOSE

The political science major is designed to give students a foundation for understanding the political world. Students will investigate politics through four major subject areas: (1) American politics, (2) international and comparative politics, (3) power and inequality, and (4) history.

LEARNING OUTCOMES

Objectives of the major are to:

- Students will understand the basis of power in society, how that power is organized and exercised, and its impact on people’s lives.
- Students will develop critical thinking, reading, and writing skills.
- Students will develop an informed and lasting interest in politics, including active participation in the political process.
- Students will develop the skills and knowledge to pursue careers in areas such as politics, law, public policymaking, journalism, the non-profit sector, foreign service, business, activism, teaching, research, and government.

POLITICAL SCIENCE FACULTY

Alexis Walker
Assistant Professor

BACHELOR OF ARTS IN POLITICAL SCIENCE

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

Requirements:

PLS 150 Survey of American Government and Politics
PLS 152 Global Issues
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
One course from the Comparative and International Politics concentration:
PLS 200 International Relations
PLS 205 Comparative Politics
GPH 210 World Regional Geography
PLS 335 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
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 semester hours in History at the 300 level or above that align with any of the three PLS concentrations:
American Politics
HIS 310 U.S. Diplomatic History
HIS 325 History of the Vietnam War
HIS 326 Pacific Northwest History
HIS 356 Colonial American History to 1783
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

Research Methods
PLS 498 Research Methods in Political Science

Senior Research
PLS 499 Senior Seminar Paper
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)

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
The Department of Psychology holds the following objectives for majors, aligned with the American Psychological Association’s goals for the undergraduate psychology major:

- To provide students with a knowledge base in psychology through classroom work and field experience.
- To cultivate in students the skills required for scientific inquiry and critical thinking.
- To foster students’ ethical development and understanding of social responsibility in an increasingly diverse world.
- To grow students’ capability for oral and written communication of psychological research, methods, and technical style.
- To help prepare students for entry-level positions in human services professions or 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. Students have the option to develop research skills and obtain focused research experience through the two-semester research concentration, declared separately in addition to the major.

**LEARNING OUTCOMES**

- Aligns with APA Guideline 1: A knowledge base in psychology
- Aligns with APA Guideline 2: scientific inquiry and critical thinking
- Aligns with APA Guideline 3: ethical and social responsibility in a diverse world
- Aligns with APA Guideline 4: communication
- Aligns with APA Guideline 5: professional development

**FACULTY**

- Michael Butler: Professor
- Emily Cole: Associate Professor
- Lindsay Meyer: Assistant Professor
- Jeremy Newton: Associate Professor
- Sheila Steiner: Professor

**REQUIRED COURSES OR OTHER DEGREE REQUIREMENTS**

**BACHELOR OF ARTS IN PSYCHOLOGY**

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

Major in Psychology (39-41 semester hours)

Major in Psychology with Research Concentration (42-45 semester hours)

Required PSY and MTH core courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 101</td>
<td>Introductory Psychology</td>
</tr>
<tr>
<td>PSY 215</td>
<td>Lifespan Development</td>
</tr>
<tr>
<td>MTH 201</td>
<td>Introduction to Statistics</td>
</tr>
<tr>
<td>PSY 240</td>
<td>Research Methods</td>
</tr>
</tbody>
</table>

Four courses drawn from each of the following topical areas (1+ course per area for 4 courses total):

One course in Cultural Competence:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>PSY 375</td>
<td>Multicultural</td>
</tr>
<tr>
<td>PSY 385</td>
<td>Psychology of Gender</td>
</tr>
</tbody>
</table>

One course in Experimental Psychology:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>PSY 320</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>PSY 333</td>
<td>Biological Psychology</td>
</tr>
<tr>
<td>PSY 420</td>
<td>Personality Theories</td>
</tr>
<tr>
<td>PSY 430</td>
<td>Learning and Cognition</td>
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</tbody>
</table>

One course in Clinical/Counseling Psychology:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 335</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>PSY 340</td>
<td>Interviewing</td>
</tr>
<tr>
<td>PSY 345</td>
<td>Counseling Theories</td>
</tr>
</tbody>
</table>

One additional upper division elective:

Other 300-400 level PSY courses as available, including topical courses listed in section 2, PSY 395 Special Topics courses, and research courses, but excluding the courses a student uses to satisfy the research concentration (if applicable; see below).

Internship requirement:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>PSY 390 OR</td>
<td>Applied Internship (minimum 3 credits)</td>
</tr>
<tr>
<td>PSY 394</td>
<td>Research Internship I (minimum 3 credits)</td>
</tr>
</tbody>
</table>

Capstone requirement:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 499</td>
<td>Senior Seminar</td>
</tr>
</tbody>
</table>

Optional Research Concentration
For students seeking the research concentration, the equivalent of one year of research (two semesters) is required although additional experiences are strongly recommended. This can be met through the empirical capstone sequence OR through multiple or extended research internships:

PSY 498 OR PSY 394
Advanced Research Methods and PSY 499 Senior Seminar (4.0 credits each, must be completed in sequence)
Research Internship I and PSY 494 Research Internship II (minimum 3.0 credits each)
Research Internship I and PSY 394 Research Internship I (minimum 3.0 credits each, under different supervisors)

MINOR IN PSYCHOLOGY (23-24 SEMESTER HOURS)

Required PSY core courses:
PSY 101 Introductory Psychology
MTH 201 Introduction to Statistics
PSY 240 Research Methods

One course in Cultural Competence
PSY 375 Multicultura
OR 1
PSY 385 Psychology of Gender

Eight credits drawn from among the following topical areas (at least one course must come from the Experimental Psychology cluster):

Experimental Psychology
PSY 320 Social Psychology
OR PSY 333 Biological Psychology
OR PSY 420 Personality Theories
OR PSY 430 Learning and Cognition

Clinical/Counseling Psychology
PSY 335 Abnormal Psychology
PSY 340 Interviewing
PSY 345 Counseling Theories

Additional upper division electives
Other 300-400 level PSY courses, including topical courses listed in section 2 and PSY 395 Special Topics courses
RELIGIOUS STUDIES

VISION, MISSION, OR PURPOSE

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.

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.

LEARNING OUTCOMES

- Demonstrate a broad understanding of the world's religious traditions, teachings, and practices
- Demonstrate a broad understanding of the Catholic and other Christian traditions
- Demonstrate an understanding of the biblical story and approaches to its study
- Demonstrate the ability to interpret religious artifacts and primary religious texts in English
- Demonstrate the ability to express oneself independently both orally and in writing about religious and theological issues
- Demonstrate the ability to apply religious and ethical values and beliefs to life

FACULTY

Patrick Cooper
Assistant Professor

Dr. Luke Devine, O.S.B. '01
Assistant Professor

Father Kilian J. Maley, O.S.B. '64
Professor

Ian Werrett '96
Professor

BACHELOR OF ARTS IN RELIGIOUS STUDIES

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
- Biblical Studies Emphasis
- Christianity and Culture Emphasis

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 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

RELIGIOUS STUDIES
VISION, MISSION, OR PURPOSE

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.

LEARNING OUTCOMES

Students who complete the minor in Social Justice will demonstrate familiarity with the structure of society and develop the ability to analyze issues of inequity across institutions, organizations, and governmental functions. Students will participate in two types of classes. First, students will take traditional classes that emphasize critical thinking, issue analysis, peer discussion, and oral and written communication, demonstrating proficiency in both speaking and writing. Second, students will participate in courses that prepare them for engagement in advocacy and human-rights work within local community justice initiatives as well as national and international non-governmental organizations. These courses will include independent learning and field experiences with social justice organizations.

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.

<table>
<thead>
<tr>
<th>Required Courses</th>
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<tbody>
<tr>
<td>SJ 110/SOC 110</td>
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<tr>
<td>SOC 333</td>
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<tr>
<td>CJ 430/PLS 430</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved Elective Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>SJ 301 Social Justice in Literature</td>
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<tr>
<td>SJ 340 Social Justice in Film</td>
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<tr>
<td>RLS 310 Religion in America</td>
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<tr>
<td>CJ/SOC/WS 317 Gender, Crime and Law</td>
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<tr>
<td>SOC 336 History of Women in North American Social Work: 1848-1945</td>
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<tr>
<td>HIS 339 United States Working Class History</td>
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<tr>
<td>SOC 370 Social Action</td>
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<tr>
<td>ENG 350 Gender and Sexuality in Literature</td>
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<tr>
<td>SJ 390 Internship</td>
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<tr>
<td>SJ 395 Special Topics</td>
</tr>
<tr>
<td>SJ 397 Directed Study</td>
</tr>
</tbody>
</table>

FACULTY

Robert Hauhart
Professor

David Price
Professor
The Social Work Program offers the following degree program and options:

- Bachelor of Social Work
  - Substance Use Disorder Concentration
  - Trauma Studies Concentration
- Social Work Minor
- Substance Use Disorder Minor
- Trauma Studies Minor

**VISION, MISSION, OR PURPOSE**

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.

**LEARNING OUTCOMES**

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.

**FACULTY**

Tam Dinh
  - Associate Professor
Lori Sirs
  - Assistant Professor
Irene Hauzinger
  - Instructor

**BACHELOR OF SOCIAL WORK**

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

<table>
<thead>
<tr>
<th>Lower-Division Courses (20 semester hours)</th>
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<tbody>
<tr>
<td>BIO 121 &amp; BIO 121L</td>
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<tr>
<td>ECN 201</td>
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<tr>
<td>PSY 101</td>
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<tr>
<td>SOC 101</td>
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<tr>
<td>SW 210</td>
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<tr>
<td>SW 240</td>
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</tbody>
</table>

Upper-Division Courses (40 semester hour minimum)

| SW 310 | Human Behavior in the Social Environment |
| SW 340 | Interviewing and Assessment |
| SW 344 | Case Management and Advanced Interviewing |

Choose 3 from:

- CDP 400, 401, 402
- TRM 400, 401, 402
- SW 400, 401
- SW 395, 397

Any upper division PSY course

Any upper division SOC course

| SW 389 | Pre-Internship Seminar |
| 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 | Macro Social Work Practice and Research |
| 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.

PLEASE NOTE: Students wishing to have a study concentration or minor appear on their official transcripts are required to declare this concentration or minor with the Office of the Registrar at least one semester prior to degree completion.
Substance Use Disorder Concentration (10 credits)
This concentration is for BSW students who want additional knowledge and skills in substance use disorder and addictions. Students will be prepared for the Washington State Substance Use Disorder Professional Credentialing.

- CDP 400: Understanding Addiction: Theories, Ethics, and Physiological Impacts
- CDP 401: Treatment of Addictions: Individual, Families, and Group Counseling
- CDP 402: Chemical Dependency Systems, Policies and Laws

Trauma Studies Concentration (10 credits)
This concentration is for BSW students who want additional knowledge and skills in understanding and treating individuals who have experienced trauma.

- TRM 400: Trauma: Theories, Ethics, and Impacts
- TRM 401: Treatment of Trauma: Individual, Families, and Group Counseling
- TRM 402: Trauma Systems, Policies and Laws

Social Work Minor (20 semester hours)
For non-social work majors, who are looking to supplement their social science education with experiential learning.

- SW 210: Introduction to Social Work
- SW 240: Research Methods and Statistics or PSY 240 Research Methods
- SW 300: Human Behavior in the Social Environment
- SW 340: Interviewing and Assessment
- SW 344: Case Management and Advanced Interviewing
- SW 389: Pre-Internship Seminar
- SW 390: Internship
- SW 391: Internship Seminar

Substance Use Disorder Minor (19 credits)
This substance use disorder minor is for non-social work students who want additional knowledge and skills in substance use disorder and addictions.

- SW 210: Introduction to Social Work
- SW 240: Interview and Assessment
- PSY 335: Abnormal Psychology
- CDP 400: Understanding Addiction: Theories, Ethics, and Physiological Impacts
- CDP 401: Treatment of Addictions: Individual, Families, and Group Counseling
- CDP 402: Chemical Dependency Systems, Policies and Laws

Trauma Studies Minor (19 credit minimum)
This minor is for non-social work students who want additional knowledge and skills in understanding and treating individuals who have experienced trauma.

- SW 210: Introduction to Social Work
- SW 240: Interviewing and Assessment
- TRM 400: Trauma: Theories, Ethics, and Impact
- TRM 401: Treatment of Trauma: Individual, Families, and Group
- TRM 402: Trauma Systems, Policies and Laws
- Elective: One of the following electives:
  - GIS 200: Intro to Gender and Identity Studies
  - GIS 250: Men and Masculinities
  - PSY 215: Lifespan Development
  - PSY 335: Abnormal Psychology
  - PSY 445: Trauma & Recovery
  - SOC 333: Women, Culture, and Society
  - SOC/SJ 110: Intro to Social Justice
  - SW 400: Working with Victims of Crime
  - SW 401: Treatment with Crime Victims
- Other trauma-related electives (needs to be pre-approved by the department)
SOCIOLOGY AND CULTURAL ANTHROPOLOGY

VISION, MISSION, OR PURPOSE

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.

LEARNING OUTCOMES

- Demonstrate a general understanding of core sociology and cultural anthropology concepts/principles and core ethnographic literature, and Social Problems
- Demonstrate understanding of the historical development of anthropology and sociology, and demonstrate an understanding prominent theories and schools of thought.
- Demonstrate an understanding of sociological and anthropological research including both quantitative and qualitative research designs.
- Design and completes an individually created research project that draws on disciplinary research methods and social theory, and demonstrates both verbally and in writing a satisfactory Senior Thesis that meets professional standards.

FACULTY

Robert Hauhart
Professor
Victor Kogan
Professor
David Price
Professor
Teresa Winstead
Associate Professor

BACHELOR OF ARTS IN SOCIOLOGY AND CULTURAL ANTHROPOLOGY

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 AND 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)
VISION, MISSION, OR PURPOSE
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.

LEARNING OUTCOMES
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.

ADMISSION REQUIREMENTS
To help ensure the long-term success of theater majors, minors, or education endorsements, students are asked to audition for entrance into the program. Your audition at Saint Martin’s is designed to be a positive experience, where you can meet and interact with Saint Martin’s theater faculty. The auditions take place on campus during an audition day or via recording. For specific theater requirements contact Professor Darrell Born.

BACHELOR OF ARTS IN THEATER 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.
WORLD LANGUAGES

VISION, MISSION, OR PURPOSE
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, and Spanish Studies.

LEARNING OUTCOMES
Students will be able to
• Achieve oral language competency:
  - Students should demonstrate oral language competence in listening and speaking appropriate to the level studied through participating in such activities as oral drills, question/answer, dictation, and oral presentations through workbook exercises that are accompanied by oral activities.
• Achieve competency in reading a world language:
  - Students should be able to complete in-class exercises and activities, assignments outside of class, and quizzes and tests.
• Achieve competency in writing a world language:
  - Students should be able to write textbook exercises, workbook activities, translation, compositions, exams and papers.
• Demonstrate cultural and global awareness:
  - Students will show this through academic and cultural activities such as drawing maps that show the influence of the world language, responses to written and oral testing, doing research and giving presentations about a target country and its culture, or participating in study abroad in the target culture.

FACULTY
Brother Benisio V. Lazzari, O.S.B.
Associate Professor
Kathleen McKain
Associate Professor

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.

REQUIRED COURSES OR OTHER DEGREE REQUIREMENTS

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
FRN 301 May be repeated for credit. French Composition and Conversation 3
FRN 310 May be repeated for credit. Francophone Cinema 3
FRN 326 May be repeated for credit. Introduction to Francophone Literature 3
FRN 395 May be repeated for credit. Special Topics, French 1-4
FRN 397 May be repeated for credit. Directed Study, French 1-3
FRN 401 May be repeated for credit. Advanced Francophone Literature 3
FRN 495 May be repeated for credit. Special Topics, French 1-4

Note: 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 STUDIES (20 SEMESTER HOURS OR EQUIVALENT*)

Students also have the option of completing a minor in Japanese Studies through the World Language Department-approved study abroad programs. See department chair for more information.

Lower-Division Courses (13 semester hours of Japanese language, including):
COR340J Introduction to Japanese
JPN 101 Introduction to Japanese
JPN 102 Introduction to Japanese, cont.
JPN 201 Intermediate Japanese

SAINT MARTIN’S UNIVERSITY
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 May be repeated for credit. Special Topics
- JPN 495 May be repeated for credit. 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 by the chair of the Department of World Languages.

SPANISH MINOR (15-21 CREDITS OR EQUIVALENT*)

Lower-Division Courses:
- SPN201 (3) Prerequisite: SPN102 or placement
- SPN202 (3) Prerequisite: SPN201 or placement

Upper-Division Courses:
- Four three-credit courses at the SPN 300- or 400-level chosen from the following:
  - SPN301 (3) Spanish Composition and Conversation
  - SPN310 (3) Hispanic Theater and Cinema
  - SPN326 (3) Introduction to Hispanic Literature
  - SPN395 (1-4) Special Topics: Spanish
- May be repeated for credit. Prerequisite: SPN202, placement or instructor permission.
- May be repeated for credit. Prerequisite: 300-level Spanish course, placement or instructor permission.
- May be repeated for credit. Prerequisite: 300-level Spanish course, placement or instructor permission.
- May be repeated for credit. Prerequisite: 300-level Spanish course, placement or instructor permission.

- SPN495 (1-4) Special Topics: Spanish
- May be repeated for credit. Prerequisite: 300-level Spanish course, placement or instructor permission.

- HIS211 History of Latin American Civilization (3)
- HIS411 Modern Latin America (3)

The minor in Spanish is based on Spanish language proficiency. As such, students who can demonstrate proficiency beyond the 200-level via placement testing may request that up to a maximum six credits (i.e., 201 and/or 202) required for the minor be waived. Students may also receive credit for equivalent coursework for the 300- and 400-level courses. However, at least one course of those required for the minor must be taken at Saint Martin’s University.

One elective chosen from the following:
- HIS211 History of Latin American Civilization (3)
- HIS411 Modern Latin America (3)

Students also have the option of completing a minor in Spanish through World Language Department-approved study abroad programs. See Department Chair for more information.
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
- Business Analytics
- Economics
- Finance
- International Business
- Management
- Marketing

### Minor in Accounting

### Minor in Business Administration

### Minor in Economics

---

**Staff**

Chung-Shing Lee  
Dean

Angel Lyons  
Executive Assistant to the Dean
ACCOUNTING

VISION, MISSION, OR PURPOSE

Accounting is the language of business and one of the primary sources of information for decision making. 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.

LEARNING OUTCOMES

Today’s accountants are actively involved in the analysis and interpretation of financial data and problem-solving activities. The accounting department offers a variety of courses to prepare graduates for responsible positions in public practice, corporate accounting and governmental service. The undergraduate curriculum is comprehensive and includes courses in financial and cost accounting, tax, and audit as well as the study of general business topics in finance, marketing, and management. 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.

• Graduates will communicate correctly and purposefully in written and oral presentation formats.
• Graduates will identify problems, analyze information, form conclusions, and propose innovative solutions within the business context.
• Graduates will understand and approach issues faced by business leaders from an informed and ethical perspective. Graduates understand and exercise respect for other cultures and people of different faiths and races.
• Graduates will demonstrate their understanding of general business theories and principles. Graduates will also demonstrate general skills in Accounting, Economics, Finance, Management, and Marketing. Graduates will continually update their skills and competencies to stay competitive in today’s global world.

FACULTY

Diane Bingaman
Chair, Accounting and Finance Director, MAcc program
Associate Professor

Suzanne Chaille
Assistant Professor

Timothy Madeley
Assistant Professor

REQUIRED COURSES OR OTHER DEGREE REQUIREMENTS

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.

Students seeking more information about CPA education requirements and exam preparation should contact their accounting faculty advisor.

BACHELOR OF ARTS IN ACCOUNTING

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

Foundation Courses (21-22 semester hours)

• MTH 161 OR MTH 171 Mathematical Methods for Business and Social Sciences Calculus I
• ACC 201 Principles of Financial Accounting
• ACC 202 Principles of Managerial Accounting
• BA 201 Business Statistics or MTH 201 Introduction to Statistics
• BA 235 Business Law I
• ECN 201 Principles of Microeconomics
• ECN 202 Principles of Macroeconomics

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 and ACC 301L Intermediate Accounting I Accounting Lab
• ACC 302 Intermediate Accounting II
• ACC351 and ACC351L OR ACC352 and CC352L Individual Taxation and Individual Taxation Lab Business Taxation and Business Taxation Lab
• ACC 353 Cost Accounting
• ACC 450 and ACC 450L Auditing Auditing Lab

6 semester hours in upper-division accounting electives. Accounting students are limited to three (3) internship credits to meet this requirement.
MINOR IN ACCOUNTING

The Minor in Accounting is available to Business Administration students pursuing a non-Accounting concentration as well as to majors within the other schools and colleges of Saint Martin’s University.

MINOR IN ACCOUNTING (24 SEMESTER HOURS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 201</td>
<td>Financial Accounting</td>
</tr>
<tr>
<td>ACC 202</td>
<td>Managerial Accounting</td>
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<tr>
<td>BA 201</td>
<td>Business Statistics</td>
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<tr>
<td>ACC 301</td>
<td>Intermediate Accounting I</td>
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<tr>
<td>ACC 302</td>
<td>Intermediate Accounting II</td>
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<tr>
<td>ACC 351 OR</td>
<td>Individual Taxation</td>
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<td>ACC 352</td>
<td>Business Taxation</td>
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<tr>
<td>ACC 353</td>
<td>Cost Accounting</td>
</tr>
<tr>
<td>ACC 450</td>
<td>Audit</td>
</tr>
</tbody>
</table>

DOUBLE MAJOR TRACK

Students may complete a double major in Accounting and Business Administration by completing one of the non-Accounting concentrations in the Business Administration program and the additional professional component requirements for Business Administration.

4 + 1 PROGRAM - BACHELOR OF ARTS IN ACCOUNTING / MASTER OF ACCOUNTANCY OR MASTER OF BUSINESS ADMINISTRATION

Students may graduate from the accounting program with the 120-credit bachelor’s degree. Those who plan to take the CPA exam are required to complete 150 semester hours for exam eligibility. Seniors with permission of the Graduate director may take up to nine (9) semester credits of graduate courses as an undergraduate student. Any credits earned can 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.
VISION, MISSION, OR PURPOSE

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.

LEARNING OUTCOMES

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.

- Graduates will communicate correctly and purposefully in written and oral presentation formats.
- Graduates will identify problems, analyze information, form conclusions, and propose innovative solutions within the business context.
- Graduates will understand and approach issues faced by business leaders from an informed and ethical perspective. Graduates will understand and exercise respect for other cultures and people of different faiths and races.
- Graduates will demonstrate their understanding of general business theories and principles. Graduates will also demonstrate general skills in Accounting, Economics, Finance, Management, and Marketing. Graduates will continually update their skills and competencies to stay competitive in today’s global world.

FACULTY

Gina Armer
Assistant Professor
Andrew Barenberg
Assistant Professor
Diane Bingaman
Associate Professor
Suzanne Chaille
Assistant Professor
Don Conant
Associate Professor
Heather Grab
Chair, Business Administration and Economics
Associate Professor
Prashant Joshi
Assistant Professor
Timothy Madeley
Assistant Professor
Shawn Newman
Instructor
Elisabeth Power
Assistant Professor
David Siewierski
Instructor

CONCENTRATIONS

The Business Administration Program offers concentrations in:

- Accounting
- Business Analytics
- Economics
- Finance
- International Business
- Management
- Marketing

BACHELOR OF ARTS IN BUSINESS ADMINISTRATION

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

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 OR MTH 171 Mathematical Methods for Business and Social Sciences 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

Economics:
Students must have at least 9 credit hours from any of the following courses:
BA 331 Money, Banking and Financial Institutions
ECN 325 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 331 Money, Banking and Financial Institutions
BA 335 Investment Analysis
BA 395 or 495 Special Topics in Finance
BA 435 Corporate Finance
ECN 410 Public Finance

International Business:
Students must have one other concentration within Business Administration in Accounting, Business Analytics, Economics, Finance, Marketing or Management and must have at least 9 credit hours from the following areas:
- International business topics from an accredited foreign institution at the upper division level (3 credits)
- Successful completion of an intermediate level World Language (or additional 300 level English course for international students)
- One additional course covering international topics from business, accounting, communications, political science, or history at the 300+ level with approval from the department Chair (3 credits)

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 or 495 Special Topics in Management
BA 470 Organizational Leadership and Change Management

4 + 1 PROGRAM - BACHELOR OF ARTS IN BUSINESS ADMINISTRATION / MASTER OF BUSINESS ADMINISTRATION
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.
ECONOMICS

VISION, MISSION, OR PURPOSE
As the social science that explains decision-making and competitive behavior, economics underlies all business activity. Economics also looks at alternative strategies for allocating scarce resources.

LEARNING OUTCOMES
This program provides the student with a broader understanding of the social role of business, nonprofits and government in a market economy. Economics students are expected to be able to achieve the following learning outcomes.

• Apply the Scientific Process to Economic Phenomena
• Analyze and Evaluate Behavior and Outcomes Using Economic Concepts and Models
• Use Quantitative Approaches in Economics
• Think Critically about Economic Methods and Their Application
• Communicate Economic Ideas in Diverse Collaborations

ADMISSION REQUIREMENTS
The economics minor is open to all undergraduate students who are 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 OR BA 201 Introduction to 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
Saint Martin’s University’s education programs are approved by the Washington State 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 change enacted by the state's Professional Educator Standards Board, which take precedence over requirements outlined in the University’s catalog.

VISION, MISSION, OR PURPOSE

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. 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.

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. 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.

Our purpose 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.

LEARNING OUTCOMES

Graduates from the College of Education and Counseling’s Teacher Preparation Programs 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 also demonstrate professional dispositions and organize and simultaneously manage multiple projects within established timelines. Candidates will be agents of change and educational leaders who are resilient, reflective practitioners meeting the needs of an evolving world. Those 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. A teacher/administrator educated at Saint Martin’s will enter his or 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.

Guiding Principles: The goal of the College of Education and Counseling is to select and prepare candidates to become outstanding P-12 professionals. The College 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.

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 or student teaching.
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
• Admission Requirements

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. 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 student teaching. Advisors must approve candidates for student teaching placements.
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.

**Pre-Professional Coursework**

Students who will be pursuing a certification route program (Elementary Education, Special Education, or Secondary Education) must meet the requirement for the major. All pre-professional courses must be completed at a grade of ‘C’ or higher. Anything below a ‘C’ will not be accepted. Courses waived with a Direct Transfer Agreement (DTA) are not waived in the pre-professional category.

**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.

**ACCREDITATION**

CAEP Accreditation: The Teacher Education Program at Saint 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 2018-2019 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 60 candidates were enrolled during 2018-2019. 42 traditional program and 18 alternate route program candidates were enrolled in supervised student teaching during the 2018-2019 academic year. Candidates in the traditional program typically participate in 16 weeks of full-time supervised student teaching (450 hours); candidates in the alternate route program typically participate in a yearlong full-time supervised practicum and student teaching (690 hours). Complete Title II Reports are available on the University website.
EDUCATIONAL STUDIES

VISION, MISSION, OR PURPOSE
This degree is a non-certification program and 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.

LEARNING OUTCOMES
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.

REQUIRED COURSES OR OTHER DEGREE REQUIREMENTS
This degree program allows for three upper division education courses which 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 because they must be completed in a public school setting. These courses are:

- 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 Internship, and SED 493 Internship in Special Education
ED 498 Internship Seminar

To be eligible to complete courses in a public school setting, students must take the WEST-B exam, have background check/fingerprinting through Educational Services District, and current CPR/First Aid card for children and adults.

BACHELOR OF ARTS IN EDUCATIONAL STUDIES
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 202 Diversity in Educational Systems (3)
ED 205 Child and Adolescent Development (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 completed in a public 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, CHEM, 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.

Educational Studies students are not required to complete those requirements, therefore, they are not allowed to take the classes listed above.

Students may want to change 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 approved by the dean of the College of Education and Counseling. The Educational Studies program does not require certain pre-professional courses to be taken. If a student decides to pursue a Washington State Teaching Certification program at a later time, the student will be required to fulfill the pre-professional coursework (see Pre-Professional Requirements) obtaining a grade of C or higher.

The Educational Studies program does not require certain pre-professional courses to be taken. If a student decides to pursue a Washington State Teach Certification program, the student will be required to fulfill the pre-professional coursework (see section related to Pre-Professional Requirements) obtaining a grade of C or higher.

SAINT MARTIN’S UNIVERSITY FACULTY
Eric Boyer
Assistant Professor
Marcela de Souza
Assistant Professor
Ronald Gordon
Assistant Professor
Theresa Hickey
Assistant Professor
Karen Rizzo
Assistant Professor
Christopher Streigel
Assistant Professor
Celeste Trinkle
Assistant Professor

EDUCATIONAL STUDIES
## Minor in Reading

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ED 437</td>
<td>Methods of Teaching Intermediate Literacy</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>Secondary Literacy (3)</td>
<td></td>
</tr>
<tr>
<td>ED 438</td>
<td>Literature for Children and Young Adults (3)</td>
<td></td>
</tr>
<tr>
<td>ED 474</td>
<td>Methods of Teaching Primary Literacy (3)</td>
<td></td>
</tr>
<tr>
<td>ED 475</td>
<td>Reader-Writer Workshop (3)</td>
<td></td>
</tr>
<tr>
<td>ED 477</td>
<td>Reading Diagnosis (3)</td>
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<tr>
<td>ED 479</td>
<td>Reading Practicum (3)</td>
<td></td>
</tr>
<tr>
<td>ED 481</td>
<td>Issues and Trends in Literacy Instruction</td>
<td></td>
</tr>
</tbody>
</table>

**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.

## 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.
Saint Martin’s University students who wish to teach in the state of Washington can complete 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:

<table>
<thead>
<tr>
<th>Biology</th>
<th>French</th>
<th>Instrumental Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual Education**</td>
<td>Health/Fitness</td>
<td>General Music</td>
</tr>
<tr>
<td>Chemistry</td>
<td>History</td>
<td>Physics</td>
</tr>
<tr>
<td>Drama/Theatre Arts</td>
<td>Japanese</td>
<td>Reading</td>
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<tr>
<td>Early Childhood Education</td>
<td>Math</td>
<td>Social Studies</td>
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<tr>
<td>Early Childhood Special Education**</td>
<td>Middle-level Humanities**</td>
<td>Spanish</td>
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<tr>
<td>Elementary Education</td>
<td>Middle-level Math</td>
<td>Special Education**</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>Middle-level Science**</td>
<td>Choral Music</td>
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<td>English Language Learner**</td>
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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." 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 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 ensure 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
- Taking WEST-B 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 the following:

**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 student teaching/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.

**STUDENT TEACHING INTERNSHIP**
The teacher certification program requires a supervised student teaching. All degree and certification/endorsement coursework must be completed and be fully accepted before the student teaching. A candidate is expected to complete at least 12 semester hours at Saint Martin's University before student teaching.

All teacher certification programs require a supervised 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 student teaching.

All student teaching candidates must have successfully attempted at least one WEST-E/NES or equivalent content assessment test prior to starting their student teaching 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 student teaching 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 student teaching is highly discouraged. Special permission to take coursework concurrently with student teaching is required and must be obtained prior to the end of the preceding semester.

**STUDENT TEACHING PLACEMENT**
Candidates must apply for student teaching placement the semester before student teaching 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 student teaching. Completion of an application for student 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 student teaching placement on their own. All candidates must comply with CEC and district regulations regarding student teaching 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, or in attendance. 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 student teaching, 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 student teaching with students, but the University ultimately makes the student teaching assignments in cooperation with school district personnel.

Students may be withdrawn from student teaching at the discretion of the College of Education and Counseling faculty or of the administrators of the P-12 school.
ELEMENTARY EDUCATION

GRADES P–8

REQUIRED COURSES OR OTHER DEGREE REQUIREMENTS

Pre-Professional Requirements (34-36 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 34-36 semester hours.

Student Teaching 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. 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 student teaching 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 a student teaching/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 student teaching, the student will also take a 2 credit hour seminar to accompany the student teaching where students will convene in the university classroom to discuss their student teaching experiences and complete other program tasks required for degree completion and certification.

FACULTY

Eric Boyer
Assistant Professor

Rebecca Campeau
Lecturer

Marcela de Souza
Assistant Professor

Ronald Gordon
Assistant Professor

Theresa Hickey
Assistant Professor

Linda Maini
Assistant Professor

Karen Rizzo
Assistant Professor

Christopher Strople
Assistant Professor

Celeste Trimble
Assistant Professor

SAGE MARTIN’s UNIVERSITY

BACHELOR OF ARTS IN ELEMENTARY EDUCATION

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

Pre-Professional Requirements (34-36 semester hours):

One mathematics course: Saint Martin’s 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 (4)

ENG 101 College Writing I (3)

ENG 102 College Writing II (3)

THR 233 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)

HIS 326 Pacific Northwest History – or – Washington State History, with Since Time Immemorial (STI) components.

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 specified 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)

Student Teaching Requirement (12 semester hours)

ED 494 Teacher Internship (10)

ED 498 Teacher Internship Seminar (2)
SECONDARY EDUCATION
GRADES 4–12

REQUIRED COURSES OR OTHER DEGREE REQUIREMENTS

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 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 34-36 semester hours.

Pre-Professional Requirements (34-36 semester hours)

Pre-professional requirements are as follows:

- One mathematics course: Saint Martin’s 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 (4)
- 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)
- HIS 126 Pacific Northwest History (3) or Washington State History, with Since Time Immemorial (STI) components.

Student Teaching 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. 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 student teaching 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 student teaching/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 student teaching, the student will also take a 2 credit hour seminar to accompany the student teaching where students will convene in the university classroom to discuss their student teaching experiences and complete other program tasks required for degree completion and certification.

FACULTY

Eric Boyer  
Assistant Professor
Rebecca Campleo  
Lecturer
Marcela de Souza  
Assistant Professor
Ronald Gordon  
Assistant Professor
Theresa Hickey  
Assistant Professor
Linda Maier  
Associate Professor
Karen Rizza  
Assistant Professor
Christopher Strople  
Assistant Professor
Celeste Trimble  
Assistant Professor
Core Curriculum Requirements (Please see the Core Curriculum section of the catalog)

Endorsement/Academic Major Requirements

Pre-Professional Requirements (14-16 semester hours)

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)

Student Teaching Requirement (12 semester hours)

- 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. NOTE: Core curriculum requirements are for a baccalaureate degree and therefore are not required of post-baccalaureate non-degree seeking students. Student must still meet all pre-professional, certification core, P-12 specific methods, and student teaching requirements, as well as passing State required assessment in order to be recommended for certification.
SPECIAL EDUCATION — GRADES P-12

VISION, MISSION, OR PURPOSE
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.

REQUIRED COURSES OR OTHER DEGREE REQUIREMENTS
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 student teaching must contain at least four weeks of student teaching 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 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 a 2 credit hour seminar to accompany the student teaching where students meet before graduation and before a certification recommendation can be made. Please contact the Special Education program director for additional information.

Faculty
Karen Rizzo
Assistant Professor

*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.

Pre-Professional Courses 25-26 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 28-26 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. See table below for pre-professional requirements.

Pre-Professional Courses 25-26 semester hours)

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.

Student Teaching 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 student teaching with at least 4 weeks in a non-special education setting. A typical split of student teaching time can be 10 weeks in a special education setting and 6 weeks in a traditional classroom, though other student teaching 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 student teaching 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 student teaching/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 eTPA (Education Teacher Performance Assessment).

In addition to 10 credit hours of student teaching, the student will also take a 2 credit hour seminar to accompany the student teaching where students will convene in the university classroom to discuss their student teaching experiences and complete other program tasks required for degree completion and certification.
BACHELOR OF ARTS IN SPECIAL EDUCATION

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

Pre-Professional Courses 25-26 semester hours)

- One mathematics course: Saint Martin's CORE math course or equivalent (3)
- PSY 101 Introduction to Psychology (4)
- 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)
- HIS 326 Pacific Northwest History (3) or Washington State History with Since Time Immemorial (STI) components.

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)

- 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)

*MUST. 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.

Student Teaching Requirement (12 semester hours)

- SED 493 Internship: Special Education (10)
- ED 498 Teacher Internship Seminar (2)

MINOR IN SPECIAL EDUCATION

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.

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 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)
PHYSICAL EDUCATION

VISION, MISSION, OR PURPOSE
Courses in physical education promote the well-being of students by providing instruction in health, exercise, posture and athletic skills.

REQUIRED COURSES OR OTHER DEGREE REQUIREMENTS
Please contact the College of Education and Counseling or the Department of Physical Education for current semester offerings.

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.
HAL AND INGE MARCUS SCHOOL OF ENGINEERING
HAL AND INGE MARCUS
SCHOOL OF ENGINEERING

VISION, MISSION, OR PURPOSE

The mission of The Hal and Inge Marcus School of Engineering (HIMSE) is: “To provide Saint Martin's 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, all while keeping with our Benedictine tradition as the guiding principle.”

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.

LEARNING OUTCOMES

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.

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

STAFF

David Olwell
Dean

Tamara Leger
Executive Assistant to the Dean

SAINT MARTIN’S UNIVERSITY
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.

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.

REQUIRED COURSES OR OTHER DEGREE REQUIREMENTS

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 strive 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.

While most of the classes taken in the first two years of the Mechanical Engineering (ME) and Civil Engineering (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 Computer Science (CS) program are similarly posted on the website.

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 with an acceptable grade 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 in all program-required courses.

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, Inc., http://www.abet.org.
CIVIL ENGINEERING

VISION, MISSION, OR PURPOSE

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.

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.

LEARNING OUTCOMES

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.

Program Educational Objectives:

Within five years of graduation, our graduates will be:

• engaged in service to their profession and their communities, consistent with the Benedictine tradition to serve.

• steadfast in pursuing personal and professional growth opportunities (e.g., continuing education, advanced degrees, professional licensing, membership in professional societies, etc.) to foster personal and organizational growth.

• capable complex problem solvers who can apply critical, sound, and ethical judgment while designing sustainable engineering systems for our society.

• valued members of their organization and successful practicing engineers.

• effective communicators providing quality interpersonal and leadership skills.

• Students will develop an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Student Outcomes:

Student outcomes for the civil engineering program are:

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics

2. 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

3. an ability to communicate effectively with a range of audiences

4. 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

5. 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

6. 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

7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

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

FACULTY

Diette Mahannah
Professor

Chris Adare
Associate Professor Emeritus

Floraiza Barnsall ’09
Assistant Professor

Jae Ho Chung
Assistant Professor

James Harmon
Associate Professor Emeritus

Pius Igharo
Associate Professor Emeritus

Chun Kyung Seong
Professor Emeritus

Jill Walsh
Assistant Professor

Corrie Walton-Macaulay
Assistant Professor

SAINT MARTIN’S UNIVERSITY
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.

**Civil Engineering Requirements (48-49 semester hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE 100</td>
<td>Introduction to Civil Engineering (1)</td>
</tr>
<tr>
<td>CE 104/CE 104L</td>
<td>Surveying and Surveying Laboratory (3)</td>
</tr>
<tr>
<td>CE 208</td>
<td>Fluid Mechanics (3)</td>
</tr>
<tr>
<td>CE 209</td>
<td>Fluid Mechanics Laboratory(1)</td>
</tr>
<tr>
<td>CE 310</td>
<td>Civil Engineering Materials (3)</td>
</tr>
<tr>
<td>CE 310L</td>
<td>Civil Engineering Materials Laboratory (1)</td>
</tr>
<tr>
<td>CE 321</td>
<td>Soil Mechanics (3)</td>
</tr>
<tr>
<td>CE 322</td>
<td>Soil Mechanics Laboratory (2)</td>
</tr>
<tr>
<td>CE 323</td>
<td>Transportation Engineering (3)</td>
</tr>
<tr>
<td>CE 324</td>
<td>Transportation Engineering Laboratory (1)</td>
</tr>
<tr>
<td>CE 330</td>
<td>Water Resource Engineering (3)</td>
</tr>
<tr>
<td>CE 350</td>
<td>Structural Analysis (3)</td>
</tr>
<tr>
<td>CE 350L</td>
<td>Structural Analysis Laboratory (1)</td>
</tr>
<tr>
<td>CE 360</td>
<td>Reinforced Concrete (3)</td>
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<tr>
<td>CE 370</td>
<td>Hydraulic Engineering (3)</td>
</tr>
<tr>
<td>CE 385</td>
<td>Environmental Engineering (3)</td>
</tr>
<tr>
<td>CE 498</td>
<td>Senior Design (2)</td>
</tr>
<tr>
<td>CE 499</td>
<td>Senior Design (2)</td>
</tr>
<tr>
<td>CR</td>
<td>Elective (1)</td>
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<tr>
<td>CR</td>
<td>Elective (1)</td>
</tr>
<tr>
<td>CE</td>
<td>Elective (1 or 2)</td>
</tr>
</tbody>
</table>

**4+1 Program - Bachelor of Science in Civil Engineering / Master of Science in Civil Engineering or Master of Engineering Management**

A student enters the Bachelor of Science in Civil Engineering (BSCE)/Master of Science in Civil Engineering (MSCE) 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. MSCE courses, taken as undergraduates, would be fulfilling undergraduate civil engineering elective requirements. MEM courses need to be cross-listed as MSCE courses to count towards the BSCE degree. An additional six credits of MSCE 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.
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.

VISION, MISSION, OR PURPOSE

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.

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, applied student projects and field trips to conferences such as Portland Game Expo, Linux Fest Northwest and ACM SIGCSE. We host successful career fairs due to our close relationship with industry.

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.

LEARNING OUTCOMES

Program Educational Objectives:

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.

FACULTY

- Maria Guimaraes
  Professor
- Richard Boer
  Professor
- Xiangang Chen
  Assistant Professor
- Razvan Mezei
  Assistant Professor
- Harold Nelson
  Instructor
- Mark Wright
  Instructor

- 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.

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.

Student Outcomes:

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

REQUIRED COURSES OR OTHER DEGREE REQUIREMENTS

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. The first semester’s focus is primarily on design, while in the second semester the focus is implementation.

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 coursework intended for science and engineering majors. This coursework must develop an understanding of the scientific method and must include laboratory work.

Foundation Courses (21 semester hours)

- BA 305 OR ENG 306 Business Communications (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)

Electives

- 9 additional credit hours of upper division electives in Computer Science

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**BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY**

Core Requirements (35 semester hours)

Math Requirements (9 semester hours)

- MTH 161 OR MTH 171 Mathematical Methods for Business & Social Sciences (3) or Calculus I (4)
- MTH 200 Mathematics for Computer Science (3)
- MTH 201 OR MTH 357 Introduction to Statistics (3) or Probability and Statistics (3)

Foundation Courses (18 semester hours)

- BA 305 OR ENG 306 Business Communications (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 425 Computer Security (3)
- CSC 446 Software Engineering: Analysis and Design (3)
- CSC 481 Senior Project I (3)
- CSC 482 Senior Project II (3)

Electives

- 9 additional credit hours of upper division electives in Computer Science

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**MINOR IN COMPUTER SCIENCE**

- CSC 101 OR CSC 160 Introduction to Computer Science Computing Technologies
- 15 additional semester hours in computer science or mathematics.

At most, 3 credit hours may be in mathematics. The program must be approved by the minor advisor and department chair, with at least 6 credit hours at the 300 or 400 level. No more than 6 credit hours from the requirements for a major can also be counted toward the CSC minor.

Students may take both CSC 101 and CSC 160.
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.

Students interested in applying to the certificate program can find the application on Saint Martin's website.

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. Due to the nature of this program, students must complete all program requirements with their cohort; no transfer credit may be awarded toward fulfillment of the 18 credit hour requirement.

4+1 PROGRAM—BACHELOR OF SCIENCE / MASTER OF SCIENCE IN COMPUTER SCIENCE DEGREE

A student enters the Bachelor of Science in Computer Science (BSCS)/Master of Science in Computer Science (MSCS) 4+1 degree program by applying for admission during his or her senior year at Saint Martin’s. If accepted, up to six hours of approved courses (CSC 5XX) may be applied toward both the bachelor’s and master’s degrees. An additional six credits of MSCS 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 computer science could be earned in five academic years.
ELECTRICAL ENGINEERING

VISION, MISSION, OR PURPOSE
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.

LEARNING OUTCOMES
Students who minor in electrical engineering will develop a broad understanding of different electrical engineering topics, particularly how those topics relate with other disciplines. 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.

ADMISSION REQUIREMENTS
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.

FACULTY
Frank Washko
Associate Professor
Xuguang Chen
Assistant Professor
Rico Picone
Associate Professor

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 OR CSC 180 Introduction to Computer Science (3)
- 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 (1-4)
MECHANICAL ENGINEERING

VISION, MISSION, OR PURPOSE

Mechanical engineering is ubiquitous. Mechanical engineers invent, design, text, 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 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 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.

FACULTY
Shawn Duan
Professor
Shabnaw Al Mowel
Instructor
Shelbie Davis MME’17
Engineering Lab Instructor
Daniel Einstein
Assistant Professor
Isaac Jong MBA’07
Associate Professor
Rico Picone
Associate Professor
Anthony de San Lazaro
Professor Emeritus
Frank Washtok
Associate Professor

LEARNING OUTCOMES

Program Educational Objectives:
Within five years of graduation, 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 pursuing 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:
In addition, graduates will have:

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. 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
3. an ability to communicate effectively with a range of audiences
4. 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
5. 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
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.
REQUIRED COURSES OR OTHER DEGREE REQUIREMENTS

Classes required for graduation 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.

CONCENTRATIONS

Students may elect to declare a Concentration within the ME degree – bioengineering, design and entrepreneurship, intelligent and dynamic systems and analysis, fluid mechanics and energy systems or numerical analysis – 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 student’s concentration application must declare the concentration with the office of the Registrar no later than two semesters before graduation.

BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING

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 OR CHM 145 General Chemistry with Laboratory (5)
CHEM 145 Chemistry for Engineering Students with Laboratory (5)
MTH 171 Calculus I (4)
MTH 172 Calculus II (4)
MTH 271/271 Vector Calculus (3)
MTH 322 Differential Equations (3)
MTH 353 Linear Algebra (3)
PHY 171 Introduction to Physics I with Laboratory (3)
PHY 172 Introduction to Physics II with Laboratory (3)

CONCENTRATIONS REQUIREMENTS:

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
4+1 Degree Program - Bachelor of Science in Mechanical Engineering / Master of Science in Mechanical Engineering

A student enters the Bachelor of Science in Mechanical Engineering (BSME)/Master of Science in Mechanical Engineering (MSME) 4+1 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. MSME courses, taken as undergraduates, would be fulfilling undergraduate mechanical engineering elective requirements. An additional six credits of MSME 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.
ENGLISH AS A SECOND LANGUAGE (ESL)
ENGLISH AS A SECOND LANGUAGE (ESL)

VISION, MISSION, OR PURPOSE

The mission of the English as a Second Language (ESL) Program is to develop students' English proficiency so that they can matriculate. The secondary purpose is to provide visiting cultural exchange students with a transformative educational experience.

LEARNING OUTCOMES

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.

ADMISSION REQUIREMENTS

No minimum TOEFL score is required for entry into the program. Level placement is based on English proficiency testing scores conducted at the start of the program if not beforehand. The following is a guideline for how level placement generally corresponds with students' institutional TOEFL paper-based exam scores:

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.

PROGRAM 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)

LEVEL DESCRIPTION TOEFL PBT TOEFL CBT TOEFL IBT IELTS TOEIC
1 Beginner 375 – 414 79-104 22-33 3.5 270-354
2 Pre-Intermediate 415 – 444 105-129 34-44 4 355-425
3 Intermediate 445 – 474 130-150 45-52 4.5 426-500
4 Upper Intermediate 475 – 499 151-172 53-59 5 501-574
5 Advanced 500 – 524 173-194 61-70 5.5 575-699

The number of levels and courses offered each semester may vary based on enrollment numbers.

The number of levels and courses offered each semester may vary based on enrollment numbers.
Art

The visual arts at Saint Martin’s University enrich the student’s curriculum and the campus environment. Art course offerings at Saint Martin’s University enable a student to study art history, or engage in creative studio opportunities. Saint Martin’s University offers classes in art history—a study of the visual arts from beginning to present and two-dimensional art—drawing, painting, and three-dimensional ceramics.

ART 157 Fine Arts Survey (3)
To be arranged with department advisor.

ART 205 Two-Dimensional Art Survey (3)
A studio survey of two-dimensional design in clay. 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. Inclusion 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 (1-4)
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, Oceanica 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 (1-4)
To be arranged with department advisor.

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 121 Human Biology (3)
A one-semester survey, laboratory, of human biology, including cell structures and functions and the general organization and function of various systems of the human body. Corequisite: BIO 121L.

BIO 121L Human Biology Laboratory (1)
Laboratory experience accompanying BIO 121 lecture. Corequisite: BIO 121.

BIO 141 General Biology I (3)
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. Corequisite: BIO121L.

BIO 141L General Biology I Laboratory (1)
Laboratory experience accompanying BIO 141 lecture. Corequisite: BIO 141.

BIO 142 General Biology II (3)
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. Corequisite: BIO 142L.

BIO 142L General Biology II Laboratory (1)
Laboratory experience accompanying BIO 142 lecture. Corequisite: BIO 142.

BIO 195 Special Topics (1-4)
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 the 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 EKS 203 and NUR 203. Prerequisites: BIO 121 or BIO 141.

BIO 228 Human Anatomy and Physiology I (3)
A continuation of BIO228 “Human Anatomy and Physiology I. This course will cover the following topics: covering include: endocrine, reproductive, cardiovascular, lymphatic, respiratory, urinary, and digestive. Prerequisite: BIO 228L. Corequisite: BIO 229L.

BIO 229L Human Anatomy and Physiology II Lab (1)
Laboratory experience accompanying BIO 229 lecture. Corequisite: BIO 229.

BIO 251 Microbiology for Applied Health (3)
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. Course does not fulfill an upper-division biology credit requirement. Prerequisites: BIO 121 or BIO 141, CHM 121. Corequisite: BIO251L.

BIO 295 Special Topics (1-4)
Prerequisite: Permission of the instructor. May be repeated for credit.
BIO 299  Biological Research (1-2)
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 on phytonutrients, antioxidants, and neurotransmitters. Prerequisites: BIO 141 and BIO 142.

BIO 301  Biostatistics with Laboratory (4)
This course is intended for biology majors and focuses on explaining the statistical interpretation of scientific tests rather than the mathematical logic of the tests. The emphasis on the course interpretation is 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 or permission of instructor. May be repeated for credit.

BIO 307  Medical Botany (3)
This course focuses on the pivotal roles of plant compounds 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 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 described 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 nektom communities, deep-sea ecology, 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)
Laboratory experience to accompany BIO 314. Emphasis on the classification and field experiences with invertebrate 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 pathology. Topics covered include cells, tissues, integument, skeletal system, articulations, muscles, 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 328.

BIO 329L  Human Anatomy and Physiology Laboratory II (1)
Laboratory experiences to accompany BIO 329.

BIO 330  Advanced Anatomy and Physiology (3)
Lecture includes advanced material for physiology and pathophysiology 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 selection, and genetic drift. Several specific topics will be discussed in depth, including aspects of natural selection, speciation, 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 (3)
Laboratory experience accompanying BIO 351 lecture. Corequisite: BIO 351L. Corequisite: BIO 351L.

BIO 351L  Microbiology Laboratory (1)
Laboratory experience accompanying BIO 351 lecture. Corequisite: BIO 351.

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 (3)
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. Corequisite: BIO 357L.

BIO 357L  Ecological Botany Laboratory (1)
Laboratory experience accompanying BIO 357 lecture. Corequisite: BIO 357.

BIO 359  Field Ecology (3)
A detailed survey of the molecular biology of eukaryotic cells. Topics include cellular evolution, eukaryotic biochemistry, genetic mechanisms, cell structure and energy conversion. No lab component. Prerequisites: BIO 141/142, CHM 141 or permission of instructor.

BIO 359L  Field Ecology Laboratory (1)
A laboratory to apply concepts in Field Ecology. Students will encounter the plants and procedures described in class in a “hands-on” manner. Students will improve their experimentation techniques and will utilize hypothesis-based reasoning to propose independent experiments.

BIO 360  Advanced Ecology (3)
Focus is on understanding the natural world -- such as wetlands, forests or riparian zones -- and the interrelationships of the communities involved in such a system. Extensive fieldwork required. Prerequisites: BIO 141, or permission of the instructor.

BIO 370  Cell Biology (3)
An overview of the molecular biology of eukaryotic cells. Topics include cellular evolution, eukaryotic biochemistry, genetic mechanisms, cell structure and energy conversion. No lab component. Prerequisites: BIO 141/142, CHM 141 or permission of instructor.

BIO 370L  Medical Botany Lab (1)
A laboratory to apply concepts in Medical Botany. Students will encounter the plants and procedures described in class in a “hands-on” manner. Students will improve their experimentation techniques and will utilize hypothesis-based reasoning to propose independent experiments.

BIO 380  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 280  Techniques in Vertebrate Laboratory Instruction (1-2) Students gain experience in laboratory instruction by participating in a laboratory class as an assistant to the laboratory instructor. They 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 lab “lectures” or pre-lab quizzes. Repeatable for credit. Maximum of two credits can apply to Biology requirements. Prerequisite: Permission of instructor.

BIO 282  Vertebrate Embryology (4) Developmental biology of vertebrates including maturation, fertilization, cleavage and differentiation of representative animals. Prerequisites: BIO 141 and BIO 142.

BIO 282L  Vertebrate Embryology Laboratory (1) Laboratory exercises exploring developmental processes. Must be taken concurrently with BIO 282.

BIO 285  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 290  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 (1-4) 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 (1) 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. Specific 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 (1-4) Prerequisite: Permission of the instructor: May be repeated for credit.

Chemistry

CHM 105 Chemistry in the Community Laboratory (1) A series of laboratory experiences to supplement and support the development of basic understanding and appreciation of chemistry and its place in the global community. Must be taken concurrently with CHM 105.

CHM 401  Chemistry in the Community Laboratory (1) A series of laboratory experiences to supplement and support the development of 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 for students who are not chemistry majors 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 thermodermometry, and simple bonding models, with an emphasis on applications and guidance for 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 121  Introduction to Chemistry (3) Fundamentals of chemistry for students interested in nursing. The course covers basic chemical principles, with applications in organic chemistry and biochemistry. Topics include measurements and conversions, atomic structure, chemical bonding, molecular structure, chemical reactions, solutions, elementary organic chemistry, and discussions about biochemically relevant molecules.

CHM 121L  Introduction to Chemistry – Laboratory (1) Laboratory experience to accompany CHM121. 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 thermodermometry, and simple bonding models, with an emphasis on applications and guidance for 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 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 covered in CHM 141, 142. Strongly recommended to be taken concurrently with CHM 141, 142. One three-hour laboratory per week.

CHM 142  General Chemistry (4) Principles of chemistry, including stoichiometry; periodicity; atomic-molecular structure and bonding; gases, liquids and solids; solutions; thermodynamics; chemistry; kinetics; equilibrium; descriptive chemistry; introduction to organic chemistry; quantum mechanics; electrochemistry; environmental chemistry. Prerequisite: I) 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 the MTH and CHM prerequisites.

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 covered in CHM 141, 142. Strongly recommended to be taken concurrently with CHM 141, 142. 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, stereoisomerism, 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 141 or permission of instructor.

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)
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 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. Statistical analysis of data, detailed study of chemical equilibrium for precipitation, acid-base, and complexation reactions; ion-exchange separation; introduction to instrumental techniques used for analytical chemistry. Pre-requisites: CHM 141 or equivalent. Four lecture hours per week. Prerequisite: CHM 142.

CHM 331L  Quantitative Analysis Laboratory (1)
Laboratory component of CHM 331, to illustrate, complement and supplement lecture material. Three hours of lecture per week. Prerequisite: CHM 202.

CHM 355  Inorganic Chemistry (3)
Bonding, structure, reactions, mechanisms of inorganic compounds. Transition metals, 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 biochemical analysis, IR UV-Vis, GC HPLC, MS Polarimetry, Cyclic Voltammetry, and Polarimetry. One three-hour lab per week. Prerequisites: CHM 345 or concurrent enrollment.

CHM 381  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 375  Physical Chemistry Laboratory (3)
Lecture course covering principle topics of physical chemistry. Emphasis on 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 371  Physical Chemistry I (3)
Laboratory experiments for CHM 371/CHM 372; to illustrate, complement and supplement the lecture material. Must be taken concurrently with CHM 371/CHM 372. Three hours of laboratory per week. Prerequisites: CHM 142, MTH 172.

CHM 372  Physical Chemistry II (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 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 a 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) Final and third 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

COM 101  Introduction to Communication (5) 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, stimulative, 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 (3-4) Instructors and topics will vary. May be repeated for credit.

COM 200  Communication Theory (3) This 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 240  Media Research and Critical Analysis (3) An overview of different approaches and methodologies used by scholars to conceptualize research and write projects concerned with the critical analysis of media tests and discourse networks.

COM 295  Special Topics (3-4) Instructors and topics will vary. May be repeated for credit.

COM 299  Introduction to Journalism (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 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 creative assignments and/or experimental forms. Topics 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 209, 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 308  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 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, etc., provide unique ways to view the world. This course explores the role that the changing media landscape plays in the ways that we exist, understand, 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 processes, rights and responsibilities. Examination of law and policy with respect to social communication, media 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 and internment coordinator. May be repeated for credit. Prerequisite: permission of instructor.

COM 399 Special Topics (1-4)
Instructors and topics will vary. 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 (1-4)
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.

CJ 101 Introduction to Criminal Justice (3)
An examination of the organization and jurisdiction of various agencies in the criminal justice field; roles of police, courts, prosecution, corrections, probation and parole; and their impact and involvement with the individual community.

CJ 195 Special Topics (1-4)
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 philosophies 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 (1-4)
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 trial 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 American criminal justice system, 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 Victimization (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. Analysis of drug treatment and criminality of drug use are considered. Sociocultural theories of engagement with drug-use-supportive peer groups will also be examined. Prerequisites: CJ 101 or CJ 105. 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, the role of the American court system. Equivalent to PLS 379. Prerequisite: CJ 101 or PLS 150.

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 constitute 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 standpoint 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 repeat course without permission. 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 seminar 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 (1-4)
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

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 of departmental papers. 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 honing 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 CJ 210 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 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 COR 120 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. Prerequisite: 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 312 Poetry and Prose (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.

ENG 320 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 321 Literature and the Environment (3)
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 322 Literature and the Environment (3)
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 Literature in the Renaissance works. Content changes. May be repeated for credit. Prerequisite: COR 210Y, ENG 210, or ENG 220.

ENG 335 Comparative Literature (4)
A survey of literary works that focus on the broad theme of the law and explore topics arising out of the social and political context in which the text is situated. May be repeated for credit. Prerequisite: ENG 102.

ENG 340 Literature in the Medieval World (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 341 Shakespeare (3)
A course of study of the works and poetry from Britain, Europe, and beyond. This course explores the rich and varied ethnic traditions of American and British authors and beyond, this course explores literature both within and outside 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 influences. 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 language 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 social and political context in which the text is situated. May be repeated for credit. Prerequisite: ENG 102.

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 help us understand 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 210Y, or ENG 220.

ENG 390 Internship (1-3)
Support student research and composition faculty member on a specialized topic to student research and composition of a major paper. Topic of seminar changes each year. Prerequisite: ENG 382.

Environmental Studies

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 and 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 biodiversity, 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 perspective, 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. It is designed to introduce students to major global environmental concepts and issues such as biodiversity, climate change, epistemological communities, regions, global and regional environmental governance, and sustainable development.

ENV 335 Special Topics (1-4)
Course encompasses broad topics in environmental science, including biodiversity, population dynamics, human population growth concerns, energy use and water quality. Includes laboratory and field experiences.

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 support student research and composition of a major paper. Topic of seminar changes each year. Prerequisite: ENG 382.

ENV 399 Special Topics (1-4)
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: BIO 358 or BIO 359, and ENV 400.

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 work 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 ENV 498 during the previous semester. This course is intended for Bachelor of Arts environmental studies majors. Intended for Environmental Studies Bachelor of Arts degree. Prerequisite: ENV 498.

Exercise Science EXS 203 Human Nutrition (3) An introduction to the fundamental of human nutrition and its relation 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 BIO 203 and NUR 203.

EXS 310 Introduction to Sports Medicine (3) Study of emergency methods used in common accidents. Students may qualify for Red Cross certificates. Equivalent to PE 310.

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 community 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 1 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 an examination of the student's knowledge and experience in a research environment. Monitored, supervised and evaluated by an intern supervisor and faculty member.

GIS 250 Men and Masculinities (3) The influence of masculinity 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 (1-4) 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 and 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 397 Directed Studies (3) An examination of selected issues or research projects in gender and identity studies. Program permission required.

Geography GPH 210 World Regional Geography (3) Study of major world regions, their historical backgrounds, physical features, climates, political dynamics and economic resources.

History HIS 121 World History to 1500 (3) The course is an examination of different civilizations from the beginning of man's origins to 1500 AD. Specifically, the course looks at the origin, religions, 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
civiliations. 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 1763 (3)
General survey of U.S. history through the Civil War. This 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 (1-4)
To be arranged with department advisor.

HIS 211 History of Latin America: Colonialization (3)
This course studies Latin American history from the origins of pre-Columbian civilization to the independence movement from Spain in 1820. 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 (1-4)
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. Major themes will include: working-class culture, industrial organization, and politics; work and community life; labor-management relations; changing patterns of working-class protest; and 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 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 provides a detailed analysis 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, 418. 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 European History (3)
The European experience from 1815 to World War I.

HIS 350 United States History Since 1865 (3)
Intensive overview of the United States from the Civil War and Reconstruction era. Examines the political, economic and diplomatic developments of the postwar period.

HIS 357 United States History 1877-1945 (3)
Comprehensive analysis of the emergence of the United States as a great power. Examines the economic and diplomatic developments that moved the United States from the periphery of international conflict 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
HIS 190 History Internship (3-9) Departmental permission and junior standing required.

HIS 195 Special Topics (1-4) To be arranged with department advisor.

HIS 210 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 social-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 412 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 colonizer 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. Alternating explanations of 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 (1-4) 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

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.*

Legal Studies

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 (1-4) 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 199 Directed Readings in Legal Studies (1-3) A semester of directed readings under the supervision of the pre-law advisor. Topic is 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 current trends in the study of white collar crime.

LS 495 Special Topics (1-4) Courses relevant to the Legal Studies curriculum offered periodically on topics announced by the faculty.

*Students will choose a senior thesis director, subject to the approval of the Board of Study. After presentation of senior thesis (IDS 498), Board of Study will share to evaluation of the thesis with the director, director will determine its final grade.

The course will examine historical and contemporary conduct that has been identified as government, corporate, and other. Topics of study may include crimes of corporate/financial wrongdoing, such as fraud, securities violations, and health care fraud; crime in organized crime organizations; crimes of public officials; crimes against children; and the criminal treatment of the mentally and physically infirm. Students will be introduced to the legal framework through which such crimes are prosecuted and the various theories used by the authorities to explain such behavior. The course will also examine white collar crime in a historical and comparative perspective.

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Courses may include topics such as: white collar crime; environmental law/environmental crime; others. Prerequisite: LS 101.
Mathematics

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, exponential, and logarithmic functions. 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 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, 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 122 with grade "C-" or better or equivalent math placement exam score.

MTH 171  Calculus I (4)
A first course in calculus with transcendental topics. Includes 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 transcendental topics. Includes integration techniques, applications of the integral (areas, 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 (1-4)
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 295  Special Topics (1-4)
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 cultures: 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 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 geometric systems, such as Euclidean geometry, projective geometry and non-Euclidean geometry. Geometries covered are finite geometries, Euclidean geometry, projective geometry and non-Euclidean geometry.

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 mathematical notation, 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 (1-4)
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 of 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, continuity, sequences, series, and uniform continuity of functions, and differentiation. Prerequisites: MTH 172, MTH 220, and an upper division math course. Grades of "C-" or better required.

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, notation, music theory, major and minor scales, key signatures and clefs.

MUS 105 Music Theory I (3)
An introduction to the rudiments of music, including common practice method, analysis and ear training. Corequisite: MUS 105L.

MUS 106 Music Theory II (3)
A course in music theory as a cultural phenomenon in the life of Western mankind. Emphasis is placed on selected composers and representative masterworks.

MUS 107 History of Rock and Roll (3)
The primary goal of the Aural Skills Lab is to produce musicians who can perceive and make sound 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 108 Music in Western Culture (3)
A study of music as a cultural phenomenon in the life of Western mankind. Emphasis is placed on selected composers and representative masterworks.

MUS 109 History of Jazz (3)
History of Jazz is a celebration 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. 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 conversion/area recital/ studio class. Final exam conducted by jury. See MUS 110 for instructional areas. Prerequisite: placement audit by committee. 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 305L 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 (3)
The primary goal of the Aural Skills Lab is to produce musicians who can perceive and make sound 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 397 Special Topics (1-4)
To be arranged with department advisor.

MUS 398 Special Topics (1-4)
To be arranged with department advisor.

MUS 399 Special Topics (1-4)
To be arranged with department advisor.

MUS 471 Special Topics (1-4)
To be arranged with department advisor.

MUS 472 Special Topics (1-4)
To be arranged with department advisor.

MUS 473 Special Topics (1-4)
To be arranged with department advisor.

MUS 474 Special Topics (1-4)
To be arranged with department advisor.

MUS 475 Special Topics (1-4)
To be arranged with department advisor.
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, applied lessons in non-major areas 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 pattern score reading and preparation, rehearsal techniques, an awareness of age and audience, and appropriate methodologies and pedagogies resulting in effective performance. Prerequisite: MUS 220.

MUS 327 Junior Recital
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 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 development 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 backgrounds 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.

MUS 385 Special Topics (1-4)
To be arranged with department advisor. May be repeated for credit.

MUS 387 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 (1-4)
To be arranged with department advisor. May be repeated for credit.

MUS 499 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. Prerequisite: Upper-division 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 chamber 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 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 and 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.

MUS 397 Saint Martin’s Chorale (1-3)
A recital given by a music major in which the student performs a music program approximately one hour in length. Corequisite: MUS 312.

NUR 103 Applied Anatomy and Physiology (1)
Prerequisites: MATH 101, MATH 102, and SOGO. May be repeated for credit.

NUR 104 Laboratory for Applied Anatomy and Physiology (1)
Prerequisite: MATH 101, MATH 102, and SOGO. May be repeated for credit.

NUR 202 Foundations of Nursing Practice: Prevention and Promotion of Health (2)
Foundational knowledge, skills and attitudes in preparation for reflective nursing practice to promote and protect health across the lifespan. Co-requisites: NUR 302L, and NUR 302C. Prerequisites: All BSN prerequisite courses.

NUR 302 Foundations of Nursing Practice Lab (2)
Required lab component accompanying NUR 302.

NUR 302C Foundations of Nursing Practice Clinical I (1)
Required clinical experience component (50 hours) accompanying NUR 302.

NUR 303 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 and 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 305 Health Assessment (3)
Foundational knowledge, skills and attitudes about health assessment across the lifespan, respecting diverse cultures, ethnicities, lifestyles, ages, and genders. Includes 1 credit didactic and 2 credits lab.

NUR 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 outcomes. Prerequisites: NUR 302, NUR 302C, NUR 303, NUR 310. 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 (3-6)
International courses, practica or simulation labs that project 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 (1-4)
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 411. Includes 50 hours of practicum for RN to BSN students.

NUR 412  Promoting Population Health in the Community Practicum (3)
Clinical experience in the nursing management of childbearing families. Taken concurrently with NUR 420. Includes 50 hours of clinical practicum.

NUR 415  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 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 302L, NUR 302C, 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 Practicum (1)
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 440  RN to BSN Capstone (2)
An integrative experience that synthesizes learning in the core nursing curriculum. Students will reflect on management of 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, 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

PHL 195 Special Topics (1-4)
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 (1-4)
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 (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 being.

PHL 346 Contemporary Philosophy (1)
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 (1-4)
Topics to be arranged with department advisor.

PHL 397 Directed Study (1-3)
To be arranged with department advisor.

PHL 495 Special Topics (1-4)
Topics to be arranged with department advisor.

Physics

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, focusing also on basic underlying science used to explore our Universe. Topics may include the formation of the solar system and the Sun, extra-solar planets, observational techniques, the Milky Way Galaxy, 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 Laboratory (1)
Corequisite: PHY 142.

PHY 171 Introductory Physics I (4)
A general introduction to physics for science and engineering students. Mechanics, linear dynamics, conservation laws, rotational dynamics, fluids, simple harmonic motion and introduction to waves 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. Prerequisites: PHY 303 and PHY 314.

PHY 399 Explorations in Physics (2)
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 physics topic used the multi-faceted lens of a physics. 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

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 conducted 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, energy control, nuclear proliferation and globalization.

PLS 195 Special Topics (1-4)
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 (1-4)
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 political power and influence 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 conceptual 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...
COURSE DESCRIPTIONS

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 350 American Government (3)
This course examines the role that political parties play 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 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 356 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 360 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 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 they do? Why do some participate in politics and not others?

PLS 366 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 political institutions and practice; and evaluate 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 issues 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 movements and their impacts on transnational mobilization.

PLS 376 Global Food Politics (3)
This course examines the role that political science plays in understanding 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 practice of economic development, including 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 case studies of development interventions in the field, drawing lessons from stories of failure and inspirational stories of change.

PLS 380 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 490 Legislative and Administrative Internships (3-12)
Department permission and junior standing required.

PLS 495 Special Topics (1-4)
To be arranged with department advisor.

PLS 499 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 in the process of writing political science research, the theoretical perspectives used by political scientists today, and the implications of new methodologies.
COURSE DESCRIPTIONS

PLS 499 Senior Seminar Paper (3)

Psychology

PSY 240 Research Methods (4)
The practice of social scientific research, methods of data collection and analysis. Emphasis on practical mastery of research skills and knowledge of data sources. Prerequisite or corequisite: MTH 201.

PSY 295 Special Topics (1-4)
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.

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 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 world’s major religious systems, the relation between psychological, 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 (4)
Overview of group formation and interaction in relation to environment. How they influence the individual's needs, attitude formation, prejudices, motivations, perceptions and communicative processes. Equivalent to SOC 320.

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 (4)
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 works will be 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 various psychological factors 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 works will be 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 various psychological factors 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 works will be emphasized. Prerequisites: PSY 101, PSY 240.

PSY 335 Abnormal Psychology (3)
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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 various psychological factors 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 works will be emphasized. Prerequisites: PSY 101, PSY 240.

PSY 335 Abnormal Psychology (3)
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PSY 228 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 survey research-based methods of assessment and treatment.

PSY 387 Directed Study (1-3)

An examination of selected issues or research projects in psychology. May be repeated with consent of instructor.

PSY 420 Personality Theories (4)

A survey of major theories of personality development.

PSY 430 Learning, Cognition, and Behavior (4)

This course covers major theories of human and animal learning, including behavioristic and cognitivist 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 role 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, societal, 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. Minimum 3-credits is needed to meet the major requirement for an internship. Prerequisite: permission of the instructor.

PSY 498 Advanced Research (4)

Students will conduct an experimental or non-experimental study of a research topic chosen by the instructor. Individual students will develop a research proposal for an empirical study to be completed in the spring as their thesis projects. Prerequisite: PSY 201 and PSY 240 with grades of “C-” or better, senior status, and permission of instructor.

PSY 499 Senior Seminar (4)

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. Prerequisite: Permission of the instructor.

PSY 500 Introductory Psychology (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 201 and PSY 240 with grades of “C-” or better, senior status, and permission of instructor.

PSY 501 Research Methods in Psychology (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 201 and PSY 240 with grades of “C-” or better, senior status, and permission of instructor.

PSY 505 Theory of Personality (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 survey research-based methods of assessment and treatment.

PSY 506 Advanced Research (4)

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 201 and PSY 240 with grades of “C-” or better, senior status, and permission of instructor.

PSY 510 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 591 Advanced Research (4)

Students will conduct an experimental or non-experimental study of a research topic chosen by the instructor. Individual students will develop a research proposal for an empirical study to be completed in the spring as their thesis projects. Prerequisite: PSY 201 with grades of “C-” or better, senior status, and permission of instructor.

PSY 593 Special Topics (1-4)

To be arranged with department advisor.

PSY 601 Research Methods in Psychology (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 201 and PSY 240 with grades of “C-” or better, senior status, and permission of instructor.

PSY 602 Critical Thinking and Research Methods (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 603 Advanced Research (4)

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 201 and PSY 240 with grades of “C-” or better, senior status, and permission of instructor.

PSY 604 Personality Theories (4)

This course covers major theories of human and animal learning, including behavioristic and cognitivist 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 role 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 605 Theory of Personality (4)

This course covers major theories of human and animal learning, including behavioristic and cognitivist 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 role 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 606 Theory of Personality (4)

This course covers major theories of human and animal learning, including behavioristic and cognitivist 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 role 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 607 Theory of Personality (4)

This course covers major theories of human and animal learning, including behavioristic and cognitivist 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 role 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 608 Theory of Personality (4)

This course covers major theories of human and animal learning, including behavioristic and cognitivist 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 role 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 609 Theory of Personality (4)

This course covers major theories of human and animal learning, including behavioristic and cognitivist 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 role 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 610 Theory of Personality (4)

This course covers major theories of human and animal learning, including behavioristic and cognitivist 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 role 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.
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.

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 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 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 exploring the Greco-Roman background of the community and the relationship between the Dead Sea Scrolls and the Hebrew Bible/Old Testament, 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 354 Topics in Biblical Studies (3)
Exploration of areas or issues in the study of the Bible, including specific parts of the Bible (Hebrew Scriptures and New Testament, Apocrypha, Apocryphal 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 360 History of Christianity I (3)
Survey of the history of Christianity from its origins up to the surrender of Jerusalem to the Romanizer after Jesus of Nazareth's life and death through the attempts made by various political and religious leaders and thinkers to defend and enforce the church's teachings and practices up to the Protestant Reformation. 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 375 Topics in 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 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 380 Koine Greek I (3)
This course will teach the fundamentals of Biblical Greek 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, syntax, vocabulary, and grammar. Prerequisite: RLS 380

RLS 385 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, five noun declensions, pronouns, and adjectives. Prerequisite: RLS 385

RLS 386 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 the Vulgate and Latin II, (3)
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 364.

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 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.

Social Justice

SJ 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.

SJ 301 Social Justice in Literature (3)
A close textual 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, Sollzhenitsyn, 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). Prerequisites: RLS 110, RLS 200, RLS 205, RLS 210, or permission of the instructor.

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 (1-4)
Courses relevant to the Social Justice curriculum offered periodically on topics chosen by the instructor. May be repeated for credit.

SJ 397 Directed Readings in Social Justice (1-3)
A semester of directed readings under the supervision of the Social Justice program advisor. May be arranged by the 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 aspect 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 grassroots/community action group. Prerequisite: SOC 101, CJ 101, PSY 101, or SOC/SJ 110.

Social Work

SW 210 Introduction to Social Work (3)
This course provides a comprehensive introduction to the history and evolution of the social work profession, policies, ethics, and values. Best practices and methodologies for working with individuals, families and groups are viewed through the intersectionality of social justice and biopsychosocial lens.

SW 240 Research Methods and Statistics (3)
This course provides an overview of the scientific method principles, practices and ethical considerations of qualitative and quantitative research designs with an emphasis on the impact of research in practice and everyday life. Social statistics, descriptive and inferential, are used to study and understand human behavior in contemporary social environment. Students will learn how to collect, organize, display, analyze, interpret, and present data.

SW 295 Special Topics (104)
Selected topics in social work. May be repeated for credit.

SW 310 Human Behavior in the Social Environment (3)
Students will gain an understanding of theories focused on interactions between and among individuals, families, groups, organizations, and societies. This class applies a person-in-environment and lifespan development perspective in conjunction with diversity in its many forms. Emphasis will be placed on the inter-relatedness of biological, sociological, cultural, environmental, and psychological factors that influence human behavior.

SW 340 Interviewing and Assessment (3)
This course is an introduction to the basic concepts and skills of interviewing that are used in the social sciences and in social service agencies. The course provides an overview of theoretical concepts of interpersonal communications, ethics and standard of professional conduct, and fundamental interviewing skills and techniques. Through experiential and self-reflexive exercises, students will be able to explore and become aware of their own interpersonal communication style, strengths and limitations/biases. Special emphasis is placed on sensitivity to value dilemmas, culturally competent practice, and awareness of the roles of gender, spirituality, sexual orientation, ethnicity, and social class in practice with clients.

SW 344 Case Management and Advanced Interviewing (3)
This course focuses on building advanced interviewing skills, introduces Case Management in the practice of both 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 seminar prepares students for the first Social Work Internship (SW390). Grounded in social work ethics, values and professional conduct, this 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 obtaining and preparing to start their SW390 internship.

SW 390 Internship (1-6)
This internship course provides an introduction at the sciences and in social services. The course provides an overview of theoretical concepts of interpersonal communications, ethics and standard of professional conduct, and fundamental interviewing skills and techniques. Through experiential and self-reflexive exercises, students will be able to explore and become aware of their own interpersonal communication style, strengths and limitations/biases.
SW 391 Internship Seminar (1)
This internship seminar focuses on integrating the practice competencies encountered in SW 390. Must be taken concurrently with SW 390.

SW 395 Special Topics (1-4)
Selected topics in social work. May be repeated for credit.

SW 397 Directed Study (1-4)
This course provides an 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 400 Working with Crime Victims (3)
This course studies the impact of crime on victims and survivors, re-victimization, society, and the criminal justice system. We will explore the history of victim rights and the victim rights movement, theories, practical application of these theories, and effective victim services programs. Special attention will be given to the economic, medical, spiritual, and psychological impacts of crime, as well as lifestyle changes victims make as a result of crime.

SW 401 Treatment of Crime Victims (4)
This course develops advanced skills, knowledge, and expertise in crime victim advocacy as a trained crime victim advocate, social worker, or criminal justice professional. Topics covered include the victim rights movement and victim rights, victim service programs, victim empowerment, crime-specific topics, how victims interact with various legal systems, new directions in victim services, trauma recovery, and treatment modalities for victims of crime through transactional and interdisciplinary lenses. Student research will focus on trauma, PTSD, best practices, and evidence-based treatment modalities in trauma recovery. Prerequisite: SW 400

SW 490 Advanced Internship—Session 1 (1-6)
This internship provides advanced experiential learning with and application of social service principles and concepts in community-based 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)
An advanced internship seminar focused on integrating the practice competencies encountered in SW 490. Corequisite: SW 490

SW 492 Advanced Internship—Session 2 (1-6)
This internship provides advanced experiential learning with and application of social service principles and concepts in community-based agency. Prerequisite: SW 490 and 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)
An advanced internship seminar focused on integrating the practice competencies encountered in SW 492. Corequisite: SW 492.

SW 498 Macro Social Work Practice and Research (3)
This course centers on the investigation of larger scale social problems, and the development and implementation of social interventions that aim to effect positive change at the community, state, and national levels. Administration and management, community practice, and policy practice will be viewed from the equity, cultural competency, and ethical lens. Students will also develop skills in analyzing advanced research designs and evaluating social work program outcomes and practice and policy effectiveness.

SW 499 Senior Seminar (3)
This senior seminar provides senior level social work majors with a culminating experience where they demonstrate their mastery of social work knowledge and skills through the development of an original empirical research project. Through their senior thesis, students will demonstrate advanced writing skills, critical analysis and synthesis of information, and the application of research skills.

SW 499H Honors Seminar (3)
This seminar will be offered to students who meet the requirements for the Honors Program. Prerequisite: SW 499.

SW 500 Practicum (1-6)
This practicum is designed 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.

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 impact on an understanding of human behavior.

SOC 105 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 concepctions of social justice in political theory and critically examine contemporary notions of social justice in our society.

SOC 107 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 crises against LGBT individuals and the efforts to investigate, prosecute, prevent and deter these crimes. Prerequisite: CJ 101 and SOC 101.

SOC 108 North American Social Work History (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 crises against LGBT individuals and the efforts to investigate, prosecute, prevent and deter these crimes. Prerequisite: CJ 101 and SOC 101.

SOC 109 Juvenile Justice (3)
An introduction to the history of the juvenile court, the development of the legal system, and the evolution of the juvenile justice system. Equivalent to CJ 305.

SOC 195 Special Topics (1-4)
To be arranged with department advisor.

SOC 200 Internship (3)
An internship provides advanced skills, knowledge, and expertise in crime victim advocacy as a trained crime victim advocate, social worker, or criminal justice professional. Topics covered include the victim rights movement and victim rights, victim service programs, victim empowerment, crime-specific topics, how victims interact with various legal systems, new directions in victim services, trauma recovery, and treatment modalities for victims of crime through transactional and interdisciplinary lenses. Student research will focus on trauma, PTSD, best practices, and evidence-based treatment modalities in trauma recovery. Prerequisite: SW 400

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 (1-4)
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, 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. 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 crises against LGBT individuals and the efforts to investigate, prosecute, prevent and deter these crimes. Prerequisite: CJ 101 and SOC 101.

SOC 308 North American Social Work History (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 crises against LGBT individuals and the efforts to investigate, prosecute, prevent and deter these crimes. Prerequisite: CJ 101 and SOC 101.

SOC 309 Juvenile Justice (3)
An introduction to the history of the juvenile court, the development of the legal system, and the evolution of the juvenile justice system. Equivalent to CJ 305.

SOC 310 Juvenile Rehabilitation (3)
Overview of history, definitions, and nature of those correctional theories, programs and practices that aim to deter criminal conduct in juveniles. 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 311 The History of Women in North American Social Work (1948-1945) (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 (4)
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 sociological 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 achieved 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. A historical study of cross-cultural examination of the family. Prerequisite: Sophomore standing.

SOC 395 Special Topics (1-4)
To be arranged with department advisor.

SOC 396 Interpersonal 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 400 Death, Dying and Grief (3)
Overview of topics related to death, dying and grief. Cross-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, experimentation, survey methods, sampling, questionnaire construction and analysis. Prerequisite: SOC 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 (1-4)
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.

Substance Use Disorder

CDP 400 Understanding Addiction: Theories, Ethics, and Physiological Impacts (3)
Students will gain an understanding of the history and development of the medical theory 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 Groups 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 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. Students 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.

Theatre Arts

THR 101 Introduction to the Theatre (3)
Actors, directors, playwrights, designers. How do they do what they do? Find out by doing it! Class discussions and demonstrations give students hands-on experience with what it is like to work in professional theatre.

THR 195 Special Topics (1-4)
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. P 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.
THR 260 Design/Tech Practicum (3-4)
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 (3-3)
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; lighting design and operation; sound design and operation; properties management. May be repeated for credit.

THR 295 Special Topics (1-4)
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 Veterinary Literature
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. Prerequisite: Junior standing or THR 301 or instructor’s permission.

THR 310 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, technical aspects: acting; directing; stage management; or technical direction. Prerequisite: Instructor’s permission. May be repeated for credit.

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 costume rendering and 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)
A seminar of historical and/or modern theatre styles, periods and genres with instructor to develop their work in collaboration with each other — as a means of developing tools for analysing films as art, popular culture and socio-political commentary.

THR 370 Literary Analysis (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 380 Literature on Film (3)
The study of important examples of literature adapted to the medium of film. Prerequisite: THR 301 or instructor’s permission.

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 (1-4)
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 302. Further exploration of basic concepts of writing for the stage. Students will complete a working draft of an original play. Prerequisites: THR 302 or instructor’s permission.

THR 405 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 (1-4)
To be arranged with department advisor. May be repeated for credit.

TRM 400 Trauma: Theories, Ethics, and Impacts (3)
Students will gain an understanding of the neurobiology of trauma, including Adverse Childhood Events (ACE’s) and Adverse Life Events (ALE’s). Students will also examine the intersectionality of class, race, culture, and spirituality on trauma. Topics include understanding simple vs. complex PTSD, secondary trauma and self-care, co-occurring disorders, addiction, different types of trauma, and post-traumatic growth.

TRM 401 Treatment of Trauma: Individual, Families, and Groups (4)
Building on knowledge of trauma gained in TRM 400 Trauma: Theory, Ethics, and Impacts, students will review the major risk factors for trauma-related dysfunction, cultural factors that exacerbate or ameliorate dysfunction, specialized assessments for identifying trauma-related symptoms, and research-supported approaches to treatment and prevention of PTSD and co-occurring disorders in the aftermath of trauma. Major treatment approaches to be covered include stage-oriented integrated therapy models, cognitive-behavioral therapy (CBT), eye-movement desensitization and reprocessing (EMDR), Dialectical-Behavioral Therapy (DBT), stress management techniques, group, and family therapy approaches, expressive arts therapies, psychopharmacological interventions, and alternative treatments. Self-care for the clinician will also be emphasized, as will post-traumatic growth. Prerequisite: TRM 400

TRM 402 Trauma: Systems, Policies, and Laws (3)
Students will examine various systems of care and the services available for those who have experienced trauma. Special focus will be on the interdisciplinary intersections within the behavioral health, healthcare, education, and criminal justice systems. Using the International Association of Trauma Professionals (IATP) Code of Ethics and National Association of Social Workers (NASW) Code of Ethics as frameworks, students will also examine the relationship between state and federal laws and regulations on the trauma sustained by victims of crime, on the accessibility and utilization of treatment and services, and other social injustices. Students will become familiar with the frameworks for evaluating systems of care with respect to providing trauma-informed care. TRM 400 may be taken concurrently with TRM 402.
CHN 195 Special Topics, Chinese (1-4)
To be arranged.

CHN 201 Intermediate Chinese I (3)
This course advances the four language skills. Prerequisites: CHN 102 or appropriate placement test score.

CHN 202 Intermediate Chinese II (4-1)
This course advances the four language skills. Prerequisites: CHN 201 or appropriate placement test score.

CHN 295 Special Topics, Chinese (1-4)
To be arranged. Prerequisites: CHN 202 or appropriate placement test score.

CHN 395 Special Topics, Chinese (1-4)
A specialized course in Chinese language and culture. Students begin to acquire knowledge of basic Japanese culture. Prerequisites: CHN 202 or appropriate placement test score.

CHN 397 Directed Study, Chinese (1-4)
To be arranged. Prerequisites: CHN 202 or appropriate placement test score.

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: COR 140F or equivalent

FRN 195 Special Topics, French (1-4)
To be arranged.

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 appropriate placement test score.

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 appropriate placement test score.

FRN 295 Special Topics, French (1-4)
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: FRN 202 or appropriate placement test score.

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., 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: 300 level French course or appropriate placement test score.

FRN 395 Special Topics, French (1-4)
To be arranged. The course is conducted in French and may be repeated for the French minor. Prerequisites: FRN 202 or appropriate placement test score.

FRN 397 Directed Study, French (1-4)
A specialized course in French language and culture. A focused study of a specific time period and/or literature. Prerequisites: FRN 202 or instructor permission. The course is conducted in French and may be repeated for the French minor. Prerequisites: FRN 202 or appropriate placement test score.

FRN 401 Advanced 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, and 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. Prerequisites: 300 level French course or appropriate placement test score.

FRN 495 Special Topics, French (1-4)
To be arranged. The course is conducted in French and may be repeated for the French minor. Prerequisites: 300 level French course or appropriate placement test score.

Japanese

COR140J Introduction to Japanese I (4)
A specialized course in 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 basic Japanese grammar. Prerequisites: COR 140J or equivalent

JPN 195 Special Topics, Japanese (1-4)
To be arranged.

JPN 201 Intermediate Japanese (3)
Continuation of JPN 101 and 102. Building basic vocabulary and developing writing and speaking skills. Prerequisites: JPN 102 or appropriate placement test score.

JPN 202 Intermediate Japanese (3)
Continuation of JPN 101 and 102. Building basic vocabulary and developing writing and speaking skills. Prerequisites: JPN 201 or appropriate placement test score.

JPN 295 Special Topics, Japanese (1-4)
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 discussed to create better understanding of Japanese culture as well as language. Course conducted in Japanese.
JPN 302 Advanced Japanese (3)
Prerequisites: JPN 202 or appropriate placement test score.
Course conducted in Japanese.

JPN 495 Special Topics, Japanese (1-4)
To be arranged. Course conducted in Japanese. Prerequisites: JPN 202 or appropriate placement test score.

JPN 397 Directed Study, Japanese (1-4)
To be arranged.
Prerequisite: JPN 202 or instructor permission.

SPN 201 Intermediate Spanish (3)
Advances the four language skills. Prerequisites: SPN 102 or appropriate placement test score.

SPN 302 Intermediate Spanish (3)
Advances the four language skills. Prerequisites: SPN 201 or appropriate placement test score.

SPN 305 Special Topics, Spanish (1-4)
To be arranged.

SPN 306 Directed Study, Spanish (1-3)
A specialized course in Spanish language and/or literature. Course Conducted in Spanish. Prerequisites: SPN 202 or appropriate placement test score.

SPN 401 Advanced Hispanic Literature (3)
This course emphasizes developing skills in reading and discussing Hispanic literary texts at an advanced level. Students explore texts in Spanish from the Spanish-speaking world. Texts will generally focus on a specific time period and/or author, and might include novels, poetry, the short story and the play. Students are expected to discuss and write in Spanish about complex literary texts. The course is conducted in Spanish and may be repeated. Prerequisite: SPN 326.

SPAN 301 Spanish Composition and Conversation (3)
This course emphasizes building competency in Spanish in the areas of conversation and writing. As such, students are engaged in expressing themselves in Spanish using a variety of materials from the Spanish-speaking world. They are required to explore points of view from the Spanish-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 Spanish through grammar study and a variety of writing activities. The course is conducted in Spanish and may be repeated. Prerequisites: SPN 202, placement, or instructor permission.

SPAN 395 Special Topics, Spanish (1-4)
To be arranged. Course conducted in Spanish. Prerequisites: SPN 202 or appropriate placement test score.

WRT 390 English Internship (3)
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)
Prerequisites: ENG 102, COR 120, or permission of instructor.
**Course Descriptions**

**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.

Prerequisite: ACC 201.

**ACC 202L Accounting 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 301  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 302  Intermediate Accounting II (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: Previous or concurrent enrollment in ACC 351.

**ACC 302L 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. Prerequisites: Previous or concurrent enrollment in ACC 352.

**ACC 351  Individual Taxation (3)**
Basic federal law provisions affecting individual income tax returns. Includes determination of gross income, deductions, capital gains, gifts, deductions, 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: Previous or concurrent enrollment in ACC 352.

**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. Prerequisites: Previous or concurrent enrollment in ACC 352.

**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 meaningful and useful financial data for managerial decisions. Prerequisite: ACC 202.

**ACC 353L Cost Accounting Lab (1)**
Laboratory experiences to accompany ACC 353 using contemporary cost software including: CCH Intelliconnect and Pro System FX Tax or similar resources. Prerequisites: ACC 353 and enrollment in ACC 352.

**ACC 355  Governmental and Non-profit Accounting (3)**
Accounting methods and reporting practices of state and local governments. Introduction to not-for-profit 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 (1-4)**
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 (1-4)**
Courses that cover topics as announced by faculty.

**ACC 497  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 499  Contemporary Issues in Accounting (1)**
Courses that cover topics as announced by faculty.

**ACC 499  Contemporary Issues in Accounting (1)**
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.

**BA 201  Business Statistics (3)**
This course is designed to introduce students to the use of statistical tools to undergraduate business statistics course. The focus of this course dedicated to the understanding of statistical tools including 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 302 with grade C- or better or equivalent math placement exam score.

**BA 210  Be Career Ready (1)**
This practical course provides students with up-to-date tools leading to satisfying 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), the legal environment, the legal system, civil and criminal law; agency; employment law; torts; products liability; property law; wills & trusts; business ethics.
BA 295 Special Topics (1-4)
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 172) 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 172) 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 relationships 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, e-mail, 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: ECON 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 concept; consumer demand and behavior; marketing functions of the firm; institutions in the marketing channel; people, product, price and promotion strategies. Prerequisite: BA 330.

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 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 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 360 Financial Institutions (3)
An introduction to the financial markets in the contemporary world. Studies of commercial banks, securities dealers, federal agencies, central banks and foreign financial markets. Prerequisite: MTH 161 (or MTH 171) and MTH 201 or BA 201 both with a grade of “C-” or better.

BA 361 Money, Banking and Financial Institutions (3)
An exploration of money, banking and financial markets in the contemporary world. Studies of commercial banks, securities dealers, federal agencies, central banks and foreign financial markets. Prerequisite: MTH 161 (or MTH 171) and MTH 201 or BA 201 both with a grade of “C-” or better.

BA 365 Management of the Sales Force (3)
The 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 Critical Thinking and Research (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 425 Small Business Institute (I-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 external influences and related effects, information processing, as well as the sociological and economic effects of consumption.
Prerequisite: BA 330.

BA 435 Entrepreneurship (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 438 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.
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 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 (1-4)
Course covers topics announced by faculty.

BA 499 Business Strategy (3)
Course covers topics announced by faculty.

ECN 101 Principles of Economics (3)
An introduction to the economic principles of producer and consumer behavior and government regulation. This course provides students with an understanding of supply and demand and 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 201 Principles of Microeconomics (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 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 205 Ecological Economics: The Responsible Use of Creation (3)
A merger of ecology and economics, examine 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 215 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.

ECN 300 Ecological Economics (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 310 Internship (1-6)
Application of economics theory and practice in an actual work environment, with supervision by economics faculty and an intern supervisor.

ECN 330 Special Topics in Economics (1-4)
Courses offered periodically, with topics announced by faculty.

ECN 331 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.

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 (1-4)
Courses offered periodically, with topics announced by faculty.

ECN 400 Public Finance (3)
Theories, policies and practices relating to government revenues, expenditures and debts. Budgeting and public financial administration. Prerequisites: ECN 201, ECN 202.

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

Education
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-6 curriculum, particularly the social forces that shape it.

ED 205 Child and Adolescent Development
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 230 Introduction to Benedictine Leaders Program (1)
This course introduces students to the basic concepts of leadership. Emphasis is placed on the Catholic, Benedictine tradition, including the university’s Benedictine values and core themes. Students will utilize the concepts discussed in the course to develop their own philosophy of leadership. This course is foundational and is designed for beginning student leaders. No prerequisite.

ED 295 Special Topics (1-4)
Courses offered periodically on education topics announced by the faculty. May be repeated for credit.
ED 297 Directed Practicum (1-3)  
Candidate/faculty-selected student teaching in a specialized area. Includes 30 hour practicum plus 5 hour written assignment project submitted. Offered upon 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 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 with other computer skills themselves. Discussion focuses 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 330 Theories of Benedictine Leaders (Program) (2)  
This course explores the fundamental approaches to leadership theory. Emphasis is placed on the role of Benedictine leadership style and Benedictine values of community. It is structured in an educational setting. This practicum course will be offered every semester.

ED 331 Benedictine Leaders Practicum (1)  
The purpose of this course is to apply theoretical knowledge of Benedictine, Catholic, Benedictine leadership learned in the ED 230 and/or ED 330 courses to the service experience within the community: 30 hours required. Prerequisite: ED 230 or ED 330.

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 rights of compulsory education. Also includes the role of the classroom teacher as counselor. No prerequisite required.

ED 395 Special Topics (1-4)  
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 student teaching 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, 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 414 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-specific 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 415 Methods of Teaching Science (3)  
Objectives, 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 assignments and strategies used in 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)  
Prerequisite: ED 306. Students enrolled in the course concurrently with ED 306. (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 relationships 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; bicultural/bilingual 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.
**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 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 (SDIAE), 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 and the study of language tells us about the human mind and the relation of language to its cultural and social 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, music, and dance movement for the elementary classroom. Candidates will create and participate in arts experiences for the class and others. Prerequisite: ED 306.

**ED 432 Early Childhood Education Curriculum (3)**
Important issues related to teaching preschool - 3rd grade will be emphasized. Methods, curriculum and assessment specific to early childhood education will be reviewed, as well as the relationship of family and community to the student, student assessment and promotion of social competence. Prerequisite: ED 306, or concurrent enrollment.

**ED 435 Information Sources and Research (3)**
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 Reading (3)**
This course includes the theory and application of the literacy components of reading, writing, listening, speaking, and viewing, including the assessment 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)**

**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. 9-12). 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 of middle school content areas taught in the secondary school. This course facilitates the application of specific reading/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 each 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, focusing on 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 student teaching. 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 reading. Analysis of research in the field of reading, 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-4 students. Prerequisites: ED 437, ED 438, and ED 474.

**ED 476 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
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 477 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 paper work. 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 elementary 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 649/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 teaching and student teaching 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 (1-4) Courses offered periodically on educational 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 observation 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).

Physical Education May repeat 100 level courses for a maximum of eight semester hours of credit. Prerequisite: Permission of coach.

ED 502 Basketball Theory (2) Fundamentals of basketball, including theories of offense and defense. Offered every third semester. Rotates with PE 203 and PE 204.

ED 503 Baseball Theory (2) Fundamentals of baseball, including strategy and basic skills. Offered every third semester. Rotates with PE 203 and PE 204.

ED 504 Methods of Coaching Track and Field (2) Techniques, procedures and lesson planning. Offered every third semester. Rotates with PE 202 and PE 204.

ED 505 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.

ED 506 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.

ED 510 First Aid and Athletic Injuries (3) Study of emergency methods used in common accidents. Students may qualify for Red Cross certificates.

ED 515 Psychology and Philosophy of Coaching (3) Techniques and current practices. Offered every fourth semester. Rotates with PE 301, PE 302, PE 430.

ED 518 Directed Study (1-4) 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.

ED 520 Kinesiology (3) Exploration of anatomical and mechanical fundamentals of human motion.

ED 521 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.

ED 530 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.

ED 595 Special Topics (1-4) Courses offered periodically on special education topics announced by the faculty. Prerequisite: Permission of instructor. May be repeated for credit.

ED 597 Directed Practicum (1-3) A candidate/faculty-selected student teaching in a specialized area for special education. Offered on approval by special education faculty and dean of College of Education and Counseling. May be repeated for credit.

ED 599 Special Topics (1-4) Courses offered periodically on special education topics announced by the faculty. Prerequisite: Permission of instructor. May be repeated for credit.

SED 195 Special Topics (1-4) A candidate/faculty-selected student teaching in a specialized area for special education. Offered on approval by special education faculty and dean of College of Education and Counseling. May be repeated for credit.

SED 197 Directed Practicum (1-3) A candidate/faculty-selected student teaching in a specialized area for special education. Offered on approval by special education faculty and dean of College of Education and Counseling. May be repeated for credit.

SED 295 Special Topics (1-4) Courses offered periodically on special education topics announced by the faculty. Prerequisite: Permission of instructor. May be repeated for credit.

SED 299 Special Topics (1-4) Courses offered periodically on special education topics announced by the faculty. Prerequisite: Permission of instructor. May be repeated for credit.

SED 395 Introduction to Exceptionality (3) Introduction to philosophical, historical, legal and social implications of the exceptional student from an integrated, strategy-based pedagogical perspective.
COURSES

SCHOOL OF ENGINEERING

CE 100 Introduction to Civil Engineering (1)
This course introduces civil engineering students to the broad field of civil engineering and assists them in determining the area(s) of emphasis they might want to follow for their bachelor’s degree. Civil engineering faculty and guest speakers expose students to work that civil engineers do in a variety of fields. Strategies and opportunities related to the school counselors’ role in prevention, counseling and referral of students with drug and alcohol problems are included. Requirements: SED 359, ED 360.

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) and development of closed loop systems. Corequisites: CE 309. A minimum grade of C- is required for all prerequisites.

CE 308 Fluid Mechanics (3)
Course develops a fundamental understanding of fluid behavior essential to the study of technologically important situations encountered in courses that follow in hydraulics, hydrology and environmental engineering. Covers fluid properties, fluid statics, fluid mechanics, 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: CE 205, CE 206, MTH 122. Co-requisite: CE 309. A minimum grade of C- is required for all prerequisites.

CE 310 Fluid Mechanics (3)
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 include soils, aggregates, asphalt, cement, concrete, wood, steel and plastic. Code-based laboratory testing procedures are introduced. Includes soils, aggregates, asphalt, cement, concrete, wood, steel and plastic. Code-based laboratory testing procedures are introduced. Includes soils, aggregates, asphalt, cement, concrete, wood, steel and plastic. Code-based laboratory testing procedures are introduced. Includes soils, aggregates, asphalt, cement, concrete, wood, steel and plastic. Code-based laboratory testing procedures are introduced. Includes soils, aggregates, asphalt, cement, concrete, wood, steel and plastic. Code-based laboratory testing procedures are introduced. Includes soils, aggregates, asphalt, cement, concrete, wood, steel and plastic. Code-based laboratory testing procedures are introduced.
engineering purposes, and introductory applications in the mechanics of foundations and earth structures. Topics include site investigation, index properties, classification, strength, stiffness, compressibility, slope stability, lateral earth pressures, and bearing capacity. Course extends engineering mechanics to the use of soil as a structural material, introduces fundamentals of soil mechanics. Prerequisite: GE 359. 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 laboratory 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, design of interdeterminate structures. Topics include estimation of design loads, stress 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: CE 206. A minimum grade of C- is required for all prerequisites.

CE 350L Structural Analysis Laboratory (1)
Field and laboratory techniques for observation and measurement of critical 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)
Hydrology and water resource systems. Topics include estimation of design loads, stress 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: CE 206. A minimum grade of C- is required for all prerequisites.

CE 350 Structural Analysis I (3)
Methods of analysis of statically determinate planar and space structures, introduction to analysis of indeterminate structures. Topics include estimation of design loads, stress 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: CE 206. A minimum grade of C- is required for all prerequisites.

CE 351 Structural Analysis II (3)
Analysis and design of reinforced concrete structures in accordance with the current ACI Building Code. Topics include basic concrete and reinforced concrete, design approach to fundamental reinforced concrete behavior and design philosophy, development of simple loads and load paths, and design computations, as well as construction specifications. Design/analysis elements include simple and continuous beams, one-way slabs, footings, and introduction to columns. Students consider factors relevant to design of reinforced concrete structures 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 Hydraulics Engineering (3)
Application of hydraulic principles to the analysis and design of selected hydraulic facilities including reservoirs, dams, spillways, outlets, open channels, closed conduits, pipelines, and blast pipe networks analysis and hydraulic machinery. Course provides the practical extension of fluid mechanics 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 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 CHM 145 and CE 308. 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 IBC procedures, with correlation to the UBC and IRC 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 419 Geotechnical Engineering (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 stress analysis methods, bearing capacity and settlement analysis for shallow and deep foundations, retaining walls and abutments, shear piles, problem
COURSE DESCRIPTIONS

slopes, 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, bolts 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 (4) 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 theorems, 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 commonly 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. Prerequisites: CE350. A minimum grade of C- is required for all prerequisites.

CE 455 Structural Systems Design (3) Current professional practice in the design of structural systems for buildings and structures. Multiple case studies are used in creating structural systems designed to resist dead, live, wind and earthquake loads in accordance with International Building Code and ASCE/SEI 7 criteria. Economical arrangements of components achieve maximum material capability, strength and seismic demands are emphasized. The impacts of different professional disciplines’ responsibilities comprising a typical project team are surveyed. 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 solving differential equations, 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 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.

CE 465 Traffic Capacity Analysis (3) Analyzes and evaluates capacity and level of service of highway facilities using the Highway Capacity Manual (HCM). Covers operational, design and planning applications including 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: CE321. 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 wastes. Emphasis on municipal wastes. Prerequisite: CE 385, or Instructor permission. A minimum grade of C- is required for all prerequisites.

CE 473 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 cracking in concrete and bridge and substructure design. Focus will be on the reinforced concrete deck and pre-stressed girders 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 students will learn 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 495 Special Topics (1-4) 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 methods presented in the preceding courses. Emphasis on producing students with design experiences required to be successful and productive civil engineering team members. Topics include: design drawings; 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; introduction 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 project. prerequisites: CE 323, CE 330, CE 350, CE 360, CE 385. 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 drawings, contracts documents, design drawings, cost estimates, and specifications. Students make written and oral presentations before a selected panel of judges. Working professionals will be brought in for presentations discussing important contemporary issues. prerequisites: CE 498. Corequisites: CE 365. A minimum grade of C- is required for all prerequisites.

Computer Science

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 introduced in this course. This course is primarily for students in the certificate program. Pre or Co-requisite: CSC 101 or MTH 102. A minimum grade of C- is required for all prerequisites.

CSC 180  Introduction to Programming (3)
Introduction to object-oriented programming through systematic problem definition and design of applications. 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 program paradigms and notations, Single Program Multiple Data (SPMD), and tasks and threads, performance issues and metrics, cut coding and advanced, and high level themes are introduced. Prerequisites: CSC 180. 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 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 fundamentals of programming, 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 (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 projects will be programmed 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 work 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 students will gain fundamental knowledge to create simple web pages. Prerequisite: CSC 101. A minimum grade of C- is required for all prerequisites.

CSC 263  Cloud Development (3)
This course introduces the key components of SQL, including tables, views, indexes, data types, 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 300  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 320  Project Management (3)
Students will receive a solid grounding in all aspects of project management and a comprehensive 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 330  Introduction to Web Development (3)
This course will enhance students' knowledge of database design and application development through real-world scenarios. They will create stored procedures and triggers, import, link and export data as well as introduce the concepts of web application development. 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 326 Cyber Forensics (3)
This course introduces societal and legal impact of computer activity including computer crime, intellectual property, issues of ownership, privacy, risk, vulnerabilities, countermeasures, standards for extraction, preservation, and deposition of legal evidence in a court of law. Students will learn how and analysis of forensic data from computers and other electronic devices such as smartphones, tablets, laptops, and other digital 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 comparing servers, load balancing, 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. Prerequisite: CSC 310 or CSC 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 needed to implement a core Windows Server infrastructure in an existing enterprise IT environment. It focuses on the provisioning and 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 CSC 160. A minimum grade of C- is required for all prerequisites.

Prerequisites: CSC 101 and MTH 121. 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 servers and infrastructures with a hands-on approach to information risk management. Pre or Co-requisite: CSC 101 or CSC 160. A minimum grade of C- is required for all prerequisites.

CSC 335 Advanced Server Administration Tools (3)
This course focuses on how to efficiently manage network resources including how to manage applications, client health, hardware and software inventory, operating system deployment, and software updates. Pre or Co-requisite: CSC 330. 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.

Prerequisites: CSC 101 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 networking. Students will learn the terminology and concepts of modern 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.

Prerequisite: CSC 101. A minimum grade of C- is required for all prerequisites.

CSC 357 Game Development with HCl (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 pre-provided network. 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 cleaning, and information visualization, and working with big data. Prerequisites: MTH 201 or MTH 257. A minimum grade of C- is required for all prerequisites.

CSC 365 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. Prerequisites: CSC 101 and CSC 180. A minimum grade of C- is required for all prerequisites.

CSC 370 Mobile Application Development (3)
This course focuses on tools used to design mobile applications. It covers mobile app design, design patterns, and enterprise applications. Students design and develop web services that access local and remote data from various data sources. Programming language and technologies. The focus will be on coding activities that enhance the performance and user experience. Prerequisites: CSC 180 and MTH 121. A minimum grade of C- is required for all prerequisites.

CSC 375 Mobile Application Architecture (3)
Principles of operating systems. Process management, memory management, auxiliary storage management, resource allocation, and 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 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. 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, and 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 Core with C# and other technologies. The focus will be on coding activities that enhance the performance and user experience. Prerequisites: CSC 180 and MTH 201 or MTH 257. 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 patterns that 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 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 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 test plans and test cases. The essence of software quality assurance also will be covered. Prerequisites: CSC 215. A minimum grade of C- is required for all prerequisites.

CSC 455 Cloud Technologies (3)
This course covers core cloud 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 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 in R, GIS, and other tools are presented with basic visualization examples. The course covers tools and techniques of 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 375). 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. Part I students will attend weekly seminars, select a tentative project topic, define the problem, perform literature review, define the methodology, prepare a tentative schedule, and present 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. Prerequisite: 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 (1-4)
To be arranged with department advisor.

CSC 497 Directed Study (1-3)
To be arranged with department faculty.

Electrical Engineering

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 Kirchhoff’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 understanding of semiconductor physics to assemble functional circuits from available transistors. 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

This is a combination lecture series and lab course elective designed to give students the ability to understand and design Photovoltaic power generation systems, as well as research in a specialized area, or on a personal topic. Prerequisite: EE 345. A minimum grade of C- is required for all prerequisites.

EE 477 Embedded Computing in Electromechanical Systems (2)

This course is an introduction to microcontroller-based measurement and control systems, as well as electromechanical systems. Topics include microcontroller architecture, computer memory, C programming, and software and hardware interfaces, and communications. Emphasis is placed on real-time control, feedback, and user interface. Prerequisite: CSC 101 or CS 101. A minimum grade of C- is required for all prerequisites.

EE 488 Electromechanical Machines (2)

This course provides an introduction to electromechanical 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 and alternating-current machines, generators, synchronous and salient-pole and synchronous and nonsalient-pole machines, and actuators. Prerequisite: MTH 345. A minimum grade of C- is required for all prerequisites.

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: EE 345. A minimum grade of C- is required for all prerequisites.

General Engineering

GE 103 Graphics, Computer-aided Drafting and Solid  Modeling (3)

Basic graphics techniques and representations (orthographic, isometric, perspective) with traditional drawing and computer graphic techniques. Use of drafting software and computer-aided drafting and design systems. Prerequisite: MTH 171 and 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. Course provides students with fundamental skills and computer-aided design experience in interpreting and constructing technical drawings and models in AutoCAD for use in future design classes, including the senior design course. No previous computer experience required.

GE 106 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 factors, and deflections in beams and bars. Course is designed to build basic competency in engineering applications. Use of drafting software and computer-aided drafting and design systems. Prerequisite: MTH 171 and PHY 171. A minimum grade of C- is required for all prerequisites.

GE 204 Statistics (3)

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 206. A minimum grade of C- is required for all prerequisites.

GE 305 Professional Ethics, Legal Issues and Applied Economics in Engineering (3)

Introduction to professional and socioeconomic concepts. Ethical codes of conduct are presented and case studies are used to illustrate ethical issues in engineering. Prerequisite: GE 305. A minimum grade of C- is required for all prerequisites.

GE 405 Engineering Seminar (1)

Seminar students are given presentations from visiting speakers and professors providing a better understanding of what engineers do in industry. Students will 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 106. A minimum grade of C- is required for all prerequisites.

GE 407 Materials Laboratory (1)

Introduction to hands-on engineering experimentation. Course is designed to supplement mechanics of materials classroom work with experimental verification in engineering and science. Prerequisite is on practical application, laboratory techniques, safety, data-handling and report-writing. Course is designed to expose students to the fundamental laboratory classes, this course provides an introduction to hands-on engineering experimentation. Prerequisites: GE 206 or concurrent registration. A minimum grade of C- is required for all prerequisites.
SAINT MARTIN’S UNIVERSITY

COURSE DESCRIPTIONS

Mechanical Engineering

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 experts 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/no pass basis.

ME 201 Technical Communication (3)
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. This includes techniques 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 with specific audiences and contexts. Prerequisite: MTH 110 or higher. A minimum grade of C- is required for all prerequisites.

ME 300 Manufacturing Processes (3)
Study of commonly used industrial processes, quality control, and manufacturing materials and numerical control. Design and manufacture of simple artifacts. Introduction of various processes available for producing engineering artifacts from raw materials. 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 document the 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, including 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 experiential 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 provides the necessary background of material science and engineering that can be applied to manufacturing and design process of materials, machine design, electrical and electronics engineering. Emphasis on heat treatments, materials 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 207. A minimum grade of C- is required for all prerequisites.

ME 305 Intermediate Mechanics (3)
Advanced course in strength of material and structural design. Emphasis is on developing student’s capability of modeling complex real-world problems into mathematical 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. Prerequisite: ME 300. GE 206. 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. Emphasis is on developing student’s capability of modeling complex real-world problems into mathematical 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. Prerequisite: GE 206. 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 effects, dimensional flow, two-dimensional ideal flow, flow measurement for both liquid and gas and compressible flow of gases; AC circuits, electronic circuits, viscous flow in pipes, as well as statistical analysis of experimental data, and dynamic characteristics of physical signals and experimental results. Prerequisites: GE 205, GE 206. 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 includes statics, steady and variable flow, including static and dynamic forces, flow rates, velocities, jets, velocity distributions and mass flow experiments, automated data collection and acquisition.

ME 311 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 idea and idea generation, and examine the role of technology in goal-setting and strategic management of companies.

ME 313 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 financial deals; economic considerations 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)
This 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 a hands-on project of mechanical parameter measurement systems, experimental testing, data 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.

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 measurement, signal conditioning, 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/previous prerequisite: ME 300. Concurrent prerequisite: GE 206. 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
ME 318  New Product Development (2)
The design of complex new products is an essential component of the design process and requires unique knowledge, skills, and attitudes common to a number of disciplines. Students will explore the process of product definition, ideation, and engineering by analyzing real-world problems. The unit will allow students to examine the opportunity to prevent 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 are introduced. Topics that introduced in elementary physics and chemistry courses, will be covered. Application of thermodynamic laws to practical engineering problems such as turbines, compressors, nozzles, thrusters, heat exchangers and mixing chutes, dynamic systems, are introduced. Parametric and practical problems of power generation, refrigeration, internal combustion engines and heat pumps. Primary emphasis is given to basic engines, including internal and external combustion engines. Open-ended design projects provide an introduction to design in thermal sciences/engineering and fosters 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)
ME 345  Mechatronics (5)
This course is an introduction to the mathematical modeling and control of systems of electrical, mechanical, fluid, thermal, and inter-domain (e.g. electronics, computer) behavior. 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, control design problems. Prerequisites: MTH 353, ME 345 and GE 205. 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 geometrical (2D) production drawing from the 3D model. Topics include fundamentals of parametric modeling and parametric constraints, part/child relationships, generation of sketching feature (points, lines, planes), and advanced 3D construction through parametric 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. electronics, computer) behavior. 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, control design problems. Prerequisites: MTH 353, ME 345 and GE 205. A minimum grade of C- is required for all prerequisites.

ME 384  Comparative Biomechanics (2)
ME 390  Comparative Biomechanics (2)
We will learn how nature has inspired many practical engineering solutions, such as velcro, and consider how natural properties of biological materials—such as spider silk, jellyfish jelly, and muscle—inform creative solutions to pressing scientific and engineering challenges. We will 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.

ME 393  Engineering Design and Conceptual Problem Solving (2)
Learning 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 small group discussion, this 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 395  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: variational principles, shape functions, two- and three-dimensional solids, stiffness of truss, beam, and plate members, elements assembly, computer programs and convergence. “ANSYS” and “COMSOL Multiphysics” finite element software packages will be used. Prerequisites: GE 205 or ME 305 and GE 206. A minimum grade of C- is required for all prerequisites.

ME 405  Structural Composites (2)
Course makes students aware of the various ways in which engineers can contribute to 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 loud hearing, as well as on human postures 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. Prerequisites: GE 205 and GE 206. A minimum grade of C- is required for all prerequisites.

ME 410  Hydraulic Control Systems (2)
This course introduces fundamentals of hydraulic power transmission and control 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, hydraulic fluid, basic hydraulic power transmission, electrohydraulic analogy, basic hydraulic parts (pumps, valves, actuators), basic hydraulic systems, fluid flow control, motion control using resistance and system response; hydraulic 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)

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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 coordinate systems; applications of Fourier series, Taylor series, Laplace transforms, Lagrangian interpolation and polynomial fitting. Numerical 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 426 Computational Fluid Dynamics (4)
This course provides an introduction to the scientific principles underlying computational methods of CFD. It first provides an understanding of basic numerical methods used in CFD, 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 Metahydraulics in Engineering Optimization (2)
This course introduces the main metahydraulic evolution of classical gradient-based numerical optimization methods to help guide students in their selection of an appropriate optimization problem and 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 design performance. Prerequisite: GE 104 or ME 305, GE 206. A minimum grade of C- is required for all prerequisites.

ME 428 Photovoltaics Systems Engineering (2)
This is a combination lecture series and lab course elective designed to give students the understanding and design Photovoltaic power generation systems for home and small utility scale applications. Topics covered will include the implementation and use of selected solar cell technology, electrical characteristics and limitations of thin-film, polycrystalline, and monocrystalline photovoltaic cells, the solar conversion and maximization, off grid and grid-interactive systems, and siting and mounting considerations. 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 solute forced and natural convection in external and internal flows, as well as boiling and condensation. Introduction to basic calculations for heat exchangers. Radiation properties and exchange between surfaces also covered. Three hours lecture and two hours lab per week. Prerequisites: GE 104, ME 308, MTH 271 and MTH 322. Must be taken concurrently with ME 400L. A minimum grade of C- is required for all prerequisites.

ME 431L Heat Transfer Laboratory (2)
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 course is designed to give students the understanding and design Photovoltaic power generation systems for home and small utility scale applications. Topics will include the solar conversion and maximization, off grid and grid-interactive systems, and siting and mounting considerations. 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 437 Computational Heat Transfer and Thermal Modeling (2)
This is an introduction to the finite difference numerical methods to heat transfer from steady two dimensional heat transfer to modern thermal management (explicit and implicit methods). Compositions 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 design. Prerequisites: MTH 322 and ME 430L. A minimum grade of C- is required for all prerequisites.

ME 438 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 power, biomass, and fuel cells. Students will develop an understanding of basic energy economics, environmental impact and industrial risks. The principal of thermodynamics and heat transfer to the application of available energy resources and promote the concept of energy conservation through proper system design. Prerequisites: GE 206, ME 340, and ME 430L. A minimum grade of C- is required for all prerequisites.

ME 440 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 441 Intermediate Fluid Mechanics (2)
This course reinforces the fluid mechanics principles learned in ME 308. A solid 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. A computerized fluid layer analysis is taught, and students are introduced to turbulence and turbulent boundary layer flows. Various hybrid 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)  
ability to use these methods through design. Students will demonstrate their  
stability and controllability. Emphasis will be on developing methods for use in  
application of multiple-input, single-output (MIMO) systems. Stability is evaluated in terms of both  
and frequency-response methods are introduced for controlling single-  
and D/A conversion, controller software and hardware interface design  
example of dynamical systems such as robotics,  
their applications in various multibody dynamic systems. Review of  
understanding aspects of modeling and several robotics applications. Upon  
analytical methods (including Kane's method). Review of traditional dynamic analysis methods (i.e. "modern" control theory). Prerequisites: ME 370 or equivalent. A minimum grade of C- is required for all prerequisites.

ME 468 Multibody Dynamic Systems (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 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. These concepts are used 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 470 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 observer design. Prerequisites: ME 469 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 fluid systems, with an introduction to measurement technologies. 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 485 Advanced Biomechanical Engineering (2)  
biomechanics; and tool design. 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 488 Electromechanical Machines (2) This course provides an introduction to electrical machines. The course begins with an introduction to magnetics, then introduces the concept of electromagnetic energy conversion, as applied to the analysis and design of: DC generators and motors, synchronous generators and motors, single-phase and polyphase motors, three-phase induction machines, and AC generators. A minimum grade of C- is required for all prerequisites.

SAINT MARTIN’S UNIVERSITY  
COUSE DESCRIPTIONS
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 (1-4)
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. Instructor Permission Required.

ME 498 Senior Design I (3)
Junior standing and approval of professional practice. 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.

ME 490 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 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 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 I
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 critical thinking.

ESL 022 Grammar I
Beginning English learners will learn to use fundamental grammatical structures of English 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, negative word order, sentence structure, asking questions, verb tenses, nouns, pronouns, adjectives, and adverbs.

ESL 031 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, 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 academic conversations.

ESL 032 Grammar III
Intermediate English learners will develop the ability to use fundamental grammatical structures of English accurately, meaningfully, and appropriately in spoken and written communication. The scope of 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 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 improve their ability to use modal auxiliaries, prepositions, comparisons, count/non-count nouns, articles, determiners, and quantifiers. This course is designed to introduce students to the skills necessary to manage typical undergraduate-level reading assignments.

ESL 034 TOEFL Skills and Strategies I
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 typically 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.
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 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 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, this course will focus on the form, meaning, and use of advanced grammar, including but not limited to logical connectors, conditional sentences, relative clauses, 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 tested on the TOEFL PBT. Skill Enhancement

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 logical connectors, conditional sentences, relative clauses, and adjective clauses, and subordination.
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 providing students with opportunities to develop their 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 presentations, role plays, and debating exercises. This course is offered at ESL levels 4-5 as follows:

- ESL 076C Level 3
- 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 presentations and multimedia projects. This course is offered at ESL levels 2-4 as follows:

- ESL 077A Level 2
- ESL 077B Level 3
- ESL 077C 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 new 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) Interpersonal Communication

Students will improve English language skills through the study of interpersonal communication. Students will learn the key language and technical vocabulary for topics such as procedures and precautions, monitoring and control, and explore how to avoid miscommunications and misunderstandings that 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 explore how to avoid miscommunications and misunderstandings that 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 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, reading, 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 085 (Level 1-5) Special Topics

To be arranged with department advisor. Special topics are offered at ESL levels 1 to 5 as follows:

- ESL 085A Level 1
- ESL 085B Level 2
- ESL 085C Level 3
- ESL 085D Level 4
- ESL 085E 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 in 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-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. This course is offered at ESL levels 2-5 as follows:

ESL 004A 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 in various classes, review syllabi, and present their work through a focus on communicative 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

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.
SAINT MARTIN’S UNIVERSITY

POLICIES AND PROCEDURES
ACADEMIC POLICIES AND PROCEDURES

The Office of the Registrar is guided by the ethical standards and policies of AACRAO, the American Association of Collegiate Registrars and Admissions Officers.

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 or evaluation of any coursework. This dishonest practice occurs when students seek to gain unfair advantage 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 assignments 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 assignment 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, naiveté, 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 as 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 and the provost.

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 an 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(s) 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.

ACADEMIC DISHONESTY
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 courses 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).

REINSTATEMENT FROM SUSPENSION (AFTER SITTING OUT A MINIMUM OF ONE SEMESTER)
If a student wishes to petition for reinstatement to the University, the request must be made in writing to 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 plans to the Provost’s 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 Readmission and submit it to the Office of the Registrar with a copy of their reinstatement approval letter. https://www.stmartin.edu/sites/default/files/oum-files/admissions/undergradreadmitapp2.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.

ADVISIGN
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 $35 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 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 these exception reasons listed below: Exception requests must be made no later than 6 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.

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 noted 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.

ACADEMIC POLICIES AND PROCEDURES
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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-RSN 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.

4. In individual courses, attendance may influence the grade the student receives. 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 appeals to resolve the matter should be made in writing to the faculty/staff person, and the student and issue a final resolution with 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. 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.

3. This appeal process may 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 University 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 applies 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. ASCC, 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. 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.

3. 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.’

4. Students will verify, at the faculty’s request that an absence was caused by a university sanctioned event.

5. 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.

6. Students will also remind the faculty immediately prior to an upcoming absence.

7. 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.

8. 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.

9. 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 1/2 hours for pre-game preparations. If the athlete needs rehabilitation from the previous athletic trainer; the athlete will be allowed to be absent from class up to three hours prior to scheduled start of the competition.

R. 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 University 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 a class due to their academic success in a course unless prohibited by law.
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 take the academic calendar and schedule into account when scheduling athletic contexts, practices and team meetings.
2. No practice session or team meeting may be scheduled during mandated orientation sessions.
3. 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/hers academic 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 other 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.

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. In order for the learning to meet the standards of the university, it must be evaluated for credit through a process that follows 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 or dean of 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 Registrar’s Office: Guidelines for Evaluating a FOCUS Portfolio and a Faculty Evaluator’s Report. With the guidance of the faculty evaluator, the candidate prepares a portfolio.

5. The completed portfolio, which includes the Student Summary Sheet, is brought to the Registrar’s Office. Once the registration fee is paid by the student, the student becomes a FOCUS candidate and the Registrar’s Office 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 diplomas
- Military DANTES and SST programs
- United States Armed Forces Institution examinations

Official results of testing must be submitted to the Office of Admissions. 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. The Office of the Registrar will then make a recommendation to the Academic Standards Committee. 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. The Office of the Registrar will then make a recommendation to the Academic Standards Committee. The University’s policies for credit secured through nontraditional means are available from the Office of Admissions.

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 of study 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 and may 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.

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 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.

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 enrolled 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 http://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 agency); 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 information contained in the student’s education records to fulfill his or her professional responsibilities.

Students have the right to file a complaint with the U.S. Department of Education concerning 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 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 information of 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 University. However, if the student has submitted a request to the Office of the Registrar to restrict the release of his/her directory information, then information from the student’s education record will be released under the Solomon Amendment. 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 agency); 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 information contained in the student’s education records to fulfill his or her professional responsibilities.

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Saint Martin’s University to comply with the requirements of FERPA. The name and address of the office that administers

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:
   - Army: Army, Army Reserve, Army National Guard
   - Navy: Navy, Navy Reserve
   - Marine Corps: Marine Corps, Marine Corps Reserve
   - Coast Guard: Coast Guard, Coast Guard Reserve

2. The request should be submitted in writing on letterhead, clearly identifying the name of service requesting the student recruitment information.

3. The request should specify whether the information needed is for the current or previous semester.

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Telephone</th>
<th>Age</th>
<th>Place of Birth</th>
<th>Level of Education</th>
<th>Academic Major</th>
<th>Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

1201
Grades are awarded at the end of each semester. Grades are on a 0.00 to 4.00 scale, with 4.00 being the highest possible grade for any course.

Grades are issued at the end of the semester and at the end of all courses completed at Saint Martin’s. The Saint Martin’s University transcript reflects Saint Martin’s University grade point average and is so labeled.

**Grading Symbol Definition Value Per Credit**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>Good</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>Satisfactory</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>Poor</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>Poor</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>0.00</td>
</tr>
<tr>
<td>XF</td>
<td>Failure (Non-Attendance)</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**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.
- Only letter grades of C- or better will be accepted for transfer course work at the time the incomplete is requested.
- The student must be in good academic standing in the course from another institution will not be considered for elective and/or graduation requirements.
- Pass/No Pass grades do not calculate into the GPA.
- Core courses may not be taken for a Pass/No Pass grade.
- Extraordinary circumstances might include, for example, a student teaching internship.

**Incomplete Grade Policy**
- 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 course work 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 “F” Grade:**
- Prior to the last week of the semester, the student must discuss with his/her faculty member the reason for the request of an “F” grade, and submit to the faculty an 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 Registrar’s Office 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 Registrar’s Office 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.

**Change of Grade**
A change grade requested due to instructor error and/or the conversion on an incomplete grade, may be filed with the Office of the Registrar within one semester of the initial grade assignment, and will not require a dean’s signature. All other grade change requests will require the appropriate college dean signature. You may obtain a Grade Change Form by contacting the Office of the Registrar.

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, unannounced health-related absences 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 he/she 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 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's Office at the Lacey campus (Old Main 269, 360-438-4310). The Provost's Office 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's Office 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. Any student seeking credit for completed internship hours, must be enrolled in the appropriate course during the add/drop period for the semester they will be completing hours. Credit will not be applied beyond the semester of the internship contract/agreement. Internships will be graded on a P/NP basis.

Washington, DC 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
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 leave 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 course 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 students. 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 students 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 course 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 students 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 students 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 and safely managing the illness or disability 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 allow communication with treatment providers, the dean of students, or the Behavioral Intervention Team, regarding 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.

The student will also need to schedule a meeting with the dean of students 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 students determines the student is not ready to return to the University, the student will be advised of that decision in writing. The decision to deny the request 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.

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Involuntary Medical Leave of Absence

Involuntary Medical Leave of Absence is being considered; whether the leave involuntarily withdrawn, W (withdrawn) grades will appear on the academic transcript and all applicable charges for those involuntary leave, W (withdrawn) grades will appear on the course 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 students 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 students. Upon receiving 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 any decision to impose involuntary leave, the 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 students who will decide whether to allow or approve the reinstatement. The dean of students 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's Student Code of Conduct, and does not preclude personal or community safety.

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.

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; and at least 30 semester hours of officially approved coursework.

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

ACADEMIC POLICIES AND PROCEDURES
ACADEMIC POLICIES AND PROCEDURES
SAINT MARTIN’S UNIVERSITY

Students may repeat a course in which a grade of D, F, or NP 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 awarded 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 repeates.) 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 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 for fall/spring semesters. Summer schedules are limited to 12.0 credits, with no more than 6.0 credits per session, and 9.0 credits for the fall/spring semesters. To be considered a full-time student for financial aid purposes, a student must be enrolled for 12 semester hours of credit for fall/spring semesters. Summer schedules are limited to 12.0 credits, with no more than 6.0 credits per session, and 9.0 credits for the fall/spring semesters.

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, 360-416-4488.

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 printed 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: https://www.stmartin.edu/academics/academic-resources/officer-Registrar/request-transcripts. We may 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 for students who are five years out of the office are $15.00 per each and transcripts ordered via the link above are $8.00 each. Transcript fees 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 (HCCB/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 Veterans 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 these requirements could result in loss of education benefits.

• 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 SVF or W grades.
• No benefits will be paid for repeated courses that were successfully taken 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 (chapter 35 recipients).

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

Before submitting this form, be sure to check with Student Financial Services to determine the financial impact of withdrawing from your classes. You will be responsible for any charges incurred as a result of this withdrawal.

Also note that if you withdraw after the drop period but before the withdrawal deadline, your transcript will indicate a “W” for each course. If you withdraw after the withdrawal deadline, you will receive a grade for each course.

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.

WITHDRAWAL POLICY

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.
ADMISSION

Admission to Saint Martin’s University is based on a comprehensive review. Traditionally, academic 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 extended campuses located at Joint Base Lewis-McChord (Saint Martin’s-JBLM). 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. Email: admissions@stmartin.edu. For information about Saint Martin’s-JBLM campus offerings, please call 253-964-4688.

APPLICATION TYPES

• Summer Session admission
• Graduation admission [see Graduate Academic Catalog]

A description of each application procedure follows.

UNDERGRADUATE ADMISSION

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

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 1, November 1, December 1, January 1, or March 1. Applications received ahead of a priority application review deadline will be given priority consideration for admissions and financial aid. Applicants received after these priority review periods will be reviewed on a rolling basis.

Note: Applicants for the traditional Bachelor of Science in Nursing (BSN) program for the fall term are strongly encouraged to apply early beginning August 1 the previous year, to be reviewed for direct entry to the BSN Program. Application deadlines for entering first-year applicants: February 1.

The Saint Martin’s University application is preferred, but we also utilize the Common Application. First-year and transfer applicants may choose either application which are available on the Saint Martin’s website at www.stmartin.edu. 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 or College in the School 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, 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. Saint Martin’s is test optional but students are still encouraged to submit test scores for additional consideration for merit scholarships. 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 discuss 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.

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. Students that are home schooled and have not had Running Start Credit will be required to provide test scores.

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 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 three) 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 as every applicant is assessed holistically, with their unique circumstances considered.

Program-Specific Admissions:

Education: 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 and Counseling section of this catalog.

Engineering: Mathematics (college prep) with Pre-Calculus is recommended to meet the prerequisites for the engineering program.

Nursing: First-year undergraduate direct entry applicants to the Bachelor of Science in Nursing (BSN) program must meet the general entrance requirements of the University as outlined earlier in “First-Year Student Admissions.” More information can be found on the first-year admissions website.

Transfer student applicants to the upper division of the BSN program must meet the transfer admission requirements of Saint Martin’s University as outlined in the Undergraduate Catalog. The requirements set forth by the Saint Martin’s University Nursing department as listed below. Applicants will be reviewed one time per year and will be considered for both the fall and spring semester cohorts.
Applicants seeking direct entry to the BSN program are required to have the following:

- 3 years of high school or higher science courses, including one year of laboratory science with grades of "B" (3.0) or higher
- Mathematics including college preparatory algebra with grades of "B" (3.0) or higher.

Acceptance for transfer students into the upper division program for the BSN 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 before starting at Saint Martin's University. Prerequisite courses may be taken at any accredited college or university and students may submit an application before prerequisites have been completed.
- 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.
- Complete transfer applications to the BSN program are due January 15. Students will be notified of admission, wait list, or denial for the BSN program in February.

Social Work: Acceptance into the Bachelor of Science in Social Work (BSW) program requires a program-specific admission process. Please check the BSW section and webpage for more information.

High school requirements
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 Science in 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, International Baccalaureate (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.
First-Year Application Requirements
Saint Martin's University does not charge an application fee. To apply for first-year admission, students must submit:
• Saint Martin's application or the Common 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)
• Optional test scores from the College Board's SAT exam or American College Testing's ACT exam may be submitted for additional scholarship consideration. 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)
• BSN applicants only: Nursing supplemental essay

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. Students that are home schooled and have not had Running Start Credit will be required to provide test scores.

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.

<table>
<thead>
<tr>
<th>AP COURSE</th>
<th>AP SCORE</th>
<th>TRANSFER COURSE</th>
<th>CREDITS EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>3 or better</td>
<td>COR 240A</td>
<td>3</td>
</tr>
<tr>
<td>Art: 2D</td>
<td>3 or better</td>
<td>COR 240A</td>
<td>3</td>
</tr>
<tr>
<td>Art: 3D</td>
<td>3 or better</td>
<td>COR 240A</td>
<td>3</td>
</tr>
<tr>
<td>Art: Drawing</td>
<td>3 or better</td>
<td>COR 240A</td>
<td>3</td>
</tr>
<tr>
<td>Biology</td>
<td>6 or 5</td>
<td>BIO 141, BIO 141L</td>
<td>4</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>5</td>
<td>MTH 111, MTH 112</td>
<td>8</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>4 or 5</td>
<td>MTH 111</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3</td>
<td>CHM 141</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3 and 1 yr AP Chem</td>
<td>CHM 141L</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4 or 5</td>
<td>CHM 141L, CHM 142L</td>
<td>8</td>
</tr>
<tr>
<td>Chinese</td>
<td>3 or better</td>
<td>COR 140C</td>
<td>4</td>
</tr>
<tr>
<td>Comp. Politics</td>
<td>3 or better</td>
<td>PLS 205 or COR 220S</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>3 or better</td>
<td>CSC 109</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science: Principles</td>
<td>4 or 5</td>
<td>CSC 101</td>
<td>3</td>
</tr>
<tr>
<td>Eng. Lit/Comp</td>
<td>3 or better</td>
<td>ENG Elective LD</td>
<td>6</td>
</tr>
<tr>
<td>Enviro. Science</td>
<td>3 or better</td>
<td>BION 101</td>
<td>4</td>
</tr>
<tr>
<td>French</td>
<td>3 or better</td>
<td>COR 140F</td>
<td>4</td>
</tr>
<tr>
<td>Geography</td>
<td>3 or better</td>
<td>GP 110</td>
<td>3</td>
</tr>
<tr>
<td>German</td>
<td>3 or better</td>
<td>COR 140</td>
<td>4</td>
</tr>
<tr>
<td>Italian</td>
<td>3 or better</td>
<td>COR 140</td>
<td>4</td>
</tr>
<tr>
<td>Japanese</td>
<td>3 or better</td>
<td>COR 140</td>
<td>4</td>
</tr>
<tr>
<td>Latin</td>
<td>3 or better</td>
<td>COR 140</td>
<td>4</td>
</tr>
<tr>
<td>Macroecon.</td>
<td>3 or better</td>
<td>ECO 101, ECO 201</td>
<td>3</td>
</tr>
<tr>
<td>Microecon.</td>
<td>3 or better</td>
<td>ECO 201</td>
<td>3</td>
</tr>
<tr>
<td>Music Theory</td>
<td>3 or better</td>
<td>MUS 108</td>
<td>3</td>
</tr>
<tr>
<td>Physics 1</td>
<td>3 or better</td>
<td>PHY 141</td>
<td>4</td>
</tr>
<tr>
<td>Physics 2</td>
<td>3 or better</td>
<td>PHY 142</td>
<td>4</td>
</tr>
<tr>
<td>Physics C Elect</td>
<td>3 or better</td>
<td>PHY 172</td>
<td>4</td>
</tr>
<tr>
<td>Physics C Mechanics</td>
<td>3 or better</td>
<td>PHY 173</td>
<td>4</td>
</tr>
<tr>
<td>Psychology</td>
<td>3 or better</td>
<td>PSY 101 or COR 220P</td>
<td>3</td>
</tr>
<tr>
<td>Spanish Lang</td>
<td>3 or better</td>
<td>COR 140S</td>
<td>4</td>
</tr>
<tr>
<td>Spanish Lit</td>
<td>3 or better</td>
<td>COR 140S</td>
<td>4</td>
</tr>
<tr>
<td>Statistics</td>
<td>3 or better</td>
<td>MTH 201</td>
<td>3</td>
</tr>
<tr>
<td>US History</td>
<td>4 or 5</td>
<td>COR 250S</td>
<td>3</td>
</tr>
<tr>
<td>US Politics</td>
<td>3 or better</td>
<td>PLS 101 or COR 250P</td>
<td>3</td>
</tr>
<tr>
<td>World History</td>
<td>4 or 5</td>
<td>HIS 121 or HIS 122</td>
<td>3</td>
</tr>
</tbody>
</table>
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:

• COR 140 World language (4 credits for Higher Level)
• COR 240 Fine arts (3 credits)
• COR 230 Natural science with lab (4 credits)
• COR 130 Math (3 credits)
• COR 220 or 250 (3-6 credits, depending on courses taken)

IB Diploma students will also earn additional credits, either as specific Saint Martin’s University 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.

<table>
<thead>
<tr>
<th>IB EXAM</th>
<th>SAINT MARTIN’S UNIVERSITY COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art (visual)</td>
<td>COR 240A</td>
<td>3</td>
</tr>
<tr>
<td>Biology</td>
<td>COR 230B</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry – SL</td>
<td>CHM 141/141L</td>
<td>5</td>
</tr>
<tr>
<td>Chemistry – HL</td>
<td>CHM 141/141L AND CHM 142/142L</td>
<td>10</td>
</tr>
<tr>
<td>Classical languages – HL</td>
<td>COR 140</td>
<td>4</td>
</tr>
<tr>
<td>Computer science</td>
<td>CSC 101</td>
<td>3</td>
</tr>
<tr>
<td>Dance</td>
<td>COR 240</td>
<td>3</td>
</tr>
<tr>
<td>Economics</td>
<td>COR 220E</td>
<td>3</td>
</tr>
<tr>
<td>Film</td>
<td>COR 240</td>
<td>3</td>
</tr>
<tr>
<td>French language &amp; lit – HL</td>
<td>COR 140F</td>
<td>4</td>
</tr>
<tr>
<td>German language &amp; lit – HL</td>
<td>COR 140</td>
<td>4</td>
</tr>
<tr>
<td>Geography</td>
<td>COR 250P</td>
<td>3</td>
</tr>
<tr>
<td>*Mathematics</td>
<td>COR 130</td>
<td>3</td>
</tr>
<tr>
<td>Music</td>
<td>COR 240M</td>
<td>3</td>
</tr>
<tr>
<td>Physics</td>
<td>COR 230P</td>
<td>4</td>
</tr>
<tr>
<td>Psychology</td>
<td>PSY 101</td>
<td>3</td>
</tr>
<tr>
<td>Spanish language &amp; lit – HL</td>
<td>COR 140S</td>
<td>4</td>
</tr>
<tr>
<td>Sports, exercise and health science</td>
<td>COR 230</td>
<td>4</td>
</tr>
<tr>
<td>Theater</td>
<td>COR 240T</td>
<td>3</td>
</tr>
</tbody>
</table>

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

College-Level Examination Program (CLEP)

Saint Martin’s University awards University course credit for CLEP exams as follows.

<table>
<thead>
<tr>
<th>CLEP EXAM</th>
<th>CLEP SCORE</th>
<th>TRANSFER COURSE</th>
<th>CREDITS EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>French (Level I&amp;II)</td>
<td>50+</td>
<td>COR 141F</td>
<td>4</td>
</tr>
<tr>
<td>German (Level I&amp;II)</td>
<td>50+</td>
<td>COR 140</td>
<td>4</td>
</tr>
<tr>
<td>Spanish (Level I&amp;II)</td>
<td>50+</td>
<td>COR 140I</td>
<td>4</td>
</tr>
<tr>
<td>Principles of Macroeconomics</td>
<td>50+</td>
<td>ECO 201</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Microeconomics</td>
<td>50+</td>
<td>ECO 202 OR ECO 220E</td>
<td>3</td>
</tr>
<tr>
<td>Financial Accounting</td>
<td>50+</td>
<td>ACC 101</td>
<td>3</td>
</tr>
<tr>
<td>Introductory Business Law</td>
<td>50+</td>
<td>BA 225</td>
<td>3</td>
</tr>
<tr>
<td>Introductory Sociology</td>
<td>50+</td>
<td>SOC 101</td>
<td>3</td>
</tr>
<tr>
<td>Calculus</td>
<td>65+</td>
<td>MTH 171</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry</td>
<td>50+</td>
<td>CHM 141 (no lab)</td>
<td>4</td>
</tr>
<tr>
<td>College Algebra</td>
<td>50+</td>
<td>MTH 101</td>
<td>3</td>
</tr>
<tr>
<td>Precalculus</td>
<td>50+</td>
<td>MTH 121</td>
<td>3</td>
</tr>
<tr>
<td>Precalculus*</td>
<td>65+</td>
<td>MTH 122</td>
<td>3</td>
</tr>
<tr>
<td>History of the US I</td>
<td>50</td>
<td>COR 250U</td>
<td>3</td>
</tr>
<tr>
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* Will not count for COR 120
** Will not count for COR 220
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 several 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 the Saint Martin’s Application and the Common Application online. Go to www.stmartin.edu for additional information.

Applications for admission are evaluated on an individual basis to determine admisssibility, 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. Associate Degree students with a Direct Transfer Associate (DTA) Degree completed before 1990 and are admitted to Saint Martin’s University are evaluated on a course-by-course basis and credits will be applied to academic major requirements according to established guidelines and policies. Saint Martin’s University does not transfer in grades below a “C-”. 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 the University’s Registrar following an official transcript evaluation.

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 with an Associate of Arts degree, and who have at least 60 transferable quarter credits, or 40 transferable semester credits, from a Washington community or technical college, may be eligible to earn a DTA associate degree from their transfer institution. This is accomplished by transferring Saint Martin’s University credits back to the community or technical college, which may then apply the credits towards its own associate degree program.

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

Transfer Application Requirements

Saint Martin’s University does not charge an application fee. To apply for transfer admission, students must submit:

- An application, Saint Martin’s application preferred
- 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 for additional policies regarding transcripts.

- 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 applicable (applicant has earned 20 or fewer semester credits post high school). These test scores can be sent as a screenshot as long as the student name and test date is visible.
- For those who have prior military credits: All scores from U.S. Armed Forces Institution Exams (AFIT) 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.

The transfer admission deadlines are as follows:
- Fall application deadline: August 1; Enrollment deposit deadline: August 15
- Spring application deadline: December 15; Enrollment deposit deadline: January 1
- Summer application deadline: April 15; Enrollment deposit deadline: May 1

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 will be evaluated by the Office of International Programs and Development. The University reserves the right to request an official or an equivalency-verified transcript if documents present challenges in interpretation/evaluation. However, Saint Martin’s reserves the right to require an external evaluation of any document from outside of the U.S. at any time in your academic career at Saint Martin’s, from application through graduation.
1. The online application for undergraduate studies all international students must submit the following items:

2. Official transcripts from prior college or university level academic institutions.International transcripts will be evaluated by the Office of International Programs and Development. The university reserves the right to request any student to submit an officially-verified transcript if documents present challenges in interpretation/evaluation. However, Saint Martin’s reserves the right to require an external evaluation of any document from outside the U.S. at any time in your academic career at Saint Martin’s, from application through graduation.

3. If an applicant intends to use any of their prior credits for their SMU degree, then they would need to have the international transcript evaluated by an external agency. Such a requirement would not hinder admission to the university, but would give the applicant ample time to get the evaluation completed before a degree audit for conferment is complete (and have the courses added to transcript).

4. The declaration of finances form with an attached statement of study at Saint Martin’s University. The university reserves the right to request any student to submit an officially-verified statement of funds to cover one full academic year 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.

5. Evidence of English proficiency. 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 recognized as the official language in 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.

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 APPLICATIONS

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 recognized as the official language in 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.

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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 the Registrar.“
SAINT MARTIN’S UNIVERSITY AT JOINT BASE LEWIS-MCCORD (SAINT MARTIN’S-JBLM) ADMISSION

Saint Martin’s University has extended campus locations at Joint Base Lewis-McChord. Saint Martin’s-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 https://www.stmartin.edu/directory/saint-martins-jblm.

Applicants should submit the Saint Martin’s-JBLM Campus Application at https://admissions.stmartin.edu/apply/?sr=ef94fd8d-4ee4-a9c7-a5608a0d532c by online format. Information about the Saint Martin’s-JBLM campus can be found at https://www.stmartin.edu/directory/saint-martins-jblm.

The follow degree and program options are offered at the Saint Martin’s-JBLM campus:

- 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

- Official high school transcript, GED certificate or home school documentation, if requested
- All scores from U.S. Armed Forces Institute Examinations (USAFI) and/or (DANTES) and/or College Examination Program (CLEP).
- Defense Language Institute (DLI) transcripts for foreign language transfer credit assessment.

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.

Degree and program options offered through Saint Martin’s-JBLM

Certification Programs

- Certificate in Computer Science
- 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)

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.

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 questions regarding a felony, misdemeanor, academic suspension, or expulsion. 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. If the applicant is asked to provide explanation of each felony and/or misdemeanor, the applicant will be asked whether 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 composed of the 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 to 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 who is consistent with Saint Martin’s University policies, including any applicant who provides false or misleading information to the University.
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 University may defer their offer of admission for one year. To be admitted and/or deposited students.

Admissions for specific information regarding next steps for enrollment. Admitted students are encouraged to work closely with their admission counselor or contact the Office of the Provost 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 a student completed more than 20 semester credits during the deferral year they would be considered a transfer student and would necessitate a change in student status.

APPLICATION FOR READMISSION

Students who have attended Saint Martin's University but were not enrolled the previous semester and left in good standing (i.e., were not suspended) must submit an application for readmission to the Office of the Provost. Saint Martin's University will notify applicants of their reinstatement approval, not an associate or bachelor's degree. These are different from the teacher certification programs required by the Washington State Professional Educator Standards Board.

Those applying for a certificate program, post-secondary level, should contact the Office of Admissions 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. 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 is known. An attractive array of summer courses is offered on the main campus, online and at the Saint Martin’s-JBLM campus.

SAINT MARTIN’S UNIVERSITY

CERTIFICATE PROGRAM ADMISSION

More information about certification programs can be found under the College of Education and Counseling section of this catalog.

CERTIFICATE PROGRAM ADMISSION

Saint Martin’s offers a limited number of post-secondary certificate programs. Completion of these programs results in a Saint Martin’s—issued certificate, not an associate or bachelor’s degree. These are different from the teacher certification programs required by the Washington State Professional Educator Standards Board.

Those applying for a certificate program, post-secondary level, should contact the Office of Admissions 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. 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.

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FINANCIAL AID
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 University for the academic year in order to access the SFSC Student Aid Portal. Students who have previously completed the application process can get started by completing the Free Application for Federal Student Aid. Enter Saint Martin’s University’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 University 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 late 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 University 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: https://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 MSIA. 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 – 6 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 5 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 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 (fail), W (withdrawn), I (incomplete) and XP (unofficial withdrawal). The completion percentage is calculated by dividing earned credits by attempted credits. Students may review their transcript through Self-Service (transcripts).
1. Washington College Grant recipients must have completed no more than 125% of the maximum length of their program credits (360 credits) in order to remain eligible for SNG.
2. To meet minimum satisfactory progress standards, Washington College 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 College Grant for a maximum of five years (ten full-time academic terms will be placed on suspended eligibility status and will be denied financial aid. Students may appeal this decision in writing. Appeals are reviewed by the Satisfactory Academic Progress Center and online at www.stmartin.edu/sites/default/files/users/user66/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. SFPC will be unable to finalize or disburse any financial aid funding until this process has been completed.

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/user66/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. SFPC will be unable to finalize or disburse any financial aid funding until this process has been completed.

Financial aid (Federal/State/Institutional/Private) is awarded to students on the basis of need and are only applicable for the student’s first year at Saint Martin’s. 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.

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:

- 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.

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.

<table>
<thead>
<tr>
<th>TOTAL NUMBER OF ATTEMPTED CREDITS:</th>
<th>STUDENT PLACED ON WARNING STATUS IF TOTAL COMPLETED CREDITS:</th>
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</thead>
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<tr>
<td>6 credits</td>
<td>3–5 credits</td>
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<tr>
<td>7 credits</td>
<td>3–5 credits</td>
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<tr>
<td>8 credits</td>
<td>3–5 credits</td>
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<td>9 credits</td>
<td>5–8 credits</td>
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<tr>
<td>10 credits</td>
<td>5–8 credits</td>
</tr>
<tr>
<td>11 credits</td>
<td>5–8 credits</td>
</tr>
<tr>
<td>12 credits or more</td>
<td>6–11 credits</td>
</tr>
</tbody>
</table>

Maximun 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

*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.

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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.

<table>
<thead>
<tr>
<th>TOTAL NUMBER OF ATTEMPTED CREDITS:</th>
<th>STUDENT PLACED ON WARNING STATUS IF TOTAL COMPLETED CREDITS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 credits</td>
<td>3–5 credits</td>
</tr>
<tr>
<td>7 credits</td>
<td>3–5 credits</td>
</tr>
<tr>
<td>8 credits</td>
<td>3–5 credits</td>
</tr>
<tr>
<td>9 credits</td>
<td>5–8 credits</td>
</tr>
<tr>
<td>10 credits</td>
<td>5–8 credits</td>
</tr>
<tr>
<td>11 credits</td>
<td>5–8 credits</td>
</tr>
<tr>
<td>12 credits or more</td>
<td>6–11 credits</td>
</tr>
</tbody>
</table>
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 until 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 are set up on a monthly payment plan for the semester or an annual plan for the school year through Nelnet Campus Commerce (formerly Tuition Management Systems). There is no interest charge however, students are assessed an enrollment fee to participate in a payment plan. Information will be provided in the Student Financial Service Center (SFSC) and on the SFSC website once the information becomes available.

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 — 2020-2021
- Full-time student (12-18 semester credits): $39,800 per academic year
- Part-time and overload: $1,320 per semester credit for 1 to 11 credits, and per credit above 18
- Engineering, Business, Computer Science, and Nursing classes (undergraduate and graduate): $80 tuition surcharge per semester credit
- Audit (no credit): $660.00 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 and online (WEB) classes. Saint Martin’s-JBLM rates vary and can be found on the Saint Martin’s University website under Saint Martin’s-JBLM.

Residence charges

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Baran Hall</th>
<th>Spangler Hall Suites</th>
<th>Spangler Hall Apartments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Double room charges</td>
<td>(year $5,050/ semester $2,525)</td>
<td>(year $5,280/ semester $2,896)</td>
<td>(year $5,920/ semester $2,875)</td>
</tr>
<tr>
<td>Single room charges</td>
<td>(year $5,050/ semester $2,525)</td>
<td>(year $5,280/ semester $2,896)</td>
<td>(year $6,760/ semester $3,380)</td>
</tr>
<tr>
<td>Spangler Hall Apartments</td>
<td>(year $7,860/ semester $3,930)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STUDENT SERVICES FEES

- Student Activity Fee (nonrefundable): $140 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 University 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 2019/2020 academic year

<table>
<thead>
<tr>
<th>Fall</th>
<th>$1,030.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring/Summer</td>
<td>$1,637.64</td>
</tr>
<tr>
<td>Summer</td>
<td>$752.76</td>
</tr>
</tbody>
</table>

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 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:

- 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, 9000 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, online (WEB) classes, and most at Saint Martin’s-JBLM offer two eight-week sessions per semester. Eight-week courses have a different refund schedule than those meeting 16 weeks, so be sure to review the proper schedule when considering changes to your schedule. 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.**
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 of Title 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**

<table>
<thead>
<tr>
<th>Date of withdrawal</th>
<th>Percentage of tuition charges dropped</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to first day of term and from 1 to 10 calendar days</td>
<td>100</td>
</tr>
<tr>
<td>From 11 to 17 calendar days</td>
<td>75</td>
</tr>
<tr>
<td>From 18 to 24 calendar days</td>
<td>50</td>
</tr>
<tr>
<td>From 25 to 31 calendar days</td>
<td>25</td>
</tr>
<tr>
<td>After 31 calendar days</td>
<td>0</td>
</tr>
</tbody>
</table>

**8 to 12 Week Sessions (Saint Martin’s-JBLM and some Lacey programs)**

<table>
<thead>
<tr>
<th>Date of withdrawal</th>
<th>Percentage of tuition charges dropped</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to first day of term and from 1 to 8 calendar days</td>
<td>100</td>
</tr>
<tr>
<td>From 9 to 12 calendar days</td>
<td>50</td>
</tr>
<tr>
<td>From 13 to 16 calendar days</td>
<td>25</td>
</tr>
<tr>
<td>After 16 calendar days</td>
<td>0</td>
</tr>
</tbody>
</table>

**Six-Week Sessions (Generally summer sessions)**

<table>
<thead>
<tr>
<th>Date of withdrawal</th>
<th>Percentage of tuition charges dropped</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the first day and through the first day of the term</td>
<td>100</td>
</tr>
<tr>
<td>Through 7 calendar days</td>
<td>50</td>
</tr>
<tr>
<td>From 8 to 14 calendar days</td>
<td>25</td>
</tr>
<tr>
<td>After 14 calendar days</td>
<td>0</td>
</tr>
</tbody>
</table>

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

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, their 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 a 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; no changes will be made thereafter. Full 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 student handbook and Housing and Residence Life bulletins for full details.

**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 room damage 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 their student account.

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

**Enrollment & transfer between Saint Martin's University 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, 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, 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.

**ONLINE LEARNING POLICY**

Saint Martin's University teaches students in different modalities to reach the needs and different learning styles of the students. Online and blended online courses for our students extend the university's mission beyond campus borders, providing high-quality options that meet a variety of student needs while fostering strong student-faculty relationships and learning communities. The student’s advisor will help the students find the modality that best suits the learning style and needs of the student. No matter the modality, the courses offer the same depth and breadth to all students.

**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 (e.g. 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.

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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 Office of Campus Ministry 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 Career 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.

The “Saints Promise” engages students in taking steps in career development each year with the goal of each student having...
Students seek counseling services for a wide variety of reasons, including: depression, anxiety, stress, sleep issues, relationship challenges, and more. The Counseling and Wellness Center (CWC) is committed to supporting the holistic and developmental needs of our diverse student body.

The Counseling and Wellness Center (CWC) is committed to supporting the holistic and developmental needs of our diverse student body. It provides services to students seeking support for a wide variety of reasons, including depression, anxiety, stress, sleep issues, relationship challenges, and more.

Tutoring Center: Peer tutors provide both individual and small group assistance 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 help them improve their academic and creative 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 Saints Care program.

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.

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, build healthy relationships, and 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.

The CWC is here to support students and our community. Access services through email at CounselingCWC@stmartin.edu, phone call 360-422-4223, and/or drop in during open hours at the Saint Raphael Center - Building 4. Hours of operation: Monday through Friday, 8 a.m. – 5 p.m.; closed on major holidays.

The CWC is closed during the summer, and over the holidays and semester breaks. Students who need special housing accommodations on campus due to a disability also find assistance through the Office of Disability Support Services.

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.

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 to 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.

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 international graduate program; the student ambassador program; the international exchange program; study-abroad 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.

The O’Grady Library supports student success by bringing together technology, resources, and librarians who provide one-on-one research assistance. Students also have access to a variety of learning spaces, including 10 study rooms that can be reserved online. Books, journals, reference materials, and videos are available in both the library and online or off-campus. Students can also check out Surface Pro tablets, and varieties 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 Summit 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.

The Belltower is the periodic newspaper written and edited by Saint Martin’s students. It serves the student community by communicating student, faculty, and campus 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 alumnae 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.

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, and
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 physician assistants, an RN and a registered dietitian, 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, high blood pressure and disordered eating management.
- 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

Visit our Study Abroad website and make an appointment with our Office of Study Abroad.

Financial Aid and Scholarships for Study Abroad

Please meet with the director of financial aid to discuss using your financial aid for study abroad. A comprehensive list of scholarships can be found on the study abroad webpage.

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 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, including 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 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.

Study abroad applications and scholarship deadlines will be posted on the Study Abroad website. Please visit the website for the latest and most updated information.
SAINT MARTIN’S SIGNATURE STUDY ABROAD PROGRAMS

Saint Martin’s Faculty Led Programs:
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.

Global Partner Schools:
Those 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:
- CEFET/RJ Brazil
- Cheongju University South Korea
- Chung Shan Medical University Taiwan
- Kobe International University Japan
- Kentuk University Global Campus South Korea
- Mukogawa Women’s University Japan
- National Tainan Junior College of Nursing Taiwan
- Okayama Women’s University Japan
- Ritsuk University Japan
- Shanghai Maritime University China
- Shanghai University of Traditional Chinese Medicine China
- Sugang University South Korea
- Somaiya Vidyavihar India
- UERJ Brazil
- University of Duisburg-Essen Germany
- UTFPR Brazil

Partners: Third-party providers partner with Saint Martin’s so students can participate in programs not offered directly with the university. Third-party providers offer an array of study abroad options around the world ranging from two to four week programs and as long as an entire academic year. Students pay a program fee in addition to tuition, housing, and other fees. Students pay these costs to the third-party provider and are able to use their state and federal aid.

Saint Martin’s Ambassadors 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
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 teams 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 region.
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 6pm and the convenience store located in Parsons Hall open until 11pm.
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.
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 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 https://www.stmartin.edu/student-life/housing-and-dining.
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 https://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.
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 the Melanie Richardson, Dean of Students 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, Room 3300, Seattle, WA 98174-1099, Telephone: 206-220-7200, TDD: 206-220-7907.
CAMPUS FACILITIES

SAINT MARTIN’S ABBEY: The Abbey, home of the Benedictine monks, is across from Old Main, the University’s oldest building.

ABBAY 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 special events 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-grade state of the art building. The Hall houses the Hal & Inge Marcus School of Engineering. Cebula Hall contains engineering classrooms and offices, an engineering computer center and engineering laboratories. Its names honors Father Richard Cebula, O.S.B. (1916-2004), who served as the engineering department chair for many years.

CHAIKIN’S 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. The 36,000-square-foot facility houses three multi-purpose courts, a four-lane running track, a batting cage and a fitness center. A wide variety of computer resources are available to Saint Martin’s students. These include:

• General-purpose computers.
• Computers are available 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.

• Copyright violations, or piracy will result in immediate loss of 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.

• 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 and mathematics building completed in April 2019 is a 31,873 sq. ft. standalone, pre-engineered metal building. The new 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 BUILDING: The new science and mathematics building named in honor of Fr. Bede Ernsdorff, O.S.B. (1909 – 1982) and the naming of the Department of Mathematics and Computer Science. The new 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: Kreieldsheimer 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 5500 square foot building opened in 1996.

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 Zavell Hall, is a hub for innovation and entrepreneurship that provides a place for community and businesses to access knowledge and equipment; it features cutting-edge, industrial-quality equipment and 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 intramural 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 43,000 square foot O’Grady Library is home to the library, the Center for Student Success, and the ITS Help Desk. Designed by internationally renowned architect, Michael Graves, and named in honor of Saint Martin alumnum and benefactor, Tom O’Grady, the building opened in 2001.

PANOWICZ FOUNDRY: The Panowicz Foundry for Innovation hosting the E.L. Wiegand Laboratories, is a brand new laboratory facility with over 12,000 square feet. It supports the mechanical engineering, civil engineering, and computer science undergraduate projects in the MSCS, MEE, MEV and MME graduate programs. The building includes a fluids lab, a soils and materials lab, a robotics lab, two computer labs, and a fabrication lab. There is also a senior project area for student capstone design. Spaces are provided for student clubs, especially the ASCS 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 KKn Static Hydraulic test system, a Particle Image Velocimetry System, compression and compaction 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 and Burton Halls are also equipped for phone access.

CAMPUS FACILITIES
• **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 floor 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.

**TVENNIS 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 facility, dedicated in 2009, features an all-weather running track, an irrigated infield and a 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.
Year following name indicates when dean joined Saint Martin's University.

Dr. Jeff Crane (2016)
Dean, College of Arts and Sciences

Dr. Fannie Washimato (2018)
Interim Dean, College of Education and Counseling
M.Ed. (1993) Heritage College;

Dr. Chung-Shing Lee (2020)
Dean, School of Business

Dr. David W. Owell (2015)
Dean, School of Engineering
B.S. (1980) U.S. Military Academy;
M.S. (1988) Pacific Lutheran University;
Ph.D. (1997) University of Minnesota;

Amy Stewart-Mailhiot (2018)
Dean, Library and Learning Resources
B.A. (1996) University of Minnesota;
B.S. (1997) University of Wyoming;
M.S. (1996) Technology University;

Shalae Al Waed (2019)
Instructor, Mechanical Engineering
B.S. Technology University;
M.S. (1996) Technology University;

Ted Borsky (2012)
Associate Professor, English

Richard Boer (2018)
Professor, Computer Science
B.S. (1976) Technische Fachhochschule Berlin;
M.A. (1980) Wake Forest University;
M.S. (1983) University of Minnesota;

Benoit Bourassa (2008)
Assistant Professor, Business
B.A. (1978) University of Puget Sound;
M.B.A. (1985) Pacific Lutheran University;

Kayla Byrnes (2020)
Assistant Professor
M.A. (2010) California State University;

Brian Barnes (2008)
Associate Professor, History
B.A. (1993) University of California, Los Angeles;
M.A. (1996) California State University;

Jeff Birkenten (2004)
Professor, English
B.A. (1993) University of California, Los Angeles;
M.A. (1996) California State University;

Jose Carilli (1987)
Associate Professor, History
B.A. (1975) Western Washington University;
M.A. (1977) Western Washington University;

Suzanne Calabie (2018)
Assistant Professor, Accounting
B.S. (1991) California State University;
M.A. (1994) California State University;

Emreco Chavez (2018)
Instructor, Arts & Sciences
B.A. (1992) University of Michigan;

Julia Chavez (2011)
Assistant Professor, English
B.A. (1992) DePauw University;
J.D. (1995) Indiana University School of Law;
Bloomington, M.A. (2001) University of Wisconsin, Madison;

Emily Coyne (2016)
Associate Professor, Psychology
M.S. (2012) The Pennsylvania State University;

Shelbie Davis MME'17 (2016)
Engineering Lab Instructor, Engineering

Marcia de Souza (2017)
Assistant Professor, Education
B.A. (1994) Universidad Nacional de Mar Del Plata;

Assistant Professor, Religious Studies
Ph.D. (2016) Graduate Theological Union.

Tom Dinh (2012)
Associate Professor, Social Work
B.A. (1997) Shimer College;
Robert Hasbrou (2006)  
Professor, Criminal Justice  
B.A. (1972) Southern Illinois University  

Theresa Hickey (2010)  
Assistant Professor, Education  

Matthew Jenkins (2019)  
Visiting Assistant Professor, Political Science  

Prashant Joshi (2019)  
Assistant Professor, Finance  

Isaac Jones MBAT (1991)  
Associate Professor, Mechanical Engineering  

Linda Maier (2013)  
Assistant Professor, Accounting  

Dintie Mahamah (2016)  
Professor, Civil Engineering  

Linda Maier (2013)  
Assistant Professor, Education  

Joseph Mulhern (1988)  
Associate Professor, Mathematics  

Kathleen Kerioe-Lewis (2007)  
Associate Professor, English  

Brother Boniface V. Lazzari, O.S.B. (1975)  
Assistant Professor, Spanish  

Timothy Medley (2018)  
Assistant Professor, Accounting  

Rayna Mecik (2018)  
Assistant Professor, Engineering  

Leticia Nett (2012)  
Professor, Counseling Psychology  

Brother Boniface V. Lazzari, O.S.B. (1975)  
Assistant Professor, Spanish  

Shannon Michal (2018)  
Instructor, History  

Gregory Milligan (2002)  
Professor, Chemistry  
Stephen Parker (2009) | Associate Professor, Physics. 

Benjamin Prot (2010) | Assistant Professor, Mathematics. 

Rico Picone (2014) | Associate Professor, Mechanical Engineering. 

Katherine Porter (2020) | Associate Professor, Mathematics. 

Johanna Powell (2010) | Assistant Professor, Education. 

Elizabeth Power (2015) | Assistant Professor, Business. 


Karen Rizzo (2020) | Assistant Professor, Special Education. 


Michael Shohan (1988) | Instructor, ESL. 


David Warzy (2018) | Assistant Professor, Music. 

Alois Walker (2016) | Assistant Professor, Political Science. 

John Walsh (2015) | Assistant Professor, Civil Engineering. 

Conor Waltem-Macaulay (2018) | Assistant Professor, Civil Engineering. 

Frank Wasiko (2014) | Associate Professor, Mechanical Engineering. 


Teresa Winstnall (2007) | Associate Professor, Sociology, Cultural Anthropology. 


J. Richard Boor, Ph.D. (2018) | Dean Emeritus, Dean of the School of Business. 

Chris Atline (1996) | Associate Professor Emeritus, Civil Engineering. 


Dorrel Artell, Ph.D. (2016) | Associate Professor Emeritus, Chemistry. 

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.


Fernie Hashimoto, Ph.D. (2016) | Professor Emeritus, Education. 


Scott Bend Healthcare Administration (Retired) Olympia, Washington

John B. Carr, Ph.D., ’59 Retired Wilmington, Delaware

Father Bode Classicke, O.S.B. Treasurer Saint Martin’s Abbey Lacey, Washington

Abbot Marion G. Nguyen, O.S.B. Chancellor, Abbot, Saint Martin’s Abbey Lacey, Washington

Gerry Gallagher ’83 Vice President of Sales & Marketing, GM Nameplate Seattle, Washington

Stephen R. Lanca, LTD, Honorary Ph.D. ’73 U.S. Army (Retired) Lacey, Washington

Brother Boniface V. Lazzari, O.S.B. ’67 Corporation Secretary, Saint Martin’s Abbey Lacey, Washington

Kathleen C. O’Grady President and Trustee, The O’Grady Foundation New York, New York

John O’Halloran Rainier Investment Management (Retired) Seattle, Washington

Dan O’Neill HS ’68 President, O’Neill & Sons, Inc. Owner, The Barn Nursery and Great Western Supply Tumwater, Washington


Lori G. Drummond CEO, Olympia Federal Savings Olympia, Washington

Roy F. Huyerdick, Ph.D. President, Saint Martin’s University Lacey, Washington

Joseph Allegi, HS ’62, ’64 Alongi Contracting Olympia, Washington

San Armour, CPA, CVA Armour & Associates, PS Tumwater, Washington

Armundina A. Batal ’59, Honorary Ph.D. ’16 Boeing (Retired) Seattle, Washington

Kathy Beecher Human Resources (Retired) Richland, Washington

Ed Bilina, HS ’65, ’73 Owner/President, Billman & Associates, Inc. Naperville, IL


Jay C. Rude, M.D. Ophthalmologist, Clarus Eye Center Olympia, Washington

Perry Shea ’84 Principal Engineer and President Shea, Carr & Jewell (RCI) Alliance Tenino, Washington

Jessica Van Huston MBA’12 Director of Marketing & Business Development, DTI Kirkland, Washington

Brother Basil, O.S.B. Saint Martin’s Abbey Lacey, Washington


Lori G. Drummond CEO, Olympia Federal Savings Olympia, Washington

Roy F. Huyerdick, Ph.D. President, Saint Martin’s University Lacey, Washington

Joseph Allegi, HS ’62, ’64 Alongi Contracting Olympia, Washington

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