Saint Michael's College

2026-2027 Catalog

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Academic Calendar 2026-2027

FALL 2026	August 31 - December 18	
August 31	Monday	Classes Begin
September 8	Tuesday	Drop/Add Deadline
October 15-16	Thursday & Friday	No Classes
October 18	Sunday	Midterm Warning Grades Due
November 6	Friday	Withdrawal & Pass/Fail Deadline
November 23-27	Monday-Friday	Thanksgiving Break
December 11	Friday	Last Day of Undergraduate Classes
December 12-13	Saturday & Sunday	Undergraduate Study Days
December 14-18	Monday-Friday	Undergraduate Final Exams
December 18	Friday	Last Day of Graduate Classes
December 21	Monday	All Final Grades Due at 12 PM
WINTER INTERSESSION 2026-27	**December 21 - January 15**	
December 21	Monday	Classes Begin
December 23	Wednesday	Drop/Add Deadline
December 25	Friday	Christmas Break
January 1	Friday	New Year's Break
January 7	Thursday	Withdrawal & Pass/Fail Deadline
January 15	Friday	Last Day of Winter Intersession
January 19	Tuesday	All Final Grades Due
SPRING 2027	**January 18 - May 12**	
January 18	Monday	Classes Begin
January 26	Tuesday	Drop/Add Deadline
February 18-19	Thursday & Friday	No Classes
March 5	Friday	Midterm Warning Grades Due
March 8-12	Monday-Friday	Spring Vacation
March 25	Thursday	Withdrawal & Pass/Fail Deadline
March 26-29	Friday-Monday	Easter Break
May 5	Wednesday	Last Day of Undergraduate Classes
May 6	Thursday	Undergraduate Study Day
May 7-8	Friday & Saturday	Undergraduate Final Exams
May 9	Sunday	Undergraduate Study Day
May 10-12	Monday-Wednesday	Undergraduate Final Exams
May 12	Wednesday	Last Day of Graduate Classes
May 13	Thursday	Final Grades for Pending Graduates Due at 4 PM
May 16	Sunday	Commencement
May 17	Monday	All Final Grades Due at 12 PM
SUMMER 2027	**May 17 - August 27**	
Undergraduate Accelerated Summer College	**Session 1**	
May 17	Monday	Classes Begin
May 19	Wednesday	Drop/Add Deadline
June 17	Thursday	Withdrawal & Pass/Fail Deadline
June 18	Friday	Juneteenth Break
July 2	Friday	Last Day of ASC Session 1
July 7	Wednesday	All Final Grades Due
Undergraduate Accelerated Summer College	**Session 2**	
July 6	Tuesday	Classes Begin
July 8	Thursday	Drop/Add Deadline
July 30	Friday	Withdrawal & Pass/Fail Deadline

August 13	Friday	Last Day of ASC Session 2
August 17	Tuesday	All Final Grades Due

Graduate summer courses follow program-based session calendars based on the needs and availability of students and instructors.

Academic Calendar 2026-2027

Academic Calendar 2027-2028

FALL 2027	August 30 - December 17	
August 30	Monday	Classes Begin
September 7	Tuesday	Drop/Add Deadline
October 7-8	Thursday & Friday	No Classes
October 17	Sunday	Midterm Warning Grades Due
November 5	Friday	Withdrawal & Pass/Fail Deadline
November 22-26	Monday-Friday	Thanksgiving Break
December 10	Friday	Last Day of Undergraduate Classes
December 11-12	Saturday & Sunday	Undergraduate Study Days
December 13-17	Monday-Friday	Undergraduate Final Exams
December 17	Friday	Last Day of Graduate Classes
December 20	Monday	All Final Grades Due at 12 PM
WINTER INTERSESSION 2027-28	December 20 - January 14	
December 20	Monday	Classes Begin
December 22	Wednesday	Drop/Add Deadline
December 24	Friday	Christmas Break
December 31	Friday	New Year's Break
January 6	Thursday	Withdrawal & Pass/Fail Deadline
January 14	Friday	Last Day of Winter Intersession
January 18	Tuesday	All Final Grades Due
SPRING 2028	January 17 - May 10	
January 17	Monday	Classes Begin
January 25	Tuesday	Drop/Add Deadline
February 17-18	Thursday & Friday	No Classes
March 5	Sunday	Midterm Warning Grades Due
March 13-17	Monday-Friday	Spring Vacation
March 31	Friday	Withdrawal & Pass/Fail Deadline
April 14-17	Friday-Monday	Easter Break
May 3	Wednesday	Last Day of Undergraduate Classes
May 4	Thursday	Undergraduate Study Day
May 5-6	Friday & Saturday	Undergraduate Final Exams
May 7	Sunday	Undergraduate Study Day
May 8-10	Monday-Wednesday	Undergraduate Final Exams
May 10	Wednesday	Last Day of Graduate Classes
May 11	Thursday	Final Grades for Pending Graduates Due at 4 PM
May 14	Sunday	Commencement
May 15	Monday	All Final Grades Due at 12 PM
SUMMER 2028	May 15 - August 25	
Undergraduate Accelerated Summer College	**Session 1**	
May 22	Monday	Classes Begin
May 24	Wednesday	Drop/Add Deadline
June 16	Thursday	Withdrawal & Pass/Fail Deadline
June 19	Monday	Juneteenth Break
June 30	Friday	Last Day of ASC Session 1
July 5	Tuesday	All Final Grades Due
Undergraduate Accelerated Summer College	**Session 2**	
July 10	Monday	Classes Begin
July 12	Wednesday	Drop/Add Deadline
August 4	Friday	Withdrawal & Pass/Fail Deadline
August 18	Friday	Last Day of ASC Session 2

August 22	Tuesday	All Final Grades Due

Graduate summer courses follow program-based session calendars based on the needs and availability of students and instructors.

Mission, Vision & History

Mission

It is the mission of Saint Michael's College to contribute through higher education to the enhancement of the human person and to the advancement of human culture in light of the Catholic faith.

Vision

Saint Michael's, an inclusive Catholic college, prepares students to face and navigate the complexities of the modern world with skill, professionalism, and empathy.

History

Saint Michael's Institute was founded in 1904 at Winooski Park, Vermont, by members of the Society of Saint Edmund. These priests and brothers, known as Edmundites, took Saint Edmund of Canterbury, the 13th century Archbishop of Canterbury, as their patron saint. Saint Edmund led a rich and varied life, teaching at universities in Oxford and Paris, and playing an instrumental role in the construction of Salisbury Cathedral. His final resting place in Pontigny, France, is where the Society of Saint Edmund first began its ministry in 1843. The Edmundites came to Vermont in the late 19th century, after French social and political developments dispossessed many Catholic institutions. They bought the land where today's College stands from a local farmer, Michael Kelly, turning the original farmhouse into what became Founders Hall.

As the school developed into an American-style college, the farmland became a campus. Founders Hall (1904), the only building in the early years, was later supplemented by Jeanmarie Hall (1921). Saint Michael's grew gradually in its first forty years, reaching an enrollment of about 250 students by the end of World War II. After the war, with the return of military veterans, the College's enrollment expanded dramatically to some 1,145 students. Barracks acquired from nearby Fort Ethan Allen served as classroom buildings, the library, and student residences. The Saint Michael's Playhouse, started in 1947, brought professional summer theater and range of educational opportunities to the community until 2023.

The College first followed a curriculum deeply rooted in the classical European liberal arts tradition, including mandatory Greek and Latin. In 1951, the dean and future president, Reverend Gerald E. Dupont, SSE, initiated the Saint Michael's Plan, which focused on the intellectual growth of students through studies informed by Catholicism while meaningfully engaged in the secular world. Saint Michael's became fully co-educational in 1970.

Since the 1950s, Saint Michael's facilities have grown to include a number of fine brick buildings of a consistent style. The integrated intellectual and religious character of the College is symbolized by the central green, anchored by the Chapel of Saint Michael the Archangel (1965) at the east end, and Durick Library (1968) at the west end. Other major buildings include Cheray Science Hall (1949), Vincent C. Ross Sports Center (1973), Tarrant Recreation Center (1994), McCarthy Arts Center (1975), Alliot Hall (1960), Dion Family Student Center (2013), and Aubin residence hall (2013), as well as the original quad residence halls – Ryan, Alumni, Joyce, and Lyons – and four sets of townhouses. Three modern, suite-style residence halls – Cashman, Pontigny, and Canterbury – opened in the early 2000s. Alongside those three halls is a new apartment-style residence that opened in the fall 2016 semester. It reflects the College's commitment to reducing its carbon footprint by incorporating energy-saving "green" technology into its design. In 2019, a successful fundraising effort, led by the Society of Saint Edmund's generous matching gift, raised $1 million to name this newest residence hall after Father Michael P. Cronogue, SSE, who died in October 2016.

Saint Edmund's Hall (1987) provides superb classrooms and faculty offices. The Hoehl Welcome Center (2003) provides a first stop and greeting place for prospective students and their families. In 2006, the Fire and Rescue squads moved with Public Safety into the Robert E. Sutton '66 Fire and Rescue Station. The Antonio and Rita Pomerleau Alumni Center (2009), which incorporates sustainable technology, houses the Office of Alumni and Parent Relations and provides meeting and function rooms for Saint Michael's graduates.

The Campus

The Saint Michael's campus, coupled with the splendor of the Green Mountains and vitality of the Burlington area, offers a superb environment in which to learn, be active, and grow.

The campus shares and cherishes an environment that, by any standard, is exceptionally beautiful. Mount Mansfield, Vermont's tallest peak, rises out of the morning mist to the east, and the view of the sun setting over Lake Champlain and the Adirondacks is often spectacular. Our own hilltop overlooks the winding Winooski River and covers a landscaped 440 acres.

Main Campus

Now gone but not forgotten is **Founders Hall**, the original College building, which was deconstructed in 2021 after experts determined it was beyond renovation. Founders expanded from an original farmhouse on the land that became the Saint Michael's campus. At one time, the Founders building, once called Old Hall, housed all College functions, including dorm space, dining hall, gym and classrooms. In more recent times, it has doubled as a residence hall and administrative office space. The cupola atop Founders has long served as a symbol of Saint Michael's College, and this iconic structure returned to the center of campus in fall of 2022 after renovations, commemorating the important historical legacy of Founders Hall.

Completed in 2003, the **Hoehl Welcome Center** is a 14,000-square-foot administrative facility that is home to Saint Michael's admission staff. The building was designed to reflect the College's Edmundite roots by incorporating architectural elements reminiscent of European abbeys. The interior includes a spacious "living room" for visitors, interview rooms and a large presentation room equipped with the latest technology.

Jeanmarie Hall is the oldest academic building, but has had comprehensive renovations that include the installation of various levels of technology in instructional spaces and wireless capability throughout.

Cheray Science Hall is the science classroom and laboratory building, and has been used by the many Saint Michael's graduates who are now in the medical and science professions. A 10,000-square-foot addition to the building, as well as a total renovation of the original structure was completed in 1993. The building contains research labs designed specifically for collaborative faculty-student research, classroom and office space, and full computerization and telecommunications infrastructure. It also has a large multipurpose lecture hall.

St. Edmund's Hall, completed in 1987, is a three-story, L-shaped academic building that connects Cheray and Jeanmarie Halls to form the academic quadrangle. Instructional space in the 70,000-square-foot building meets high academic standards. Modern audiovisual and information technology provides support for all academic programs, including the completion in early 2023 of a Media Creation Studio with state-of-the-art audio and video production technology.

The **Michael and Margaret McCarthy Arts Center** is the cultural center of campus. Among other capabilities, the center contains a modern and well-equipped theater. The proscenium-type theater is the scene of many student and professional productions, including an Actors Equity summer program. Music is another major emphasis at McCarthy Arts Center. In addition to providing a superb auditorium for visiting vocal and instrumental artists, speakers or other large campus gatherings, the recital hall gives student musicians the opportunity to perform on campus.

Durick Library is a three-story, multiuse building at the intellectual heart of campus directly across the green from the Chapel. Renovated and expanded in 1992, the 60,000-square-foot building houses collections, ample study areas, library staff and service desks, computer labs, the College archives, and classrooms. The library is also home to the Institute for Global Engagement, Office of Study Abroad, and the Student Success Center, comprising advising and career services, the Writing Center and Accessibility Services.

The **Chapel of Saint Michael the Archangel** is the spiritual center of campus. Sunday Mass attracts a significant and active worshipping community beyond just the campus population, and participation in many aspects of the liturgy is encouraged. Contemporary in design, the Chapel seats 1,000 making it among the largest worship spaces in Vermont.

Alliot Student Center includes the Green Mountain Dining Room, offices for student organizations and student affairs staff, the SMC Bookstore, the Student Government Association, and meeting and function spaces.

Dion Family Student Center offers an Einstein Bros. Bagels, a cardio-exercise facility, advanced technology throughout the building, casual meeting places, a meditation room, a large and well-used function space suitable for large lectures and social gatherings called the Roy Event Room, and more.

Bergeron Wellness Center, or "BEWELL", is located in the building just adjacent to the tennis courts close to residences and student centers. The Bergeron Wellness Center provides confidential care for the bodies, minds, and spirits of our diverse student community and supports lifelong health and wellbeing.

Vincent C. Ross Sports Center is the College's center of athletic activity. Included in the building are a 2,400-seat gymnasium with three basketball courts and two volleyball courts. In other areas of the sports center are an NCAA regulation six-lane swimming pool with a one-meter diving board, men's and women's locker rooms, and training facilities. Nearby are tennis courts and fields for soccer, baseball, field hockey, lacrosse, and softball, including the lighted Duffy Turf Field.

The facilities of the Ross Sports Center are complemented by the 67,000-square-foot **Jeremiah J. and Kathleen C. Tarrant Student Recreation Center**, a facility containing four indoor courts that can be used for tennis, volleyball, or basketball. The facility has a one-eighth mile indoor track, a racquetball court, a squash court, aerobics studio, dance studio and locker rooms. The center also features facilities for strength training, cardiovascular training, and aerobics.

In 2024, Saint Michael's opened the **Kelley Ski Center**, designed to meet the unique demands of the College's Alpine and Nordic ski teams. With the support of Tom Kelley '69, his wife Denise, and committed support from alumni, parents, and the local community, the center is already having a positive impact on some of Saint Michael's most promising athletes and the college community as a whole.

North Campus

North Campus was, at one time, an army fort built to protect the area from the threat of invasion from the north. This historic landmark now provides space for a number of organizations, including Saint Michael's College. Once known as Fort Ethan Allen, North Campus is located just one mile from the Main Campus. North Campus currently houses Saint Michael's facilities and maintenance shops.

Sloane Art Center is located on North Campus and provides studios for painting, sculpting, drawing and graphics, as well as offices and instructional space for visual arts faculty.

A partnership with the Vermont Youth Orchestra (VYO) led to a complete renovation of the old armory to create the **Elley-Long Music Center at Saint Michael's College**. The arrangement gives the College some use of the facility, which includes a 250-seat concert venue, practice rooms, and administrative space for the VYO.

Institutes & Centers

Saint Michael's institutes and centers provide support for both students, faculty and the entire Saint Michael's community in terms of curricular, co-curricular, service and independent initiatives.

Institutes

The Patrick '61 and Marcelle Leahy Institute for the Environment

Through research, contemplation, and action, the Institute for the Environment strives to:

- **Prepare** students to think and act critically and creatively by combining their intellectual pursuits with immersive experiences to tackle the world's most complex issues as environmental leaders - locally and globally.
- **Evolve** the culture of sustainability on campus and in our community to have a social impact and leave a legacy for future generations.
- **Foster** connection between students and career experts to create career exposure and structure learning experiences such that students leave with essential workforce skills, career preparedness, and purpose.

Institute for Equity & Justice

The Institute for Equity & Justice at Saint Michael's College was founded in 2023 as a response to advocacy from a dedicated group of students, staff and faculty. Its purpose is to foster a collaborative hub that bridges the academic and co-academic areas related to equity and justice. The Institute aims to provide and share resources and programming to build faculty and staff capacities for equity and justice in curriculum, teaching, and advising practices. The Institute supports equity and justice focused experiential learning opportunities for students and works with various Institutes and offices across campus to cultivate collaborative and strategic partnerships. This work is done while focusing on multiple aspects of equity and justice in an intersectional way, with special prominence given to racial equity and justice, furthering the College's overall goal of robust diversity and inclusion.

Institute for Global Engagement

The mission of the Institute for Global Engagement is to serve as the collaborative hub of international activity at Saint Michael's College, promoting global learning and literacy, deepening inter-cultural competency and inclusion, and supporting opportunities for global engagement for students, faculty, staff, alumni and local community members.

From international student advocacy, semester-long and faculty-led study abroad programs, international in-person and virtual internships, scholarships such as the Fulbright program, a Peace Corps Prep program, internationally-oriented student clubs, campus programming and a curriculum that includes a variety of globally-themed majors and minors, the Institute provides a wide array of opportunities to celebrate global citizenship and actively engage in a global community. The Institute also assists new and continuing international students with immigration and visa concerns, and provides support and assistance in engaging with the campus community and to adjusting to life in the United States.

Centers

Center for Women & Gender

The Center for Women & Gender promotes awareness of women's and gender equity issues by educating students, faculty and staff and supports individuals by providing them with resources and referrals.

In service to the Saint Michael's community, the Center for Women and Gender:

- Provides a visible, safe and inclusive meeting space
- Collaborates with campus and community organizations to carry out a variety of educational and social programs
- Works closely with campus partners to provide quality information, resources and referrals
- Advocates for gender equality and social justice
- Supports and nurtures women leaders on campus
- Provides students with a network and support system
- Values women and individuals and celebrates their achievements and the diversities of their lives

Edmundite Center for Faith & Culture

This center was developed in order to advance the place of the Catholic tradition in relationship to human culture and to promote greater understanding of and appreciation for the Catholic tradition among members of the College. The faculty director brings relevant programming to campus and provides support to faculty in the curricular implications of the Catholic Intellectual Tradition.

Edmundite Center for Peace & Justice

The mission of the Edmundite Center for Peace and Justice is to integrate peace and justice concerns into everyday life of our college community. The Edmundite Center for Peace & Justice receives generous support from two endowed funds: the Esther Sorrell Lecture Series, and the Class of 2000 Peace and Justice Endowment.

A prominent aspect of the Edmundite tradition is a commitment to service rooted in love of God, and love of neighbor that respects the freedom and dignity of all people. The center shares in the mission of Saint Michael's College to create an environment of teaching and learning that cultivates a commitment to service. Aiming to create educational opportunities where all are welcome with a spirit of openness and hospitality, the center will strive to image a world rooted in justice and peace. Since engagement with the concerns of the world are central to the learning process, the center will foster scholarship and service informed by the biblical call "to act justly, love tenderly and walk humbly with our God" (Micah 6:8).

To achieve this mission, the center offers a variety of learning opportunities in collaboration with academic departments, student services, other college departments, and other institutions of higher education. In providing experiential learning in a variety of local, national, and international contexts, the center draws upon the good will of church, community, agency, and government leaders willing to share their resources and experiences.

Edmundite Campus Ministry

The mission of Edmundite Campus Ministry at Saint Michael's College is to share the Good News of the Gospel with the College community by facilitating encounter with Jesus Christ. We do this through the celebration of the Church's Liturgy, in programs promoting knowledge of the Catholic faith, by developing ecumenical and interreligious relationships, and providing retreats and other opportunities for personal spiritual growth.

The Catholic and Edmundite tradition upon which the College was founded is grounded in the conviction that all people are created in the image and likeness of God, providing a special dignity unique to each person. Such dignity requires human life to be respected in all of its stages recognizing that we are all children of God.

Therefore, in its pursuit of furthering the Reign of God, the Edmundite Campus Ministry staff seeks to interact with and support every member of the College community in their search for Truth, contributing to the "enhancement of the human person and to the advancement of human culture in light of the Catholic faith."

Some of the programs and activities sponsored by Edmundite Campus Ministry include daily and Sunday Masses (including our Sunday night student Mass), spiritual retreats, Scripture reflection, peer ministry, interfaith outreach, spiritual direction, pastoral counseling, and faith-sharing groups. Edmundite Campus Ministry also provides opportunities to serve in liturgical ministries as lectors, Eucharistic ministers, altar servers and in music ministry. Students receive Christian leadership training as the future leaders of the Church through our various programs. Our programs are designed to encourage everyone to reflect on their relationship with God and others, deepen their faith lives and experience life at its deepest, most meaningful level.

Athletics

Saint Michael's College sponsors athletic activities on both the varsity and intramural levels. The Vincent C. Ross Sports Center is a topnotch facility with a 1,800-seat gymnasium and a six-lane swimming pool with one-and three-meter diving boards. Outdoor facilities - including artificial turf and natural grass fields, outdoor tennis courts, and running trails - provide plenty of space for athletic activities.

The College sponsors a 22-sport NCAA Division II varsity athletics program, and holds membership in the Northeast-10 Conference (NE10), the New England Women's Hockey Alliance (NEWHA), and Eastern Intercollegiate Ski Association (EISA). Men's varsity sports include baseball, basketball, cross country, ice hockey, lacrosse, skiing (alpine and Nordic), soccer, swimming & diving, tennis, and outdoor track. Women's varsity sports include basketball, cross country, field hockey, ice hockey, lacrosse, skiing (alpine and Nordic), soccer, softball, swimming & diving, tennis, outdoor track, and volleyball.

Saint Michael's has a long history of competing against some of the best teams in the East. Members of the Northeast-10 are Adelphi, American International, Assumption, Bentley, Franklin Pierce, Pace, Saint Anselm, Southern Connecticut State University, and Southern New Hampshire University.

Recreational Sports Program

Saint Michael's College offers the college community the opportunity to participate in a variety of recreational activities and instructional programs. These activities allow participants to grow through the development of important skills, such as teamwork, endurance, and cooperation that will follow them throughout life.

The recreational sports program is designed to meet competitive and recreational interests through a wide variety of activities such as basketball, volleyball, floor hockey, and soccer. An individual's skill level is not as important as the player's desire to participate and enjoy the intramural experience of fun and sportsmanship.

The Tarrant Recreation Center houses facilities that are available to the College community. It includes courts for racquetball and squash, four basketball/tennis courts, a one-eighth-mile elevated running track, fitness center, weight room, and dance/aerobics studio. In addition, the Center has locker rooms, office space, a team media room, a climbing wall, and the Athletic Hall of Fame Conference Room.

Durick Library

Durick Library supports research and scholarship by students, faculty, and staff at Saint Michael's College. Librarians offer expert research assistance both on campus and remotely. The library offers diverse collections in multiple formats, including access to over 180 research databases, over 590,000 eBooks, 215,000 print books, 84,500 online journals and magazines, 111,000 streaming videos, and much more. Interlibrary loan services are available for books, articles, and other information resources not found in the library's collections.

Research services include drop-in research help, individual scheduled consultations with a librarian, research instruction classes, workshops, and student engagement activities.

The Archives is located in Durick Library and houses the Rare Book Collection, the Archives of the Society of Saint Edmund, and the designated repository for official records of Saint Michael's College, which include: manuscripts; student records; college publications; administrative papers; video and audio recordings; and photographs relating to the history of the College. The Archives of the Society of Saint Edmund includes official records for the Society and manuscript materials from individual members.

Durick Library is open 87 hours per week while classes are in session and provides spaces for research, quiet and group study, and public access to computers. Online resources are available 24 hours per day both on and off campus.

In addition, the Library is home to the Student Success Center, Advising services, the Boucher Career Education Center, Accessibility Services, Peer Tutoring, the Writing Center, Institute for Global Engagement, Study Abroad, and International Students and Scholar Services. The Library also houses a Starbucks self-serve café and the Commuter Student Lounge.

Information Technology

The Department of Information Technology (IT) is committed to creating a robust technology environment for the students, faculty, and staff of Saint Michael's College. We support the mission and goals of the College by providing tools and services for our campus constituents: a reliable, secure, and fast campus network; support for the appropriate integration of technology into teaching and research; and the technology support for operations of the College.

IT Teams	Function
Business Analytics	Design and development of enterprise-wide data analysis and reporting solutions as well as providing data governance over the College's information systems.
Data Center	Management and support of College network, servers, IT services, infrastructure, telecommunications and cybersecurity.
Educational Technology	Support for instructional technology and course design, classroom and events room technology, mobile computing, learning management system, and specialized labs.
Enterprise Applications	Support for major applications that support the College's business areas.
Operations	Management of IT compliance efforts and policies, institutional technology procurement and departmental benchmarking efforts.
User Services	Helpdesk services, ID card printing and support for end user devices.

Mikenet, the campus network, provides internet access, access to academic and administrative systems, and printing services. The Department of Public Safety provides the LiveSafe and Rave applications for emergency notification and campus security.

Advancement & Communications

The Office of Institutional Advancement and Communications at Saint Michael's College connects alumni, parents, and friends of the College, engaging them as dedicated volunteers and benefactors. Through its outreach and development efforts, the office secures vital resources that help the College offer competitive financial aid packages and enrich both academic and student life programs. Advancement and Communications oversees several key areas, including annual giving, major and planned gifts, corporate and foundation support, alumni and parent relations, advancement services, the college website, and communication across all platforms.

- **The Saint Michael's Fund** is the College's top fundraising priority. It provides immediate and flexible support for current programs, allowing the College to meet evolving student needs. Contributions to the Fund help sustain and strengthen financial aid, scholarships, academic and student life programs, technology, athletics, and more.

- **The Major and Planned Gifts Office** focuses on securing transformational current and deferred gifts that will benefit both today's students and future generations.
- **The Office of Alumni and Parent Engagement** coordinates events and volunteer opportunities for Saint Michael's vibrant community of 20,000+ alumni and parents. Signature events such as class reunions, Homecoming, and Family Weekend offer chances to return to campus, reconnect with friends, and celebrate the unique bonds of the Saint Michael's experience. In addition, regional alumni clubs host regular gatherings throughout the year.
- **The Communication team** provides alumni, families and the larger community with regular updates, news and information about special events.

Alumni and parents are invited to get involved through a range of volunteer opportunities, including career mentoring, event hosting, reunion and club leadership, and more. The office also partners closely with the Alumni Board to connect students with alumni and parents for internships, networking, and employment opportunities.

Board of Trustees

Saint Michael's Board of Trustees

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Archived Catalogs

Navigate to the following links for archived catalogs.

- 2025-2026 Catalog (Undergraduate and Graduate)
- 2024-2025 Undergraduate Catalog
- 2024-2025 Graduate Catalog
- 2023-2024 Undergraduate Catalog
- 2023-2024 Graduate Catalog
- 2022-2023 Undergraduate Catalog
- 2022-2023 Graduate Catalog

Consumer Protection Resources

To comply with US Department of Education regulations related to eligibility for federal student financial aid programs, the Vermont Agency of Education provides information on complaint resolution of postsecondary schools.

Saint Michael's College is an National Council for State Authorization Reciprocity Agreements (NC-SARA) participating institution. Any student with a complaint about violations of SARA policy has the right to lodge a complaint or grievance through the SARA Student Complaint Process.

Admission Requirements

Successful applicants for admission to Saint Michael’s College are typically very strong students who are active learners prepared for a rigorous intellectual experience. We’re especially interested in students who have a commitment to service, social justice and community.

Saint Michael’s admission process is highly personalized and takes into account the entire student, from high school coursework and academic transcripts to extracurricular experiences, a personal essay, recommendations, and the campus visit. Because our admission procedure is so comprehensive, students are not required to submit standardized test scores.

- Overall high school record and strength of college preparatory curriculum (including the senior year of high school). Students should challenge themselves with the highest level of the coursework suitable to their abilities. The number of honors level, Advanced Placement, and International Baccalaureate courses in a student’s background and relative to high school offerings are considered in the decision-making process. Applicants should have at least sixteen Carnegie Units of college preparatory course work in high school including some combination of the following (in order of importance):

Four years of English
While courses like speech and other English electives are interesting, students are encouraged to take those in addition to (not as replacements for) English courses with a strong emphasis on writing and the reading of literature.
Two to three years of the same foreign language
A minimum of two are required, but it is highly recommended that applicants pursue as many years of language as possible.
Three to four years of theoretical mathematics
Three to four years of science, including at least two lab sciences
Three to four years of history and social sciences

- Saint Michael's has been test-optional since 2009. Submission of standardized test scores is not required. Applicants who choose to may submit scores from the SAT 1 (code 3757) or ACT with Writing (code 4312).
- Application essay (required) and any submitted writing samples (optional).
- Letters of recommendation from teachers and counselors.
- The applicant's record of extra-curricular interests, activities, and talents.

Saint Michael's students tend to be active, engaged members of our residential college community bringing to the campus a commitment to work hard academically and to contribute to the life of the College, enhancing the educational experience of peers in and out of the classroom. When the admission committee reviews an application, several factors are taken into consideration. As noted above, the student's high school record is treated as the most important factor in the decision process. Each applicant's achievement in a well-rounded, rigorous program taken throughout high school is considered. Students who have challenged themselves by selecting honors or AP level courses or taking extra years of a foreign language, for instance, will be strong applicants, provided they are making successful progress.

For students who elect to submit test scores, both the test scores (either SAT or ACT) and how the scores relate to the student progress in class work are considered. Saint Michael's considers the highest section scores across all SAT test dates. For more information on the SAT, consult the College Board. For more information on the ACT, consult the ACT website. The Saint Michael's codes are 3757 for the SAT and 4312 for the ACT.

Teacher and counselor recommendations are often helpful in understanding how well a student has handled the various aspects of high school work, from class participation to reading and writing assignments. Applicants should provide 1-2 recommendations from current or recent teachers or their guidance counselors. Additional recommendations from coaches, employers and other people who know applicants well are also considered, but should not replace those from high school teachers. In addition, each applicant's essay will be carefully considered as a required part of the application. Additional graded work will be added to applicant's files.

A student's extracurricular resume is another factor in the admission process. Saint Michael's seeks to enroll students who will be active contributors to the campus community and therefore seeks to admit applicants who show strong qualities in leadership, character, and involvement in activities such as volunteer programs. Extracurricular contributions are broadly defined to include dedication in athletic and artistic arenas as well as dedication to club, student government, employment, family caregiving, and religious pursuits.

The Office of Admission will confirm all students' transcripts that arrive from a high school with a CEEB code as well as the high school seal and/or signature and/or is submitted online through an official, secure website. If a transcript is from a high school that lacks a CEEB code or seal/signature, the Office of Admission will investigate to confirm the appropriate state department of education or home school association recognizes the school. The Office of Admission may request a copy of the student's diploma at any point in the admission process to verification process. If a diploma is determined invalid a GED or ETS HiSET may be required for admission consideration.

Note: Saint Michael's College supports the efforts of secondary school officials and governing bodies to have their schools achieve regional accredited status to provide reliable assurance of the quality of the educational preparation of its applicants for admission.

Home-Schooled Applicants

Home-School Requirements

Students who have been home-schooled must submit the following:

- Transcript of high school course work;
- Annual testing information as required by the state in which the applicant resides;
- SAT or ACT - while we have adopted a test optional admission policy, we strongly urge home-schooled applicants to submit standardized test scores for consideration;
- Transcript of any college-level course work;
- It is recommended that home-schooled students submit syllabi and reading lists for each year of high school.

Saint Michael's College is a test-optional institution. Because of the nature of homeschooling it is in the applicant's best interest to submit as many objective assessments, including SAT or ACT scores, as are available in order to help the College best assess the student's academic preparedness for college-level work.

Saint Michael's also recommends that home-schooled applicants submit syllabi and reading lists for each year of high school, as we want to see that you have studied the necessary high school graduation requirements. We often rely more heavily on standardized test scores when reviewing applications from home schooled students.

Saint Michael's will take into consideration any academic work or curriculum information home-schooled applicants choose to submit. Many applicants submit a detailed resume that further adds dimensions to their personality and character. Although you home-schooled applicants may not be closely associated with a local high school, the College still values those who have taken the initiative to be active in their local community in varying capacities.

Admission Requirements

Transfer Admission

Students seeking to transfer to Saint Michael's College must be in good standing, academically and otherwise, at the institution(s) they have previously attended. Credit may be transferred for work completed at accredited colleges in accordance with the transfer credit policies outlined in this catalog. The transfer application deadline for the fall semester is June 1 (or later on a space available basis.) Applications for spring semester are considered on a space available basis and should be submitted by November 1.

Admission Requirements

Deferred Admission

Admitted students at Saint Michael's may request to postpone their enrollment for up to one year. A $500 non-refundable registration deposit is required to confirm enrollment. The registration deposit is credited toward the student's first semester charges. Students who defer enrollment beyond one year forfeit their registration deposit and must reapply for admission.

Admission Requirements

International Student Admission

International students may apply for admission to the undergraduate degree program. Students who have attended university outside the United States may be eligible to transfer academic credit from their previous university.

In addition to the application for undergraduate studies, international students must provide the following: English-language test results, International Student Visa information, and a copy of the passport photo page.

Non-native speakers of English must demonstrate academic English proficiency the equivalent of 79 on the TOEFL, 6.5 on the IELTS, or 110 on the Duolingo English Test. The CODE for sending TOEFL scores to Saint Michael's College is 3757. Institutional TOEFL and Paper-Based TOEFL are acceptable on a case-by-case basis. Saint Michael's will consider waiving the English testing requirement for students enrolled in the IB Diploma Program or in a school where the language of instruction is English.

Admission Requirements

Interested in Admission?

The next step is to complete and submit the online Common Application or Saint Michael's College application. Upon receiving these, we will begin to process the application. The Early Action I deadline is November 15. The deadline for regular notification of the admission decision for the fall semester is February 1. Applications submitted after that date will be considered on a space available basis. The transfer deadline is June 1 (or later on a space available basis).

Applicants should have high school transcripts and, if you wish test scores to be considered, SAT or ACT forwarded to the address below. When an application is received an acknowledgment is sent by email. Students may also check the status of their applications on our website. If that acknowledgment is not received in a reasonable amount of time, applicants should contact the Office of Admission by phone or email.

A limited number of spaces may be available at the beginning of the spring semester. Applications for the spring semester should be submitted by November 1.

Saint Michael's subscribes to the Candidate's Reply Date Agreement, allowing applicants until May 1 to make their decision about attending. For an additional application or information, please write, call, or contact us through our website:

Director of Admission
Saint Michael's College
One Winooski Park
Colchester, VT 05439
800-SMC-8000
Main Number: 802.654.3000
International Calls: +1.802.654.3000
E-Mail: admission@smcvt.edu

For those who plan to visit the campus, the Office of Admission is located in the Hoehl Welcome Center. The hours are Monday through Friday, 8:30 a.m. to 4:30 p.m. and many Saturday programs are offered throughout the year. Please check our website for the most up-to-date visitor information or call during office hours to make an appointment.

Undergraduate Tuition & Fees

Saint Michael's reserves the right to change various prices and policies without prior notice. The College will, however, make every effort to notify the college community, students and prospective students of significant changes.

Deposits

When a student is accepted for matriculation at Saint Michael's College he/she will be asked to make a guarantee deposit of $500 within a specified time after receiving notice of acceptance. This deposit will be applied to the initial semester's tuition bill. **This fee is not refundable.**

Full-Time Student Tuition & Fees

The following tuition and fee rates are for the full academic year, with half due at the beginning of each semester (August and January). Students are expected to satisfy all financial obligations to the College. The College may pursue collection of outstanding balances through available administrative or legal means; however, access to official transcripts will be provided in accordance with applicable law. Diplomas may be withheld until institutional financial obligations have been satisfied.

TUITION & COMPREHENSIVE FEE PER ACADEMIC YEAR	
Full-time Undergraduate Student Tuition	$49,950
Full-time Undergraduate Comprehensive Fee	$2,950

Undergraduate Comprehensive Fee

The comprehensive fee supports the shared academic, technological, student life, and campus resources that are available to undergraduate students and contribute to student learning, engagement, and success.

Residence Fees

On-campus residence is normally made available to full-time students only. Exceptions are the purview of the Vice President of Student Affairs or her designee.

For traditional residence facilities (Alumni, Ryan, Lyons), the Residence Hall Suites (Cashman, Canterbury, Pontigny) and Aubin Hall, the Residence Fee (listed below) includes an unlimited number of meals in the dining hall.

For on-campus apartment facilities (Ethan Allen Apartments, all Townhouses and Residence Hall 4), the Residence Fee as listed below includes the Block-40 meal plan which provides 40 meal swipes per semester. Students living in apartment facilities may pay to purchase the unlimited meal plan for $5,760 per year ($2,880 per semester), which is charged in addition to the residence fee.

RESIDENCE FEES PER ACADEMIC YEAR	
Traditional Residence Hall (Alumni); Includes unlimited meal plan	$18,440
Traditional Residence Hall (Upgrade to Single Occupancy - Lyons); Includes unlimited meal plan	$20,480
Residence Hall Suites (Cashman, Pontigny, Canterbury); Includes unlimited meal plan	$19,750
Aubin Hall; Includes unlimited meal plan	$20,480
Townhouse & Apartment Doubles; Includes Block-40 meal plan	$14,200
Townhouse & Apartment Singles (Townhouses 200s, 300s, & 400s); Includes Block-40 meal plan	$15,430
Cronogue Hall; Includes Block-40 meal plan	$16,240

Part-time Student Tuition & Fees

Students registered for less than 12 credits are charged tuition on a per credit basis.

Part-time Undergraduate Student Tuition	$1,600 per credit

COMPREHENSIVE FEE PRORATION SCHEDULE FOR STUDENTS ENROLLED IN FEWER THAN 12 CREDITS		PART-TIME FEE PER SEMESTER
9+ Credits	75%	$1106
6+ Credits	50%	$737
Fewer than 6 Credits	25%	$368

Overloads

Registration for credit hours in excess of 18 must be approved by the Dean of Undergraduate Education. Overload fees are charged on per credit basis.

Undergraduate Overload Fees	$285 per credit

Overload fees are waived for students in the Honors Program, and for overload enrollment in Military Studies (MS) courses, Purposeful Learning (ID101 Intro to Purposeful Learning), music ensembles (MU372 String Orchestra, MU374 Concert Band, MU375 Jazz Orchestra, MU376 African Drum/Dance Ensemble, and MU377 Saint Michael's Singers), and private music lessons (MU261 PrivateLessons NonMusicMajors and MU361 Private Lessons Music Majors, which carry separate lesson fees).

Independent Study

Students pursuing Independent Study credits as a component of a full-time course load are charged independent study fees. Part-time students enrolled in Independent Study credits are charged tuition on a per credit basis and are not subject to independent study fees.

Undergraduate Independent Study Fees	$285 per credit

Course Audits

The Saint Michael's audit tuition rate is 50% of standard tuition. Undergraduate students enrolled in 12 or more credits of regularly graded coursework may audit additional courses at no additional tuition charge. Students enrolled in fewer than 12 credits of regularly graded coursework are charged tuition on a per-credit basis for all coursework. In such cases, regularly graded courses are billed at the applicable undergraduate per-credit tuition rate, and audited courses are billed at the Saint Michael's audit tuition rate.

Undergraduate Audit Rate	$800 per credit

Course Fees

Some courses or programs involve extraordinary time, facilities, supplies, specialized services, or required course materials. Students enrolling in these courses are charged additional course-related fees to help defray costs. These fees may include, but are not limited to, laboratory sciences, psychology, music, studio art, private lessons, consortium offerings, and digital course materials. Applicable fees appear with each semester's course schedule and/or are communicated to students as part of a special enrollment process.

Undergraduate Tuition & Fees

Health Insurance

Saint Michael’s College requires that every student enrolled for 12 or more credits, or housed on-campus, have medical insurance coverage—either a personal policy, or the one offered by the College. The Saint Michael’s Student Health Insurance plan is administered by Consolidated Health Plans. Premium rates and plan coverage and benefits are set annually. Visit the Wellfleet Student Saint Michael's college website for premium information and a summary of benefits and coverage. The College reserves the right to adjust the rate when policy changes occur.

Students are automatically enrolled in the Saint Michael’s Student Health Insurance program without exception unless they are already covered under another policy. In that case, students can activate a waiver of the purchase of the SMC student medical insurance by completing the Medical Insurance Waiver Form, by the published deadline. Waiver cards from prior years do not carry forward. No other documentation is acceptable as proof of alternative coverage.

Undergraduate Tuition & Fees

Textbooks & Supplies

Students are responsible for purchasing their own textbooks and supplies which are available in the Saint Michael’s College Store. The estimated cost of all textbooks and supplies for the academic year is approximately $1,200. This amount will vary according to each program of study in which the student is enrolled.

Undergraduate Tuition & Fees

Payment of Tuition & Fees

Students are expected to pay all charges in full by the due date shown on their billing statement, or no later than the first day of classes. Students with past-due account balances may be restricted from registering for future semesters until their financial obligations to the College have been resolved.

To assist students in meeting their financial obligations, the College offers several payment methods and payment plan options. More information is available on the Student Accounts website. Students are encouraged to explore these options prior to the payment due date.

Because additional charges may be assessed throughout the semester—including, but not limited to, lab fees, damage charges, parking or traffic fines, and other applicable fees—students are responsible for monitoring their account activity regularly through KnightVision. The College communicates billing and account-related information primarily through students' Saint Michael's College email accounts; students are expected to review these communications promptly and regularly.

The student may authorize one or both of their parents to be granted access to their billing information online through KnightVision Self-Service. It is also possible to add a third party individual aside from a parent. Additional details are available here.

38 U.S.C. § 3679(e) (Veterans Benefits and Transition Act of 2018

In accordance with 38 U.S.C. § 3679(e), Saint Michael's College permits any covered individual to attend or participate in a course of education during the period beginning on the date the individual provides a Certificate of Eligibility (or other acceptable documentation of eligibility) for educational assistance under Chapter 31 or Chapter 33 and ending on the earlier of:

- The date on which payment is received from the U.S. Department of Veterans Affairs (VA); or
- 90 days after the College certifies tuition and fees following receipt of the required eligibility documentation.

Saint Michael's College will not impose penalties on a covered individual due to a delay in VA educational benefit payments. Such penalties include, but are not limited to, the assessment of late fees, denial of access to classes, libraries, or other institutional facilities, or requiring the student to borrow additional funds to meet financial obligations to the College resulting from delayed VA funding.

Students remain responsible for providing all required documentation and information necessary for the College to certify their enrollment and process VA educational benefits.

Undergraduate Tuition & Fees

Refund Policy

This policy applies to all matriculated, degree-seeking undergraduate students during the fall 2026 and spring 2027 semesters. Non-degree students taking undergraduate and/or graduate-level courses fall under the Graduate & Non-Degree Student Refund Policy.

Refund and Billing Adjustments

Schedule Changes During the Drop/Add Period

During the official Drop/Add Period, tuition and fees are adjusted to reflect a student's final enrollment. Students whose enrollment changes from full-time to part-time status, or from part-time to full-time status, will have their charges recalculated based on their enrollment at the conclusion of the Drop/Add Period.

Reduction in Enrollment After Drop/Add

Students who withdraw from one or more courses after the Drop/Add Period remain responsible for the tuition charges associated with those courses. Reductions in course load after the Drop/Add Period do not result in a tuition adjustment, even if the withdrawal changes a student's enrollment status from full-time to part-time. Tuition adjustments for students who completely withdraw from the College are governed by the Withdrawal Refund Schedule below.

Complete Withdrawal from the College

Undergraduate students who discontinue enrollment in all courses may not do so solely by dropping individual courses. Students seeking to cease attendance in all courses must complete the College's official withdrawal process through the Dean of Undergraduate Education and the Registrar's Office. Tuition, residence fees, and other applicable charges will be adjusted according to the refund schedule below. Refunds are based on the student's official withdrawal date. More information on withdrawals is available in the Undergraduate Withdrawal & Return to the College and Medical & Involuntary Withdrawal sections of this catalog.

Withdrawal Refund Schedule

WITHDRAWAL DATE	PERCENTAGE REFUNDED
Prior to the first day of class	100%
Within the first week of classes	90%
Within the second week of classes	75%
Within the third week of classes	50%
Within the fourth week of classes	25%
After the fourth week of classes	0%

Undergraduate Tuition & Fees

Fall 2026 Refund Schedule

OFFICIAL WITHDRAWAL DATE	PERCENTAGE REFUNDED
Prior to August 31, 2026	100%
August 31–September 6, 2026	90%
September 7–13, 2026	75%
September 14–20, 2026	50%
September 21–27, 2026	25%
September 28, 2026 and thereafter	0%

Spring 2027 Refund Schedule

OFFICIAL WITHDRAWAL DATE	PERCENTAGE REFUNDED
Prior to January 18, 2027	100%
January 18–24, 2027	90%
January 25–31, 2027	75%
February 1–7, 2027	50%
February 8–14, 2027	25%
February 15, 2027 and thereafter	0%

Undergraduate Tuition & Fees

Tuition Refund Insurance

St. Michael’s students and families are encouraged to consider Tuition Refund Insurance through GradGuard. This elective coverage can minimize the financial impact of a full medical withdrawal for a covered medical reason.

Enroll through the GradGuard website or call GradGuard at 877.556.3984. Please note that Tuition Refund Insurance must be purchased prior to the first day of classes.

Undergraduate Tuition & Fees

Collection Policy

Saint Michael’s College requires payment in full prior to the beginning of classes. Those accounts with a past due balance will not be allowed to register for subsequent semesters. If a student separates from the College with a past due balance, without making payment arrangements with the Student Accounts Office, the account will be subject to collection procedures. Collection activity may include referral to a collection agency, reporting to credit bureaus, denial of future Saint Michael’s aid, and denial of all College services including access to classes. To the extent permitted by Vermont law, which shall govern and control this document, associated collection costs, including reasonable attorney’s fees and fees of any collection agency will be charged up to but not to exceed applicable Vermont law and will be the responsibility of the accountholder. The College may pursue collection of outstanding balances through available administrative or legal means; however, access to official transcripts will be provided in accordance with applicable law. Diplomas may be withheld until institutional financial obligations have been satisfied.New subpage content

Financial Aid

Meeting the cost of a private college education is a challenge for many students and their families. While the primary responsibility for meeting the expenses of an undergraduate education rests with the student and family, Saint Michael’s College offers a variety of resources to assist with financing.

The Office of Financial Aid administers federal financial aid programs that include Federal Direct Student Loans, Federal Plus Loans, Federal Grants (Pell, SEOG), and Federal Work-Study. This office is also charged with administering institutional undergraduate scholarship and grant programs as well as undergraduate state scholarships.

Payment Options

Visit the Financial Aid website to review payment and payment plan options.

Undergraduate Financial Aid

Application Process for Financial Aid

Entering First-Year Students

To apply for financial aid at Saint Michael's College for the 2026-2027 award year, a student must submit the Free Application for Federal Student Aid (FAFSA). To ensure consideration for all available funds, the FAFSA should be submitted as soon as possible after October 1, 2025. Other documents may be requested by the Office of Financial Aid as needed.

Students should not wait for an admission decision from Saint Michael's College before filing these financial aid documents. You must list the school code for Saint Michael's College on the FAFSA: 003694

Returning Students

Returning students must file the Free Application for Federal Student Aid (FAFSA) to be considered for federal assistance from Saint Michael's College. To ensure priority consideration for all available sources of aid, submit the 2026-2027 FAFSA prior to March 15, 2026. In addition to submitting the FASFA, students must also submit any requested documents to Student Financial Services. To ensure consideration for all available sources of aid, students are advised to submit requested materials as soon as possible.

Undergraduate Financial Aid

Types of Aid

Financial aid awards may include funds from several sources. Federal financial aid is awarded on the basis of information you and your family provided on the Free Application for Federal Student Aid (FAFSA). These may include a combination of grants, loans and work study.

Federal Supplemental Educational Opportunity Grants (SEOG)

Saint Michael's College makes these grants available from federal funds to students with the highest level of need. The grants are renewable as long as need continues and funds are available. Students must be Pell Grant eligible to receive SEOG.

Federal Pell Grants

The Federal Pell Grant is a federal program, which provides grants to eligible students attending institutions of higher learning. Grant amounts vary from year to year based on a schedule set by the U.S. Department of Education, and the Expected Family Contribution (EFC).

Federal Work Study

This program provides opportunities for students to work on campus. Eligibility is based solely on financial need and the availability of positions. The average time commitment is from six to eight hours each week. Your award is the maximum amount you are permitted to earn from the Work-Study Program during the semester.

Federal Direct Loans

Federal Direct Loans are low-interest loans for students and parents to help pay for the cost of a student's education after high school. The lender is the U.S. Department of Education rather than a bank or other financial institution. The Federal Direct Loan Program offers the following types of loans:

- Subsidized: Eligible students file the FAFSA and with demonstrated financial need, as determined by federal regulations. No interest is charged while a student is in school at least half-time, during the grace period, and during deferment periods.
- Unsubsidized: Students must file a FAFSA to apply, but Unsubsidized Direct Loans are not based on financial need. Interest accrues during the time a student is in school and during grace and deferment periods.
- PLUS: Federal loans for the parents of dependent students and for graduate/professional students. PLUS loans may pay for education expenses. Information on eligibility and annual loan limits may be found here: Parent PLUS Loans | Federal Student Aid
- Interest is charged during all periods.
- Interest rates are available on the Federal Student Aid website.

State Scholarships and Grants

Many states offer scholarships or grants, which can be used at Saint Michael's College. More information about the awards and separate application procedures can be obtained from your high school counselor or the appropriate state agency.

Undergraduate Financial Aid

SMC Grants

Edmundite Grant

The Saint Michael's Edmundite Grant was a need-based grant awarded to students who enrolled prior to the 2026/2027 academic year. Consideration of financial need was determined by the FAFSA (Free Application for Federal Student Aid) as well as other financial resources for which the student was eligible and also academic merit.

Students admitted before or up to the Fall 2025 semester who submitted the FAFSA were automatically considered for the Edmundite Grant. The FAFSA was the only application required to be considered for need-based aid at Saint Michael's.

Unlike our merit scholarships which were automatically renewed each year for students enrolled full time in good standing, Edmundite Grant awards and eligibility were re-evaluated annually and could be changed based on changes to student financial need as determined using the FAFSA. Below are some of the items that were taken into consideration in determining eligibility for the funds.

- Any changes/corrections to the information reported on your FAFSA;
- Receipt of Federal or State Grants not listed in your financial aid offer or changes from estimates listed on your financial aid offer;

- Receipt of tuition remission, tuition exchange; Veterans Educational Benefits or any other full-tuition scholarship;
- Receipt of additional grant or scholarship awards from Saint Michael's College
- Receipt of local scholarships which when combined with other grants, scholarships and need-based funds, exceed your financial need as determined based on the FAFSA.

To ensure consideration for the Edmundite Grant award, students had to be sure to submit the FAFSA each year after October 1st and before the March 15th priority deadline for the following school year.

Family Grant

This grant is awarded when two or more dependent children of the same family are simultaneously enrolled as full-time students during a given semester in the undergraduate program at Saint Michael's College. A $6,000 grant ($1,500 per semester) will be divided equally among the two children attending Saint Michael's College. When a third child attends Saint Michael's College simultaneously, the grant shall be $9,000, divided equally. If any sibling is receiving a full tuition scholarship, he/she is not eligible for the Family Grant.

Nominate a Future Knight Grant

Alumni are invited to nominate a student whom they believe to be a good fit for Saint Michael's College. Nominees will receive a $1,000 grant for each of their four years if they enroll at Saint Michael's College.

- Nominations must be received **by December 1 of the student's senior year of high school** to qualify for the $1,000 grant.
- Each student is eligible to receive one grant valued at $1,000 (even if he or she has been nominated by more than one person).
- A student who is eligible for employee remission or who receives the Tuition Exchange benefit is not eligible for this grant.

Undergraduate Financial Aid

SMC Scholarships

Flagship Match Scholarship

Starting with the incoming Fall 2026 class, out-of-state students—including first-year and transfer students—will pay tuition equal to the in-state tuition and fees at the flagship public university in their home state, after institutional scholarships are applied. Information on individual state tuition costs can be found at: St. Mike's Flagship Match | Saint Michael's College

Free Tuition Vermont Scholarship

Vermont residents who plan to live on campus and have a household adjusted gross income of $100,000 or less will have tuition fully covered after the allocation of Pell SEOG and VSAC grants. To be eligible, you must complete a FAFSA first. To continue to receive full tuition, you must maintain a 2.5 GPA. Additional information on the Free Tuition Vermont Scholarship can be found at: Free Tuition Vermont | Saint Michael's College

UVM Match Scholarship

Vermont residents who plan to live on campus and have a household adjusted gross income of over $100,000 will pay the same tuition and fees as University of Vermont (UVM) students after institutional scholarships.

Community Commitment Scholarship

Vermont residents who live within 35 miles of campus and are looking to commute to Saint Michael's will pay $11,500 per year in tuition after institutional scholarships.

International Student Scholarship

International and U.S. territory students will pay $22,500 per year in tuition.

Purple & Gold Scholarship

All accepted undergraduate students who enrolled at Saint Michael's College prior to the 2026-2027 academic year were automatically considered for generous merit-based scholarships in recognition of academic achievement and promise. The Purple & Gold Scholarships ranged from $17,000 to $30,000 a year. A student's complete academic record was considered when determining eligibility for these awards, including high school GPA, strength of schedule, and SAT/ACT scores (if submitted). The Admission Committee also considered commitment to service, leadership, work ethic, school/community engagement, and ability to overcome obstacles in their merit aid decision-making. Test scores were NOT required for merit scholarship consideration.

In addition to our Purple & Gold awards, the College offered special merit-based scholarships that required nomination. Each student could only be awarded only one scholarship. If a student qualified for more than one, the more prestigious scholarship or highest scholarship amount was awarded.

Merit Scholarships were awarded toward full-time tuition at Saint Michael's College and could be adjusted if students were eligible for Veterans Benefits, Employee Remission or other Tuition Benefits, including Tuition Exchange.

For students in the 3+2 Engineering or 3+4 Pharmacy Programs, scholarships are awarded for a maximum of 3 years since after their third year at Saint Michael's College, students in the 3+2 Engineering or 3+4 Pharmacy programs register for and take courses through a different college or university to complete their degree.

Presidential Scholarship

The Presidential Scholarship was available to students who enrolled prior to the 2026/2027 academic year. It was a special award reserved for Vermont's top students attending Saint Michael's College. Awards began at a minimum of $15,000 and go up to full-tuition. The Presidential Scholarship could be renewed each year for a maximum of four years* of full-time enrollment in good standing.

To be eligible for the Presidential scholarship, students had to be nominated by a Vermont high school and meet the following requirements:

- A- average or higher in a challenging college preparatory high school curriculum;
- Top 10% of graduating class;
- Combined 1300 SAT (two-section SAT taken after March 2016) or 27 ACT test scores or higher.

In addition to SAT/ACT scores, GPA and curriculum, scholarship applicants were evaluated based on their leadership qualities, commitment to community service and potential to contribute to the Saint Michael's community. Students who did not wish to submit test scores (which were optional in the admission process) needed to understand that they were competing with applicants who did submit test scores

Book Award Scholarships

The Saint Michael's Book Award Scholarship recognizes students who exhibit the characteristics of the ideal Saint Michael's student: Strong academic achievement and a strong social conscience. This is a national scholarship for which high schools across the country are eligible to nominate two students in the spring of their junior year that they feel best fit these characteristics. Book Award Scholarships range from $17,000 to full-tuition annually for 4 years, depending upon academic achievement. The amount of the Book Award Scholarship is not determined until a student's complete application and academic record have been reviewed. As a premier Saint Michael's academic scholarship, the Book Award supersedes any other Saint Michael's merit scholarship.

School counselors interested in nominating a current high school junior for the Book Award should contact SMC Admissions for full details about the nomination process.

Athletic Scholarship

Athletic scholarships are offered in a variety of varsity sports. The names of possible recipients will be submitted to the Financial Aid Office by the Director of Athletics. The Financial Aid Office will inform students of athletic aid by sending a Financial Aid Agreement to incoming students and a renewal agreement to returning student athletes.

The Tuition Exchange Scholarship

Students whose parents are employed by institutions of higher education that participate in The Tuition Exchange Plan apply for Tuition Exchange Scholarship Funds. Those students should check with their parent's place of employment to initiate the application process. Tuition Exchange Scholarship funds are awarded on a competitive basis. For 2026-27, the Tuition Exchange Scholarship is valued at $44,000 per year.

Military Scholarships

Air Force ROTC Scholarship

Scholarship for students enrolled in the Norwich University Air Force ROTC program. Interested students may contact the Air Force ROTC Office at Norwich University at 802.485.2460.

Army ROTC Scholarship Program

Army ROTC scholarships are available to qualified applicants. For information regarding the scholarships contact the Army ROTC program at the University of Vermont. Saint Michael's College offers incentives along with these scholarships. Please contact the Office of Financial Aid for details.

Endowed and Donor Supported Scholarships

Saint Michael's endowed and donor supported scholarships are made possible thanks to the generosity of the College's many alumni, parents, friends and supporting foundations who pledge to fund a portion of the selected recipients' merit award from the college. Many endowed scholarships are awarded based on academic achievement and financial need so all students are encouraged to submit the Free Application for Federal Student Aid (FAFSA) at **fafsa.gov** to ensure consideration for all available sources of funding. Except for the Fairbanks and Paulin scholarships listed below, no separate application is required to be considered for donor supported scholarship funds.

Fairbanks Scholarship

Renewable scholarship awarded to Fine Arts majors. Both a formal declaration of a major in Art, Music or Theater and an audition or interview are required by April 15 (prior to fall entrance).

Paulin Scholarship

Renewable scholarship awarded to Fine Arts majors. Both a formal declaration of a major in Art, Music or Theater and an audition or interview are required by April 15 (prior to fall entrance).

The Class of 1963 Endowed Memorial Scholarship (2013)

Provides unrestricted scholarship support to students who have demonstrated financial need. This scholarship was established by Gary Farrell '63 and Ed Dilworth '63, along with support from fellow classmates, in memory of their deceased classmates and in honor of their 50th reunion.

The Class of 1971 Jim O'Connor Endowed Scholarship (2014)

Established by the Class of 1971 to honor their beloved classmate. James "Jim" O'Connor '71 enriched the lives of his classmates with his intelligence, grace and courage, all blended with a unique sense of humor. Jim earned the respect and admiration of his classmates as he met the daily challenges of Cerebral Palsy with sheer grit and determination while being the total Saint Michael's student. This scholarship is intended to support other students' access to the Saint Michael's experience, with preference given to students who have mobility issues related to a long-term physical disability.

The Class of 1989 Memorial Award (1989)

Established by the Class of 1989 in memory of Brian Varjabedian, Jeff Houstin, and other deceased classmates. Preference is given to seniors who have been involved in either campus or other community activities.

The Class of 1990 Norbert Kuntz Memorial Scholarship (1990)

Established through the generosity and love of his family, friends, and the Class of 1990 to honor Saint Michael's professor and historian Dr. Norbert Kuntz. This scholarship is awarded to a junior or senior with high academic achievement and potential. Preference is given to a History or American studies major who is involved in community activities.

The Class of 1993 Memorial Scholarship (1993)

Established as a Senior Class Gift in memory of the deceased members of the Class of 1993. This scholarship is awarded each year to a student, preferably a senior, who has maintained a minimum overall GPA of 2.5 and who demonstrates financial need. Emphasis should be placed on extracurricular involvement, community service, and academic achievement.

The Class of 1995 Scholarship (1995)

Established through the generosity of the Class of 1995, and their family and friends, in memory of their deceased classmates. The award is a partial tuition scholarship and is awarded to a sophomore with a minimum 2.5 GPA and financial need. Preference will be given to a student who has been involved in either campus or outside community activities.

The Class of 1998 Scholarship (1998)

A class gift from graduating seniors to Saint Michael's College. This unrestricted endowed scholarship was enhanced significantly through a generous challenge gift from William Chadwick, who was then Chair of the College's Board of Trustees and a 1999 honorary degree recipient, and his wife, Peggy.

The Class of 1999 Scholarship (1999)

Established through the generosity of the Class of 1999, family and friends, to encourage scholarship.

The George I. Alden Trust (1992)

Recognized Saint Michael's with this endowed scholarship in response to a successful scholarship challenge grant. This scholarship is awarded to students from Worcester, where the Trust is based, and greater Eastern Massachusetts.

The Alumni Board of Directors Legacy Scholarship (2001)

Provides scholarship assistance to children, grandchildren, and siblings of Saint Michael's College alumni and students. This scholarship is made possible by those members of the Alumni Board of Directors who served between 2001 and 2004.

The Anton Science Honor Scholarship (1998)

The gift of Dr. Raymond J. Anton '66, presented to science majors in their senior year, based on the recommendation of the program director following three years of significant academic achievement, and their potential for career success. This tuition scholarship award recognizes proficiency by science majors, preferably concentrators in biology.

The Reverend J. F. Audet Scholarship (1906)

Awarded to needy and deserving students from St. Francis Xavier Parish of Winooski, Vermont.

The Union St-Jean-Baptiste Endowed Scholarship (2014)

Established by the Union St-Jean-Baptiste, Conseil St-Laurent, Inc. to support Catholic students in recognition of the Edmundite tradition of more than 100 years of charitable support to those in need both near and far.

The Professor Birger Benson Scholarship (2002)

Established by Glen Farrell '83 in recognition of his undergraduate and mentoring experience with Professor Birger Benson. The scholarship receives support from alumni, family, and friends. The scholarship provides financial assistance to deserving students who match the following criteria: business administration major in their junior or senior year who maintains a C or better average while having proven financial need, good work ethic, and demonstrated self-financing inclination.

The Joseph J. Berardino '43 Scholarship Fund (2008)

Established by Joseph's son, Michael Berardino '73 to provide unrestricted scholarship support to Saint Michael's College students.

The Berardino and Viau Family Scholarship (2000)

Established by Ronald M. Berardino '57, and his wife, Jane, to provide unrestricted scholarship assistance to Saint Michael's students in conjunction with the College's Centennial Visions Campaign. Their daughter, Diane, graduated from Saint Michael's in 1984.

The Urban L. Bergeron Scholarship (1988)

Awarded to a member of the first-year class. The student must be a Vermont resident from Chittenden County who has demonstrated financial need. The scholarship may be renewed annually for up to three additional years, contingent upon satisfactory academic progress. Ben Bergeron '39 was an emeritus member of the College's Board of Trustees.

The Boutin Family Scholarship (1998)

Established by Joseph L. Boutin '69, a College trustee. Intent on helping students at Saint Michael's, he chose an endowed scholarship as his way of honoring his parents, Bernard and Alice Boutin. A 1945 Saint Michael's graduate and a 1963 honorary degree recipient, Dr. Bernard Boutin served his alma mater as President from 1969 to 1974. Alice also received an honorary degree in 2013.

The Harmon Bove Memorial Scholarship (1990)

Established by the Vermont Sportswriters and Sportscasters Association in honor of Harmon Bove, who sacrificed his life in the Vietnam War. This award recognizes Vermont students pursuing a journalism education. Candidates should have an interest in sports, either as a player, manager, or writer.

The James L. Brennan '49 Scholarship (2000)

Gives preference to students majoring in the area of mathematics or the sciences. The scholarship is renewable each year provided the recipient remains in good academic standing. The scholarship was established by Jim Brennan '49 on the occasion of his 50th Reunion.

The Robert D. Brennan Endowed Scholarship (2015)

Provides unrestricted scholarship support for students with financial need. Robert D. Brennan '65 established this scholarship through a generous estate gift.

The Christopher G. Brooks Memorial Scholarship (1978)

Established by Mr. and Mrs. William T. Brooks of Hempstead, New York, in the name of their son, Chris '79. This unrestricted scholarship receives support from the Brooks family and members of the Class of 1979.

The Thomas J. and Marie W. Burke Scholarship (1962)

Awarded every year, first to African Americans from Southern states, or, for lack of such candidates, to any students of promise who would not otherwise be able to benefit from a Saint Michael's College education.

The Rosie Cadin '75 Memorial Scholarship (2005)

Established on the occasion of what would have been Rosie's 30th anniversary of graduation from Saint Michael's College and in concert with the Visions Campaign; Rosie was remembered with a memorial scholarship at the initiative of Cormac McEnery '72 and her friends. Rosie was a vivacious American Studies major who died tragically just prior to graduation but will always be remembered by her friends, especially those in the Class of 1975. The award provides unrestricted support to students with demonstrated financial need.

The Monsignor W. J. Cain and Paul Cain Memorial Scholarship (1967)

Provides scholarships for students from Vermont who might otherwise be unable to attend Saint Michael's College.

The Augustine Carbunari '06 Memorial Scholarship Fund (2006)

Established to honor a wonderful son, brother, friend and member of the Class of 2006. "Auggie," an accomplished musician and athlete, found the inspiration and guidance for his life's work at Saint Michael's. His teachers and counselors helped him understand and determine what he wanted to do in life and how he could fulfill his dreams. He had hoped to apply to the Volunteer Corps and use his education, energy, and passion in serving others, a motto learned at Boston College High School - "To be a man for others." The Carbunari Family hopes that this scholarship may help deserving students at Saint Michael's fulfill their dreams and one day bring joy, hope, and fulfillment to their life and in turn to all those around them.

The David L. Carillo '69 Endowed Scholarship (2009)

Provides unrestricted scholarship support. This scholarship was established through an estate gift from David L. Carillo '69.

The Professor John Carvellas Scholarship in Economics (2006)

Recognizes John for his exceptional teaching, mentoring talents and friendship while providing financial support to students who want to pursue a degree in economics. The award(s) will be renewable on an annual basis for juniors and/or seniors based on solid academic performance and the recommendation of the Department of Economics chair.

The Guy J. Chamberlain '50 Scholarship (1986)

Established through a bequest to assist young people to further themselves. Awards are made to students based upon need and academic ability. A Bronze Star recipient during World War II, Mr. Chamberlain was an electronics engineer.

The Chittenden Bank Green Mountain Scholarship (2000)

Provides merit scholarship assistance to entering students from Vermont who have graduated from a Vermont high school with proven financial need. It is renewed annually.

The Cioffi Family Scholarship (1988)

Awarded to support children of men and women killed in Iraq and/or Afghanistan while serving the United States in the armed services. In the event that no student(s) meet the aforementioned criteria, the scholarship will be awarded to students whose parent(s) have served or currently serve in the military, and/or students who are enrolled in the ROTC program. In the event that no student(s) meet the aforementioned criteria, the scholarship will then be awarded to incoming first-year students from Rice High School in Burlington, Vermont; Mount Saint Joseph High School in Rutland, Vermont; and Dwight Morrow High School in Englewood, New Jersey. The scholarship is renewable through senior year provided the recipient remains in good academic standing. Ralph Cioffi '78 served the College as a member of the Board of Trustees from 1992 to 1996, providing leadership on the Audit and Investment Committees.

The Doc Citarella Scholarship (1989)

Awards aid to needy students with preference given to incoming first year students with high academic promise who are involved in varsity athletics, especially soccer. Named for former soccer coach and humanities professor Armand "Doc" Citarella, it is made possible through the generosity of friends, family, and alumni, in particular, Dr. Robert Tobin '64 and Mr. Richard Endrelunas '64.

The Edwin W. Conlan & Alice F. Conway Scholarships (1975)

Provides scholarships for students who might otherwise be unable to attend Saint Michael's College.

The James and Grace Conway Scholarship (1994)

A gift of former College trustee James Conway and his wife, Grace, in recognition of their special affection for the close community and family nature of the College. As Lowell, Massachusetts residents, they requested that first preference be given to students from Lowell High School and/or Notre Dame Academy, then students from the greater Lowell area.

The Patty and Colonel Jere Cook Scholarship (2010)

Established to benefit students who are military veterans or their families. This is a need-based award and is given in addition to any award made by the College. Patricia Cook is a 1983 Masters graduate of Saint Michael's and established this scholarship with her husband, Jere, in honor of the service he gave to the Air National Guard.

The Helen and Leo Croteau Scholarship (1989)

Provides scholarships for students who might otherwise be unable to attend Saint Michael's College. This scholarship is made possible through the generosity of Helen and Leo Croteau '23, lifelong friends of the College and educators themselves.

The Curtis Family Scholarship (1998)

A gift of Eugene M. Curtis '54, in memory of his son Matthew Anthony. This endowed scholarship provides scholarship assistance for deserving students in chemistry or the other sciences to facilitate their learning and growth process at the College.

The Fr. Lorenzo D'Agostino, SSE '38 Scholarship (2004)

Established by an anonymous benefactor to provide financial assistance to any meritorious student. While an unrestricted scholarship, it honors Fr. D'Agostino's accomplishments in psychiatric social work and is most appropriate for students pursuing a future in clinical social work or clinical psychology.

The Davis Foundation Scholarship (2004)

Established to provide financial aid to students who live in Hampden County, Massachusetts. Should the criterion not be met, the scholarship will be awarded to a Saint Michael's student with demonstrated financial need. The scholarship shall be renewable provided the recipient remains in good academic standing. The scholarship was established by John and Robyn Davis of the Irene E. & George A. Davis Foundation, Springfield, Massachusetts.

The Elizabeth DeCamp McInerny Scholarship (a/k/a The Ira DeCamp Foundation Scholarship) (1985)

Established by the trustees of the Ira W. DeCamp Foundation. These partial scholarships are awarded to three to five students who are majoring in biology, chemistry, or biochemistry, who maintain a 3.0 grade point average per semester in their majors and an overall 3.0 average each year. A further stipulation is that the scholars support the College by volunteering service and/or contribution.

The Richard L. deCastro '57 Scholarship Fund (2000)

Provides assistance to promising economic students who require financial assistance in order to attend Saint Michael's College. The deCastro Scholarship is renewable on an annual basis provided the student remains in good academic standing. A former member of the Alumni Board of Directors, Mr. deCastro's significant commitment and service to the College and the Alumni Association was acknowledged at Reunion '92 when he was recognized as Alumnus of the Year.

The Mary R. Derway Scholarship (1952)

Provides scholarships for students who might otherwise be unable to attend Saint Michael's College.

The Dillmeier Family Scholarship (1993)

Established by Hazel R. Dillmeier in recognition of the scholarship assistance she received at her alma mater. In honor of her family's affection for the College, Mrs. Dillmeier selected Saint Michael's College to receive this unrestricted general scholarship. Her grandchildren, Elizabeth '88, David '91, and Kurt '93 all attended Saint Michael's and her son, Robert, provided leadership as a member of the Saint Michael's Board of Trustees from 1993 to 1999.

The Dilworth Family Scholarship (1995)

Established in tribute to his parents, Edward L. and Loretta Dilworth, Sr., by Edward L. Dilworth, Jr. '63, and his wife Susan, the parents of Edward '89, Michael '91, and Thomas '93. Awards are made in recognition of their collective educational experiences and their wish to assist deserving students to continue their learning process at Saint Michael's College. The award is given to incoming first-year students and it is renewable through senior year.

The Lou DiMasi Scholarship (2008)

Established by an anonymous alumnus to honor former Head Hockey Coach Lou DiMasi's more than twenty-five year career at Saint Michael's College. He made this gift in recognition of Lou's many contributions to student life, his personal guidance and friendship to students, faculty and staff over the years.

The Donald Dion Jr. Scholarship Fund (2001)

Established by Donald Dion, Jr. '76, to provide unrestricted scholarship assistance to students enrolled at Saint Michael's College.

The Thomas Dion Scholarship (1990)

Established through the generosity of Richard Tarrant '65, honors the memory of Tom Dion, a graduate of Rice Memorial High School who overcame significant obstacles to achieve his education. The scholarship serves to recognize and assist students from Rice Memorial High School in Burlington, Vermont in attending Saint Michael's College.

The DiVenere Family Honor Scholarship (2011)

Established by family, friends, and alumni to honor Richard "Rit" DiVenere '67 upon his retirement from Saint Michael's after 37 years of service. In memory of Rit's classmate Vito Angelillo M.D. '67, the scholarship is awarded to a junior or senior science major, with preference given to students with a 3.0 or above GPA.

The Rev. Raymond Doherty SSE '51 Scholarship (2005)

Established by the Honorable Timothy C. Murphy '51 of Arlington, Virginia in honor of Fr. Ray's significant contributions to life's experience as a Marine, College administrator, friend, and priest of the Society of Saint Edmund. The scholarship will provide unrestricted scholarship support to students enrolled at Saint Michael's College.

The John D. Donoghue Scholarship (1976)

Awarded to juniors and seniors at Saint Michael's College with proven academic ability and financial need in the majors of music and/or journalism. This scholarship is made possible through the benevolence of John D. Donoghue '32, his family and friends.

The Bennett C. Douglas Scholarship (2012)

Established by Theresa Villemaire to support students who show extraordinary potential to become leaders and advocates in the field of special education; preference is given to graduate students pursuing their special education licensure. Ms. Villemaire is a long-time advocate for students with disabilities and served from 1956 to the early 1970's on the Bennett C. Douglas School Board of Directors. The Bennett C. Douglas School, now closed, served as one of the innovating forces in the state that led to changes in the way the state of Vermont viewed and educated people with disabilities. It is hoped that through this scholarship fund, we will always be reminded of the history of special education in Vermont and the desire to always investigate and problem-solve any and all efforts on behalf of those young people to whom equal and creative opportunities in education must always be available.

The Colleen M. Doyle Scholarship (1982)

Established by friends and relatives in memory of Colleen M. Doyle '78. This scholarship rewards scholastic and athletic achievement. Students in good academic standing apply in the sophomore year for the junior year award.

The Barbara & Neil R. Driscoll Scholarship (2001)

Provides scholarship assistance to Saint Michael's students demonstrating academic promise and financial need. The scholarship was established by Neil R. Driscoll, Esq. '53 on the occasion of his 50th Reunion. Their daughter Joanne '84 and two grandchildren, Brian '00 and Jaclyn Freeman '02, graduated from Saint Michael's College.

The John and Kathleen Duffy Scholarship (2000)

Provides scholarship assistance to graduates of Catholic high schools with significant underrepresented minority populations with preference given to graduates of the following Bronx, New York schools: Cardinal Hayes High School, Aquinas High School, and Fordham Preparatory School. The scholarship was established by John and Kathleen Duffy, parents of Kevin '03.

The Rev. Gerald E. Dupont, SSE Scholarship (1978)

Awarded to a first-year student with special consideration for relatives of alumni. Students receiving this scholarship must maintain a quality point average of at least 3.0 in their first year and 3.0 each semester thereafter. Fr. Dupont, SSE '35 was a former academic dean and 10th president at Saint Michael's College.

The Lawrence J. and Margaret B. Early Scholarship (1977)

Awarded to assist students preparing to become physicians and priests. Preference for this scholarship is given to students sponsored by the Southern Missions of the Society of Saint Edmund.

The Edmundite Mission Scholarship (1999)

Established by the Society of Saint Edmund, to provide scholarships to students enrolled at Saint Michael's College from Vermont Catholic parishes and Edmundite Apostolates. Candidates for these scholarships must have the endorsement of their local pastor and show a record of, and promise for, leadership among their peers in academic accomplishment and service to others, as determined by Saint Michael's College.

The Edmundite Award for Service & Scholarship (2001)

Established by the Society of Saint Edmund to foster the Catholic intellectual tradition of Saint Michael's College.

The Donald "Bucky" Egan '64 Scholarship (2009)

Provides financial support for juniors or seniors, with preference given to students interested in pursuing a career in the military. Classmates from the Class of 1964 established this scholarship on the occasion of their 45th Reunion to honor their classmate, who gave his life during the Vietnam war, and to ensure future generations of the opportunity of a college education. "Bucky" was a standout scholar and athlete here at Saint Michael's.

The Isabel and Algernon M. Ellien Scholarship (2010)

Provides scholarship support for Saint Michael's students, with preference given to incoming students from New Jersey. This scholarship was established through a gift from the Isabel and Algernon M. Ellien Foundation to recognize the role Saint Michael's has had in educating the Ellien Family, particularly Michael Ellien '93, Michael Cunniff '67, Colleen Cunniff Schirf '98, and Kevin Schirf '97.

The Henry G. Fairbanks Scholarship (1980)

Awarded to students in the fine arts department who display interest in reviewing, promoting, and reporting on the fine arts. Dr. Fairbanks was an eloquent teacher of English, history, humanities, and speech who served the College for 35 years

The Louis B. Falcetti Memorial Scholarship (1991)

Awarded to academically promising students from the greater Springfield/Holyoke, Massachusetts area. The fund was created by Cesare Falcetti in honor of his brother Lou Falcetti '39.

The Gary and Jane Farrell Scholarship (2000)

Established by Senior Trustee of the College, Gary Farrell '63, and his wife, Jane, to provide need-based scholarship assistance to Vermont residents studying at Saint Michael's.

The Louis E. Farrell Scholarship (1990)

Established to recognize outstanding scholars from Vermont with high academic potential. The scholarship is made possible through the generosity of Louis "Skip" Farrell '77.

The Edward Thomas Fergus, Jr. '83 Scholarship (2012)

Provides unrestricted financial aid to a deserving Saint Michael's College student in honor and memory of Edward T. Fergus, Jr. '83 who died on September 11, 2001 in the north tower of the World Trade Center. Ed's wife, Linda '83, and their children, Shannon '11 and Thomas '13, established this scholarship in gratitude for the support the St. Michael's community offered following Ed's death and to provide others with the same opportunities Ed enjoyed at Saint Michael's – a sound education, a beautiful environment, and the beginnings of life-long friendships.

The Flanagan Family Scholarship (1998)

Recognizes the importance of family in the growth and maturation process of young people. Trustee Michael E. McGrath and his wife, Diane, established this endowed fund in memory of Jeremiah E. and Charlotte M. Flanagan, the parents of three Saint Michael's graduates. The Flanagans were Michael's second family and very instrumental in shaping Michael's formative years.

The Fleming Family Scholarship (1998)

Established by Trustee Emeritus Richard J. Fleming, Sr. '53, in honor of the education his father, Richard Fleming '21, his two children, Richard Jr. '81 and Margaret '91, and he received at Saint Michael's College. This scholarship provides assistance to Saint Michael's students for Vermont residents with a preference for Brattleboro, Vermont residents.

The Desiree L. Franklin Scholarship (1978)

Provides scholarships for students who might otherwise be unable to attend Saint Michael's College.

The Richard L. Gamelli, M.D. and Mary C. Gamelli Scholarship (2001)

Established to encourage students to pursue a career in medical research or clinical care. Awards are made to full-time chemistry, biology or psychology majors in their junior or senior year who possess a minimum 3.0 grade point average, have financial need and demonstrate leadership through participation in College activities. The Gamellis' relationship with the College spans many generations including Mrs. Gamelli's father, Roderick A. Kell '50. Dr. Gamelli graduated in 1970. His brother, Daniel, graduated in 1981 and Allison Kell, Mrs. Gamelli's sister, graduated in 1994. Their daughter Andrea graduated in 2001 and is married to Denis Couture '02. As a member of the Visions Campaign Steering Committee, Dr. Gamelli provided strategic planning guidance and support to Institutional Advancement.

The Arnold G. Gile Scholarship (2002)

Established by a bequest from A. George Gile '37, to provide a full, four-year scholarship with preference to students from either the Patchogue, New York, Vergennes or Montpelier, Vermont areas.

The Ector P. Gobie Scholarship Fund (1979)

Awarded to Vermont Catholic students who are active members of their parish.

The Reverend Frank Gokey, SSE Scholarship (1991)

A gift of Trustee Emeritus Michael McCarthy; this scholarship celebrates the life and work of the former Superior General of the Society of Saint Edmund.

The Dr. Gilbert Grady Scholarship (1986)

Established by family, friends and alumni, is in honor of the College's former professor of chemistry. Outstanding science students, with preference for chemistry majors, will be considered for the annual award.

The Gravel Family Scholarship (2001)

Established by Clarke Gravel '38 and his wife, Phyllis, to provide unrestricted general scholarship assistance to Saint Michael's Students. Mr. Gravel received an Honorary Degree from Saint Michael's College in 1998. Former state's attorney and probate judge, he founded the law firm of Gravel and Shea in Burlington, Vermont in 1950. Widely regarded as an authority on ethical considerations in the practice of law, he is recognized as the father of the Vermont Uniform Commercial Code. Their sons David '64 and John '69 also graduated from Saint Michael's.

The Paul and Teresa Grimes Scholarship (1997)

Established by Paul and Teresa Grimes, special friends of Saint Michael's who served the College in numerous capacities but especially relished their close relationship as Associate Trustees. While Paul and Teresa devoted many hours to volunteer and leadership programs at the College, their primary concern was to enhance the scholarship endowment.

The William J. Haggerty Family Scholarship (2001)

Established by Dr. William J. Haggerty '61, on the occasion of his 40th Reunion, to provide unrestricted scholarship assistance to students enrolled at Saint Michael's College.

The Francis E. Harrison '52 Family Scholarship (2005)

Established by Francis E. Harrison '52 to provide unrestricted scholarship assistance to students who demonstrate financial need.

The Giff Hart Journalism Scholarship (1995)

Recognizes the teaching professionalism of Emeritus Professor Giff Hart by his friends among the Saint Michael's faculty, staff, students and alumni. The scholarship provides support for first-year students interested in a career in journalism who possess academic promise. The award is renewable in subsequent years based on academic performance.

The Walter J. Hawver '70 Scholarship Fund (1999)

Made possible by a bequeathed gift from the estate of Walter Hawver '70, demonstrating his commitment and long-standing love for his alma mater. Walter was the son of Walther W. Hawver Jr. '48 and Tina Hawver.

The Peter "Buck" Healy Scholarship (1974)

Established by the Class of 1974 and is awarded to an upper-level student who is in good academic standing and has at least a 3.0 overall average. Students with a physical disability receive special consideration.

The Heinrich Journalism Scholarships (1980)

Made possible through the generosity of Frank and Patricia Heinrich, long-time friends of Saint Michael's College. A former vice-president of the Burlington Free Press, Mr. Heinrich was helpful in establishing the Gannett Corporation-funded journalism program at the College. Consideration is given to first-year and junior journalism majors.

The Edward L. Henry Scholarship (1999)

A gift of Trustee Emeritus Michael McCarthy and Margaret McCarthy in appreciation and admiration of the life and work of former Saint Michael's College President, Dr. Edward L. Henry, who served from 1976 to 1985.

The Cynthia K. and Robert H. Hoehl Scholarship (2012)

Established by Cynthia and Robert Hoehl to provide unrestricted scholarship support to students with demonstrated financial need who could not otherwise afford a Saint Michael's College education. Robert, a member of the class of 1963, served Saint Michael's as a Trustee, Reunion Co-Chair, and Visions Campaign Steering Committee member. Robert and Cynthia received honorary degrees from Saint Michael's in 2010 in recognition of their service to the College.

The Alison Hunter Endowed Memorial Scholarship (2002)

Established by former college trustee R. Alan Hunter and his wife, Nina M. Hunter, in memory of their daughter Alison Hunter '02, to provide assistance to students enrolled at Saint Michael's College.

The John Iskyan Scholarship (2012)

Established to provide unrestricted scholarship aid to deserving students. Classmates and life-long friends of John Iskyan ‘82 established this scholarship with the desire to ensure current and future students had the opportunity to enjoy a Saint Michael’s College education and to make life-long friends of their own. John came to Saint Michael’s through the Delayed Acceptance Program (DAP) and went on to prove himself in the classroom as a business administration major, and on the athletic fields as a senior-year captain of the men’s lacrosse team. John was one of three Saint Michael’s alumni who died in the September 11, 2001 attacks at the World Trade Center in New York.

The Johnson Family Scholarship (2003)

Established by Kenneth H. Johnson, D.O. ‘86 and Mary Ann Johnson Sweeney to honor their mother, Marjorie M. Johnson, and grandfather, Cornelius F. O’Brien. This unrestricted fund provides support for students demonstrating financial need. Although not a requirement of the scholarship, it is hoped that recipients continue this spirit of gratitude by giving to someone else in need, especially in the area of education, when they are in a position to do so.

The Judson and Parsons Ready, Set, Teach Endowed Scholarship (2014)

Established by Dr. Anne P. Judson, former director of the Department of Education’s Graduate Program, and her husband, Dr. J. Timothy Parsons, to provide scholarship support to graduate education students during their student teaching semester. Recipients of this scholarship will be those who show promise as excellent teachers and have demonstrated financial need. The scholarship is open to all graduate education student-teachers except those pursuing special education licensure. The Chair of Education, with a recommendation from an Education Department faculty committee, will select the recipient(s). This scholarship complements the support already made possible through the Bennett C. Douglas Scholarship

The Lamoille County Scholarship (1956)

Awarded to needy students from Vermont.

The Paul and Helen Landers Memorial Scholarship (2003)

Established by former Board of Trustees Chairman and Honorary Degree recipient James H. Wall ‘74, H’07 in honor of his wife Susan’s parents. The purpose of the fund is to provide unrestricted scholarship support for students who demonstrate financial need.

The Carol Landry Gallagher Scholarship (1990)

Established through the generosity of James J. Gallagher ‘51 and family and friends of Carol. This scholarship is presented to an incoming first-year student who has achieved the requisite SAT score and rank in class. Preference is given to Massachusetts students, notably from Watertown and Waltham High School.

The Josephine Lanoue Scholarship

Provides scholarships for students from Vermont who might otherwise be unable to attend Saint Michael’s College.

The Benjamin Leach Scholarship (1998)

Provides tuition assistance to full-time students and gives preference to those who are Vermont residents. Charlotte Leach Berry, a teacher, chose to honor her brother, Colonel Benjamin Leach, a 1929 Saint Michael’s High School graduate with this endowed scholarship. Ben was one of the last members of the Edmundite-run high school that ceased operation in 1930 when Saint Michael’s changed its mission to the College program.

The Rev. Ralph F. “Spike” Linnehan, SSE Memorial Scholarship (1996)

Recognizes the long-standing affiliation and affection he had for his College. Fr. Ralph came to Saint Michael’s in 1913 and served the College in numerous capacities, including professor and athletic director, for over 57 years. The endowed scholarship, a gift of his nephew Robert Linnehan ‘68, and his wife, Sara, awards tuition assistance to needy and deserving students, with a geographical preference to individuals from Western Massachusetts.

The Reverend William Lonergan Scholarship (1911)

Originally established to provide financial assistance to a needy student from Rutland, Vermont, studying for the priesthood. It is now available to Vermont Catholic students who are active members of their home parish.

The Albert and Agnes Luck Scholarship (1985)

Established through the generosity of Albert and Agnes Luck. It is awarded annual to a deserving student identified by the Financial Aid Office. Preference for this award will be given to students from St. John’s Academy or Mount Assumption Institute or Plattsburgh Senior High School, all of the Plattsburgh, NY area. It is renewable for up to four years.

The Peter Marini ‘65 Scholarship (2004)

Established by John F. Kulzer ‘65 and Michael F. Ryan ‘65, to honor the memory of Peter Marini ‘65. Peter, an active and visible member of his class, was selected by the College for the prestigious Michaelman Award. As a graduate, he helped orchestrate alumni activities in the Albany area and consistently attended class reunions. This unrestricted fund provides support for students demonstrating financial need.

The McCarthy Family Scholarship Fund (2001)

Established by Rev. James A. McCarthy ‘41 to provide unrestricted scholarship assistance to students enrolled at Saint Michael’s College. This scholarship is renewable annually to students in good academic standing. The scholarship is given in memory of Fr. McCarthy’s parents, Timothy and Mabel McCarthy, and his uncle and aunt, Francis and Helen Farrell.

The Margaret E. McCarthy Scholarships (1979)

Awarded to fine arts students. Mrs. McCarthy was awarded an honorary degree in 1975 in recognition of her devotion to the arts and education.

The Michael McCarthy Scholarships (1983)

Established by Michael McCarthy, the retired Chairman of the Board of Merrill Lynch, to support needy students. Mr. McCarthy served the College as a member of the Board of Trustees, receiving an honorary degree in 1961.

The J. Warren and Lois H. McClure Journalism Scholarship (2005)

Established by Lois H. McClure in memory of her husband on the occasion of Saint Michael's centennial. "Mac" McClure was one of the founders of the Saint Michael's College journalism department and their scholarship rewards students pursuing excellence in the journalism profession. The scholarship will be renewable each year for a maximum of four years, assuming the student(s) maintains a quality grade point average.

The Joseph W. and Annie C. McGee Scholarship (1979)

Initially established to provide financial aid for the education of needy priests. It now provides scholarship support to Vermont Catholic students who are active members of their home parish.

The John and Eleanor McGuinness and Thomas and Nancee McManus Scholarship (2015)

An unrestricted endowed scholarship that supports students demonstrating academic promise and financial need. This scholarship was established by Michael W. McGuinness '73, and his wife, Maura, to honor the sacrifices their parents made to provide the opportunity to attend college and for the overall influence they had on their lives.

The Pat & Jerry McKenna '69 Family Scholarship (2004)

Established at his 35th reunion by Jerry McKenna '69 and his wife, Pat, to assist gifted students who would benefit from the education and sense of family inherent with the Saint Michael's educational experience. The scholarship is intended to help talented individuals who demonstrate financial need. Although not a requirement of the scholarship, Jerry and Pat hope that the recipients of the scholarship continue the spirit of service to others in the Saint Michael's tradition.

The Jeffrey P. McKeown '77 Memorial Scholarship (2002)

Established in memory of Jeffrey P. McKeown '77. Jeff was an enthusiastic supporter of Saint Michael's College, having served as president of the student body and as a representative on the Alumni Board of Directors. In recognition of his service and loyalty to the College, Jeff received the Alumnus of the Year Award in 1987. Jeff appreciated the education he received, the values he learned, and cherished the lifelong friendships he formed with other alumni. This scholarship was established by his friends, family, and colleagues in the hope that the recipients will become student leaders at Saint Michael's and as Jeff did, give back to the Saint Michael's community.

The Maureen A. McNamara Scholarship Fund (2001)

Established by Maureen A. McNamara, a 1993 honorary degree recipient and former Registrar at Saint Michael's College. The fund will provide unrestricted scholarship assistance to students enrolled at the College and is renewable provided the recipient(s) remain in good academic standing.

The Antonia Messuri Endowed Scholarhip (2015)

Established anonymously by parents of a member of the Class of 2014. They established this scholarship as a way to recognize and celebrate the extraordinary efforts Antonia "Toni" Messuri, as director of Academic Support Services, makes to support students with learning difference. The scholarship is initially awarded in a student's sophomore year, with the recommendation of the director of Academic Support Services, but can be renewed for the remainder of the recipient(s)' Saint Michael's education. The Messuri Scholarship supports students with financial need who also are working with Academic Support Services.

The Military Heritage Scholarship (2003)

Established by Paul J. Palmer '56 as Chair of the Military Heritage Program, is designed to honor the vision of the Edmundites in welcoming veterans to campus. This scholarship will benefit students whose parent(s) have served or currently serve in the military and students who are enrolled in the ROTC program. If the criterion cannot be met, the fund will provide assistance to recipients who demonstrate and embody characteristics of good citizenship and the qualities for which Colonel Donald Cook USMC '56 was honored with the Medal of Honor.

The Reverend Francis Moriarty, SSE Scholarship (1999)

Originated by Fr. Moriarty's nephew, David Carriere '83, and established by the generosity of family and friends in recognition of Fr. Moriarty's contributions to the academic environment at Saint Michael's. A member of the Class of 1940 and twice president of Saint Michael's College, Fr. Moriarty served the College in numerous capacities including Alumni Director and Director of the Annual Fund.

The Reverend Paul A. Morin, SSE Scholarship (1987)

Established through the generosity of F. M. "Pete" Taylor '59, in honor of Rev. Paul Morin, SSE, the former Academic Dean at Saint Michael's College from 1958 to 1965. This renewable scholarship is awarded to a member of the first-year class. Students receiving the scholarship must maintain a quality point average with high promise for academic and career success.

The Alice M. Murray Scholarship (1999)

Established by Senior Trustee of the College, Donald G. Walsh '55, in honor of Alice Murray, his longtime friend, who died from cancer in 1999. This scholarship provides unrestricted assistance to Saint Michael's students.

The Mark R. Nelson '91 Scholarship (2003)

Established by Mark R. Nelson '91 to provide scholarship assistance to juniors and/or seniors with a major or minor in Information Systems or other technology-related disciplines if the first preference cannot be met. Eligible students must maintain a grade point average of 3.0 or higher.

The Robert E. and Shirley A. O'Brien Scholarship (1999)

Established by Senior Trustee of the College, Dr. O'Brien '42, and his wife Shirley, to provide unrestricted scholarship assistance to Saint Michael's students. The O'Brien's children and grandchildren graduated from Saint Michael's College where Dr. O'Brien also served as College physician.

The O'Hara Family Scholarship (2005)

Established by Howard O'Hara '71, his wife Susan, and their children Stephen '00 and Elizabeth '04, to honor the memory and commitment of Paul and Virginia O'Hara, loving parents and grandparents, to Saint Michael's College. The College always held fond memories for Paul and Virginia O'Hara and they thoroughly enjoyed their trips to Vermont to visit their son and grandchildren when they were students. The scholarship will provide unrestricted support to deserving Saint Michael's students.

The Raymond P. O'Keefe, Esq. '50 Scholarship (2004)

Established by his son William B. O'Keefe '78 to provide unrestricted scholarship assistance to students enrolled at Saint Michael's College. This scholarship assistance shall be renewable to recipients who remain in good academic standing at the College.

The George Olgyay Endowed Scholarship (2004)

Established by William J. Bigoness Ph.D. '69, provides unrestricted scholarship support for students enrolled at Saint Michael's College. A major influence in Bigoness's life, Professor Olgyay taught political science at Saint Michael's from 1961 to 1998.

The John Michael Orgera Memorial Scholarship (1979)

Established by Dr. and Mrs. Walter L. Orgera of Stamford, Connecticut, in memory of their son, John Michael '82. This scholarship provides unrestricted scholarship support to Saint Michael's students.

The Reverend Leon Paulin Scholarship (1983)

Awarded to students with majors in art, drama, music or anyone exhibiting talent following at least three courses in the above majors. Students must maintain a 3.0 quality point average. Fr. Paulin, SSE, '37 was a revered professor of French and religious studies, and an avid artist.

The Reverend Pauliot Scholarship (1926)

Awarded to a needy student from Essex Junction, Vermont.

The Charles H. Pfeifer Scholarship (1995)

Established in memory of Charles Pfeifer '43, a University of Albuquerque biology professor, by his wife Muriel and with generous support from friends and family, especially Edward '43 and Joan Pfeifer, and Rita Pfeifer. The fund mirrors Dr. Pfeifer's desire to assist students in the biological sciences at his alma mater.

The Professor Ed Pfeifer Scholarship (2007)

Established by Anthony F. Troy Esq. '63 in honor of Dr. Edward Pfeifer, to provide unrestricted scholarship support to incoming first year students. It is renewable on an annual basis based on academic performance. The award recognizes Dr. Pfeifer '43 for his exceptional teaching, leadership and friendship spanning his many years of service to the college as a member of the History and American Studies Department as well as his tenure as Academic Dean.

The Remo and Donna Pizzagalli Scholarship (2005)

Established by Remo and Donna Pizzagalli to provide unrestricted scholarship support with a preference for incoming Saint Michael's College students with solid academic potential who have demonstrated financial need and who do not qualify for need-based state or federal grant assistance. Awards are renewable provided the recipient remains in good academic standing with a grade point average of 2.5 or better. A minimum of two students per year will receive this scholarship.

The Politi International Fellowship (2007)

Established by the estate of A. Francis Politi, a friend of the College, to assist students gain a deeper understanding of foreign cultures, languages, and increase their global perspective. Recipients are selected via application in order to continue their study abroad experience for a full year. Recipients of this fellowship must study at a location where most of their studies are done in a secondary language.

The Politi Study Abroad Scholarship (2007)

Established by the estate of A. Francis Politi, a friend of the College. It is awarded to assist students aspiring to improve their foreign language proficiency and global awareness. Recipients must study at a location where most of their studies are done primarily in a secondary language.

The Rev. Norbert Proulx Scholarship (1922)

Offers financial support to Vermont students from Saint Joseph's Parish in Burlington; Immaculate Heart of Mary in Rutland; Sacred Heart of Jesus Parish in West Rutland and Saint Mary Star of the Sea in Newport.

The Reverend C. E. Provost Scholarship (1918)

Provides financial support to a student of the Sacred Heart Parish of Bennington, Vermont.

The Joanne Rathgeb Scholarship (1999)

An unrestricted scholarship that was established by Michael and Margaret McCarthy, friends, family members, and students in memory of Professor of Theater Joanne Rathgeb. Joanne, along with her husband Donald, were crucial to the success of the Theatre Department at Saint Michael's College. In addition to Joanne's lengthy career as professor, actor, producer, and director, she was an educator and crusader who fought for greater awareness and increased funding for breast cancer. In 1994 Joanne lost her own nine-year battle with this disease.

The Rick Reilly '77 Scholarship (2000)

Provides unrestricted scholarship support for students at Saint Michael's College. The scholarship was established by Robert K. Reilly in memory of his brother, Rick, with generous support from classmates, friends and family. Rick served Saint Michael's College in the Admission and Alumni Offices prior to his untimely death.

The Reiss Foundation Endowed Scholarship

Awarded to a student who has graduated from a Nativity-network middle school. The scholarship is awarded each academic year and is renewable provided the student remains in good academic standing. The Fund was established by Paul J. Reiss, Ph.D., president emeritus of Saint Michael's College, on behalf of the Jacob L. Reiss Foundation, to stimulate the recruitment of students by Saint Michael's College who are graduates of those middle schools that have been modeled after the Nativity Mission School in New York City.

The Arthur J. Rock, Jr. '43 & Patricia A. Rock '87, M'94 Scholarship (2004)

Provides unrestricted scholarship assistance to students enrolled at Saint Michael's College who have demonstrated financial need.

The Freeman M. Saltus Scholarship (1956)

Initially envisioned by Mr. Freeman Saltus in 1956 when he gifted a $500 savings bond to the College to provide annual scholarship recognition to students who excelled in discussing and writing about topics of labor and economics. Today, it provides scholarship assistance to a student recommended by either the chair of the economics department or the chair of the business administration department, with preference given to economics students.

The Olin Scott Fund (1989)

Established to provide student aid to Vermont male students in recognition of the benefactor's appreciation for education to equip them for upright and useful lives.

The Thomas and Marie Sheehan Scholarship (1999)

Established by former National Alumni Board of Directors President and Alumnus of Year, Thomas Sheehan '50 and his wife, Marie, on the occasion of Tom's 50th Reunion. The scholarship awards unrestricted financial support for students enrolled at Saint Michael's College.

The Celine Slater Memorial Award

Awarded to a student majoring in journalism; the student recipient must be a Vermont resident who displays an interest in reviewing, promoting and reporting on the arts. Preference will be given to women with outstanding academic ability in their junior or senior year.

The L. Elizabeth and Napolean St. Pierre Scholarship

Initially established to provide financial aid for the education of needy priests. It now provides scholarship support to Vermont Catholic students who are active members of their home parish.

The Don Sutton Fire and Rescue Scholarship (1988)

Established through the generosity of Fran and Mary Ritz, Susan Ritz '77, and alumni, family and friends to honor of the founder of Saint Michael's Fire and Rescue. The fund provides scholarship assistance to students involved in Fire and Rescue beginning their sophomore year.

The Dan and Mary Tarpey Scholarship (2001)

Established by Dan Tarpey '52 to provide scholarship assistance for first-year students at Saint Michael's College. Preference will be given to students from greater Boston, Massachusetts, with demonstrated academic achievement combined with a solid potential to succeed as well demonstrated financial need. The scholarship was initiated by Dan to memorialize his wife's enduring spirit.

The J. Amedee and Marguerite Tessier Memorial Scholarship (1993)

Established by Gaston "Mike" Tessier '43, in honor of his mother and father. This renewable honor scholarship places an accent on high academic promise and performance.

The Gloria and Gaston Tessier Scholarship (1993)

Established by Gaston "Mike" Tessier '43, in honor of his wife, on the occasion of his 50th anniversary of graduation from Saint Michael's College. This renewable scholarship is awarded to financially needy students who concentrate in the natural sciences or math.

The Varol Family Scholarship (2000)

Provides unrestricted scholarship assistance to Saint Michael's students. The scholarship was established by John Varol '61 and his wife, Irene, on the occasion of John's 40th Reunion.

The Visions Campaign Endowed Scholarship (2005)

Established through the generosity of an anonymous alumnus to provide scholarships for students who lack the financial resources necessary to enable them to pursue an education at Saint Michael's College.

The Henry and Barbara Wall Memorial Scholarship (2003)

Established by former Board of Trustees Chairman and Honorary Degree recipient James H. Wall '74, H'07 in honor of his parents. The purpose of the fund is to provide unrestricted scholarship support for students who demonstrate financial need.

The Beth Walsh Memorial Scholarship (1988)

Awarded to a member of the first-year class. The student must maintain a quality point average of at least 3.0 their first year and 3.0 each semester thereafter. The scholarship, in honor of his daughter, is made possible by former trustee Donald Walsh, Esq. '55, and the family and friends of Beth Walsh.

The Cleveland A. Williams Memorial Scholarship (1983)

Awarded to one member of the first-year class. The scholarship was established in honor of Saint Michael's College Professor of Political Science Cleveland A. Williams, Ph.D.

The Professor Bill Wilson Scholarship (2007)

Established by Honorary Degree recipient Kathleen S. O'Leary Esq. '75, H'06 to recognize Dr. William Wilson for his exceptional teaching, mentoring and friendship spanning 35 years as a member of the Political Science Department and most recently as Provost/Vice President for Academic Affairs. The scholarship is renewable on an annual basis based on solid academic performance.

The Kareen K. Worrell '77 & Peter R. Worrell '79 Endowed Scholarship (2004)

Provides unrestricted scholarship assistance to students enrolled at Saint Michael's College who have demonstrated financial need.

The Richard C. Yorkey TESOL Graduate Award Fund (1999)

Presented annually to provide financial assistance to one or more graduating students from the Teaching English to Speakers of Other Languages (TESOL) graduate program. It is the hope of the donors that the award(s) will be used by the recipient(s) to further their educational or professional development in the field. Family and friends established this scholarship to honor the memory of Dr. Yorkey, a long-time School for International Studies professor.

The Rev. Nelson B. Ziter, SSE ‘43 Scholarship (2005)

Established by James F. Carroll ‘70 in recognition of Rev. Ziter’s contributions to the Saint Michael’s community as College Chaplain, Director of Spiritual Affairs, priest, friend, counselor, and confidant to students. This scholarship provides unrestricted scholarship support to deserving students.

Term Scholarships

Saint Michael’s College is grateful for the support of alumni, parents, and friends who have established the following funds and fund them in full on an annual basis. Similar to Endowed Scholarships, they provide scholarship assistance to deserving students.

The Michael D. Archer Military Heritage Scholarship

Established by Edward ‘56 and Mary Archer to honor the Edmundite vision of welcoming veterans to campus and in memory of their son, Michael D. Archer. This scholarship is available to students, in the following order of preference: students whose parents have served or currently serve in the military; students enrolled in the ROTC program; or students who embody the characteristics of good citizenship for which Col. Donald Cook ‘56 was known.

The Zaf Bludevich Scholarship

Established by anonymous donors to honor Zafir “Zaf” Bludevich for his 39 years of service to Saint Michael’s College and its student athletes as a coach, athletic trainer, and mentor. This unrestricted scholarship is to benefit deserving sophomores, juniors and/or seniors.

The Dion Family Foundation Term Scholarship (2008)

Provides scholarship assistance for selected students from Saint Dominic’s High School in Lewiston, Maine. This scholarship was established and is supported by Don Dion ‘76, a member of the College’s Board of Trustees.

The Peter Y. Flanagan Term Scholarship

Established by Elizabeth Flanagan Diamond ‘90 to honor her father. This scholarship is awarded to incoming Vermont students from the greater White River Junction and/or St. Albans areas of Vermont.

The Gallagher-Flynn Term Scholarship & Award

Presented annually to a senior accounting major. The recipient is selected by the business and accounting department chair. This scholarship is funded through the generosity of Vermont accounting firm Gallagher, Flynn, & Company.

The Green Mountain Scholarship Program

Provides scholarships to enable outstanding Vermont scholars to attend Saint Michael’s College. Recipients must possess at least a B+ average, combined SAT score of at least 1800 SAT /27 ACT or higher. Additionally, recipients are selected based on their leadership qualities, commitment to community service and potential to contribute to the Saint Michael’s community.

The Brian Lacey ‘72 International Fellowship in Social Justice

Designed to encourage and honor students who have demonstrated superior academic achievement as well as a dedication to a deeper understanding of issues of social justice. This merit- and need-based award is intended to recognize students who show the initiative, imagination and motivation to apply their academic skills to the betterment of humanity. The fellowship is offered twice annually (once each semester) to assist semester-long, study-abroad students (including domestic U.S. off-campus programs) whose program of study includes a significant component of scholarship around issues of economic, political, and social justice, and/or service learning where appropriate. The fellowship is funded through gifts from Brian Lacey ‘72 and the Kilkea Foundation, a non-profit organization that encourages and honors excellence in the humanities, arts and sciences through a college scholarship program and other activities.

The Agnes Lindsay Trust Scholarship

Awarded to a student with financial need who is from a rural New England community with less than 5,000 inhabitants. This scholarship was established through the generosity of the Agnes Lindsay Trust in order to support their mission of supporting higher education.

The Benjamin Mottola ‘90 Term Scholarship

An unrestricted scholarship that supports a single recipient each academic year. The scholarship is funded through the generosity of Benjamin Mottola ‘90.

The Mutrie Family Term Scholarship

Established by George Mutrie ‘60, in commemoration of his 55th Reunion, to provide scholarship support for students with demonstrated financial need. The scholarship will be available to students starting in the fall of 2016 through the 2019-2020 school year.

The Daniel J. & Leo Jr. O’Brien Family Scholarship

Provides unrestricted scholarship support to students who have demonstrated financial need. The scholarship was established by Daniel J. and Sandra O’Brien and Leo Jr. ‘53 and Bonnie O’Brien. The O’Brien family founded the O’Brien Brothers Agency in South Burlington, Vermont in 1958 and built their company on honesty, integrity, compassion, hard work and dedication to their community, staff and the environment. Dan, Sandra, Leo and Bonnie, all parents of Saint Michael’s graduates, created this scholarship to express their appreciation for what Saint Michael’s has done for their families, and as a way to help families who are working hard to afford college. They feel fortunate to be in a position to help future generations experience Saint Michael’s.

The John Varol Term Scholarship

Provides unrestricted scholarship assistance to Saint Michael’s students. John Varol ‘61 and his wife, Irene, established this scholarship in concert with the Varol Family Scholarship in order to help more students receive a Saint Michael’s education. John and Irene initiated this term scholarship on the occasion of John’s 40th Reunion.

Undergraduate Degree Requirements

It is the responsibility of the student to enroll in the appropriate courses needed to meet degree requirements.

To earn the degree of Bachelor of Arts or the degree of Bachelor of Science a student must:

1. Complete a minimum of 128 credit hours (equivalent to 32 full-courses).
2. Complete the Core Curriculum requirements.
3. Complete the degree requirements of one of the established majors or a self-designed major approved by the Curriculum & Education Policy Committee.
4. Achieve a minimum cumulative grade point average of 2.0.
5. Achieve a minimum 2.0 grade point average in courses taken in the major and minor (when a minor is required for the major).
6. Complete a minimum of 24 of the last 32 credits at Saint Michael's College.
7. Transfer students must earn a minimum of 32 credits at Saint Michael's College.
8. Apply for graduation by filing a Graduation Application at the beginning of the academic year in which the degree is expected.

Majors

All available majors at Saint Michael's are listed in the Programs section of this catalog. Students must earn a minimum grade point average of 2.0 in major courses in order to earn a Saint Michael's degree. At least 1/4 (25%) of the credits used to satisfy major requirements must be earned at Saint Michael's College.

Double or Multiple Majors

Students with a cumulative grade point average of 2.0 or higher may pursue an additional major. Requests for an additional major will only be considered after the student has completed at least one semester of graded coursework at Saint Michael's. Generally, such requests should be made no later than the end of the Junior year.

Students may only receive one undergraduate degree from Saint Michael's College: the Bachelor of Arts (BA) or the Bachelor of Science (BS). When a student pursues two (or more) majors that are associated with different degrees (i.e. a major for which a BA is awarded and another for which a BS is awarded), the student identifies which degree they wish to pursue at the time the additional major is declared. A student may change their degree preference any time before the degree is awarded, but not after. When a student pursues two or more majors across degrees, both major credentials are awarded and indicated on the transcript.

A major in a particular field of study normally consists of between nine and eleven full courses. Students are advised to complete at least seven courses for a given major that are distinct from the courses completed for any other major that they undertake. It is the student's responsibility – in consultation with the advisor – to monitor the double counting of courses.

Prohibited Major Combinations

Because of a) overlapping content areas and significant number of shared courses; or b) prohibitions related to education licensure, the following double majors are always prohibited:

Major	Additional Majors Prohibited
Accounting	Secondary Education
Analytics, Computing & Data Science	Secondary Education
Biochemistry	Chemistry, Neuroscience
Biology	Health Science, Neuroscience, Secondary Science Education
Business Administration	Secondary Education
Chemistry	Biochemistry, Secondary Science Education
Criminology	Philosophy Politics & Economics, Sociology & Anthropology
Digital Marketing	Secondary Education
Digital Media & Communications	Secondary Education
Engineering	Secondary Education
Environmental Science	Environmental Studies, Secondary Science Education
Environmental Studies	Environmental Science, Secondary Education
Ethics, Philosophy & Religion	Secondary Education
Finance	Secondary Education
Health Science	Biology, Neuroscience
International Relations	Political Science
Neuroscience	Biochemistry, Biology, Health Science, Psychology
Performing Arts	Secondary Education
Philosophy, Politics & Economics	Criminology
Political Science	International Relations
Pre-Pharmacy	Secondary Education
Psychology	Neuroscience
Secondary Education	Accounting, Analytics Computing & Data Science, Business Administration, Digital Marketing, Digital Media & Communications, Engineering, Environmental Studies, Ethics Philosophy & Religion, Finance, Performing Arts, Pre-Pharmacy
Secondary Science Education	Biology, Chemistry, Environmental Science
Sociology & Anthropology	Criminology

Undergraduate Degree Requirements

Minors

All available minors at Saint Michael's are listed in the Programs section of this catalog. A minor in a particular field of study normally consists of five full courses. Students are advised to complete at least three courses in a given minor that are distinct from the courses completed for any major or other minor that they undertake. It is the student's responsibility – in consultation with the advisor – to monitor the double counting of courses. A minimum grade point average of 2.0 must be attained in a minor. At least 1/4 (25%) of the credits used to satisfy major requirements must be earned at Saint Michael's College.

Prohibited Double Minor Combinations

Minor	Additional Minors Prohibited
Global Health	Health Equity, Public Health
Health Equity	Global Health, Public Health
International Relations	Political Science
Political Science	International Relations
Public Health	Global Health, Health Equity

Prohibited Major - Minor Combinations

Students are not permitted to major and minor in the same subject.

Major	Minors Prohibited
Biology Major	Aquatic & Marine Biology Minor
Digital Marketing Major	Digital Media & Communications Minor
Emergency Services Major	Emergency Medical Services Minor, Health Equity Minor, Global Health Minor, Public Health Minor
Ethics, Philosophy & Religion Major	Philosophy & Ethics Minor, Religious Studies Minor
Global Languages & Cultures Major	French Minor, Spanish Minor (if minor language is the same as selected major concentration)
International Relations Major	Political Science Minor
Neuroscience Major	Biology Minor, Psychology Minor
Philosophy, Politics & Economics Major	Criminology Minor, Economics Minor, Philosophy & Ethics Minor, Political Science Minor
Political Science Major	International Relations Minor
Public Health Major	Health Equity Minor, Global Health Minor

Electives

Electives are courses that are not required in Core Curriculum, nor are they required as part of the student's major(s) or minor(s). Depending upon the requirements of the major (and minor, if applicable), a student may have space to take many or few electives. Since the range of Core courses is also diverse, the student has considerable flexibility in course selection. Some students select electives to complement their major and/or minor, while others use them to explore alternative disciplines or optional career paths.

Core Curriculum

Our curriculum embodies the tradition of a liberal arts education in light of the Catholic faith, which emphasizes a concern with ultimate questions and personal and spiritual development within a diverse world. The Core Curriculum prepares students for global citizenship, stewardship of the Earth, and a productive career by cultivating a passion for intellectual life, a commitment to moral responsibility, and a desire to improve the human condition through socially conscious citizenship.

Core Courses

The Saint Michael's core curriculum is organized into the categories and subcategories defined below. The specific requirements and courses that satisfy the Foundational Courses, Intellectual Exploration and Edmundite Tradition categories (and each of the subcategories within them) are defined in the program requirements for each of the majors in this catalog. Students meet the Professional Competencies standards through content that is built into the coursework that is required within their major.

Foundational Courses

These courses provide a foundation for academic life at the college, explore questions of ultimate meaning, and engage with the broad questions of liberal education.

1. Purposeful Learning
2. First-Year Seminar
3. Fundamental Philosophical Questions
4. Study of Christian Traditions and Thought
5. Junior Seminar

Intellectual Exploration

These courses expose students to the breadth of disciplinary learning and the various ways of looking at and understanding themselves and the world. Students will take (or satisfy through transfer equivalent) coursework in each subject area in any semester prior to graduation.

1. Literature & The Arts
2. History & Society
3. Scientific Inquiry
4. Quantitative Reasoning
5. Second Language for students pursuing a Bachelor of Arts (not required for students pursuing a B.A in Engineering)

Edmundite Tradition

Courses in the Edmundite tradition explore the Society of Saint Edmund's rich heritage of Catholic intellectual thought and abiding commitments to social justice and inclusion. Students will take one course with each of the following designations. These courses may also fulfill areas listed above or may reside in the majors and minors:

1. Catholic Intellectual Tradition
2. Engaging Diverse Identities

Professional Competencies

A Saint Michael's education will also develop skills essential to every career choice. Each major has been designed with the following learning outcomes:

1. Ethical Decision Making
2. Information Literacy
3. Oral Communications
4. Written Communications

Course Requirements, Guidelines & Learning Outcomes

The following descriptions, guidelines, and learning outcomes define each component of the Saint Michael's College Core Curriculum. Together, they articulate the purpose of each requirement, establish the criteria used for course approval and designation, and identify the knowledge, skills, and dispositions students are expected to develop through their Core experience.

Purposeful Learning

Purposeful Learning is a one-credit course experience that supports new students in their transition to college. Students are introduced to campus systems and resources and develop skills to allow for success both in and out of the classroom. Through Purposeful Learning, students begin to take personal responsibility for their learning and better understand what it means to be an engaged member of the Saint Michael's community.

Intended Learning Outcomes

Students will be able to:

1. Identify academic and other support resources.
2. Understand campus systems and how to navigate them
3. Acknowledge how the history, the Edmundite founders, and the mission translates into the Saint Michael's community of today.
4. Better comprehend the idea of purpose and why it matters in the college experience.
5. Identify metacognition tools to consider learning processes and guide them as learners.
6. Begin to broadly understand health and wellness – physical, mental, spiritual, and emotional.
7. Engage in community activities and explore new opportunities and interests.
8. Articulate what's important to them.

First Year Seminar

First Year Seminar courses explore broad questions in the liberal arts and sciences. They are writing-intensive and restricted in enrollment to encourage discussion and active learning. The small class size allows instructors to work closely with writing, and encourages students to work cooperatively, creating a small community of learners. Through the emphasis on engaged participation, the seminars should challenge students to take responsibility for their own education.

The First Year Seminar introduces students to *writing as a process, writing as a mode of learning,* and *academic writing forms and skills*. As such, it also partially fulfills the Written Communication requirement in the CORE Curriculum.

Guidelines

- First-Year Seminars focus on various topics, but they should all be similar in their emphasis on discussion and their extensive use of writing.
- Topics should encourage examination of large questions. Ideally, they should have interdisciplinary dimension and provoke reflection on cultural diversity.
- Courses must have frequent writing, ideally twice a week. This should include:
- Various kinds of informal writing designed to encourage active reading and discussion (e.g., freewriting, journals, reading or lecture summaries, commentaries, annotations, question-and-response).
- Preparatory stages of writing for formal papers (topic-generating exercises, reading notes, proposals, outlines, drafts).
- Formal papers: a minimum of 3, totaling 10-20 pages. Formal papers must include at least one analytical/persuasive essay, but may also include other prose forms.
- Courses must provide clear, written criteria for assessment and discussion of writing and must make use of texts and student models demonstrating those criteria.
- Courses must include weekly opportunities for feedback on writing, from peers and the instructor (e.g., written comments, small-group discussions, workshops, individual conferences).
- Courses must include revisions involving feedback.
- Courses must introduce research skills and citation forms, in collaboration with Library staff.
- Courses must address academic integrity, plagiarism, and the College's polices in this regard.

Intended Learning Outcomes

Students will demonstrate:

1. An ability to engage in foundational research.
2. The ability to use writing as a tool for learning.
3. An understanding of what makes "good writing" for a general academic audience, and the ability to give peers feedback on their writing using that understanding.
4. The ability to manage the writing process (prewriting, drafting, feedback, revision, editing, and proofreading) to produce finished products.
5. The ability to generate a thesis on their own and support it with convincing evidence and reasoning in a formal academic essay that has cohesion, coherence, and voice.
6. An understanding of academic integrity and the ability to integrate and cite sources.

Fundamental Philosophical Questions

Fundamental Philosophical Questions courses provide students with resources for exploring the questions at the heart of achieving an integrated vision of human reality. For example, courses will examine the questions regarding: the ground of existence, truth, goodness, beauty and their significance for illuminating the conditions that foster human understanding and a life expressive of human dignity.

Guidelines

- The principal focus of these courses must be the Western Philosophical Tradition that engages students in critical reflection on the tradition's major currents, texts, and contexts.
- Courses must consider substantial examples of historical or contemporary texts and authors, and attend to the context, the variety, and the coherence of the truth claims they advance.
- Courses must engage students in the fundamental questions about human existence and ultimate reality.
- Courses must consider the nature of philosophy and may explore philosophical expressions apart from the Western tradition.
- Courses must provide opportunities for students to engage in critical reflection on diverse methodologies including their relative strengths and weaknesses.

Intended Learning Outcomes

Students will demonstrate:

1. An understanding of major currents in the history of Western Philosophy.
2. An understanding of the process of interpretation and the conditions that make it possible.
3. The ability to think critically and creatively.
4. An appreciation for the knowledge and skills needed in order to address fundamental questions of human existence.

Study of Christian Traditions and Thought

Study of Christian Traditions and Thought courses are grounded in the academic discipline of Religious Studies. Courses under this rubric will explore the nature of religion, acquaint students with the academic study of religion, examine the Catholic and broader Christian tradition in a critical and coherent manner, and enable students to understand religious belief, practice, and traditions.

Guidelines

- The principal focus of these courses must be the Catholic and broader Christian tradition that engages students in critical reflection on the tradition's central teachings and practices.
- Courses must consider substantial examples of historical or contemporary texts and authors, and attend to the context, the variety, and the coherence of the truth claims they advance.
- Courses must consider the nature of religion as well as the academic study of religion and must explore religious expression in Judaism and Islam.
- Courses must provide opportunities for students to engage in critical reflection on the role of religion in human development, and to apply their knowledge to matters of historical, contemporary, or personal significance.

Intended Learning Outcomes

Students will demonstrate:

1. An understanding of the nature of religion and the academic study of religion.
2. A basic understanding of the key developments in the Catholic and the broader Christian tradition.
3. An appreciation of the basic biblical, doctrinal and theological sources at the foundation of Christianity.
4. Familiarity with Judaism and Islam.
5. An understanding of the role which religion and spirituality play in human life through a careful and systematic examination of religious ideas, institutions, values, or patterns of belief and practice.

Junior Seminar

Following the model of first-year seminars, Junior Seminars are interdisciplinary courses focused on critical reading, thinking, writing, and discussion, but specifically designed to give students an experience in exploring and discussing issues that impact human and/or planetary well-being. The goal is not merely to encounter texts, films, etc., that express challenging ideas, but to experience open discussion of opinions or interpretations in a context that cultivates respect and reflection. The Junior Seminar engages students to (1) interact with those who may differ in perspective, beliefs, values, or knowledge, (2) develop openness to ideas different from or in conflict with their own ideas, and (3) develop interpersonal skills that allow effective functioning in a group of peers. Along the way, the seminar encourages students to examine their own educational progress and the broader values of a liberal arts education.

Junior Seminars also acknowledge the developmental level of their students by asking them to take active ownership of their learning and develop a learning community by contributing to the course in a collaborative way. They expect students to work on skills necessary for senior year and life after college, and they introduce them to campus, community, and web resources that can help them think about and prepare for future careers.

Course Guidelines

- Junior Seminars incorporate guidance in skills needed for civil discussion, research, writing, and presentation.
- Junior Seminars help juniors become aware of resources to help them think about and plan for senior year and their future careers. They may also offer in-class opportunities, such as visiting speakers or workshops, to help them with those tasks.

Intended Learning Outcomes

Students will demonstrate:

1. An ability, through writing, to assess, examine, and analyze diverse and perhaps opposing perspectives on issues that impact human and/or planetary well-being, including connections, contrasts, and comparisons between and among disciplines.
2. An ability to engage in civil discussion about issues that impact human and/or planetary well-being, practicing openness, attentiveness, commitment, respect, and mutual support in a community of peers.
3. Ability to complete a piece of independent research and/or analysis.
4. Ability to present independent work to peers and facilitate discussion of that work.
5. Ability to complete a piece of work that engages them in examination of their own educational progress and the broader values of a liberal arts education.

6. Familiarity with campus, community, and web resources that can help them think about and prepare for future careers, and/or demonstrate skills necessary for senior year and life after college.

Literature and the Arts

Courses that fulfill the Literature and the Arts requirement either (1) explore the expressive practices and creations of others or (2) offer opportunities for students to engage in these practices themselves.

Intended Learning Outcomes

Students will be able to:

1. Interpretation: Demonstrate an ability to interpret, whether creatively or critically, artistic choices or forms.
2. Aesthetics: Demonstrate an understanding of aesthetics, including well developed ideas about the distinctive intellectual and affective experiences produced by artistic forms.
3. Expression: Communicate or perform the fundamental structures or media used in the creation of the work.

History and Society

Courses that fulfill the History and Society requirement examine the qualitative (as opposed to quantitative) aspects of intellectual, philosophical, religious, social, or political movements, influences, and events of the past or present. Such courses introduce students to the complexity and nuance of the human experience, engage students to critically examine the lenses that shape what we see and don't see, and equip students with new ways of understanding an interpreting human experience. They also introduce students to the application and evaluation of rigorous research methods as appropriate to the discipline.

Intended Learning Outcomes

Students will demonstrate:

1. The ability to evaluate the variation in patterns of human thinking, acting, and organizing society across cultures or societies OR an understanding of the diversity of experience and the dynamics of social change over time.
2. An understanding of the substantive course content, including key theories explaining human behavior, as appropriate to the discipline.
3. The ability to clearly explain the various modes of analysis and their relationship to substantive content, basic questions, and theory.
4. An understanding of evidence and theory that enables them to marshal a persuasive argument in writing or discussion.

Processes of Scientific Reasoning

Courses fulfilling this category will examine the physical and natural world and teach modes of inquiry utilized by the sciences. These courses must include a laboratory or field experience in which students work collaboratively with a team to advance their understanding of a topic or to solve problems.

Guidelines

- Courses must focus on the physical and natural world, or some aspect of it, and the modes of scientific inquiry.
- Courses may be designed to train potential scientists or to produce citizens better informed about the role of science in society.
- Courses must have a laboratory or field experience component in which students work collaboratively to advance their understanding of a topic or to solve problems.
- Courses must engage students in the written or oral communication of scientific findings or broader topics associated with the relationship between science and society.

Intended Learning Outcomes

Students will demonstrate:

1. Knowledge of the scientific content and scientific principles in a scientific discipline, sub-discipline, or interdisciplinary field.
2. Proficiency in the scientific method, including the collection, analysis, and interpretation of data, and the effective communication of results.
3. An understanding of the process of science as an intellectual pursuit and of the ways which scientific ideas evolve and gain acceptance.
4. The ability to work as part of a team.

Quantitative Reasoning

Quantitative reasoning courses will teach students how to use quantitative reasoning to evaluate and solve problems. Developing skills in this area does not need to be the sole focus of these courses, but it should be one of the principal objectives. Some students will fulfill this requirement in their major.

Guidelines

- Quantitative reasoning is a "habit of mind" comprising competency and comfort in working with numerical data. It is the use of formal structures and methods to model and analyze phenomena in the natural and human-made worlds.
- These courses must provide opportunities for students to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations.
- These courses must provide opportunities for students to develop problem solving proficiency through analytic thinking, not merely routine calculation.
- These courses must incorporate multiple elements of abstract and/or quantitative reasoning (e.g., symbolic, geometric, and numerical perspectives; data analysis and statistical inference; visualization; algorithms and/or formal models).

Intended Learning Outcomes

Students will demonstrate:

1. An ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations.

2. An ability to understand and interpret sophisticated arguments supported by quantitative evidence.
3. An ability to create and articulate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Second Language

The study of a second language gives students the benefit of reaching at least the low-intermediate level in a second language and learning about the area(s) of the world and culture(s) associated with that language. An added benefit is that students will come to understand more about their first language and its distinct features. Students may fulfill the requirement in several ways, such as taking courses on campus, at other institutions, or abroad. They may also fulfill all or part of this requirement through testing. Note: Study of a second language is *required* only for students seeking the Bachelor of Arts degree, but highly *recommended* for other students.

Guidelines

- Courses must provide students with the opportunity to develop effective and appropriate communication skills in a language other than one's native language.
- Courses must include the study of authentic texts, which are texts produced by or for native speakers.
- Courses must include components that help students develop a general awareness of language as a socio-cultural phenomenon and of the subtleties and complexities of language.

Intended Learning Outcomes

Students will demonstrate:

1. For Classical Languages: Low Intermediate skills in reading and writing.
2. For Modern Languages: Low Intermediate skills in reading and writing, as well as in listening and speaking.
3. The ability to understand, through a target language, that language's culture(s) and one's own culture.
4. An awareness of language as a system that reflects culture, and of ways in which language organizes thought processes and information.

Engaging Diverse Identities

A fundamental principle of Saint Michael's College is that all human beings share an equal and intrinsic dignity and worth, a dignity and worth that enriches our world with diverse beliefs, customs, arts, languages, and social structures. For this reason, we are committed to promoting social justice, inclusiveness, and equity, both across our academic curriculum and in student life.

As part of that effort, our Core requires one course in Engaging Diverse Identities (EDI). Courses fulfilling this requirement specifically examine human communities distinct from the majority culture of the College and the structural inequities that can result from such distinctions. EDI courses are found across the curriculum at all levels. Courses with an EDI designation may also fulfill a major or minor requirement or another Core area with the exception of First Year Seminar.

Guidelines

EDI courses must focus *primarily* on at least one of the following areas, in interaction with at least one of the others:

1. Race and/or ethnicity;
2. Gender and/or gender and sexual diversity;
3. Religious diversity and/or persecution;
4. Social and/or economic class.

Other topics worthy of discussion but not explicitly required include non-Western cultures; ableness; neurodiversity; physical differences; illness; and aging.

With methods appropriate to their discipline or field of study and with an eye to the creation of just communities, courses that receive the EDI designation must also:

- Engage students in examination and/or experience of cultures or social identities different from the majority culture of the College, so that they might understand the realities of human social distinctions and social inequities.
- Engage students in the study of a diversity of voices and texts, especially those from non-dominant or minority identities, through the study of research, scholarship, literature, or the arts, whether local, national, or global as appropriate to the context of the course.
- Engage students in critical analysis of social inequity, the dynamics of power and resistance, and the importance of human rights and social justice.
- Foster student awareness of and critical reflection on their own evolving social identities in the context of social inequities.

Intended Learning Outcomes

Students will demonstrate:

1. An appreciation for the diversity of cultures and/or social identities different from the majority culture of the College.
2. An understanding of the origins, meanings, or purposes of beliefs, behaviors, values, or views different from their own.
3. An understanding of social inequity; the dynamics of dominance, bias, and/or prejudice; and the importance of human rights and social justice.
4. An understanding of why diverse voices are essential for the creation of respectful, inclusive, equitable, and high-functioning communities.
5. An ability to reflect critically on their own evolving social identities in the context of human differences and social inequities.

Catholic Intellectual Tradition

Courses receiving the Catholic Intellectual Tradition (CIT) designation will have as a primary learning outcome a critical understanding of and appreciation for the search for truth in light of the Catholic faith. This search for truth includes past and/or present scholarly endeavors substantially informed or influenced by Jewish and Christian scriptures; philosophical and creative currents as they have been understood in Catholicism; and the teachings and practices of the Catholic Church. These courses can also examine the interaction or dialogue between the search for truth and some dimension of human endeavor, including but not limited to philosophy and ethics; social, economic, or political structures; history; care for the environment; art, literature, music, or other forms of creative expression; scientific exploration; human rights and cultural diversity.

Guidelines

Using the definitions of the Catholic Intellectual Tradition outlined above, qualifying courses must:

- Directly engage the CIT in one of the following ways: by examining the history and influence of the CIT; fostering dialogue between the CIT and a specific disciplinary area; using the CIT as a lens through which to examine a specific disciplinary area; and/or studying the intellectual or creative contributions of Catholics to the CIT. CIT courses may also consider the CIT in dialogue with other intellectual movements and religious traditions, but the CIT must be the primary focus or foundation for such dialogue.
- Engage explicitly with the CIT in a significant number of course texts, lectures, discussions, activities, and/or assignments.
- Engage themes that are at the heart of the CIT. Such themes may include, but are not limited to the spiritual, transcendent, and sacramental dimensions of human life and existence; the complementarity of faith and reason; the nature and dignity of the human person; human freedom and moral responsibility; the nature of a just political order; service to others; and care for the environment.

Intended Learning Outcomes

Students will demonstrate:

1. A critical understanding of and appreciation for the search for truth in light of the Catholic faith.
2. An understanding of the specific disciplinary area of the course as it is informed by and contributes to the Catholic Intellectual Tradition.
3. An ability to think and write critically about a specific dimension of the Catholic Intellectual Tradition.

Core Curriculum

Professional Competencies, Guidelines & Learning Outcomes

Each of the following four areas is addressed and assessed within each major program: Ethical Reasoning; Information Literacy; Oral Communication; and Written Communication.

Ethical Reasoning

Not merely a question of academic integrity, the study of ethical thinking and decision-making is foundational to the mission of Saint Michael's College. This is because we believe that moral integrity and ethical living are essential to the dignity and success of human life, both as individuals and within communities of all sizes and types, from the family unit to nations and the world.

Therefore, the College promotes ethical reasoning across the curriculum, both within the CORE and within its majors. Since departments and disciplines vary so much in how they can achieve this goal, guidelines for this requirement must be developed and articulated by each major. They should also appear in appropriate course descriptions and their syllabi. Some major programs may opt to create a specific course or courses addressing this area; others may opt to incorporate such discussion through many or all courses, both for their majors and for their courses in the CORE. Below are the minimum goals of such efforts.

Intended Learning Outcomes

By graduation, all Saint Michael's College students should be able to:

1. State their own core ethical beliefs and values and recognize the existence and viability of other ethical perspectives.
2. Identify situations within their own lives and/or disciplines that raise ethical issues.
3. Analyze such situations and use ethical reasoning to develop and defend appropriate responses to that situation.

Information Literacy

The development of information literacy will occur throughout the curriculum but especially within the student's major field of study. Information literacy involves researching, evaluating, and appropriate use of resources. As part of this requirement, students will be introduced to research skills in the First Year Seminar and learn more advanced skills in research and evaluation of resources in the upper-level courses in the major, including senior capstone. Ideally, research assignments would be required throughout the major courses, allowing the students time to further practice these skills prior to the senior capstone.

Guidelines

- First Year Seminar courses introduce students to information literacy skills in collaboration with Research & Instruction Librarians.
- The remainder of this requirement will be fulfilled by a combination of courses within the major and other courses in the Core.
- As many courses as possible should include assignments designed to allow students to practice the common forms of information-seeking skills required in a variety of fields, especially in their major, and also offer specific feedback to students for the development of these skills.

Intended Learning Outcomes

First Year

By the end of their first year, all Saint Michael's College students should have been introduced to the following:

1. Key principles of academic integrity including copyright, plagiarism, and fair use.
2. Navigating the library website to conduct research by locating scholarly articles, books, and other resources relevant to an assignment.
3. Evaluating search results in terms of being able to classify sources into popular press versus scholarly publications, while discerning authority and relevant credibility of those sources.
4. Summarizing, organizing, and integrating research into a written assignment or presentation effectively, employing a citation style appropriate to the discipline.

Sophomore to Senior Years

During the remainder of their college years, all Saint Michael's College Students should learn to:

1. Evaluate all search results in terms of their authoritativeness and relevant credibility.
2. Employ specialized reference sources (e.g., subject dictionaries) and sources specific to the major field (e.g., case studies, surveys, polls, statistics, fieldwork).
3. Manipulate special features of subject databases, including controlled vocabulary, limiters, etc., to refine data searches.
4. Use appropriate style manuals and/or citation style formatting software in a written assignment.
5. Incorporate outside sources into a major paper/project and create an original analysis which contributes to the ongoing scholarly conversation.
6. Adhere to any guidelines, standards, and ethics endorsed by their major discipline/profession applicable to the collection of information—for example: interviewing, human subjects research, or laboratory experiments.

Oral Communication

The development of oral communication skills will occur throughout the curriculum but especially within the student's major field of study. Oral communication involves speaking and listening as principal and integral means of learning. Courses fulfilling this requirement provide several opportunities for students to practice their oral skills in course assignments and may emphasize any of the modes of communication, including presentations, small group debates or discussions, and/or one-on-one communication. The feedback students receive on these skills will help them develop confidence in their ability to participate in discourse and public speaking.

Guidelines

- Courses must provide explicit instruction in oral communication through readings, lectures, class discussion, and/or other features of the course.
- This requirement may be fulfilled by a single course or by means of a combination of courses within the major.
- Courses must provide several opportunities for students to practice their oral skills in course assignments, and also offer specific feedback to students for the development of these skills.
- Courses may emphasize any of the modes of communication, including presentations, small group debates or discussions, and/or one-on-one communication.

Intended Learning Outcomes

Students will demonstrate:

1. The ability to listen and speak effectively in one or more of the following modes: interpersonal communication, small group discussion, public presentations.
2. The ability to use listening and speaking as a means of learning.
3. Improved abilities to speak, listen, and engage in thoughtful discourse.

Written Communication

The skills of written communication will be developed throughout the curriculum, but especially within the student's major field of study. All students will demonstrate the ability to communicate clearly in written English including the ability to formulate a thesis statement and to validate it in a clear, well-organized essay; proficiency in these basic academic writing skills will be assessed and is required for graduation.

All students at the College will take two writing-intensive courses intended to develop critical thinking and compositional skills: the First Year Seminar and a writing-intensive course in their major. As part of this requirement, students will be introduced to research skills in the First Year Seminar and learn more advanced skills in research and documentation in the writing-intensive course in their major.

Writing-Intensive Courses in the major introduce students to the common *forms of professional or technical writing in the discipline,* along with the *processes* used to achieve those forms. Ideally, these courses would be required early in the major, allowing students time to further practice these modes prior to the senior capstone. Writing-intensive courses in the major should be small enough to allow faculty time to respond to student writing but may also rely more on peer responses, encouraging collaboration and mimicking the kinds of feedback practiced by professionals in the field.

Guidelines for Writing-Intensive Courses in the Major

- Course must have regular writing assignments, which may include informal writing and preparatory stages used by professionals in the field.
- Courses must include assignments designed to allow students to practice the common forms of writing required in the field.
- Courses must have at least one formal assignment that requires students to do research in the field and incorporate sources into their writing using the formats of their discipline.
- Courses must provide clear, written, commonly accepted criteria for good writing in the discipline making use of texts as well as professional and student models demonstrating those criteria.
- Courses must provide regular opportunities for feedback on writing, from peers or the instructor, in small groups, workshops, and/or individual conferences.
- Courses must include revisions involving feedback.

Intended Learning Outcomes for Writing-Intensive Courses in the Major

Students will demonstrate:

1. An understanding of the purposes and components of the main forms of writing in the discipline.
2. The ability to manage the writing process (prewriting, drafting, gathering feedback, revision, editing, and proofreading) to produce professional products.
3. The ability to generate their own research topics; find, analyze, and synthesize appropriate sources; and integrate research into their own voice with appropriate citations.
4. The ability to give constructive criticism on the writing and ideas of others in the field.

Core Curriculum

Modified Second Language Requirement

The Modified Second Language Requirement (MSLR) is designed for students with language-based learning disabilities and learning disabilities that affect language learning. Such students who are pursuing a BA degree - and thus are typically required to take (or demonstrate proficiency in) two semesters of a foreign language - are offered an alternate requirement: two courses (taught in English) that focus on understanding world languages and cultures, and are linked by intellectual coherence in their appreciation of foreign languages and cultures.

Students pursuing the MSLR will demonstrate the following learning outcomes in their substitute coursework:

1. Comprehension of an area of the world and the culture associated with a foreign language
2. An awareness of language as a system that reflects culture and of ways in which language organizes through processes and information

Approval Process

Students must review current and comprehensive documentation of their learning disabilities or disabilities that affects language learning with the Director of Accessibility Services. Basis for eligibility for the Modified Second Language Requirement may include but is not restricted to the following:

- A student who has had persistent dyslexia (from an early age to present)
- A student with severe phonemic awareness deficit
- A student with severe auditory processing disorders
- A student with severe difficulties in language skills
- A student with low nonverbal or verbal reasoning skills coupled with below average language skills (combinations may vary)
- A student with poor working memory and moderate to profound hearing impairments (combinations may vary)
- A student who received individual speech language therapy throughout grade school up to and including parts of high school who also has at best below average language skills (combinations may vary)
- A student with slow auditory processing speed coupled with moderate to severe language based deficits (combinations may vary)

If approved for the MSLR, the Director of Accessibility Services will communicate the approved substitute coursework to the Registrar's Office, and the student's program evaluation (degree audit) will be adjusted accordingly. content

Undergraduate Transfer Credit Policy

Residency Requirement

To earn a Saint Michael's College degree, students must earn a minimum of 32 credits through SMC coursework. At least one quarter (25%) of the credits used to satisfy major and minor requirements must be earned through SMC coursework. Students must earn 24 of their final 32 credits through SMC coursework, or through a college-approved study abroad or study away program.

Transfer Credit Policy

Credit is transferred on a course-by-course basis. Transferred courses are assigned an equivalent Saint Michael's College course prefix/number when applicable. If no equivalent course is designated, general credit in the appropriate discipline may be awarded.

Transfer credit is applied toward degree requirements in the same manner as Saint Michael's coursework, except where limited by the Residency Requirement or specific catalog restrictions. Equity between transfer and resident credit is maintained throughout the evaluation and application of transfer coursework.

The Registrar's Office makes the final determination on transferability of courses in consultation with the appropriate academic department.

In order to be eligible for transfer credit at Saint Michael's College, a course must meet the following criteria:

- Institution where the course was completed is a regionally or nationally accredited, degree-granting college or university in the US; or the institution is recognized as a post-secondary, degree-granting institution by the foreign government or state governmental agency in the country where the institution is located. (For US institutions, the institution's accrediting body must be recognized by the US Department of Education and/or the Council on Higher Education Accreditation).
- Course is comparable in content, nature, and rigor to course offerings in the corresponding discipline at Saint Michael's College.
- Course is completed with a grade of C- (or equivalent) or higher. The Registrar's Office reserves the right to require official documentation verifying successful completion of courses with grades of 'P' (Pass), 'S' (Satisfactory) or similar at the C- or higher level.

A course is not transferable under the following circumstances:

- Course discipline is not offered at Saint Michael's College, e.g., nursing, physical education, or culinary arts.
- Course is considered remedial or developmental in nature, and doesn't count toward degree requirements at sending institution.
- Course appears on transcript without credit and/or a grade assigned.
- Course credit was awarded based on life or work experience.
- Course credit is awarded in Continuing Education Units (CEU).

Grades in transferred courses are not transferable, and they are not used in the computation of the GPA at Saint Michael's College.

Transfer credit is awarded based on the credit value of the course in semester credit hours (or equivalent) at the sending institution, not based on the credit value of the comparable course at Saint Michael's College. The number of transfer credits Saint Michael's awards for a course will never exceed the credit value of the course at the sending institution. However, a three-credit transferred course may be used to satisfy a requirement if it is deemed equivalent to a four-credit Saint Michael's College that meets that requirement.

Transcripts

Students are responsible for ensuring that official copies of transcripts from each institution at which they have taken college-level coursework are submitted to Saint Michael's College for evaluation. This includes college credit earned through high school dual enrollment programs, Advanced Placement (AP) and International Baccalaureate (IB). Saint Michael's College accepts both hard-copy and electronic official transcripts.

College Credits Taken in High School

College level coursework completed in high school may be eligible for transfer credit. Coursework must be completed in accordance with the transfer credit policy information outlined in this catalog. An official transcript issued by the college or university granting credits is required. Transfer credit will not be considered for college-level coursework that appears on the high school transcript.

SMC Students Taking Courses at Other Institutions

Students may be given permission to take courses at other institutions with the purpose of transferring the credit to SMC to meet degree requirements. Students must complete a Transfer Credit Pre-Approval Form and provide accompanying documentation, such as course descriptions and/or syllabi. Courses not approved in advance may not be accepted for transfer.

Special Provisions for Transfer Students with Associate Degrees

Students who have earned an Associate Degree at an accredited institution are eligible to transfer a minimum of 60 credits used to satisfy their Associate Degree requirements. Any such courses completed in disciplines not offered at SMC (e.g., nursing, physical education, or culinary arts) transfer as general elective credit. Associate Degree courses completed with grades below "C-" transfer as elective credit only; they may not be used to satisfy core, major or minor requirements.

Advanced Placement (AP) Program of the College Board

The SMC Registrar's Office requires official score reports sent directly from the College Board. Credits are awarded for AP Exams as follows:

EXAM NAME	SCORE	COURSE EQUIVALENT	APPLICABILITY TO SMC CORE	CREDITS AWARDED
ARTS				
AP 2D Art and Design	4, 5	AR-1XX (Intro Level AR Elective)	Fulfills Literature & the Arts	4
AP 3D Art and Design	4, 5	AR-1XX (Intro Level AR Elective)	Fulfills Literature & the Arts	4
AP Drawing	4, 5	AR-205 (Drawing I)	Fulfills Literature & the Arts	4
AP Art History	4, 5	AH-251 (Ancient and Medieval Art)	Fulfills Literature & the Arts and Catholic Intellectual Traditions	4
AP Music Theory	4, 5	MU-1XX (Entry Level Music Elective)	NA	4
CAPSTONE DIPLOMA PROGRAM				
AP Research	4, 5	ID-1XX (Intro Level Interdisciplinary Elective)	NA	4
AP Seminar	4, 5	ID-1XX (Intro Level Interdisciplinary Elective)	NA	4
ENGLISH				
AP English Language and Composition	4, 5	EN-101 (College Writing)	NA	4
AP English Literature and Composition	4, 5	EN-103 (Literature and Composition)	Fulfills Literature & the Arts	4
HISTORY & SOCIAL SCIENCES				
AP African American Studies	4, 5	HI-180 (African American History)	Fulfills History & Society and Engaging Diverse Identities	4
AP Comparative Government and Politics	4, 5	PO-285 (Introduction to Comparative Politics)	Fulfills History & Society	4
AP European History	4, 5	HI-1XX (Intro Level History Elective)	Fulfills History & Society	4
AP Human Geography	4, 5	ES-1XX (Intro Level Env Studies)	NA	4
AP Macroeconomics	4, 5	EC-101 (Principles of Macroeconomics)	NA	4
AP Microeconomics	4, 5	EC-103 (Principles of Microeconomics)	NA	4
AP Psychology	4, 5	PS-101 (General Psychology)	NA	4
AP United States Government and Politics	4, 5	PO-120 (Introduction to US Politics)	Fulfills History & Society	4
AP United States History	4, 5	HI-1XX (Intro Level History Elective)	Fulfills History & Society	4
AP World History: Modern	4, 5	HI-1XX (Intro Level History Elective)	Fulfills History & Society	4
MATH & COMPUTER SCIENCE				
AP Calculus AB	3	MA-130 (Elements of Calculus)	Fulfills Quantitative Reasoning	4
AP Calculus AB	4, 5	MA-150 (Calculus I)	Fulfills Quantitative Reasoning	4
AP Calculus BC	3	MA-150 (Calculus I)	Fulfills Quantitative Reasoning	4
AP Calculus BC	4, 5	MA-150 (Calculus I) & MA-160 (Calculus II)	Fulfills Quantitative Reasoning	4 & 4
AP Computer Science A	4, 5	CS-111 (Introduction to Computer Science I)	Fulfills Quantitative Reasoning	4
AP Computer Science Principles	4, 5	CS-1XX (Intro Level CS Elective)	NA	4
AP Precalculus	4, 5	MA-104 (Precalculus)	NA	4
AP Statistics	3, 4, 5	ST-120 (Elementary Statistics)	Fulfills Quantitative Reasoning	4
SCIENCES				
AP Biology	4, 5	BI-1CO (Intro Level Biology Core)	Fulfills Scientific Inquiry	4
AP Chemistry	4, 5	CH-110 (General Chemistry I)	Fulfills Scientific Inquiry	4
AP Environmental Science	4, 5	ES-107 (Environmental Science)	Fulfills Scientific Inquiry	4
AP Physics 1: Algebra-Based	4, 5	PY-220 (General Physics I)	Fulfills Scientific Inquiry	4
AP Physics 2: Algebra-Based	4, 5	PH-221 (General Physics II)	Fulfills Scientific Inquiry	4

AP Physics C: Electricity and Magnetism	4, 5	PH-211 (College Physics II)	Fulfills Scientific Inquiry	4
AP Physics C: Mechanics	4, 5	PH-210 (College Physics I)	Fulfills Scientific Inquiry	4
WORLD LANGUAGES & CULTURES				
AP Chinese Language and Culture	3	LL-102 (Non-SMC Elementary Language II)	Second Language (BA)	4
AP Chinese Language and Culture	4, 5	LL-102 (Non-SMC Elementary Language II) & LL-203 (Non-SMC Intermed Language I)	Second Language (BA)	4 & 4
AP French Language and Culture	3	FR-102 (Elementary French II)	Second Language (BA)	4
AP French Language and Culture	4, 5	FR-102 (Elementary French II) & FR-203 (Intermediate French I)	Second Language (BA)	4 & 4
AP German Language and Culture	3	LL-102 (Non-SMC Elementary Language II)	Second Language (BA)	4
AP German Language and Culture	4, 5	LL-102 (Non-SMC Elementary Language II) & LL-203 (Non-SMC Intermed Language I)	Second Language (BA)	4 & 4
AP Italian Language and Culture	3	LL-102 (Non-SMC Elementary Language II)	Second Language (BA)	4
AP Italian Language and Culture	4, 5	LL-102 (Non-SMC Elementary Language II) & LL-203 (Non-SMC Intermed Language I)	Second Language (BA)	4 & 4
AP Japanese Language and Culture	3	LL-102 (Non-SMC Elementary Language II)	Second Language (BA)	4
AP Japanese Language and Culture	4, 5	LL-102 (Non-SMC Elementary Language II) & LL-203 (Non-SMC Intermed Language I)	Second Language (BA)	4 & 4
AP Latin	3	LA-102 (Elementary Latin II)	Second Language (BA)	4
AP Latin	4, 5	LA-102 (Elementary Latin II) & LA-2XX (Intermediate Latin Elective)	Second Language (BA)	4 & 4
AP Spanish Language and Culture*	3	SP-102 (Elementary Spanish II)	Second Language (BA)	4
AP Spanish Language and Culture*	4, 5	SP-102 (Elementary Spanish II) & SP-203 (Intermediate Spanish I)	Second Language (BA)	4 & 4
AP Spanish Literature and Culture*	3	SP-102 (Elementary Spanish II)	Second Language (BA)	4
AP Spanish Literature and Culture*	4, 5	SP-203 (Intermediate Spanish I) & SP-2XX (Intermediate Spanish Elective)	Second Language (BA)	4 & 4

**NOTE: Students who earn scores of 3, 4 or 5 on the exams for both AP Spanish Language and Culture and AP Spanish Literature and Culture will earn no more or less than 8 credits total. The Registrar's Office and Program Director for Classical and Modern Languages will determine appropriate course equivalencies on a case-by-case basis.*

International Baccalaureate Program

Students who complete the IB Diploma Program are eligible to receive up to 32 credits at Saint Michael's College, which is equivalent to one full year of study, or sophomore status.

IB students not completing the Diploma Program are also eligible to receive advanced standing and/or credit, which may be awarded for Higher Level (HL) or Standard Level (SL) courses with grades of 5, 6, or 7. A maximum of 32 credits will be awarded.

Official IB score reports should be sent directly from the International Baccalaureate Organization to the SMC Registrar's Office. Transfer credit for IB scores is awarded as follows:

IB EXAM	EXAM SCORES & CORRESPONDING CREDIT AWARDED			
	4	5	6	7
DIPLOMA PROGRAM CORE				
Creativity, Activity, Service	No credit	No credit	No credit	No credit
The Extended Essay	No credit	Credit varies by topic	Credit varies by topic	Credit varies by topic
Theory of Knowledge	No credit	HU-1XX (4)	HU-1XX (4)	HU-1XX (4)
STUDIES IN LANGUAGE & LITERATURE				
English A: Literature (SL)	No credit	No credit	No credit	No credit
English A: Literature (HL)	No credit	EN-1XX (4)	EN-1XX (4)	EN-1XX (4)
English A: Language & Literature (SL)	No credit	No credit	No credit	No credit
English A: Language & Literature (HL)	No credit	EN-1XX (4)	EN-1XX (4)	EN-1XX (4)
English Literature & Performance (SL) [SL only]	No credit	TH-1XX (4)	TH-1XX (4)	TH-1XX (4)
French A: Literature (SL)	No credit	FR-3XX (4)	FR-3XX (4)	FR-3XX (4)
French A: Literature (HL)	No credit	FR-3XX (4) & FR-3XX (4)	FR-3XX (4) & FR-3XX (4)	FR-3XX (4) & FR-3XX (4)
French A: Language & Literature (SL)	No credit	FR-3XX (4)	FR-3XX (4)	FR-3XX (4)
French A: Language & Literature (HL)	No credit	FR-3XX (4) & FR-3XX (4)	FR-3XX (4) & FR-3XX (4)	FR-3XX (4) & FR-3XX (4)
French Literature & Performance (SL) [SL only]	No credit	FR-3XX (4)	FR-3XX (4)	FR-3XX (4)
Spanish A: Literature (SL)	No credit	SP-3XX (4)	SP-3XX (4)	SP-3XX (4)
Spanish A: Literature (HL)	No credit	SP-3XX (4) & SP-3XX (4)	SP-3XX (4) & SP-3XX (4)	SP-3XX (4) & SP-3XX (4)
Spanish A: Language & Literature (SL)	No credit	SP-3XX (4)	SP-3XX (4)	SP-3XX (4)
Spanish A: Language & Literature (HL)	No credit	SP-3XX (4) & SP-3XX (4)	SP-3XX (4) & SP-3XX (4)	SP-3XX (4) & SP-3XX (4)
Spanish Literature & Performance (SL) [SL only]	No credit	SP-3XX (4)	SP-3XX (4)	SP-3XX (4)
LANGUAGE ACQUISITION				
French AB Initio (SL)	No credit	FR-101 (4)	FR-101 (4)	FR-101 (4)
French B (SL)	No credit	FR-101 (4)	FR-101 (4)	FR-101 (4)
French B (HL)	No credit	FR-101 (4) & FR-102 (4)	FR-101 (4) & FR-102 (4)	FR-101 (4) & FR-102 (4)
Latin (SL)	No credit	LA-101 (4)	LA-101 (4)	LA-101 (4)
Latin (HL)	No credit	LA-101 (4) & LA 2XX (4)	LA-101 (4) & LA 2XX (4)	LA-101 (4) & LA 2XX (4)
Classical Greek (SL)	No credit	GR-101 (4)	GR-101 (4)	GR-101 (4)
Classical Greek (HL)	No credit	GR-101 (4) & GR 2XX (4)	GR-101 (4) & GR 2XX (4)	GR-101 (4) & GR 2XX (4)
Mandarin AB Initio (SL)	No credit	LL-101 (4)	LL-101 (4)	LL-101 (4)
Mardarin B (SL)	No credit	LL-101 (4)	LL-101 (4)	LL-101 (4)
Mandarin B (HL)	No credit	LL-101 (4) & LL-102 (4)	LL-101 (4) & LL-102 (4)	LL-101 (4) & LL-102 (4)
Spanish AB Initio (SL)	No credit	SP-101 (4)	SP-101 (4)	SP-101 (4)
Spanish B (SL)	No credit	SP-101 (4)	SP-101 (4)	SP-101 (4)
Spanish B (HL)	No credit	SP-101 (4) & SP-102 (4)	SP-101 (4) & SP-102 (4)	SP-101 (4) & SP-102 (4)
INDIVIDUALS & SOCIETIES				
Business Management (SL)	No credit	BU-214 (4)	BU-214 (4)	BU-214 (4)
Business Management (HL)	No credit	BU-214 (4) & BU-1XX (4)	BU-214 (4) & BU-1XX (4)	BU-214 (4) & BU-1XX (4)
Economics (SL)	No credit	EC-101 (4)	EC-101 (4)	EC-101 (4)
Economics (HL)	No credit	EC-101 (4) & EC-1XX (4)	EC-101 (4) & EC-1XX (4)	EC-101 (4) & EC-1XX (4)
Geography (SL)	No credit	GG-1XX (4)	GG-1XX (4)	GG-1XX (4)
Geography (HL)	No credit	GG-101 (4)	GG-101 (4)	GG-101 (4)
Global Politics (SL)	No credit	PO-245 (4)	PO-245 (4)	PO-245 (4)
Global Politics (HL)	No credit	PO-245 (4) & PO-1XX (4)	PO-245 (4) & PO-1XX (4)	PO-245 (4) & PO-1XX (4)
History (SL)	No credit	HI-1XX (4)	HI-1XX (4)	HI-1XX (4)
History (HL)	No credit	HI-1XX (4) & HI 1XX (4)	HI-1XX (4) & HI 1XX (4)	HI-1XX (4) & HI 1XX (4)
Information Tech in a Global Society (SL)	No credit	BU-1XX (4) or CS 1XX (4)	BU-1XX (4) or CS 1XX (4)	BU-1XX (4) or CS 1XX (4)
Information Tech in a Global Society (HL)	No credit	BU-1XX (4) or CS 1XX (4)	BU-1XX (4) or CS 1XX (4)	BU-1XX (4) or CS 1XX (4)

IB EXAM	EXAM SCORES & CORRESPONDING CREDIT AWARDED			
Philosophy (SL)	No credit	No credit	No credit	PH-103 (4)
Philosophy (HL)	No credit	PH-103 (4)	PH-103 (4)	PH-103 (4)
Psychology (SL)	No credit	PS-101 (4)	PS-101 (4)	PS-101 (4)
Psychology (HL)	No credit	PS-101 (4)	PS-101 (4)	PS-101 (4)
Social & Cultural Anthropology (SL)	No credit	ANT-109 (4)	ANT-109 (4)	ANT-109 (4)
Social & Cultural Anthropology (HL)	No credit	ANT-109 (4) & ANT-2XX (4)	ANT-109 (4) & ANT-2XX (4)	ANT-109 (4) & ANT-2XX (4)
World Religions (SL) [SL only]	No credit	RS-1XX (4)	RS-1XX (4)	RS-1XX (4)
SCIENCES				
Biology (SL)	No credit	BI-1XX (4)	BI-1XX (4)	BI-1XX (4)
Biology (HL)	No credit	BI-1XX (4) & BI-1XX (4)	BI-1XX (4) & BI-1XX (4)	BI-1XX (4) & BI-1XX (4)
Chemistry (SL)	No credit	CH-110 (4)	CH-110 (4)	CH-110 (4)
Chemistry (HL)	No credit	CH-110 (4) & CH-1XX (4)	CH-110 (4) & CH-1XX (4)	CH-110 (4) & CH-1XX (4)
Computer Science (SL)	No credit	CS-1XX (4)	CS-1XX (4)	CS-1XX (4)
Computer Science (HL)	No credit	CS-1XX (4) & CS-1XX (4)	CS-1XX (4) & CS-1XX (4)	CS-1XX (4) & CS-1XX (4)
Design Technology (SL)	No credit	AR-1XX (4)	AR-1XX (4)	AR-1XX (4)
Design Technology (HL)	No credit	AR-1XX (4)	AR-1XX (4)	AR-1XX (4)
Environmental Systems & Societies (SL) [SL only]	No credit	ES-106 (4)	ES-106 (4)	ES-106 (4)
Physics (SL)	No credit	PY-220 (4)	PY-220 (4)	PY-220 (4)
Physics (HL)	No credit	PY-220 (4)	PY-210 (4)	PY-210 (4)
Sports, Exercise & Health Science (SL)	No credit	BI-1XX (4)	BI-1XX (4)	BI-1XX (4)
Sports, Exercise & Health Science (HL)	No credit	BI-1XX (4) & BI-1XX (4)	BI-1XX (4) & BI-1XX (4)	BI-1XX (4) & BI-1XX (4)
MATHEMATICS				
Analysis & Approaches (SL)	No credit	MA-130 (4)	MA-130 (4)	MA-130 (4)
Analysis & Approaches (HL)	MA-130 (4)	MA-150 (4) & MA-1XX (4)	MA-150 (4) & MA-1XX (4)	MA-150 (4) & MA-1XX (4)
Application & Interpretation (SL)	No credit	ST-120 (4)	ST-120 (4)	ST-120 (4)
Application & Interpretation (HL)	ST-120 (4) & MA-130 (4)	ST-120 (4) & MA-150 (4)	ST-120 (4) & MA-150 (4)	ST-120 (4) & MA-150 (4)
ARTS				
Dance (SL)	No credit	DA-1XX (2)	DA-1XX (2)	DA-1XX (2)
Dance (HL)	No credit	DA-1XX (4)	DA-1XX (4)	DA-1XX (4)
Film (SL)	No credit	MJD-219 (4)	MJD-219 (4)	MJD-219 (4)
Film (HL)	No credit	MJD-219 (4)	MJD-219 (4)	MJD-219 (4)
Music (SL)	No credit	MU-1XX (4)	MU-1XX (4)	MU-1XX (4)
Music (HL)	No credit	MU-1XX (4) & MU-2XX (4)	MU-1XX (4) & MU-2XX (4)	MU-1XX (4) & MU-2XX (4)
Theatre (SL)	No credit	TH-110 (4)	TH-110 (4)	TH-110 (4)
Theatre (HL)	No credit	TH-2XX (4)	TH-2XX (4)	TH-2XX (4)
Visual Arts (SL)	No credit	AR-1XX (4)	AR-1XX (4)	AR-1XX (4)
Visual Arts (HL)	No credit	AR-1XX (4)	AR-1XX (4)	AR-1XX (4)

International Exams & Credentials

Coursework and/or examinations completed through international secondary school credentials or leaving exams are evaluated on a case-by-case basis, in consultation with the appropriate academic department. To be considered for transfer credit, courses or exams must be comparable in content, nature, and rigor to Saint Michael's College courses and must meet the standards outlined in the College's transfer credit policy. Minimum grades and/or scores, as specified in the policy, apply. Official transcripts or score reports from the originating institutions or examining boards are required for evaluation.

Transfer credit may be awarded for coursework or examinations that meet one or more of the following criteria:

- The course or examination was completed beyond the standard requirements for secondary school graduation;
- The course or examination was completed during a year of secondary education equivalent to or beyond grade 13 in the U.S. system;
- The course or examination has been thoroughly vetted and is generally recognized as eligible for college credit by accredited U.S. colleges and universities.

Commonly transferred international credentials are specified below.

Canada (Province of Québec)

CEGEP (COLLÈGE D'ENSEIGNEMENT GÉNÉRAL ET PROFESSIONNEL)
Transfer credit may be awarded for coursework completed in the final year of CEGEP, which is generally considered equivalent to college-level coursework in the United States.

France

BACCALAURÉAT
Transfer credit may be awarded for exams completed with scores of 10 or higher.

Germany

ABITUR
Transfer credit may be awarded for exams completed with scores of 7 or higher.

Netherlands

HOGER ALGEMEEN VOORTGEZET ONDERWIJS (HAVO) & VOORBEREIDEND WETENSCHAPPELIJK ONDERWIJS (VWO)
Transfer credit may be awarded for exams completed with scores of 6 or higher.

Norway

VITNEMÅL FRA DEN VIDEREGÅENDE SKOLE/VITNEMÅL FOR VIDEREGÅENDE OPPLÆRING
Transfer credit may be awarded for scores of 3 or higher in subjects completed in the final year of Videregående Skole.

Switzerland

MATURA
Transfer credit may be awarded for exams completed with scores of 4, 5 or 6.

United Kingdom

A-LEVELS (CAMBRIDGE INTERNATIONAL EXAMS)
Students earning grades of A, B, or C on Advanced Level (A-Level) exams may be eligible to earn transfer credit. Saint Michael's College will not award transfer credit for AS or O-level exams.

Additional Credit-Bearing Programs & Activities

College Level Examination Program (CLEP)

Students taking College Level Examination Program (CLEP) exams may receive transfer credit, provided the exam is in one of the subjects offered at Saint Michael's. All exams taken prior to beginning a degree program at Saint Michael's will be considered for transfer credit. Once matriculated at Saint Michael's, students are limited to earning credit for one CLEP exam, which typically corresponds to four credits at the introductory level. The minimum score for earning credit is 50 (comparable to a grade of C). To receive CLEP credits an official score report must be sent directly by the College Board to the SMC Registrar's Office.

Seal of Biliteracy

The Seal of Biliteracy is an award given by a school, district, or state in the United States to recognize students who have achieved proficiency in two or more languages by high school graduation. To earn the Seal of Biliteracy, students typically must demonstrate proficiency in English and one or more additional languages. The criteria for proficiency can include standardized assessments, coursework, or other approved methods. Requirements vary by state and/or district. The award is typically noted on the student's high school diploma and/or transcript.

Upon request from the student, the Registrar's Office will verify the Seal of Biliteracy on the official final high school transcript and/or through other official documentation. Students with a verified Seal of Biliteracy will earn up to 8 hours of foreign language credit. The credit will appear as 8.00 earned hours of transfer credit from Seal of Biliteracy on the official Saint Michael's College transcript. There are no grades associated with the seal, and this credit will not be included in the calculation of the student's Grade Point Average (GPA). The Registrar's Office will determine specific course and level equivalencies on a case-by-case basis in consultation with the Chair of Classical & Modern Languages.

American Council on Education (ACE) – Nonmilitary & Military Credit Recommendations

Saint Michael's College awards transfer credit based on ACE recommendations in accordance with the tenets of the transfer credit policy. The coursework must be comparable in content, nature and rigor to courses offered at SMC. Nonmilitary learners must provide the SMC Registrar's Office with an ACE Transcript, which includes credit recommendations and competencies that learners have earned through workplace training, exams, certifications, and alternative educational experiences.

ACE provides credit recommendations for military training in the Army, Marine Corps, Navy and Coast Guard through the Joint Services Transcript. Students with military experience in these branches must request an official Joint Services Transcript, which must be sent to the SMC Registrar's Office for review. Students with military experience in the Air Force may have credit from the Community College of the Air Force and/or Air University, which are fully accredited institutions and thus fall under the standard transfer credit policy.

Credit for Life & Work Experience

Saint Michael's College does not assess life or work experience for academic credit. Recognition is solely granted to life or work experiences evaluated and considered worthy of college-level credit by reputable entities like the American Council on Education or the Vermont State Colleges Office of Prior Learning Assessment.

Vermont Transfer Guarantee

The Vermont Transfer Guarantee is a statewide transfer pathway program that allows students who complete an associate degree at the Community College of Vermont (CCV) to transfer seamlessly to a participating four-year Vermont institution. Students who earn a minimum GPA of 2.5 while at CCV are guaranteed admission to Saint Michael's with a minimum of 60 earned credits.

Though Vermont Transfer Guarantee students are eligible to pursue a wide variety of majors at both CCV and Saint Michael's, the institutions have developed structured 2+2 pathways for several popular programs. These pathways illustrate how students may efficiently complete degree requirements for specific programs across both institutions. While the pathways outline recommended courses, students and their advisors may make adjustments based on academic interests, transfer credits, and scheduling considerations. Students are encouraged to consult with a CCV advisor to discuss their goals and determine the plan of study that best supports their academic interests and transfer goals.

COMMUNITY COLLEGE OF VERMONT / SAINT MICHAEL'S COLLEGE 2+2 PATHWAY PROGRAMS
Associate of Science in Accounting (CCV) to Bachelor of Science in Accounting (SMC)
Associate of Science in Behavioral Science (CCV) to Bachelor of Arts in Criminology (SMC)
Associate of Science in Behavioral Science (CCV) to Bachelor of Arts in Psychology (SMC)
Associate of Arts in Early Childhood Education (CCV) to Bachelor of Arts in Elementary Education with Early Childhood Studies Minor (SMC)
Associate of Arts in Early Childhood Education (CCV) to Bachelor of Arts in Elementary Education with English Minor (SMC)

Associate of Science in Accounting (CCV) to Bachelor of Science in Accounting (SMC)

The pathway below illustrates how students may efficiently complete degree requirements for specific programs across both institutions. Students and their advisors may make adjustments based on academic interests, transfer credits, and scheduling considerations. Students are encouraged to consult with a CCV advisor to discuss their goals and determine the plan of study that best supports their academic interests and transfer goals.

CCV ASSOCIATE OF SCIENCE IN ACCOUNTING	SMC BACHELOR OF SCIENCE IN ACCOUNTING
CCV Courses / Requirements	**SMC Courses / Requirements**
General Education Requirements	
Gen Ed: First Semester Seminar INT-1050 Dimensions	Core: Purposeful Learning ID101 Intro to Purposeful Learning
Gen Ed: Intro Written Expression ENG-1061 English Composition	Core: First Year Seminar
Gen Ed: Digital & Computing Literacy Choose: CIS-1430 Spreadsheets	Elective
Gen Ed: Mathematics Choose: MAT-2021 Statistics	Core: Quantitative Reasoning & Major: Required Course ST120 Elementary Statistics
Gen Ed: Natural Science Any CCV 4-credit Natural Science course with a lab	Core: Scientific Inquiry
Gen Ed: Social Science Choose:	
ECO-2020 Macroeconomics **OR**	Major: Required Course EC101 Principles of Macroeconomics
ECO-2030 Microeconomics	Major: Required Course EC103 Principles of Microeconomics
Gen Ed: Arts and Aesthetics	Core: Literature and the Arts
Gen Ed: Humanistic Perspectives Choose:	
PHI-1010 Introduction to Philosophy **OR**	Core: Fundamental Philosophical Questions PH103 Philosophy and the Good Life
ANT-1010 Introduction to Cultural Anthropology	Core: History and Society & Core: Engaging Diverse Identities ANT109 Intro to Cultural Anthropology
Gen Ed: Communication	Elective
Gen Ed: Research & Writing Intensive	Elective
Gen Ed: HUM-2010 Seminar in Educational Inquiry	Elective
Core Program Requirements	
ACC-2121 Financial Accounting	Major: Required Course AC141 Financial Accounting
ACC-2122 Managerial Accounting	Major: Required Course AC143 Managerial Accounting
ACC-2201 Intermediate Accounting I	Major: Required Course AC221 Intermediate Accounting I
ACC-2202 Intermediate Accounting II	Major: Required Course AC223 Intermediate Accounting II
ACC-1010 Computerized Accounting	Elective
ACC-2210 Cost Accounting	Major: Required Course AC243 Cost Management
BUS-2440 Introduction to Business Law	Major: Accounting Elective BU209 Legal Environment of Business
Electives (6 credits)	
Choose: ECO course not selected (above) for Social Science	
ECO-2020 Macroeconomics **OR**	Major: Required Course EC101 Principles of Macroeconomics
ECO-2030 Microeconomics	Major: Required Course EC103 Principles of Microeconomics
Choose: PHI or ANT course not selected (above) for Humanistic Perspectives	
PHI-1010 Introduction to Philosophy **OR**	Core: Fundamental Philosophical Questions PH103 Philosophy and the Good Life
ANT-1010 Introduction to Cultural Anthropology	Core: History and Society & Core: Engaging Diverse Identities ANT109 Intro to Cultural Anthropology
Total CCV credits: 60-61	**Requirements to be completed at SMC:**
	Core: Study of Christian Traditions & Thought RS120 Christianity: Past & Present
	Core: Catholic Intellectual Tradition
	Core: Junior Seminar
	Major: Required Course BU216 Finance
	Major: Required Course AC415 Federal Income Taxation
	Major: Required Course AC451 Auditing
	Major: Experiential Component BU496 Organizational Problem Solving or ID498 Internship Practicum
	Major: Senior Seminar AC450 Seminar in Accounting
	Elective/Minor Courses - 36 credits

CCV ASSOCIATE OF SCIENCE IN ACCOUNTING	SMC BACHELOR OF SCIENCE IN ACCOUNTING
	Estimated Total Credits: 128*

*Bachelors' degrees at SMC require 128 credits. Additional degree requirements are detailed here.

Associate of Science in Behavioral Science (CCV) to Bachelor of Arts in Criminology (SMC)

The pathway below illustrates how students may efficiently complete degree requirements for specific programs across both institutions. Students and their advisors may make adjustments based on academic interests, transfer credits, and scheduling considerations. Students are encouraged to consult with a CCV advisor to discuss their goals and determine the plan of study that best supports their academic interests and transfer goals.

CCV ASSOCIATE OF SCIENCE IN BEHAVIORAL SCIENCE	SMC BACHELOR OF ARTS IN CRIMINOLOGY
CCV Requirements / Courses	**SMC Requirements / Courses**
General Education Requirements	
Gen Ed: First Semester Seminar INT-1050 Dimensions	Core: Purposeful Learning ID101 Intro to Purposeful Learning
Gen Ed: Intro Written Expression ENG-1061 English Composition	Core: First Year Seminar
Gen Ed: Digital & Computing Literacy	Elective
Gen Ed: Mathematics Choose: MAT-2021 Statistics	Core: Quantitative Reasoning & Major: Required Course ST120 Elementary Statistics
Gen Ed: Natural Science Any CCV 4-credit Natural Science course with a lab	Core: Scientific Inquiry
Gen Ed: Social Science Choose: PSY-1010 Introduction to Psychology	Elective PS101 General Psychology
Gen Ed: Arts and Aesthetics	Core: Literature and the Arts
Gen Ed: Humanistic Perspectives Choose: PHI-1040 Introduction to Ethics	Core: Catholic Intellectual Tradition PH203 Ethics
Gen Ed: Communication Choose: COM-1030 Intercultural Communication	Core: Engaging Diverse Identities & Major: Multi-disciplinary Elective AL250 Intercultural Communication
Gen Ed: Research & Writing Intensive Choose: ENG-1020 Introduction to Research Methods	Major: Research Methods Course PO200 Research Methods
Gen Ed: HUM-2010 Seminar in Educational Inquiry	Elective
Core Program Requirements	
Choose: CRJ-1010 Intro to Criminal Justice	Major: Required Course PO338 Criminal Justice
Choose: SOC-1010 Introduction to Sociology	Core: History and Society & Major: Required Course SO101 Introduction to Sociology
SWK-2070 Social Justice & Public Policy	Major: Additional Engaging Diverse Identities
INT-2860 Professional Field Experience*	Major: Required Course ID498 Internship Practicum (if CCV professional field experience was in criminology placement)
Behavioral Science Electives (12 credits)	
Choose: CRJ-2150 Community and Restorative Justice*	Major: Restorative Approaches to Criminology Requirement SO318 Restorative Justice
Recommended:	
CRJ-2010 Law Enforcement in America*	Major: Criminology Elective^
CRJ-2020 American Judicial Process*	Major: Criminology Elective^
CRJ-2080 Correctional Philosophies & Practices*	Major: Criminology Elective^
Electives (3 credits)	
Choose: PHI-1010 Introduction to Philosophy	Core: Fundamental Philosophical Questions PH103 Philosophy and the Good Life
Total CCV credits: 60-61	**Requirements to be completed at SMC:**
	Core: Study of Christian Traditions & Thought RS120 Christianity: Past & Present
	Core: Second Language - Elementary I
	Core: Second Language - Elementary II
	Core: Junior Seminar
	Major: Required Course CR201 Theories: Crime, Justice, Race
	Major: Capstone CR449 Criminology Capstone
	Major: Statistical or Communicative Course
	Elective/Minor Courses - 36 credits
	Estimated Total Credits: 128**

*By taking INT-2860 and selecting the identified CRJ courses as Behavioral Science Electives, students will also fulfill the requirements for the CCV Justice Studies Certificate.

^Two of these three courses will satisfy Criminology Elective requirements at SMC; the third will transfer as a general elective.

**Bachelors' degrees at SMC require 128 credits. Additional degree requirements are detailed here.

Associate of Arts in Early Childhood Education (CCV) to Bachelor of Arts in Elementary Education with Early Childhood Studies Minor (SMC)

The pathway below illustrates how students may efficiently complete degree requirements for specific programs across both institutions. Students and their advisors may make adjustments based on academic interests, transfer credits, and scheduling considerations. Students are encouraged to consult with a CCV advisor to discuss their goals and determine the plan of study that best supports their academic interests and transfer goals.

Students must have at least a 2.5 GPA to transfer to Saint Michael's under the Vermont Transfer Guarantee. Education licensure requires a GPA of 3.0 (or higher) overall, in the major, and in education coursework. While transfer grades are not included in SMC GPA calculations, they are included in calculations for education licensure eligibility.

CCV ASSOCIATE OF ARTS IN EARLY CHILDHOOD EDUCATION	SMC BACHELOR OF ARTS IN ELEMENTARY EDUCATION (WITH EARLY CHILDHOOD STUDIES MINOR^)
CCV Requirements / Courses	**SMC Requirements / Courses**
General Education Requirements	
Gen Ed: First Semester Seminar INT-1050 Dimensions	Core: Purposeful Learning ID101 Intro to Purposeful Learning
Gen Ed: Intro Written Expression ENG-1061 English Composition	Core: First Year Seminar
Gen Ed: Digital & Computing Literacy	Elective
Gen Ed: Mathematics Choose: MAT-1030 or higher	Core: Quantitative Reasoning & Major: Content Area Math Requirement
Gen Ed: Natural Science Any CCV 4-credit Natural Science course with a lab	Core: Scientific Inquiry & Major: Content Area Science Requirement
Gen Ed: Social Science Choose: PSY-2010 Child Development	Major: Required Course ED251 Child Development & Education
Gen Ed: Arts and Aesthetics	Core: Literature and the Arts
Gen Ed: Humanistic Perspectives Choose: HIS-1220 or HIS-2160	Core: History and Society & Core: Engaging Diverse Identities & Major: Content Area History Requirement HI216 Native Peoples of No. America or HI180 African American History
Gen Ed: Communication Choose: COM-1015 Communication in the ECE & Afterschool Workplace	Elective
Gen Ed: Research & Writing Intensive Choose: ENG-1310 Introduction to Literature	Minor: Required Course EN110 Writing, Literature, Life & Major: Content Area English Requirement
Gen Ed: HUM-2010 Seminar in Educational Inquiry	Elective
Core Program Requirements	
EDU-1030 Intro to ECE*	Minor: Required Course ED357 Early Childhood Education
EDU-1270 Supporting Young Children with Diverse Abilities	Major: Required Course ED340 Tchg in Inclusive PK-6 Class
EDU-2045 Curriculum Development for ECE*	Minor: Required Course ED359 Early Childhood Ed-Method/Prac & Elective (when combined with INT-2860)
INT-2860 Professional Field Experience*	Minor: Required Course ED359 Early Childhood Ed-Method/Prac & Elective (when combined with EDU-2045)
Choose: EDU-2370 Critical Perspectives in Education	Major: Required Course ED231 Education in the 21st Century
Choose: EDU-2145 Social-Emotional Development in Ages 5-18	Major: Required Course ED350 Trauma-Informed Educat'l Pract
Electives (9 credits)	
Choose: PHI-1010 Introduction to Philosophy	Core: Fundamental Philosophical Questions PH103 Philosophy and the Good Life
Choose: FRE-1111, SLS-1011 or SPA-1011	Core: Second Language - Elementary I
Choose: FRE-1112, SLS-1012 or SPA-1012	Core: Second Language - Elementary II
Total CCV credits: 60-61	**Requirements to be completed at SMC:**
	Core: Study of Christian Traditions & Thought RS120 Christianity: Past & Present
	Core: Junior Seminar
	Core: Catholic Intellectual Tradition
	Major: Required Course ED300 Teaching Soc St & Arts PK-6
	Major: Required Course ED325 Teaching Math PK-6
	Major: Required Course ED327 Tching Sci & Engineering PK-6
	Major: Required Course ED335 Literacy in PK-6 Classroom
	Major: Required Course ED369 Integrated Curriculum
	Major: Required Course ED428 Student Teaching Seminar
	Major: Required Course ED475 Student Teaching Internship
	Minor Courses - 12 credits
	Electives - 7-8 credits
	Estimated Total Credits: 128*

^All Saint Michael's College Elementary Education majors must complete a minor. Students may choose any minor; however, some minors, such as Early Childhood Studies (shown in this sample plan), allow courses to satisfy major, minor, and Core Curriculum requirements simultaneously, making degree completion more efficient.

*Required for the Early Childhood Education Licensure Endorsement.

**Bachelors' degrees at SMC require 128 credits. Additional degree requirements are detailed here.

Associate of Arts in Early Childhood Education (CCV) to Bachelor of Arts in Elementary Education with English Minor (SMC)

The pathway below illustrates how students may efficiently complete degree requirements for specific programs across both institutions. Students and their advisors may make adjustments based on academic interests, transfer credits, and scheduling considerations. Students are encouraged to consult with a CCV advisor to discuss their goals and determine the plan of study that best supports their academic interests and transfer goals.

Students must have at least a 2.5 GPA to transfer to Saint Michael's under the Vermont Transfer Guarantee. Education licensure requires a GPA of 3.0 (or higher) overall, in the major, and in education coursework. While transfer grades are not included in SMC GPA calculations, they are included in calculations for education licensure eligibility.

CCV ASSOCIATE OF ARTS IN EARLY CHILDHOOD EDUCATION	SMC BACHELOR OF ARTS IN ELEMENTARY EDUCATION (WITH ENGISH MINOR^)
CCV Requirements / Courses	**SMC Requirements / Courses**
General Education Requirements	
Gen Ed: First Semester Seminar INT-1050 Dimensions	Core: Purposeful Learning ID101 Intro to Purposeful Learning
Gen Ed: Intro Written Expression ENG-1061 English Composition	Core: First Year Seminar
Gen Ed: Digital & Computing Literacy	Elective
Gen Ed: Mathematics Choose: MAT-1030 or higher	Core: Quantitative Reasoning & Major: Content Area Math Requirement
Gen Ed: Natural Science Any CCV 4-credit Natural Science course with a lab	Core: Scientific Inquiry & Major: Content Area Science Requirement
Gen Ed: Social Science Choose: PSY-2010 Child Development	Major: Required Course ED251 Child Development & Education
Gen Ed: Arts and Aesthetics Choose: ENG-2101, ENG-2120 or ENG-2150 Creative Writing	Core: Literature and the Arts & Minor: Required Course EN135 Intro to Creative Writing
Gen Ed: Humanistic Perspectives Choose: HIS-1220 or HIS-2160	Core: History and Society & Core: Engaging Diverse Identities & Major: Content Area History Requirement HI216 Native Peoples of No. America or HI180 African American History
Gen Ed: Communication Choose: COM-1015 Communication in the ECE & Afterschool Workplace	Elective
Gen Ed: Research & Writing Intensive Choose: ENG-1310 Introduction to Literature	Minor: Required Course EN110 Writing, Literature, Life & Major: Content Area English Requirement
Gen Ed: HUM-2010 Seminar in Educational Inquiry	Elective
Core Program Requirements	
EDU-1030 Intro to ECE*	Elective ED357 Early Childhood Education
EDU-1270 Supporting Young Children with Diverse Abilities	Major: Required Course ED340 Tchg in Inclusive PK-6 Class
EDU-2045 Curriculum Development for ECE*	Elective
INT-2860 Professional Field Experience*	Elective
Choose: EDU-2370 Critical Perspectives in Education	Major: Required Course ED231 Education in the 21st Century
Choose: EDU-2145 Social-Emotional Development in Ages 5-18	Major: Required Course ED350 Trauma-Informed Educat'l Pract
Electives (9 credits)	
Choose: PHI-1010 Introduction to Philosophy	Core: Fundamental Philosophical Questions PH103 Philosophy and the Good Life
Choose: FRE-1111, SLS-1011 or SPA-1011	Core: Second Language - Elementary I
Choose: FRE-1112, SLS-1012 or SPA-1012	Core: Second Language - Elementary II
Total CCV credits: 60-61	**Requirements to be completed at SMC:**
	Core: Study of Christian Traditions & Thought RS120 Christianity: Past & Present
	Core: Junior Seminar
	Core: Catholic Intellectual Tradition
	Major: Required Course ED300 Teaching Soc St & Arts PK-6
	Major: Required Course ED325 Teaching Math PK-6
	Major: Required Course ED327 Tching Sci & Engineering PK-6
	Major: Required Course ED335 Literacy in PK-6 Classroom
	Major: Required Course ED369 Integrated Curriculum
	Major: Required Course ED428 Student Teaching Seminar
	Major: Required Course ED475 Student Teaching Internship
	Minor Courses - 12 credits
	Electives - 7-8 credits

CCV ASSOCIATE OF ARTS IN EARLY CHILDHOOD EDUCATION	**SMC BACHELOR OF ARTS IN ELEMENTARY EDUCATION (WITH ENGISH MINOR^)**
	Estimated Total Credits: 128**

^All Saint Michael's College Elementary Education majors must complete a minor. Students may choose any minor; however, some minors, such as English (shown in this sample plan), allow courses to satisfy major, minor, and Core Curriculum requirements simultaneously, making degree completion more efficient.

*Required for the Early Childhood Education Licensure Endorsement.

**Bachelors' degrees at SMC require 128 credits. Additional degree requirements are detailed here.

Associate of Science in Behavioral Science (CCV) to Bachelor of Arts in Psychology (SMC)

The pathway below illustrates how students may efficiently complete degree requirements for specific programs across both institutions. Students and their advisors may make adjustments based on academic interests, transfer credits, and scheduling considerations. Students are encouraged to consult with a CCV advisor to discuss their goals and determine the plan of study that best supports their academic interests and transfer goals.

CCV ASSOCIATE OF SCIENCE IN BEHAVIORAL SCIENCE	SMC BACHELOR OF ARTS IN PSYCHOLOGY
CCV Requirements / Courses	**SMC Requirements / Courses**
General Education Requirements	
Gen Ed: First Semester Seminar INT-1050 Dimensions	Core: Purposeful Learning ID101 Intro to Purposeful Learning
Gen Ed: Intro Written Expression ENG-1061 English Composition	Core: First Year Seminar
Gen Ed: Digital & Computing Literacy	Elective
Gen Ed: Mathematics Choose: MAT-2021 Statistics	Core: Quantitative Reasoning & Major: Required Course ST120 Elementary Statistics
Gen Ed: Natural Science Any CCV 4-credit Natural Science course with a lab	Core: Scientific Inquiry
Gen Ed: Social Science Choose: PSY-1010 Introduction to Psychology	Major: Required Course PS101 General Psychology
Gen Ed: Arts and Aesthetics	Core: Literature and the Arts
Gen Ed: Humanistic Perspectives Choose: PHI-1040 Introduction to Ethics	Core: Catholic Intellectual Tradition PH203 Ethics
Gen Ed: Communication Choose: COM-1020 Interpersonal & Small Group Communication or COM-1030 Intercultural Communication	Elective
Gen Ed: Research & Writing Intensive Choose: ENG-1020 Introduction to Research Methods	Elective
Gen Ed: HUM-2010 Seminar in Educational Inquiry	Elective
Core Program Requirements	
One of: SWK-1010, CRJ-1010, PSY-1130, PSY-1050 Choose: PSY-1130 Introduction to Substance Use Disorders	Major: Brain & Behavior PS2XX (200-Level PS Course, no direct equivalent)
One of: ANT-1010 or SOC-1010 Choose: ANT-1010 Intro to Cultural Anthropology	Core: History and Society & Core: Engaging Diverse Identities ANT109 Intro to Cultural Anthropology
SWK-2070 Social Justice & Public Policy	Elective
INT-2860 Professional Field Experience	Elective
Behavioral Science Electives (12 credits)	
Choose: PSY-2060 Psychopathology	Major: Development & Human Potential PS256 Abnormal Psychology
Choose: PSY-2010 Child Development or PSY-2020 Infant &Toddler Development	Major: Development & Human Potential PS252 Child Development
Choose: PSY-2040 Social Psychology	Major: Self in Relation to Others PS250 Social Psychology
Choose: PSY-1060 Intro to Health Psychology	Major: Brain & Behavior PS350 Psychology of Health/Illness
Electives (3 credits)	
Choose: PHI-1010 Introduction to Philosophy	Core: Fundamental Philosophical Questions PH103 Philosophy and the Good Life
Total CCV credits: 60-61	**Requirements to be completed at SMC:**
	Core: Study of Christian Traditions & Thought RS120 Christianity: Past & Present
	Core: Second Language - Elementary I
	Core: Second Language - Elementary II
	Core: Junior Seminar
	Major: PS215 Research Methods
	Major: Capstone
	Major: 300-Level PS Elective
	Major: 200/300-Level PS Elective
	Elective/Minor Courses - 32 credits
	Estimated Total Credits: 128*

*Bachelors' degrees at SMC require 128 credits. Additional degree requirements are detailed here.

Academic Credit & the 4-4 Curriculum

Students typically take four 4-credit courses each semester (a 4-4 curriculum). Saint Michael's also offers a number of half-courses (two credits each), along with a small selection of courses with other credit values. Full-time tuition allows students to enroll in a maximum of 18 credits each semester. Students who take at least 12 credits are considered full-time students. Students must successfully complete a minimum of 128 credits to graduate. The 4-4 curriculum presents a focused and in-depth experience that emphasizes critical and careful reading, writing, research, and various kinds of experiential learning.

Students are expected to devote a minimum 2.5 hours per week, per credit of coursework. For each traditional 4-credit course, this means spending an average of 10 hours of effort per week, per course throughout the 15-week semester. In traditional classroom-based courses, just over three of these hours (190-195 minutes) are spent in class. Consequently, for this type of course, students should expect to spend at least an additional 7 hours of effort per week (on average) outside of class on readings, homework, writing papers, research, take-home exams, studying for in-class quizzes and exams, and meetings with fellow students and the instructor. In courses that are not primarily based in a classroom, students are expected to complete at least an equivalent amount of work (10 hours/week/4-credit course), which may include laboratory work, internships, practica, studio work, and other forms of academic work. In half courses (2 credits), there is an expectation of at least 5 hours of work per week, including in-class time.

Courseloads

Full-Time Student Status

An undergraduate student who is actively enrolled in 12-18 credits is considered to be a full-time student during the fall and spring semesters.

Part-Time Student Status

Undergraduate students enrolled in fewer than 12 credits during the fall and spring semesters are considered part-time students.

Course Overloads

An undergraduate student with a cumulative grade point average of 3.0 or higher may be permitted to enroll in more than 18 credits, but not more than 21 credits in a single term. The student must submit a Course Overload Request Form to the Office of the Dean of Undergraduate Education. The course overload may only be added during the Drop/Add Period. Course overloads incur additional tuition costs which may be waived for overload credits in music lessons, music ensemble courses, purposeful learning (ID101 Intro to Purposeful Learning), and for students in the Honors Program.

Policies & Expectations

Students and instructors should understand that the primary purpose of attending college is for students to engage actively in their learning, guided by their professors. This guidance occurs most directly through participation in the classroom, laboratory, or other scheduled instructional settings. Students and instructors are expected to meet during all scheduled classes unless prevented from doing so by illness or other emergencies.

In-person learning is an essential part of the educational experience at Saint Michaels and is a required component of all classes not officially designated as “online.” Students are expected to attend classes regularly and should plan their course schedules in ways that minimize conflicts with attendance requirements.

Faculty have the right to determine the attendance and lateness policies for their courses and must communicate those policies clearly in the course syllabus and/or through the course Canvas page. Individual class attendance policies should recognize that students may encounter occasional circumstances that interfere with class attendance. Faculty are encouraged to provide reasonable flexibility in the form of limited permitted absences.

With the exception of courses explicitly designated as “online” in the course schedule, Saint Michael’s College does not offer remote instruction or long-term remote accommodations. If students must miss class for a short period due to illness or personal circumstances, instructors may choose to support them in a variety of ways. These may include recorded lectures, live streaming, or other virtual options. Such accommodations are not guaranteed and should not be expected, even for short-term absences.

Instructors are encouraged to report excessive absences to the Dean of Undergraduate Education. In such cases, the Dean and/or Student Success Center staff will follow up with student to discuss options. Students who anticipate being unable to attend classes for more than 10 consecutive days must contact the Undergraduate Dean’s Office to discuss possible options. While absent, students remain responsible for staying in communication with their instructors and keeping up with coursework.

Undergraduate Grading System

Undergraduate Grading System

Instructors report final course grades at the end of each semester. The deadline to submit grades is 48 business hours after the course’s assigned final exam timeslot concludes regardless of whether a final exam is held.

Grades are reported and recorded as letter grades. The translation of numeric scores translate to letter grades is the purview of the instructor and/or program, and conversions may differ from course to course.

Student averages and class ranks are computed on the following grade point basis:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
F	0.0

To determine the quality points earned for a particular course, multiply the number equivalent to the letter grade by the credit hours assigned to the course. To arrive at the grade point average (GPA), add the quality points for all courses and divide the sum by the number of credit hours attempted.

In certain instances, grades are assigned that appear on the transcript, but aren't used in grade point calculation. These grades are:

NOTATION	GRADE	DESCRIPTION
AU	Audit	Student elected to take course for no academic credit. This is a permanent notation.
UA	Unsuccessful Audit	Student registered to audit course, but did not regularly attend or participate. This is a permanent notation.
I	Incomplete	Some assignments have not been completed for a legitimate reason. This is not a permanent notation.
P	Pass	Student elected to take course on Pass/Fail basis. A grade of "P" may represent work completed at the "D" level or higher. This is a permanent notation.
WD	Withdrawn	Student withdrew from the course and did not earn credit. This is a permanent notation.
XT	Extended Credit	Course is linked to work across multiple semesters. Ungraded credit is earned at the end of the term, but final course grade is at a later date. This is not a permanent notation.

Audit

Students may enroll in a course on an audit basis. An audit must be declared by the Drop/Add deadline. An audit is recorded on the student's academic record as "AU", but no letter grade or credits are assigned. The expectations of the audit are established by the instructor, who will verify successful completion of the audit to the Registrar's Office at the end of the semester. An auditor is expected to attend classes, but is generally not required to complete assignments or to take examinations unless required by the instructor. An unsuccessful audit is recorded on the student's academic record as "UA" in cases when the student does not attend class and/or does not otherwise meet the instructor's expectations for the audit.

Pass/Fail

A course may be taken on a pass/fail basis as long as the course does not satisfy core, major or minor requirements. Students must select the course(s) they wish to take pass/fail and complete the Pass/Fail Grading Request form for each course. The deadline for converting a course to pass/fail aligns with the Withdrawal deadline for a given term.

Grading and GPA Implications for Repeated Courses

When a student repeats a course, both grades appear on the transcript and both are computed in the student's cumulative grade point average. If a repeated course counts toward a student's major or minor, only the higher grade is computed in the major/minor grade point average. The student earns credit for a repeated course only once. In accordance with the Transfer Credit Policy, if a course is repeated at another college or university, credit is only awarded if institutional credit was not already awarded (i.e. the student repeats a course for which they received an "F" at SMC). Grades in repeated transferred courses do not appear on the SMC transcript, nor do they count toward a student's grade point average.

Incomplete Grade Policy

Assignment of Incomplete Grades

An Incomplete (I) is a temporary grade assigned at the discretion of the instructor when a student is unable to complete a limited portion of course requirements due to illness, emergency, or other extenuating circumstances.

The instructor makes an initial determination as to whether an Incomplete is academically appropriate. All Incomplete grades remain subject to review and approval by the Undergraduate Dean's Office.

To be eligible for an Incomplete, a student must have completed a majority of the course requirements with work of passing quality. An Incomplete is generally not available to students who have outstanding Incompletes from a previous term. If these conditions are not met, a final letter grade must be assigned.

Expectation of Deliberate Academic Judgment

An Incomplete should be used only when a limited portion of course work remains and the final grade cannot yet be reasonably determined.

Prior to the submission of an Incomplete request, the instructor and student are expected to engage in a thoughtful discussion about whether an Incomplete is appropriate. Especially in cases where a student has already earned a passing grade based on completed work, this conversation should consider:

- the student's current earned grade;
- the amount and nature of the remaining work;
- the likelihood that additional work will meaningfully change the final grade; and
- the academic, financial, and progression implications of carrying an Incomplete, including the consequences if the Incomplete expires and is converted to an "F."

Students and instructors should recognize that an Incomplete is not intended simply to provide additional time to improve a grade. In some cases, accepting the earned grade at the conclusion of the term may be the more appropriate academic outcome.

Process

Once the student and instructor agree on the terms of the Incomplete, the instructor will complete the Incomplete Grade Request Form.

The Dean of Undergraduate Education will review the request to confirm both the student's eligibility and the appropriateness of the Incomplete. If approved, the Registrar's Office will record the Incomplete and its expiration date.

The Registrar will provide a copy of the approved form to the student and instructor. The approved form serves as the official agreement governing completion of the course.

Completion and Expiration

Incomplete work should be completed as soon as possible and no later than 30 days after the end of the semester in which the Incomplete is assigned, unless an extension is approved by the Dean of Undergraduate Education.

Once final work is submitted, the instructor will report the appropriate grade in accordance with College procedures.

If the Incomplete is not resolved by the published deadline, the grade will automatically convert to an "F."

Administrative Oversight

All Incomplete grades are subject to institutional oversight. The Undergraduate Dean's Office may review, approve, or deny the assignment of an Incomplete and may establish additional conditions or deadlines as appropriate.

Undergraduate Grading System

Undergraduate Grade Appeal & Academic Conflict Resolution Procedure

Instructors have broad leeway to assign grades according to their professional judgment. Instructors should evaluate work according to sound academic standards and in alignment with clearly specified policies and procedures on course syllabi, assignments, and communications.

Students may contest a grade if they feel it meets one or more of the following conditions:

- An error in the calculation of the grade
- The assigned grade is inconsistent with criteria and policies articulated in the course syllabus, and/or inconsistent with any stipulated conditions for course requirements and assignments
- The grading standards were inconsistently or inequitably applied
- The grade was given for factors other than academic performance, including personal bias or any criteria that would fall under the College's non-discrimination policy

Students pursuing an appeal must follow the conflict resolution procedure outlined below, and the student assumes the burden of proof in the appeals process.

A student who believes that course work has been unfairly evaluated, or who has another conflict regarding academic matters other than Academic Probation/Dismissal or Academic Integrity Policy should use the following procedure:

1. As soon as possible, and no later than three weeks after the grade is posted, the student must approach the faculty member to discuss the issue. In the event of a grade dispute, the student should seek an explanation of the method of evaluation and seek a determination that no error has been made. The faculty member must provide a written response to the student copying the Undergraduate Dean.
2. If the student is not satisfied with the results of this conference, a meeting has already taken place, or a meeting with the faculty member was not possible, the case must be presented in writing with supporting documentation to the Associate Dean who oversees the course subject. The deadline for providing this documentation to the Associate Dean is two weeks after receiving the written reply from the course instructor.
3. If, after consultation with the faculty member and after a review of the written evidence, the Associate Dean finds legitimate cause for complaint, they will work toward an equitable solution with the student and faculty member. The Associate Dean just provide a written response to the the student copying the Undergraduate Dean.
4. If this fails, the student may formally appeal to the Dean of Undergraduate Education in writing with supporting documentation. The deadline for appealing is two weeks after receiving the written reply from the Associate Dean.

Procedures for a Formal Grade Appeal

Formal appeals are heard by a panel consisting of Dean of Undergraduate Education and two members of the Curriculum and Educational Policy Committee (CEPC), selected by that committee's chair. If the decision involves a grade change, the department chair will be consulted by the Dean to help determine the final grade.

Prior to the hearing, students must submit in writing the reasons for the appeal, along with any supporting documentation. The materials should address how the grade violated the conditions for a grade appeal outlined above. Students must be given adequate notice to prepare these materials, along with the opportunity to address the committee and answer any questions directly. Faculty who assigned the original grade may attend the hearing in person or submit their position in writing. Students can be advised by a Success Advisor, who may accompany them to the hearing at the student's request. Family, friends, and/or representatives from outside Saint Michael's College are not permitted in the hearing.

After reviewing all relevant documents and information related to the grade and appeal, the committee has within its purview the following outcomes:

1. Uphold the original grade
2. Assign a new grade
3. Allow the student to withdraw from the course with a grade of WD
4. Allow the student to receive a pass for the course, provided the course does not count toward a major, minor, or the core curriculum

The committee will communicate the decision as soon as possible, though it may not be immediate if they need to collect additional information. The decision of the committee is final, and there will be no further opportunities to appeal the grade. content

Undergraduate Grading System

Grade Change Policy

Purpose and Scope

Final grades submitted to the Registrar represent the instructor's professional judgment of a student's academic performance and are considered final. Students may pursue concerns through the Undergraduate Grade Appeal & Academic Conflict Resolution Procedure outlined in this catalog. Grade changes initiated by instructors are permitted only under limited circumstances to ensure the integrity and accuracy of the academic record.

Permissible Reasons for a Grade Change

An instructor may request a change to a previously submitted grade only in the following circumstances:

- correction of a clerical or computational error in the calculation or recording of the grade;
- resolution of an Incomplete (I) in accordance with College policy; or
- implementation of the outcome of a formal academic process (e.g., grade appeal, academic integrity, or administrative action), which may in some cases be processed outside the standard grade change workflow.

Grade changes will not be approved on the basis of:

- the submission of additional or revised work after the end of the term, unless previously authorized through an approved Incomplete; or
- a reevaluation of student work using different or revised grading standards after final grades have been submitted.

Time Limits

Instructor-initiated grade changes should be submitted as soon as possible after the original grade is recorded.

Grade changes submitted within 30 days after the end of the semester in which the course was taken will normally be approved, provided they meet the criteria outlined above.

Requests submitted more than 30 days after the end of the semester will be approved only in exceptional circumstances in which it was not possible to address the issue within the initial 30-day period. Such requests require the approval of the Dean of Undergraduate Education.

No grade changes may be made after a student's degree has been conferred, except in cases of documented institutional error.

Process

All instructor-initiated grade changes must be submitted to the Registrar's Office using the Grade Change Request Form and must include a clear explanation of the reason for the change.

Grade changes are subject to review and approval by the Dean of Undergraduate Education, as appropriate.

The Registrar's Office will process approved changes and retain appropriate documentation as part of the student's academic record.

Undergraduate Grade Appeal & Academic Conflict Resolution Procedure

Instructors have broad leeway to assign grades according to their professional judgment. Instructors should evaluate work according to sound academic standards and in alignment with clearly specified policies and procedures on course syllabi, assignments, and communications.

Students may contest a grade if they feel it meets one or more of the following conditions:

- An error in the calculation of the grade
- The assigned grade is inconsistent with criteria and policies articulated in the course syllabus, and/or inconsistent with any stipulated conditions for course requirements and assignments
- The grading standards were inconsistently or inequitably applied
- The grade was given for factors other than academic performance, including personal bias or any criteria that would fall under the College's non-discrimination policy

Students pursuing an appeal must follow the conflict resolution procedure outlined below, and the student assumes the burden of proof in the appeals process.

A student who believes that course work has been unfairly evaluated, or who has another conflict regarding academic matters other than Academic Probation/Dismissal or Academic Integrity Policy should use the following procedure:

1. As soon as possible, no later than the end of the sixth week of the following semester, the student must approach the faculty member to discuss the issue. In the event of a grade dispute, the student should seek an explanation of the method of evaluation and seek a determination that no error has been made.
2. If the student is not satisfied with the results of this conference, a meeting has already taken place, or a meeting with the faculty member was not possible, the case must be presented in writing with supporting documentation to the Associate Dean of the school through which the course is offered.
3. If, after consultation with the faculty member and after a review of the written evidence, the Associate Dean finds legitimate cause for complaint, they will work toward an equitable solution with the student and faculty member. If this fails, the student may formally appeal the dispute by contacting the Dean of Undergraduate Education.

Procedures for a Formal Grade Appeal

Formal appeals are heard by a panel consisting of Dean of Undergraduate Education and two members of the Curriculum and Educational Policy Committee (CEPC), selected by that committee's chair. If the decision involves a grade change, the Associate Dean will be consulted by the Dean to help determine the final grade.

Prior to the hearing, students must submit in writing the reasons for the appeal, along with any supporting documentation. The materials should address how the grade violated the conditions for a grade appeal outlined above. Students must be given adequate notice to prepare these materials, along with the opportunity to address the committee and answer any questions directly. Faculty who assigned the original grade may attend the hearing in person or submit their position in writing. Students can be advised by a Success Advisor, who may accompany them to the hearing at the student's request. Family, friends, and/or representatives from outside Saint Michael's College are not permitted in the hearing.

After reviewing all relevant documents and information related to the grade and appeal, the committee has within its purview the following outcomes:

1. Uphold the original grade
2. Assign a new grade
3. Allow the student to withdraw from the course with a grade of WD
4. Allow the student to receive a pass for the course, provided the course does not count toward a major, minor, or the core curriculum

The committee will communicate the decision as soon as possible, though it may not be immediate if they need to collect additional information. The decision of the committee is final, and there will be no further opportunities to appeal the grade.

FERPA & Confidentiality of Educational Records

Family Educational Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act of 1974 (commonly known as FERPA, aka the Buckley Amendment) pertains to student education records maintained by institutions of higher education, including Saint Michael's College. The act affords students certain rights with respect to their educational records, including the right to access those records. At the same time, FERPA protects the students' rights to privacy by limiting access to their records without their consent. The following guidelines are in place to assist members of the Saint Michael's community in understanding the provisions of the act as they apply to Saint Michael's College.

Annual Notification of Rights Under FERPA

Under FERPA, eligible students are granted certain rights with regards to education records:

1. The right to inspect and review their education records within 45 days of the request
2. The right to request amendment of education records if the student believes they are inaccurate
3. The right to require Saint Michael's College to obtain written consent to disclose personally identifiable information from the student's education records unless an exception applies
4. The right to file a complaint concerning alleged FERPA violations with the Family Policy Compliance Office within the U.S. Department of Education. The name and address of the office that administers FERPA is:
   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202-5920

College Policy on Student Access to Educational Records

Education records are records directly related to a student and that are maintained by the College, including grades, transcripts, rosters, schedules, student financial information, student employment information, and student discipline files.

Records not covered by FERPA include any record received prior to January 1, 1975, financial records of parents, private notes of faculty and administrative officers, public safety/law enforcement records, and health/medical records.

For purposes of FERPA, a student is any individual who is or has been in attendance at the College. Attendance is deemed to begin when the individual registers (or is registered) for courses or occupies college housing, whichever occurs first.

All current and former students have access to their educational records upon written request to the applicable office. Each office will comply with all requests within a reasonable length of time, but not later than 45 days from the date of receipt of the written request.

College Policy on Release of Confidential Records

Saint Michael's College will not release any education records without a written or electronic release. Exceptions to this policy are as follows:

1. School official has legitimate educational interest.
2. Knowledge of such information is necessary to protect the health/safety of the student or other individuals.
3. Information may be provided to parents/guardians regarding student use or possession of alcohol or a controlled substance if the college has determined that the student has committed a disciplinary violation.
4. Compliance with a judicial order or subpoena.
5. Request is from authorized representatives of government entities (e.g. SEVIS, Solomon Amendment).

Students who wish to give a blanket authorization for the College to share education records with parents, legal guardians or other designated persons may file a form with the Registrar's Office.

Directory Information

FERPA allows institutions to classify part of the education record as "directory information", which may be disclosed without the student's written consent. If a student does not want this information publicized, the student must request directory exclusion in writing on an annual basis. Saint Michael's College considers the following to be Directory Information:

Name	Class	Degrees (Including Dates)
Address	Enrollment Status	Previous School Attendance
Telephone Number	Major and/or Minor	Participation in Sports & Activities
Email Address	Honors & Awards (Including Dean's List)	Height/Weight (Athletic Team Members Only)
Place of Birth	Dates of Attendance	

Hearings

Students may challenge any educational record that they feel to be inaccurate, misleading, or a violation of privacy. This policy does not apply to grades. Students wishing to challenge a grade should follow the steps outlined in the College's Grade Appeal Policy.

When a student challenges information in a education record, every effort shall be made to resolve the issue with between involved parties and offices. If this is not possible, the student must submit a written statement to the institution's FERPA coordinator outlining the alleged inaccurate, misleading or inappropriate data or statement contained in the record. The coordinator will appoint an impartial college official who will conduct a hearing within 45 days of receipt of the written statement. The impartial hearing officer will render a decision and communicate it writing to the student and all other involved parties. The student may appeal the decision to the President of Saint Michael's College. The President's decision on the matter is final.

The above policy statement is subject to amendment with approval by the Board of Trustees.

Registration Policies & Processes

Students typically arrange their class schedules during semesterly registration periods after consultation with their advisors. Students who have registration holds on their account are only permitted to register once those holds have been cleared. Holds may be placed on students accounts for a wide variety of reasons, including an outstanding balance, failure to submit immunization paperwork, failure to meet with the advisor prior to registration, failure to provide SMC with emergency contact information, and more. Registration holds are communicated to student through KnightVision and/or communications are sent to students' SMC email accounts in advance of registration.

Students who have not been admitted into a degree program at Saint Michael's may be permitted to enroll in courses with space available after degree students have registered. Enrollment as a non-degree undergraduate student is generally limited to a cumulative total of 12 credits. To continue beyond 12 credits, the student must be formally admitted to the College through the usual application procedures of the Admission Office.

The schedule of courses contains information about courses being offered during the current term, and any subsequent terms that are available. Students and faculty can access the schedule of courses through KnightVision. Guest access to the schedule of courses is available here.

Registration Schedule for Fall and Spring Terms

Students generally register for spring courses in November of the preceding fall and for fall courses in April of the preceding spring. The undergraduate registration priority schedule is driven by class standing, which is determined by the number of credits a student has earned. Class standing does not take into account courses in progress.

Week 1 - Registration Opens to Matriculated Students

CLASS STANDING	EARNED CREDITS REQUIRED FOR CLASS STANDING	REGISTRATION DAY
Graduate	NA (all Graduate students in degree or certificate programs)	Monday
Senior	89+	Tuesday
Junior	56-88	Wednesday
Sophomore	24-55	Thursday
First Year	0-23	Friday

Week 2 - Open Registration for Matriculated Students

Some courses initially carry registration restrictions based on major, minor, class year, or other criteria. These restrictions are in place to ensure students who need specific courses for academic progression have priority during the initial week of registration. During the following week (Open Registration), some previously restricted courses become more widely available, provided there is still space in the section. Not all restrictions are guaranteed to be removed. Some courses may retain prerequisites or approvals depending on program needs. Students are encouraged to revisit course offerings during Open Registration, as availability and eligibility may change.

Week 3 - Registration Opens to Non-Matriculated Students

Following Open Registration, course registration becomes available to non-degree students, including visiting students, high school dual enrollment students, and other approved individuals not pursuing a Saint Michael's degree or certificate.

- Non-degree registration opens after all degree-seeking students have had access to course registration.
- Enrollment is subject to space availability and any remaining prerequisites or restrictions.
- Non-degree students must be properly credentialed in KnightVision and may be required to submit additional documentation or approvals.

Registration for Winter Intersession and Summer Term

The Saint Michael's campus community is notified when registration opens for Winter Intersession and Summer Term courses.

- Winter Intersession registration typically opens in October
- Summer Term registration typically opens in March

Unlike fall and spring terms, registration for Winter and Summer is not tiered by class year; it opens to all students at the same time.

Drop/Add Period

Students may adjust their schedules during the official Drop/Add Period. For full-semester fall and spring courses, the Drop/Add Period spans the first seven instructional days of the semester. Courses dropped during this period will not appear on the student's transcript. Students may add open courses, provided they meet all prerequisites and obtain any required approvals.

For courses that do not span the full length of the semester, including Winter Intersession, Summer Term, and other accelerated or abbreviated courses, the Drop/Add deadline occurs at approximately 10% of the course duration, with a minimum Drop/Add period of two instructional days. Applicable deadlines are published and/or communicated to students as appropriate. Additional details on the Drop/Add Period for Winter and Summer are available on the Undergraduate Summer & Winter Terms and Graduate Summer Courses pages.

Course Withdrawal Period

After the Add/Drop Period ends, students may withdraw from a course through the published Withdrawal Deadline, typically at the two-thirds point of the semester or session. A “WD” grade will appear on the transcript, indicating withdrawal without impact on the GPA.

- Students must submit a Course Withdrawal Request Form.
- Withdrawal is not permitted after the deadline. Leaving a course after the deadline or failure to file the required form will typically result in a final grade of “F” in the course.

Pass/Fail Grading

Students may take courses on a Pass/Fail basis by submitting the Pass/Fail Grading Request Form.

- Courses used to fulfill Core Curriculum, major, or minor requirements may not be taken Pass/Fail.
- A grade of “P” earns credit but is not calculated in the GPA; a grade below the passing threshold results in “F,” which is included in the GPA.
- Students must declare the Pass/Fail option by the deadline published on the Academic Calendar, typically the two-thirds point in the semester or session.

Certain courses are only offered on a Pass/Fail basis. Pass/Fail only courses are noted as such in their catalog descriptions.

Auditing

Students may audit courses by submitting the Course Audit Request Form form to the Registrar’s Office by the Add/Drop deadline.

- Audited courses do not carry course credit and may not be used to satisfy any degree requirements.
- The expectations of the audit are established by the instructor. An auditor is expected to attend classes, but is generally not required to complete assignments or to take examinations unless required by the instructor.
- An unsuccessful audit is recorded on the student's academic record as "UA" in cases when the student does not attend class and/or does not otherwise meet the instructor's expectations for the audit.

Undergraduates Taking Graduate-Level Coursework

In certain cases, undergraduate students may receive permission to take graduate level coursework while pursuing the undergraduate degree. Permission to take graduate level course may be given by the course instructor and/or the chair or program director. Most graduate-level courses at Saint Michael’s are worth 3 credits at the graduate level. Undergraduates typically receive 4-credits for 3-credit graduate courses due to the advanced content, nature and rigor of the course. In order to register for graduate level courses, undergraduates must file the Undergrad Enrollment in Grad Courses Form.

Summer & Winter Terms

Saint Michael's offers select courses during the summer and winter terms. With the exception of faculty-led study trips, undergraduate summer and winter courses are offered in a fully online, asynchronous format under the umbrella of the Accelerated Summer College and Winter Intersession programs. More information on course meeting patterns is available in KnightVision.

Saint Michael’s College reserves the right to cancel courses due to low enrollment. Should a course be canceled, students are given the opportunity to take another course within the session or receive a full refund of tuition and fees.

Unless otherwise specifically noted, students enrolled in summer and winter courses are subject to the same policies outlined in the academic catalog and student handbook as those in effect during the traditional academic year.

Workload

Due to the accelerated pace of summer and winter terms, students are expected to commit significantly more time each week to their coursework compared to the traditional academic year. While the specific expectations may vary by course, students should plan to spend at least 20-30 hours per week on coursework.

Accommodations

Students with documented learning differences are encouraged to work with the Office of Accessibility Services. Students are responsible for coordinating necessary accommodations with that office prior to the start of summer and winter courses.

Accelerated Summer College & Winter Intersession Policies

Online undergraduate summer and winter courses become available in the Canvas Learning Management System one week prior to the official start date. Students are encouraged to preview their courses early and assess whether the course is a good fit by taking the following steps:

- Review the course syllabus to understand expectations, assignments, and grading policies.
- View the Faculty Welcome Video, if one is provided, for an overview of the course and the instructor’s expectations.

- Confirm enrollment by completing the “I Am Here” assignment or, if choosing not to continue, officially drop the course in KnightVision by the Drop/Add deadline.
    - Completion of the “I Am Here” assignment confirms the student’s intent to remain enrolled and indicates acceptance of financial responsibility for the full cost of the course.
    - Students who do not complete the “I Am Here” assignment or otherwise engage in the course by the Drop/Add deadline may be removed from the course.

Sharing network or Canvas credentials is strictly prohibited. By completing the “I Am Here” assignment, the student affirms that they alone will complete all coursework associated with their name and online presence in the course.

Tuition

ACCELERATED SUMMER COLLEGE 2026*	REGULAR GRADING	AUDIT
ASC Standard Courses	$570 per credit	$285 per credit
ASC Summer Internship Courses	$285 per credit	NA
WINTER INTERSESSION 2026-27		
Winter Intersession Courses	$570 per credit	$285 per credit

Refunds

Due to the compressed format of summer and winter terms, refund schedules for these terms differ from the graduated refund schedules used during the fall and spring semesters. Students who drop a course during the published Drop/Add period will receive a full (100%) tuition refund for that course. No tuition refunds are issued for courses dropped after the Drop/Add deadline.

The following refund schedule applies to Undergraduate Accelerated Summer College (ASC) and Winter Intersession courses:

TERM	PERIOD	DATES	REFUND
Summer 2026 ASC 1*	Drop/Add	May 18-20	Full (100%)
	Withdrawal	May 21-June 12	None ($0)
Summer 2026 ASC 2*	Drop/Add	June 29-July 1	Full (100%)
	Withdrawal	July 2-24	None ($0)
Winter Intersession 2026-27	Drop/Add	December 21-23	Full (100%)
	Withdrawal	December 24-January 6	None ($0)
Summer 2027 ASC 1	Drop/Add	May 17-19	Full (100%)
	Withdrawal	May 20-June 11	None ($0)
Summer 2027 ASC 2	Drop/Add	June 28-30	Full (100%)
	Withdrawal	July 1-23	None ($0)

*NOTE: Summer 2026 rates and refund schedule are provided for informational purposes. The summer 2026 term falls within academic year 2025-26. Summer 2027 rates will be determined and published on the College's website after catalog publication.

Undergraduate Transfer Credit Policy

Residency Requirement

To earn a Saint Michael’s College degree, students must earn a minimum of 32 credits through SMC coursework. At least one quarter (25%) of the credits used to satisfy major and minor requirements must be earned through SMC coursework. Students must earn 24 of their final 32 credits through SMC coursework, or through a college-approved study abroad or study away program.

Transfer Credit Policy

Credit is transferred on a course-by-course basis. Transferred courses are assigned an equivalent Saint Michael’s College course prefix/number when applicable. If no equivalent course is designated, general credit in the appropriate discipline may be awarded.

Transfer credit is applied toward degree requirements in the same manner as Saint Michael’s coursework, except where limited by the Residency Requirement or specific catalog restrictions. Equity between transfer and resident credit is maintained throughout the evaluation and application of transfer coursework.

The Registrar’s Office makes the final determination on transferability of courses in consultation with the appropriate academic department.

In order to be eligible for transfer credit at Saint Michael’s College, a course must meet the following criteria:

- Institution where the course was completed is a regionally or nationally accredited, degree-granting college or university in the US; or the institution is recognized as a post-secondary, degree-granting institution by the foreign government or state governmental agency in the country where the institution is located. (For US institutions, the institution’s accrediting body must be recognized by the US Department of Education and/or the Council on Higher Education Accreditation).
- Course is comparable in content, nature, and rigor to course offerings in the corresponding discipline at Saint Michael’s College.
- Course is completed with a grade of C- (or equivalent) or higher. The Registrar’s Office reserves the right to require official documentation verifying successful completion of courses with grades of ‘P’ (Pass), ‘S’ (Satisfactory) or similar at the C- or higher level.

A course is not transferable under the following circumstances:

- Course discipline is not offered at Saint Michael’s College, e.g., nursing, physical education, or culinary arts.
- Course is considered remedial or developmental in nature, and doesn’t count toward degree requirements at sending institution.

- Course appears on transcript without credit and/or a grade assigned.
- Course credit was awarded based on life or work experience.
- Course credit is awarded in Continuing Education Units (CEU).

Grades in transferred courses are not transferable, and they are not used in the computation of the GPA at Saint Michael's College.

Transfer credit is awarded based on the credit value of the course in semester credit hours (or equivalent) at the sending institution, not based on the credit value of the comparable course at Saint Michael's College. The number of transfer credits Saint Michael's awards for a course will never exceed the credit value of the course at the sending institution. However, a three-credit transferred course may be used to satisfy a requirement if it is deemed equivalent to a four-credit Saint Michael's College that meets that requirement.

Transcripts

Students are responsible for ensuring that official copies of transcripts from each institution at which they have taken college-level coursework are submitted to Saint Michael's College for evaluation. This includes college credit earned through high school dual enrollment programs, Advanced Placement (AP) and International Baccalaureate (IB). Saint Michael's College accepts both hard-copy and electronic official transcripts.

College Credits Taken in High School

College level coursework completed in high school may be eligible for transfer credit. Coursework must be completed in accordance with the transfer credit policy information outlined in this catalog. An official transcript issued by the college or university granting credits is required. Transfer credit will not be considered for college-level coursework that appears on the high school transcript.

SMC Students Taking Courses at Other Institutions

Students may be given permission to take courses at other institutions with the purpose of transferring the credit to SMC to meet degree requirements. Students must complete a Transfer Credit Pre-Approval Form and provide accompanying documentation, such as course descriptions and/or syllabi. Courses not approved in advance may not be accepted for transfer.

Special Provisions for Transfer Students with Associate Degrees

Students who have earned an Associate Degree at an accredited institution are eligible to transfer a minimum of 60 credits used to satisfy their Associate Degree requirements. Any such courses completed in disciplines not offered at SMC (e.g., nursing, physical education, or culinary arts) transfer as general elective credit. Associate Degree courses completed with grades below "C-" transfer as elective credit only; they may not be used to satisfy core, major or minor requirements.

Undergraduate Independent Study, Research & Internships

Independent Study & Research Coursework

Independent study and/or research opportunities are available under certain circumstances to qualified students as complements to regular coursework. A 3.0 minimum grade point average is required to enroll in Independent Study/Research courses. Such courses must be approved by the Dean of Undergraduate Education no later than the last day of the Drop/Add period. In addition, Independent Research opportunities are available during the summer through an application process that may provide a grant for full-time research for an 8-10 week period.

Academic Internships

The Academic Internship Program at Saint Michael's College provides the opportunity for students to integrate their academic studies with a supervised work experience. Internships are available to all majors, and involve work in such areas as operations, marketing, law, education, the environment, sustainability, communications, fine arts, human resources, advocacy, science, healthcare, market research, social services, finance, sales, public relations, and more. Further details are listed on the Career Education Center's website.

Students must have completed their first full year of studies to be eligible to receive academic credit for an internship. Participation in the Academic Internship Program requires a minimum GPA of 2.0. Career Coaches assist students in identifying internship opportunities and completing the required forms.

Opportunities for overseas internships are available through the Office of Study Abroad. Non-credit internship opportunities are available during the academic year or the summer through the Career Education Center.

Undergraduate Academic Conduct Policy

Saint Michael's College is dedicated to the pursuit of knowledge through the free expression and exploration of ideas. Instructors seek to develop and maintain a learning environment which is both open to differing opinions and respectful of all members of the campus community. While the principle of academic freedom protects this freedom of inquiry as essential to our academic mission, it does not protect conduct that is disruptive to the classroom environment in which learning occurs. Students, in adherence to the Saint Michael's College Code of Conduct, are required to follow course policies, expectations, and instructions regarding behavior and interactions with peers and instructors. The Code of Conduct applies to all courses and course-related work offered by the College, including in person, on-line, and hybrid courses, video meetings and discussion boards, and any course-related interactions or communications involving peers, staff, and faculty. Unacceptable student behavior may include, but is not limited to, the following types of disruptive conduct in or out of the classroom:

- Rude or disrespectful behavior directed at peers, staff, or faculty, including unwanted interruptions and failure to adhere to instructors' directions in a classroom activity.
- Inappropriate and/or physically or verbally abusive language or behavior and other forms of intimidation in any setting.

Students must also respect a right to privacy and cannot record, capture, photograph, or share any class-related material, such as video, faculty or student presentations, class content, faculty or student postings, correspondences, etc., with any third party (which includes other students) without express permission of all parties.

A student may be temporarily removed or withdrawn from a course for not complying with these standards of behavior. The normal procedure for responding to unacceptable behavior is the following:

- The instructor is advised to keep careful written records regarding any incident of disruptive conduct.
- Following an initial incident, the instructor may choose to give an informal verbal warning to the student or may decide to inform their Program Director and the Undergraduate Dean's Office immediately. This decision is the prerogative of the instructor.
- Depending on the severity of the incident and the input of the instructor, the Dean of Undergraduate Education may require a meeting along with a formal written warning to the student. This will be followed by a one-week probationary period, which will be noted in the student's file. If there is no further disruptive behavior the probationary period will be terminated.
- If the disruptive conduct recurs at any point during the probationary period, or recurs at a later time in the course, the student may be withdrawn immediately from the course. The Dean of Undergraduate Education makes the final decision to withdraw the student in consultation with the instructor.
- Egregious violations of the Code of Conduct will be addressed by the Provost and may result in suspension or expulsion from the College.

Undergraduate Academic Integrity Policy

Scholarship, teaching, and learning are possible only in an environment of academic integrity characterized by honesty and mutual trust. Every member of the College community - students, faculty and administrators - has the responsibility to ensure that the highest standards of academic honesty and integrity are maintained.

To achieve this end the College has established policies and procedures regarding breaches in academic integrity.

Offences Against Academic Integrity

The following are examples of offenses to academic integrity that are prohibited by Saint Michael's College. The passages in *italics* constitute the Academic Regulations regarding academic integrity. These are followed by a brief discussion of the policies. Given the complex nature of the topic, the discussion does not include every possible offense against academic integrity but provides some typical examples.

1. Plagiarism

Presenting another person's ideas or content generated by artificial intelligence (AI) as one's own, by directly quoting or indirectly paraphrasing, without properly citing the original source. This includes inadvertent failure to properly acknowledge sources.

When using ideas, arguments, and/or data from other sources, students must clearly define the sources using appropriate quotations and citations. Plagiarism may occur even when not using the exact words of another author. Paraphrasing a section of an article, book, or website without the proper attribution is considered plagiarism. Students should ask their professor if there is any question about the proper use and citation of material from other sources.

Compositions, term papers, or computer programs acquired either in part or in whole from other students, the Internet, commercial resources, or any other source and submitted as one's own work shall be considered plagiarism. If the work contains the thoughts or words of others or of generative AI, and the student inadvertently fails to acknowledge the source(s), this action is considered plagiarism. Plagiarism applies to printed sources, electronic sources, video/audio sources, social media and material obtained through network sources, including e-mail and generative AI.

2. Unauthorized Assistance

Giving or receiving assistance during an examination or in the preparation of other assignments without the authorization of the instructor.

There are many possible instances of unauthorized assistance. Using cell phones and other electronic resources, any unauthorized notes during an exam, or use of artificial intelligence is prohibited unless the professor provides explicit permission. Copying from another individual's examination or providing information to another student during an examination is a breach of academic integrity. Soliciting, obtaining, possessing, or providing to another person an examination prior to the administration of the exam, or unauthorized use of generative artificial intelligence for the completion of exams or assignments, is prohibited.

Take-home exams, papers, and other outside work, such as online assignments, are the sole responsibility of the individual student. This does not prohibit group study sessions and consultation with other students to clarify points under study. In certain instances, a professor may permit and even encourage students to work together on certain projects. This is generally not the case when the work is represented as the student's own effort. If students have any questions they should ask the professor to provide clear guidelines regarding what assistance is authorized.

3. Interference

Interfering with the work of any other member of the College community by: (a) compromising academic materials (laboratory reports, papers, presentations, etc.) or (b) infringing on the fair and equal access of all to the academic resources of the College.

Any action that limits another student's access to the academic resources of the College or modifies their work is considered interference. For example, the unauthorized removal or relocation of library material is forbidden. Any tampering with another student's lab work or other academic work is a breach of academic integrity.

4. Interference Using Information Technology

Interfering with the work of any other member of the College by using information technology to: (a) alter another person's files, reports or data; (b) compromise data housed in the College's academic information systems; or (c) engage in any unauthorized access to computer material whether on a College system, on a personal device located at the College, or over the Internet using College systems.

Accessing protected data of any sort without authorization is a violation of academic integrity. This includes stealing or decoding passwords, destroying or modifying data, and reading or altering another person's files (including e-mail). In addition, any dissemination of computer-generated material such as viruses or spam, as well as preventing legitimate access to information via technology, are violations of this policy.

5. Multiple Submissions

Submitting the same academic work to fulfill the requirements for more than one course without authorization of all instructors involved.

Submitting the same assignment for more than one course is a breach of academic integrity. There may be instances where a student may want to extend the research completed on a different project. In these cases, the student must obtain the explicit permission of the instructors involved.

Procedures

Offenses in a Course

If a breach of academic integrity occurs in a course, the primary responsibility for dealing with alleged offenses rests with the instructor. The instructor should meet with the student to thoroughly discuss the evidence of the offense and the sanction to be imposed. If a meeting is not possible, the instructor may notify the student in writing. Any course-specific sanctions for academic integrity violations should be noted in writing on the course syllabus. The instructor should also file an Academic Integrity Offense Report with the Dean of Undergraduate Education, noting the nature of the incident and the sanction imposed.

When an instructor has filed an Academic Integrity Offense Report, a Success Advisor or representative from the Dean of Undergraduate Education's office will meet with the student to discuss the matter and the sanctions imposed. The Advisor or Dean will ensure that the student has a full understanding of the seriousness of the offense, the procedures to be followed, and the possible consequences of the breach of academic integrity, and will ask the student to sign a form acknowledging the offense and accepting the imposed sanctions.

If a student does not accept the determination of the instructor and prefers to not sign the form accepting the sanctions, the Dean may return the case to the faculty member for further discussion or let the report and sanctions stand. If a student contests a report, that fact must be noted in the student's record and made clear in the event of a Judicial Review.

If upon the submission of an Academic Integrity Offense Report the Dean of Undergraduate Education determines the student has a prior offense, the Dean will inform the student of the additional sanctions outlined by College policy and discuss the appeal and Judicial Review processes outlined below.

Offenses Outside of a Course

In instances of alleged academic "vandalism" outside the context of a specific course, such as interfering with another's work using information technology systems, the case shall be presented to the Dean of Undergraduate Education for review. The Dean of Undergraduate Education shall undertake a thorough investigation of the alleged offense, and if sufficient evidence warrants further action, the Dean of Undergraduate Education shall refer the case to a Judicial Review Board. When an offense occurs outside the context of a course, the Judicial Review Board will determine the sanctions imposed for each offense. These sanctions may include: (a) suspension from the College for a determined amount of time; or (b) expulsion from the College.

Sanctions

When an offense occurs in a course, the instructor will determine the specific sanctions imposed for each offense. These sanctions should be outlined in the course syllabus and may include but are not limited to:

- Repeating the assignment with or without a reduction in grade for the assignment
- Failure or zero credit for the specific assignment
- A reduction in the student's grade for the course
- Failure for the course

Additional College actions or sanctions for violations of the Policy are as follows:

- 1st Offense: meeting with Success Advisor or a representative of the Dean of Undergraduate Education's office but no additional sanctions
- 2nd Offense: automatic failure of the course
    - Students cannot avoid failure by withdrawing from the course, and students who have already withdrawn will have the W/D replaced with an F.
- 3rd Offense: automatic failure of the course plus suspension for subsequent Fall or Spring semester
- 4th offense: automatic failure of the course and expulsion from the College

Students have the right to appeal any of these sanctions by submitting a formal appeal to the Judicial Review Board.

Judicial Review Board & Appeal Procedures

The Judicial Review Board examines alleged offenses to the Academic Integrity Policy when they occur outside the context of a course and when students appeal a sanction mandated by the College's Academic Integrity Policy.

The Judicial Review Board consists of three members: one student chosen from the Judicial Review Board Membership and two faculty members appointed in accordance with the Faculty Regulations. The Dean of Undergraduate Education convenes the Judicial Review Board. A Success Advisor may accompany the student to the hearing for guidance, but friends, family, and/or representatives from outside Saint Michael's College may not.

The Judicial Review Board shall hear all relevant evidence from the involved parties on the matter. Based upon its determination of the facts, the Board can vote to uphold, reduce, or repeal any sanctions but cannot increase them. The Vice President of Academic Affairs shall have the power to review any decision of the Judicial Review Board and to reverse or modify any decision.

Confidentiality

Academic integrity reports are confidential and not part of a student's permanent record, and they will not appear on the student's transcript. However, suspensions and/or expulsions due to academic integrity violations do become part of a student's permanent record. Academic Integrity offenses will be reported to outside organizations requesting a background check so long as we have received a signed release from the student of record.

For further information, please contact:

Office of the Dean of Undergraduate Education
Klein Hall, Room 105
802.654.2347

Academic Standing

Academic performance is reviewed twice a year, typically in January (after fall semester) and August (after spring and summer terms). Notification of academic standing is sent to the student's SMC email account.

Dean's List

A student who has completed a minimum of twelve normally graded credits with a grade point average of at least 3.5 in a particular semester is placed on the Dean's List for that semester. For purposes of the Dean's List, normally graded credits comprise courses with grades that have attached quality points. Therefore, grades of "P", "WD" and "XT" are not included. A student with a grade of "I" (Incomplete) in a given semester is not eligible for inclusion on the Dean's List, even when the "I" is changed to a permanent grade.

Criteria for Good Academic Standing

EARNED CREDITS	MINIMUM CUMULATIVE GPA THRESHOLD
0-33	1.8
34+	2.0

Academic Warning

A student in good academic standing (see table above) whose recent performance raises concerns about meeting academic standards in the future will receive an academic warning. Academic warnings are issued under the following circumstances:

1. The student earns a semester GPA below 2.0.
2. The student is completing 75% (or less) of the credits they are attempting. *(Note: Courses with grades of "F" and "WD" count toward attempted credits that aren't completed.)*

Students who receive a warning are invited to meet with academic support staff to create an academic improvement plan and are encouraged to utilize the many academic and personal supports available at Saint Michael's.

Academic Probation

A student who does not meet the minimum cumulative GPA threshold for good academic standing (outlined above) will be placed on academic probation. While on probation a student's participation in extracurricular activities may be restricted. The student will be placed on an Academic Improvement Plan (AIP) approved by the Office of the Dean of Undergraduate Education. The AIP specifies GPA targets for the following term and requires regular meetings with academic support staff. Students who meet or exceed their GPA targets are retained for the subsequent semester. If they do not yet meet the criteria for good academic standing, they are continued on academic probation and given new GPA targets for the next term. Students who meet the criteria for good academic standing are removed from probation.

Academic Suspension

A student who fails to meet the GPA targets outlined in the AIP is suspended from Saint Michael's College for the following academic semester. Students have the option to appeal their suspension by submitting a formal letter to the Academic Review Board. The appeal should describe any extenuating circumstances contributing to poor academic performance and explain how the student will address these issues and improve academic performance during the upcoming semester. Students who do not submit an appeal by the deadline outlined in the suspension letter are suspended for the subsequent fall or spring term without further recourse.

The Academic Review Board (ARB) will review each student appeal, along with all relevant information, and recommend appropriate action to the Dean of Undergraduate Education and the Dean of the Faculty. Final decision-making authority on suspension or dismissal rests with the Dean of Undergraduate Education, in consultation with the Vice President of Academic Affairs. If the student's appeal is granted, the student is continued on academic probation for the following semester under the same conditions outlined above. If the appeal is denied, the student is suspended from Saint Michael's College for the subsequent fall or spring semester.

Suspended students should meet with a representative from the Office of the Dean of Undergraduate Education to develop plans for their time away from the College. That representative serves as the student's primary contact and resource during the suspension period.

Readmission After Suspension

To be readmitted following a suspension, students must submit a letter to the Dean of Undergraduate Education detailing how they will address prior obstacles to academic success and providing evidence of their ability to satisfy academic expectations. Full details about readmission are included in the letter detailing the academic suspension.

Academic Dismissal

Readmitted students who do not return to good academic standing and/or satisfy the conditions of their AIP will be dismissed from the College. Students may appeal a dismissal using the same process available for an academic suspension (see above). If the appeal is denied, the dismissal from Saint Michael's is final and permanent with no opportunity for readmission.

Although the procedure described above generally applies, Saint Michael's College reserves the right to suspend or dismiss at any time, without giving additional reason, students whose conduct or academic standing it judges to be unacceptable. Neither the College, nor the officers, nor the trustees of the College will be under any liability for such dismissal.

Voluntary Withdrawal

Students may withdraw from Saint Michael's College either temporarily or permanently. If the withdrawal occurs early in the semester, a partial refund of tuition and fees may be available. (Refer to the Student Accounts refund policy for details.)

To initiate a withdrawal, students should obtain a withdrawal form from the Office of the Dean of Undergraduate Education and return the completed form to that office. The Dean will then file the form with the Registrar's Office.

Transcript Implications

- **Before the Drop/Add deadline:** No courses will appear on the student's transcript.

- **After the Drop/Add deadline but before the course withdrawal deadline:** Students will receive grades of WD for all enrolled courses.
- **After the course withdrawal deadline:** Students will receive final letter grades in their courses, which may include failing grades. This applies to both official withdrawals (with notice) and unofficial withdrawals (without notice).

Exceptions to this policy may be considered by the Dean of Undergraduate Education in cases of non-medical emergencies or personal tragedies occurring between the course withdrawal deadline and the end of the term. Students who leave the College for medical and/or mental heath reasons after the course withdrawal deadline may fall under the Medical & Involuntary Withdrawal policy outlined in this catalog.

The official withdrawal date is typically the date the student provides written notice of intent to withdraw. In some cases, the last date of attendance or participation in an academic activity may be used. Final determination of the official withdrawal date is made by the Registrar's Office, in consultation with the Dean of Undergraduate Education.

Return to the College

Students who wish to return to Saint Michael's College after a voluntary withdrawal should notify the Office of the Registrar by December 1 for the spring semester, April 1 for the summer term, and by August 1 for the fall semester. Readmission of voluntarily withdrawn students will be on a space-available basis.

Medical & Involuntary Withdrawal

Responsible Official: Vice President for Student Affairs or designee in consultation with Director of Counseling, Bergeron Wellness Center. This policy is also published and maintained in the College's Student Handbook.

Policy Statement

Saint Michael's College is strongly committed to supporting students in their intellectual and extracurricular endeavors. When illness or significant personal hardship intrudes upon a student's ability to successfully meet the requirements of his or her course of study, it is College policy to assist with the student's withdrawal from the College for the purpose of focusing on those matters requiring attention. Prior to re-matriculation, it is the College's intent to provide students with information about resources which may be of use to them as they resume their studies and to provide support where possible in order to optimize the likelihood of a successful return to campus life.

It is the College's goal that all students are able to participate fully in the academic community. In usual circumstances, however, when a student's illness causes him or her to pose a threat to self or others or creates a significant disruption to the activities of the campus community, the student may be required to withdraw from the College.

Reason for the Policy

It is the goal of the College to foster an environment in which each student is able to fully pursue their academic goals. When illness prevents a student from achieving these goals, it is the intent of the College to provide a mechanism whereby the student may withdraw from their studies and return to them when able. In unusual circumstances, illness may cause a student to pose a threat to others that significantly disrupts the life of the community. In such circumstances, the College may find it necessary to involuntarily withdraw a student from the College.

Strategic Direction

This policy supports the following goal in the College's Strategic Plan:

Student Experiences: Provide a distinctive College experience that prepares students for success as accountable leaders in the 21st century.

Applicability of the Policy

This policy applies to all undergraduate and graduate students, whether they are matriculated or non-degree students at Saint Michael's College. This policy is in effect for the entirety of the academic year, including during fall and spring semesters and winter intersession and summer terms.

Procedures

Medical Withdrawal

1. Students who seek to withdraw from the College because of illness must meet with or submit a written request to the Director of Counseling at Bergeron Wellness (Kathy Butts). If the Director of Counseling is unavailable, the student may meet with the VP of Student Affairs (Dawn Ellinwood). As necessary, the VP or their designee will confer with appropriate campus medical or psychological professionals in order make the final determination regarding the student's request. In unusual or complicated situations, the VP or designee may convene a committee composed of representatives from The Bergeron Wellness Center.
2. Students may initiate the medical withdrawal process up through the last day of classes for the given term. Medical withdrawals initiated after the final day of classes for the term will not apply retroactively – they will only apply to the subsequent term.
3. Students who are granted a withdrawal because of illness will receive grades of 'WD' for all courses attempted and not yet completed during that term.
4. Students granted a medical withdrawal will have a hold placed upon their registration by the VP's office pending successful petition for re-enrollment to the College.
5. Students granted a medical withdrawal will be dropped from all coursework for which they are registered in subsequent terms.
6. Graduate and undergraduate students granted a medical withdrawal should address the impact of withdrawal on the continuation of scholarship, research, graduate assistantship or other forms of educational support with the appropriate program administrator in their academic department. Any adjustment to the student's tuition will be made in accordance with standing college policy.

Students who wish to appeal the outcome of their request for medical withdrawal may do so by submitting their appeal in writing to Dawn Ellinwood, Vice President of Student Affairs.

It is the intention of the College to support students in a successful return to the College community when illness has necessitated withdrawal. To this end:

1. Students will be informed that the College expects the leave to be of sufficient duration to allow the student to address the issues involved in necessitating a medical leave. In most cases, student who medically withdraw are away from the College for at least one full fall or spring semester after the medical withdrawal in order to enhance the likelihood of success upon return.
2. Students wishing to return to their studies following medical withdrawal must complete the following steps:
3. Notify the Director of Counseling at Bergeron Wellness Center (Kathy Butts) of their desire to return to the College.
    - Submit the Student Return from Medical Leave Form and the treating Provider Form to Kathy Butts at kbutts@smcvt.edu or to the Bergeron Wellness Center, Box 259 One Winooski Park, Colchester, VT 05439 attesting to the student's ability to resume studies with a reasonable likelihood of success. This information must be specific in its description of the student's illness and the treatment rendered. It must outline, as appropriate, a plan of treatment to be followed upon return. All documentation will be held in strict confidence by the College; it will be maintained in the student's health record. Upon request, the student will authorize the Medical Withdrawal Committee to secure any additional information necessary to assess the student's readiness for readmission.
    - Submit documentation by the following dates: August 1st for the fall semester, December 1st for the spring semester, and April 1st for the summer term.
4. The Medical Withdrawal Committee will consult with appropriate resources in considering the student's request.
5. When the Medical Withdrawal Committee has concerns about the likelihood of the student's success, the committee's designee will communicate this to the student and, with the student's permission, to the treating clinician.
6. Students are expected to meet with Kathy Butts, Director of Counseling at Bergeron Wellness Center within two weeks of the first day of classes for the purpose of assessing their experience thus far and reviewing support resources available for them. An appointment can be made by calling 802.654.2234. A plan shall be outlined by the student and the Director determining plan of care and resources for the student.

Involuntary Withdrawal

1. The College may require a student to involuntarily withdraw from classes or require conditions for continued attendance when, as a result of a medical or psychological condition, one of the following transpires:
   The student threatens the safety of others.
   The student causes or threatens to cause significant property damage.
   The student significantly disrupts the activities of the College.
   The student demonstrates evidence of significant impairment and is unable to make an independent determination that voluntary leave is needed.
2. When a student exhibits any of the behaviors described above, he or she may be brought to the attention of the Vice President of Student Affairs. The VP or designee, in consultation with appropriate medical, psychological, or academic resources, may involuntarily withdraw a student from his or her classes or place conditions on the student's continued education.
3. Under certain circumstances involving the safety of the College community, the Office of the Vice President may mandate that the student undergo a psychological or medical assessment to assist in evaluating the student's ability to participate successfully in College life.
4. The results of the requested inquiry will be shared in written form with the student.
5. If a student is involuntarily withdrawn from classes, the VP of Student Affairs, in consultation with appropriate campus resources and the Medical Leave Committee as necessary, will determine the length of separation from the College and describe the conditions under which the student may seek to return. A hold will be placed on the student's registration until the student has been granted readmission.
6. A student may appeal the results of the College's decision to involuntary withdraw him or her from classes to the Vice President of Student Affairs and the Director of Counseling at the Bergeron Wellness Center. These individuals will review all available information and render a final decision. This result will be shared with the student.
7. Students involuntarily withdrawn from classes will receive grades of "WD" for all courses attempted during that semester.
8. Students seeking readmission to the College following involuntary withdrawal must follow the same procedure outlined for students returning following voluntary withdrawal.
9. All records concerning involuntary withdrawal will be kept separately from the student's academic record in accordance with the college's policy on the confidentiality of student records.

Concerns Regarding Discrimination

Any student who believes they have been discriminated against under the policy because of their medical condition may file a complaint with the Office of Human Resources.

Contacts

Questions related to the daily operational interpretation of this policy should be directed to:

CONTACT	POSITION	PHONE	EMAIL
Dawn Ellinwood	Vice President of Student Affairs	(802) 654-2566	dellinwood@smcvt.edu
Kathy Butts	Director of Counseling	(802) 654-2310	kbutts@smcvt.edu

Degree Completion & Graduation

Saint Michael's College awards degrees three times per academic year: in December (after fall term), in May (after spring term), and in August (after summer term). For August and December graduates, degrees are added to transcripts and diplomas are mailed within three weeks of the official graduation date. May graduates generally receive diplomas at the May Commencement ceremony. Degrees are added to May graduates' student records within one week of Commencement. For those who do not attend Commencement, diplomas are mailed within three weeks following the ceremony.

Official Graduation Dates for Academic Year 2026-27

- Fall - December 18, 2026
- Spring - May 12, 2027 (Commencement ceremony takes place Sunday, May 16, 2027)

- Summer - August 27, 2027

Participation in Commencement

Graduating

Students who have completed all of their degree requirements by the end of a given spring semester are fully eligible to participate in May Commencement Exercises. Graduates will have their names called, process across the stage to receive their diploma cover, and have their names included in the Commencement program.

Participating

Undergraduate students who are within eight credits of meeting their degree requirements are eligible to fully participate in the May Commencement Exercises. Students who have earned 120 (or more) credits but have more than eight credits of outstanding requirements to earn their degree are not eligible to participate. "Participators" must be able to satisfy all degree requirements by taking eight or fewer credits.

Robing

Undergraduate students who are not eligible to graduate or “walk” (as outlined above) – yet feel an affiliation with the graduating class – may receive special permission to “robe” for the Commencement ceremony. “Robers” process with their class at the beginning and end of the ceremony. They do not have their names called, and they are not listed in the Commencement program.

Latin Honors

Undergraduates who complete their degree requirements with the cumulative grade point averages specified below receive their degrees with Latin Honors as designated below. In calculating Latin Honors, grade point averages are truncated; they are not rounded up or down.

Cum Laude	3.500
Magna Cum Laude	3.700
Summa Cum Laude	3.900

Academic Partnerships & Dual Degree Programs

Albany College of Pharmacy & Health Sciences

An agreement with the Albany College of Pharmacy & Health Sciences (ACPHS) assures admission each year to ten qualified Saint Michael’s students who have met certain requirements. Students may complete our Pre-Pharmacy major by taking the required courses at SMC for three years and applying to enter the ACPHS program for their fourth year. Students may also apply to ACPHS after they complete four years at SMC.

Association of Vermont Independent Colleges (AVIC)

Through the Association of Vermont Independent Colleges (AVIC) Semester Exchange Program, Saint Michael's College students may spend a semester studying at another participating Vermont independent college while remaining enrolled at Saint Michael's. The program provides access to courses, academic experiences, and campus communities not available on the home campus, allowing students to broaden their educational experience while making progress toward their degree. Saint Michael's College also serves as a host institution, welcoming qualified students from other AVIC member colleges to study on campus and participate in the academic and co-curricular life of the College.

MGH Institute of Health Professions

Saint Michael’s College has a guaranteed admission agreement with the MGH Institute of Health Professions. Eligible students who meet all program-specific requirements may receive guaranteed admission consideration to designated IHP programs, including the Accelerated Bachelor of Science in Nursing, Direct-Entry Master of Science in Nursing, Doctor of Physical Therapy, Doctor of Occupational Therapy, Master of Health Administration, and Master of Science in Healthcare Data Analytics. Students are responsible for completing all required prerequisite coursework, application materials, and program-specific admission requirements by the applicable deadlines. Benefits may include an application fee waiver and, depending on the program, scholarship or tuition reduction opportunities. Students should consult with their academic advisor and review current IHP requirements early in their academic planning.

Norwich University

The Air Force ROTC program is offered to Saint Michael’s students at Norwich University. AFRTOC, which offers superior pre-professional opportunities to future career Air Force Officers, has both two and four year programs. Interested students should contact the AFROTC Office at Norwich University. Students who participate in this program earn Norwich University credit for their AFROTC courses; these courses are treated as transfer credit at SMC.

University of Vermont

3+2 Engineering Dual Degree Program

An agreement with the University of Vermont allows students completing three years at Saint Michael’s and two years at UVM to earn a Bachelor of Arts degree from Saint Michael’s College and a Bachelor of Science degree from UVM in one of a variety of engineering fields. The dual degree ensures that students will graduate with both a strong liberal arts background and the requisite knowledge for a career in an engineering field.

Doctor of Physical Therapy (DPT) Program

Under this agreement, Saint Michael’s may nominate up to two qualified students each year for preferred status admission to UVM’s DPT program. To be considered, students must complete a bachelor’s degree at Saint Michael’s College, meet all UVM DPT prerequisite and application requirements, maintain the required overall and prerequisite GPAs, and remain in good academic and disciplinary standing. Preferred status does not guarantee admission; applicants must complete the UVM application process and meet all program admission standards.

Doctor of Occupational Therapy (OTD) Program

Under this pathway, Saint Michael's may identify up to two qualified students each year who have completed, or are on track to complete, a bachelor's degree at Saint Michael's College and who meet academic, prerequisite, application, and professional requirements for UVM's Doctor of Occupational Therapy Program. Students selected for preferred admission consideration must apply through UVM's established graduate admission process and meet all program standards, including GPA, prerequisite coursework, letters of recommendation, good academic standing, and any required background check or technical standards prior to matriculation.

Vermont Law School

Saint Michael's College has a formal agreement with Vermont Law School that guarantees admission into Vermont Law School's JD, MELP, or Joint JD/MELP degree programs to Saint Michael's College students who successfully complete Saint Michael's requirements for the bachelor's degree (BA or BS) and who also meet specific entrance criteria.

Post-Baccalaureate Programs in Business & Accounting

The College has developed a number of agreements with colleges and universities (e.g., Clarkson, Northeastern, and the University of Vermont) that facilitate graduate admission into MBA, MSA, and MAcc programs. Contact the Business Administration & Accounting Program for details.

Academic Partnerships & Dual Degree Programs

Consortial & Cross-Registration Programs

Consortial & Cross-Registration Programs

Saint Michael's College is a member of the Council of Independent Colleges (CIC) and the Lower Cost Models Consortium (LCMC). The College also maintains a cross-registration agreements with Champlain College, the University of Vermont's Military Studies (Army ROTC) program, and the Vermont Fire Academy firefighter training program.

Through these partnerships, Saint Michael's College grants institutional credit for courses taught at CIC and LCMC member institutions, Champlain College, the University of Vermont, and the Vermont Fire Academy. These courses are denoted on the transcript with the following designations in the course title:

INSTITUTION	TRANSCRIPT NOTATION
Champlain College	(CC)
Council of Independent Colleges	(CIC)
Lower Cost Models Consortium	(LCMC)
University of Vermont	(UVM)
Vermont Fire Academy	(VFA)

Certain majors, minors and courses are provided through consortial arrangements. Online instruction is provided by faculty employed by partner institutions withing the consortium, with technology and administrative support provided by Rize Education (LCMC) and Acadeum (CIC).

Oversight of courses offered through consortia and cross-registration agreements are reviewed and approved by Saint Michael's College and its accreditor. Students register through and receive academic credit from Saint Michael's College.

In some cases, SMC students may be approved to take 3-credit versions of 4-credit SMC courses through our consortial and cross-registration arrangements. In such cases, students' records will reflect the credit value of the course as defined by the host institution which may be different from the standard course credit value as defined in this catalog.

Undergraduate Advising & Student Success

Student Success Center

Located on the upper floor or Durick Library, the Success Center is a dynamic, integrated hub for academic and professional development. The Center houses Academic Advising and Student Support Services, the Boucher Career Education Center, Study Abroad, International Student Services, and is in close proximity to Accessibility Services and the College Writing Center. The goal is to provide a one-stop destination where students can receive comprehensive academic guidance and support, explore research opportunities, plan transformative study abroad experiences, arrange internships, prepare for career opportunities, and navigate their path toward life after college. In bringing all these services together under one roof, the Success Center embodies the College's commitment to providing seamless, comprehensive support for every Saint Michael's student.

Advising for Student Success

The Success Advisors that staff the Student Success Center play a vital role in supporting students' academic, personal, and professional growth. Acting as a central point of contact, they help students navigate college life by providing personalized guidance, connecting them with campus resources, and empowering them to set and achieve meaningful goals. Through proactive outreach and one-on-one support, Success Advisors foster a sense of belonging and promote holistic development to ensure each student thrives.

Academic Advising

Academic advising is a central component of a Saint Michael's education. Advisors serve as guides and mentors, helping students plan courses, navigate the many curricular and extra-curricular options at the College, and plan for careers and graduate work. Each student is assigned an academic advisor in their chosen major or majors, and the advisor remains with the student throughout their education at Saint Michael's. Students who change majors are assigned a new advisor in their chosen major. Exploratory majors are given advisors who help students examine their values and interests, and choose courses across our curriculum to make and thoughtful, informed choice about an eventual path. Academic advisors formally meet with students prior to registration each semester as well as informally throughout the year

to develop their plan, review progress toward requirements, and select courses which best meet the students' educational goals. In addition to their academic advisor, incoming students are assigned an entrance advisor to help them plan a first semester schedule and guide them through the process of getting acclimated at the College

Pre-Law Advising

Many Saint Michael's students are interested in pursuing a law career. Some enroll directly in law school after completing their undergraduate studies; others gain experience before pursuing law some years later. There is no specific pre-law major at Saint Michael's, nor do law schools recommend any one major as a prerequisite for the study of law. To develop the background and skills necessary for success as a lawyer. Pre-law students are urged to choose their major according to interest and ability, thereby developing the critical thinking and writing skills that will help them prepare for law school. The Pre-Law handbook on the Career Education website provides information on the law school application process, particularly schools, professional organizations, and other helpful resources.

Pre-Health Advising

Students interested in pursuing careers in health care are advised by the Pre-Health Advisory Committee. Dagan Loisel (Biology) serves as chair of the Committee.

A student may follow a program which provides the courses necessary to gain admission to medical, dental or other allied health programs including optometry, physical therapy, nursing, physician assistant, podiatry, public health, pharmacy, and veterinary medicine. While many students choose to major in one of the sciences, students in other majors may elect the required courses in preparation for the various allied health graduate programs.

Each professional school has specific requirements. Our biology major satisfies most of these requirements. A student may, however, elect to major in any subject and complete the pre-professional courses as electives. Any student doing this should meet with the chairperson of the committee, Professor Loisel, during the early part of the first year.

Members of the Pre-Allied Health Advisory Committee work closely with students who plan to seek admission to medical, dental, and other graduate programs. They seek to assist students in their course selection, preparation for the Medical College Admission Test (MCAT), Dental Admission Test (DAT), Graduate Record Examination (GRE), and the application process itself.

Graduate School Advising

Students who wish to pursue graduate degrees should work with their academic advisor and the faculty in their major to formulate a plan for the application process. Career coaches in the Boucher Career Education provide further support, drawing on their extensive experience in guiding students through this process. Advisors and career coaches offer these services to both undergraduates applying to enter graduate programs immediately after graduation, as well as to Saint Michael's alums applying to graduate school some years after completing their undergraduate degrees.

Henry "Bud" Boucher, Jr. '69 Career Education Center

Professional career coaches partner with students to help them find their path to **Be Curious**, **Get Experience**, and **Tell Your Story**. From exploring academic paths to learning about individual interests, strengths, and values, students will **Be Curious**. Career coaches will help students **Get Experience** through job shadowing, internships, clubs, networking, research, study abroad, and more. Finally, coaches will help students **Tell Your Story** through their résumé, cover letter, professional profiles, applications, and portfolios. Assisting students from their arrival on campus throughout their college career and as alumni, the Career Education Team supports St. Mike's students in their path to success.

Career Ready Micro-Credentials help students develop and articulate skills that are critical to employers in today's world. The On-Campus Student Employment Program offers additional opportunities for students to gain career-ready skills, featuring a tiered employment system through which students continually advance and take increasing responsibility within their work places.

The Boucher Career Education Center is a student's partner in finding a path to a purposeful life.

Academic Support Services

Accessibility Services

The offices of the Vice President for Student Affairs and Accessibility Services collaboratively manage services for students with disabilities. Accessibility Services works closely with campus partners - the Bergeron Wellness Center, Registrar's Office, Housing, Dining, Public Safety and Facilities - to coordinate academic services and campus accessibility needs for students with documented disabilities.

Accommodation Policy

Saint Michael's College is committed to providing equal access to academic programs and services for all students with disabilities, in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). This includes, but is not limited to, disabilities that are physical, sensory, psychological, medical, or learning in nature.

Students seeking accommodations must provide current documentation from a licensed professional - such as a psychologist, medical doctor, therapist, or learning specialist - that clearly outlines the nature of the disability and its impact on learning or access to the educational environment. Accessibility Services staff will review documentation and work with each student to determine reasonable accommodations that support full participation in College life.

The Writing Center

The Writing Center provides free support for all types of writing at every stage of the process. Peer writing coaches—extensively trained students—guide writers by asking targeted questions and offering practical feedback to help strengthen and clarify their work.

Writers from across the campus community use the Center: first-year students revising early papers; multilingual writers navigating English idioms and articles; students seeking focused proofreading support; and communications and business students aiming for concise, effective prose. Seniors and graduate students working on theses also benefit from consultations. The atmosphere is welcoming, relaxed, and supportive. For those interested in writing and teaching, the Center also offers opportunities to serve as peer coaches—gaining teaching experience, supporting fellow students, and developing valuable professional skills.

Tutoring & Study Skills

Many undergraduate students receive support through peer tutors who are placed in courses with high-demand, primarily in the sciences, math, statistics, accounting, and economics. These “attached tutors” offer weekly small group and drop-in sessions. Students may also access individualized peer tutoring in a variety of content areas, as well as group programming on study habits, time management, motivation, and goal setting.

Undergraduate Independent Study, Research & Internships

Independent Study & Research Coursework

Independent study and/or research opportunities are available under certain circumstances to qualified students as complements to regular coursework. A 3.0 minimum grade point average is required to enroll in Independent Study/Research courses. Such courses must be approved by the Dean of Undergraduate Education no later than the last day of the Drop/Add period. In addition, Independent Research opportunities are available during the summer through an application process that may provide a grant for full-time research for an 8-10 week period.

Academic Internships

The Academic Internship Program at Saint Michael’s College provides the opportunity for students to integrate their academic studies with a supervised work experience. Internships are available to all majors, and involve work in such areas as operations, marketing, law, education, the environment, sustainability, communications, fine arts, human resources, advocacy, science, healthcare, market research, social services, finance, sales, public relations, and more. Further details are listed on the Career Education Center’s website.

Students must have completed their first full year of studies to be eligible to receive academic credit for an internship. Participation in the Academic Internship Program requires a minimum GPA of 2.0. Career Coaches assist students in identifying internship opportunities and completing the required forms.

Opportunities for overseas internships are available through the Office of Study Abroad. Non-credit internship opportunities are available during the academic year or the summer through the Career Education Center.

Honors Program

The Honors Program at Saint Michael’s College provides additional challenges and opportunities to outstanding students, with the aim of enhancing the liberal education offered by the College through engagement in small group discussion, research, and special curricular and extracurricular opportunities.

Honors Program students distinguish themselves by their commitment to the College's mission and its approach to education. As individuals, they demand more of themselves, of each other and their instructors, and of their respective disciplines.

The academic portion of the Honors Program consists of at least five Honors Courses that all Honors students take, including the 2-credit HO301 Honors Colloquium (Honors Colloquium) and the Senior Capstone in one major, usually tied to that major's senior capstone course.

Honors Program Courses

Every Honors Program student takes at least three Honors Courses. In these courses, students sharpen their skills of close and critical engagement with the subject matter and articulation of questions and ideas, both in writing and in speaking. Enrollment in these courses is limited to fifteen students, and they generally fulfill Core Curriculum requirements. They may be used to satisfy major and minor requirements where applicable. Some Honors course offerings come in the form of a pre-approved enhancements, where the faculty member designs a module of Honors experiences for Honors students in the course approved by the faculty Honors committee. In a pre-approved enhancement course, the overall enrollment may exceed 15 students, with a small subset of seats (generally 3-7) set aside for Honors students.

Honors classes can be chosen from the designated Honors course offerings, which vary from semester to semester. In addition, Honors students may, with the agreement of the instructor and the Honors Program Director, individually enhance a standard course to make it an Honors Course. The Honors project for the course must be academically more rigorous, both in quantity and quality, than the work expected of the other students on the course. The proposed projects will be reviewed and approved by the faculty Honors Committee in conjunction with the Program Director.

Honors Colloquium

HO301 Honors Colloquium, the 2-credit Honors Colloquium, is the only course required exclusively of students in the Honors Program. The Honors Colloquium is designed to challenge students to move beyond the classroom by making use of the full variety of academic, cultural and artistic opportunities available to the wider community. These include lectures, demonstrations, presentations, and performances. In keeping with the goals of a liberal arts education, the Colloquium provides a forum in which students will explore, analyze, and discuss topics in a variety of disciplines. The students themselves are responsible for the majority of the course content, reading assignments, and leading of discussions.

The purpose of HO301 Honors Colloquium is not to produce mastery of any particular branch of knowledge. The course instead seeks to develop students' broader cultural, social, and political awareness, and to expand their capacity to express their ideas and to interact with individuals who hold differing views.

The Honors Colloquium syllabus is based on the following guidelines:

1. Students will attend a specified number of on-campus and off-campus academic, cultural, and artistic events during the semester. The events selected will be based on students’ own intellectual, cultural, and artistic interests; students can attend events individually, in groups, or as part of a whole class experience. The events will be generally representative of the range of disciplines in the college’s arts and sciences curriculum.
2. Students will read essays or other texts, and watch videos selected by members of the class in consultation with the instructor. This material will serve as preparation for weekly discussions.
3. Students will write brief analytical or reflective reports on the academic, cultural, and artistic events that they attend, in addition to composing weekly pre- and/or post-discussion responses to the materials provided by their fellow students. Each student will serve as a discussion leader or co-leader at least once during the semester.

Senior Honors Project in the Major

All students at Saint Michael's College complete a capstone project in their major(s) during the senior year: a thesis, a research project, or another appropriate experience, usually completed within the context of a senior seminar. Specific guidelines are stipulated by each academic program and may be found on the Honors Program webpage.

Students in the Honors Program undertake projects of greater substance and academic significance than normally expected, developed in collaboration with a faculty mentor. Proposals for these projects will be reviewed and approved by the faculty Honors Committee in conjunction with the Program Director. Upon completion, the teacher of record for the capstone (not the faculty Honors Committee) is responsible for determining whether the project was completed in a manner worthy of Honors designation. Students undertaking an Honors capstone register for the one-credit HO401 Honors Capstone in the semester of the project. If it's a two-semester capstone, students normally register for HO401 Honors Capstone in the second semester. The one credit serves to acknowledge the extra work and effort taken on by Honors students, and it also enables the Honors director and Registrar to track each student's progress. HO401 Honors Capstone does not meet. If a student does not successfully complete HO401 Honors Capstone, the student is withdrawn from the course with a grade of WD.

Honors Housing

Students in the Honors Program may decide to live in Honors Housing.

Honors Housing develops a strong sense of academic community among its participants, and it encourages students to transfer exciting academic discussions from the classroom into their living spaces. Honors Housing provides a community living experience that is supportive of students' academic success and interests. It also promotes students' academic and co-curricular leadership.

For First Year Honors Housing, priority is given to those incoming first year students who have been invited to join the Honors Program. Additional space within Honors Housing in the first-year areas may be filled by those students who have/are predicted to have a grade point average of 3.6 or higher. Designated floors and/or wings are reserved within the first-year buildings for incoming first-year students.

Honors Housing for upper-class students are comprised of single and double rooms, as well as suites of single rooms, located in Halls and Townhouses across the campus. Students must have a 3.6 or higher GPA or be approved by the Faculty Honors Program Committee in order to live in Honors Housing.

Eligibility for the Honors Program

Some students are invited to join the Honors Program at the beginning of their first year on the basis of a promising high school record. Non-Honors Program Students who earn a grade point average of 3.6 or higher in their first semester are invited to join in December of the first year. Another round of invitations takes place in May after the first year. High achieving transfer students who have enough time left in their college careers may also be invited to join. If an Honors student falls below 3.6 GPA, they receive a warning and monitoring from the director, but they may continue to enroll in Honors courses and Honors housing until such time as it becomes mathematically impossible to achieve a 3.6 cumulative GPA by graduation.

To graduate in the Honors Program, students must have a final cumulative grade point average of 3.6 or higher. Those who complete all the requirements receive special recognition at graduation and a special designation on their transcripts.

Study Abroad & Study Away

Students are strongly encouraged to spend a semester, year, or summer in an international setting sometime during their undergraduate studies at Saint Michael's College. Our aim is to encourage students to engage in meaningful academic programs located in communities culturally, socially, and economically different from their own. It is by active and intentional involvement with diverse and unfamiliar regions of the world that students can better understanding their current and future roles and responsibilities as global citizens.

The Study Abroad Office works with academic departments to develop program options that meet the academic and mission-driven needs of our students. Course credits earned abroad are pre-approved for transfer credit and are directly applied towards graduation. Students study in Africa, the Middle East, Asia, Europe, the Pacific Rim and Latin America through a variety of programs pre-approved by Saint Michael's College. Students are encouraged to work with their academic advisors and the Study Abroad Office to develop study plans that maximize study abroad opportunities. Students generally study off campus during their junior year, and the minimum cumulative grade point average required for semester study is 3.00.

In addition to programs offered by off-campus program providers, study abroad options include a number of Academic Study Trips developed each year by SMC faculty. Faculty led programs, generally 2-4 weeks in length, introduce students to unique academic topics and cultures. Previous programs have included: medieval culture and society of France, tropical ecology in Costa Rica, Shakespeare in London, coastal biology of Ireland, and liberation, leadership, and revolution in South Africa. Program offerings change from year to year as new courses are developed based on student and faculty interest.

For more information on program options, eligibility requirements, financial aid policies, and the application process, refer to the Study Abroad Office website.

International Programs

Language programs in non-English speaking countries

These programs enhance language and cultural skills in the target languages offered at Saint Michael's (Spanish, French) or provide students with access to languages not taught on campus (e.g., Swahili, Arabic, Japanese, Italian). Students can complete the SMC's Second Language Proficiency Requirement through study abroad.

University-based programs in non-English speaking countries

Study options in English speaking universities often allow for full access to a university's course offerings. This is a valuable option for students who need to fulfill specific SMC course requirements while abroad in order to graduate on time.

Field-based study programs

These programs give students extensive exposure to different cultures and provide opportunities for field research or independent study projects related to a specific theme or topic. These programs are often based in developing countries or non-traditional settings.

Internship programs

International internships allow students to gain hands-on work experience by requiring a full semester of course work, plus an academic internship within a specific field of study. Internship placements are numerous and varied with popular placements in organizations that focus on international business, media, health services, art, theatre, education, and international relations.

Academic Study Trips

Saint Michael's College faculty led academic study trips (summer and winter-session), introduce students to unique cultures and academic topics. Program offering change from year to year as new courses are developed to address the changing interests of students and faculty leaders.

Domestic Programs

American University's Washington Semester Program

The nation's capital and its unique resources offer SMC students limitless learning opportunities. Students in the program typically enroll in seminar and elective courses, along with a 4-credit internship. Course topics vary by semester, but often include American politics, international development and the environment, public policy, and international law. National experts are regular guest speakers and classes are held throughout the city.

SEA (formerly SEA Education Association)

SEA (based in Woods Hole, Massachusetts) offers field-based programs in marine and environmental studies. This program is widely recognized for its challenging interdisciplinary curriculum and on-shore and at-sea teaching and learning environments.

Saint Michael's College Domestic Academic Study Trips

These programs of less than two weeks are often developed in connection with an on-campus course. For example, a trip to Selma, Alabama to further research the US Civil Rights Movement and the role the Society of Saint Edmund's played in the movement, and a spring break trip to the Florida Everglades as part of an Everglades ecology course.

Application Procedures

Students should plan early for study abroad and are encouraged to work with their advisors and the Office of Study Abroad to develop study plans that maximize study options. Applications are due the semester prior to the study abroad semester and most students study overseas during their junior year. Applicants must meet minimum cumulative GPA requirements and gain approval from academic advisors and the Registrar's Office. Students submit applications to the Study Abroad Office and to their chosen study abroad program provider.

A wide variety of summer programs are also available and students are encouraged to reach out to the Study Abroad Office for current options and application timelines. The College also hosts an annual Study Abroad Fair during the fall semester at which time study abroad program representatives come to campus to provide information on program options that have been pre-approved by SMC. Faculty led trips have their own unique application timelines, and students are encouraged to reach out directly to faculty leaders for up-to-date information on program prerequisites and required pre-trip courses.

Student Life

On any campus, learning and growth occur both in and outside of the classroom. On a campus like Saint Michael's, where approximately 98 percent of the undergraduate student population resides in residence halls, the sphere of student development gains a special significance. Just as faculty members are highly educated and dedicated to teaching, there is a special group of people on campus who are devoted to each student's intellectual, social, physical, and spiritual development outside of the classroom. Students experience a unique kind of caring and concern for all facets of their growth by the student life staff of Saint Michael's College.

The College has a strong commitment to provide a positive first-year experience for students. Student Affairs professionals, in collaboration with Residence Life staff members, coordinate an extensive program of workshops and activities to address the intellectual, social, emotional, physical, spiritual, and cultural development of all first-year students. The following pages describe many of the services and activities available to the students of Saint Michael's, all of which are designed to provide the type of support needed to enhance a student's college experience.

Student Life

Orientation

The beginning of any new experience is exciting and tension filled, and starting college is a major transition in one's life. Saint Michael's College is concerned with giving new students the best possible introduction to campus life.

The College also offers optional summer programs:

- Pre-Orientation Welcome (POW) Program is held in June or July
- Summer Orientation for Academic Excellence (SOAR) occurs some years in August

During each of these optional programs, new students are offered on and off campus experiences where they may learn more about life as a college student at Saint Michael's College. In addition, each of these optional summer programs is a great way to meet people who will be classmates and peers during the four years at Saint Michael's.

New Student Orientation is held in August prior to the first day of classes. These first days are reserved for learning about the abundance of resources and services available on campus. Faculty, staff, and student orientation leaders join forces to provide a comprehensive introduction to Saint Michael's. Students meet with their academic advisor to review their first semester course schedules and to discuss the academic opportunities and challenges that lie before them.

Student Life

Residence Life

Housing Requirements

On-Campus Housing

Saint Michael's College requires all full-time undergraduate students 17-25 years old who do not reside with their families to live on campus. Exceptions may be made if space is not available on campus, with seniors receiving priority.

We are unable to house:

1. Undergraduate students who are under 17 years old;
2. Undergraduate students who are over 25 years old;
3. Married undergraduates looking to live on campus with family members; and
4. Undergraduate students who are not enrolled full time in classes.

All rooms are assigned on a first-come, first-served basis. All on-campus students are subject to the rules, regulations, and policies contained in the Saint Michael's College Code of Conduct and the Saint Michael's College Residential Contract.

The College reserves the right at any time to (a) alter, change or cancel a housing assignment; (b) change any room assignment or rate; (c) enter residences during reasonable hours at your request or for routine maintenance, inspections, repairs, etc.; (d) enter residences at any time for an emergency; (e) control the residences in the event of an emergency; (f) terminate the housing assignment for violation of College policies and regulations, for health or social reasons, or for other reasons deemed sufficient by the College.

Off-Campus Housing

The following populations may live off-campus:

1. Full-time undergraduate students living with families (parents/guardians);
2. Full-time undergraduate students who are under 17 years old or 25 years of age or older at the start of the entering semester;
3. Married undergraduates and/or those with dependents.

Off-campus students are subject to the same rules, regulations, and policies contained in the Saint Michael's College Code of Conduct, except for those that specifically pertain to residence hall living.

Enrollment Requirements

1. Undergraduate students who are not registered for classes by the conclusion Drop/Add period are not permitted to remain on campus and must vacate campus housing within 48 hours.
2. Part-time undergraduate students (defined as those enrolled in fewer than 12 semester credit hours) may reside in campus housing only with prior approval from Student Life staff. Students who begin the term with full-time status and subsequently drop below 12 credits must also obtain approval from Student Life to remain in on-campus housing.
3. Students who withdraw from all enrolled courses for a given term - thereby withdrawing from the College - are not permitted to remain in campus housing.

Additional Information

Since approximately 93 percent of students reside on campus, residence living is an important part of the Saint Michael's experience. Whether sharing a room living on a floor or enjoying a single bedroom living within a suite, many students find the experience of taking an active part in the residence hall community to be both challenging and fun. There is no course in residence hall living listed among the academic descriptions, but the lessons of human nature, the friendships developed, and the memories formed will last a lifetime. The Vice President of Student Affairs/Dean of Students, Deans, Associate Deans, Resident Directors, and Resident Assistants are educators who are ready to help students make the most of their residence hall experience.

First year students generally reside in double bedrooms in Alumni Hall and single bedrooms within suites in Cashman or Canterbury Halls. Upperclass students generally reside in suites located in Aubin, Cashman, and Pontigny Halls or apartments located in Cronogue Hall or Townhouses. Cashman, Pontigny, and Canterbury Halls contain 4 and 8 person suites containing single bedrooms, bath (1 for 4-person suite; 2 for 8-person suite) and living room space, as well as lounges and a common kitchen on each floor. Aubin Hall contains 4 person suites similar to Cashman, Pontigny, and Canterbury with 4 single bedrooms and 2 private bathrooms. Theme housing (i.e. GREAT Housing, LGBTQIA Housing, and Honors Housing) is located in Canterbury Hall. Though all of our halls are free of alcohol and other drugs by virtue of state law and campus policy, GREAT Housing is available for those students who are committed to living in such an environment and wish to be surrounded by students with an equal commitment.

Seniors and then Juniors have priority for living in our townhouses and apartments within Cronogue Hall. Cronogue features 4 single bedrooms, 1.5 baths, a kitchen, and a living room space in each unit. The Townhouse complexes offer 4, 5, or 6 person occupancy with single bedrooms and either 1 or 2 bathrooms, depending on occupancy.

Student Life

Student Health Services

Student Health Services provides health care to Saint Michael's undergraduate students, as well as international and graduate students housed on campus. Health services staff include nurse practitioners. In addition to providing individualized health care, Student Health Services teaches health education and wellness on a one-to-one basis and through campus-wide programming. Staff encourage students to take responsibility for their own health by providing health information and knowledge of care options. Practitioners do NOT replace your primary care provider at home, but are committed to providing episodic care to students while on campus.

Student Life

Mental Health Services

Licensed Clinical Mental Health Counselors at the Bergeron Wellness Center provide individual and group counseling by appointment as well as on a drop-in basis. They also offer workshops and consultations to students, their families, faculty and staff as requested. All services are free and confidential for full-time undergraduate students and on-campus graduate students. The programs and initiatives of our Mental Health Services are generously supported by two endowed funds: The Rev. Maurice F. Oulette, SSE '48 Opportunity Fund and the John Mizur Fund.

Student Life

Food Service

Resident Dining Program

The Green Mountain Dining Room, located in Alliot Hall is an "all you care to eat" facility. A "Carte Blanch" meal plan offering unlimited access to the dining room is standard for all residence rooms without kitchens. There are no daily, weekly, or semester limits to the amount of times you may enter the dining room. The program is designed for our active student and the non-traditional schedules of college students. The dining room is open continuously from 7:15am - 8:00pm Monday - Friday, and 11:00am to 7:00pm on weekends, along with a continental breakfast on weekend mornings. The dining room offers a variety of food stations including pizza, pasta, soups, salad bar, grill, stir fry made to order, hot entrees, the chef's exhibition, and house made desserts. All meals offer choices for vegetarians, vegan diets, and gluten free diets. We also, in conjunction with health services, provide diets as required for medical reasons to our students and can provide a bagged meal option for those students who are unable to make it to the dining room due to class or work obligations.

Retail Food Services On Campus

Café Cheray

The cafe - located on the first floor of the Cheray Science Center - is open 24/7 and serves a wide variety of "grab and go" food and beverage items. Sandwiches, salads, and desserts are prepared fresh daily and stocked in self-service Vending machines. We also offer Starbucks drip coffee, Chai Tea and Hot Chocolate from a self-serve vending machine.

Dion Student Center

Einstein Bros. Bagel offers fresh baked bagels and pastries, the menu includes bagel sandwiches, soups, salads, and barista drinks. It is located on the main level of Quad Commons. Nearby is the Quad Grill.

Student Life

Fire & Rescue

Saint Michael's College Fire & Rescue is an independent, volunteer, student-run organization that responds to nearly 4000 calls every year. In addition to daily academic responsibilities, students have the opportunity to serve the community through fire protection and pre-hospital healthcare. Our crews respond to 911 calls in Vermont's most populated county, including the City of Winooski and the Town of Colchester, as well as assisting our Mutual Aid partners locally in the Town of Essex, City of Essex Junction, and beyond. With the dedication and support of Saint Michael's students and alumni, we continue to serve the community 24 hours a day, year round, since 1969.

Saint Michael's College Fire & Rescue is dedicated to providing the highest quality professional fire and emergency medical services for the campus and greater communities in which we serve. Through active promotion of volunteerism and experiential learning, Saint Michael's College Fire & Rescue encourages positive personal and professional growth to all members while meeting essential community needs. Members of our organization will graduate having learned invaluable life lessons through real life experience while building a repertoire of applicable skills to take with them wherever they go next in their personal and professional endeavors.

Student Life

MOVE (Mobilization of Volunteer Efforts)

MOVE is a broad-based community service organization that is part of Edmundite Campus Ministry. The mission of MOVE comes out of the College's own mission to be a community of solidarity and service with each other and with all people, in the light of the Catholic faith. The goal of MOVE is to channel the talents, creativity and energy of our community into effective community programs that extend to the larger Chittenden County community and beyond. Foundational to the MOVE experience is service, justice, spirituality, and leadership. As such, our 19 service programs are coordinated and led by incredible student leaders.

MOVE programs respond to a variety of needs. Our work with elders, youth, people who are unhoused, the environment, animals, food security, and adults with intellectual and developmental disabilities are just a few of the many activities that MOVE coordinates through local service organizations. Additionally, a number of week-long service trips take place across the U.S. during academic breaks. MOvE welcomes all SMC students to engage in community service and social change opportunities.

Student Life

Center for Student Diversity, Empowerment & Community

The Center for Student Diversity, Empowerment, and Community (DEC) at Saint Michael's College is part of the Office of Student Life and reports to the VP for Student Affairs. DEC reflects Saint Michael's commitment to a campus and a world that values every human being, and supports and celebrates their uniqueness, experiences and contributions. The Center contributes to the personal and intellectual development of all students. The Center realizes that exploring diversity and multiculturalism cannot be devoid of a historical framework or the historicity of race, class and ethnicities in a country that is arguably the most socially, racially and ethnically diverse in the world. We also recognize that achieving diversity on campus requires more than celebrating differences or similarities. Thus, we seek to engage, support, mentor, guide, and accompany those who identify as BIPoC, first-generation, and international students. DEC's staff consists of the Director/Dean of Culture and Community and a group of student staff during the academic year.

DEC offers the following services and programs:

- Support for international, first-generation, and BIPoC students through advising and social, cultural and educational programming

- Culturally affirming space to share life experiences and find a supportive community of peers and staff
- Summer bridge program called SOAR that is for incoming students and free to those who participate
- The BIPoC Student Affinity Group, which brings together students and two group facilitators who lead conversations on a variety of topics, students can find support, and students engage in fun activities on and off campus throughout the year
- The Knights of Philo, bringing together students and a facilitator who identify with masculinity in some way to chat, connect and engage in activities together. Includes health and wellness education.

The Center also oversees some of the most important student-led organizations on the campus such as the Martin Luther King Jr. Society and Diversity Coalition.

The Martin Luther King Jr. Society

An inter-racial/intercultural group of students who provide educational and social opportunities to promote social justice and the principles of Dr. Martin Luther King Jr.

The programs and activities they organize annually range from campus speakers and cultural performances to open mic nights and large campus-wide programs.

Diversity Coalition

A student-led organization dedicated to promoting cultural and global awareness and exposure on the Saint Michael's campus.

It is a network of students with US and international experiences who work to raise awareness about issues related to culture and human difference by hosting international speakers, informal discussions, cultural celebrations, and scholarly forums. They work to provide educational sanctuary where concepts of multiculturalism and ideologically diverse perspectives and the individual intellectual with a new sensitivity, awareness and understanding for a global community. Amongst their annual programs are the International Festival.

SMC1st

A Center program that serves first generation college students through various recreational, educational, and peer-support social activities.

The Center enjoys a vibrant environment. It is a place where at any time you can find students from all ethnic, linguistic, and cultural backgrounds working on projects, planning activities, engaging in conversations, discussing current socio-economic and political issues, relaxing, playing video games, studying, reading, or simply having a nap on the couch.

Student Life

Activities

Because students tend to spend a great deal of their time on the campus, weekends and evenings are often busy with a number of different activities. The activities and clubs available at Saint Michael's are as diverse as the students involved in them.

Students are assisted and supported in the planning and execution of many activities by the Student Activities Director. With this support, most planned events on the campus are conceived and carried out by the student body. A typical week could include a lecture, poetry reading, musical performance, comedian, and functions sponsored by our many academic clubs. Most weekends witness special events ranging from lectures and films to concerts and sporting events.

The Student Government Association is the official governing body of the Saint Michael's College student community. The Student Government Association (SGA) has three major focuses: educational and social programming, college governance, and information exchange. The SGA allocates funds for most of the student clubs and organizations on campus and works diligently to keep the lines of communication open between students and campus administration.

The Student Government Association allocates funds collected via the student activities fee. There are a wide range of over 40 clubs that students have started. These clubs run the gamut of interest from the arts, social activism, sports and fitness, and academics.

Through educational, social, and cultural programming, Saint Michael's College works to raise awareness of cultural diversity. In addition to events, the College has supported the creation of the Martin Luther King Jr. Society and the Diversity coalition in order to promote harmony and understanding. These student-run organizations sponsor social events, workshops, lectures, and discussion sessions which are open to all members of our community.

The Saint Michael's College UpLIFT program enhances and diversifies the student experience through a myriad of opportunities including workshops, presentations, leadership opportunities and interactions with students, faculty, staff, alumni and the greater community. Participants develop self-awareness, understanding and cultural competency while learning to live honestly, respectfully and inclusively as they Do Well and Do Good during their time at Saint Michael's College and beyond. Saint Michael's staff, faculty, and students are committed to celebrating differences in order to make the community a better place in which to live.

Student Life

Adventure Sports Center

It is the mission of the Saint Michael's College Adventure Sports Center to enhance the liberal arts experience and contribute to the individual development of students through access to state-of-the-art adventure sports training and co-curricular adventure sports programing. Trainings and programs include sea kayaking, whitewater kayaking, mountain biking, rock climbing, ice climbing, mountaineering, day hiking, backpacking, wilderness medicine, leadership training, as well as extended climbing, trekking and paddling expeditions. No experience is necessary to participate, and all required equipment and clothing is available. Professional training opportunities include credit-bearing outdoor skills and wilderness medicine course as well as credentialing programs through the American Canoe Association and the American Mountain Guides Association. In addition to programming, the Adventure Sports Center offers an extensive rental program and the Petra Cliffs Climbing Center Pass. The Adventure Sports Center offers something for every ability level.

Graduate Admission

Saint Michael's graduate programs seek students who possess qualities of intellect and character that will enable them to benefit from and contribute to a rigorous program of advanced studies. Each applicant is judged on individual merit without regard for race, color, creed, sex, age, religion, sexual orientation, and national or ethnic origin. An otherwise qualified individual will not be excluded from admission solely based on the applicants disability status.

An application to a graduate program can be deferred for three terms (one year) only. Then, if the student has not completed the application process, the application will be withdrawn and a new application must be filed.

Accepted students who do not register for classes for the term for which they are accepted are considered withdrawn unless the student notifies Graduate Admission. If requested, an acceptance may be deferred for up to three terms (one year).

Admission decisions are made by the program director in consultation with other key people in the program. Meeting application requirements and following admission procedures does not guarantee acceptance into the program. Acceptance is also not guaranteed for students who enroll in courses in a non-matriculated status. Applicants are notified of the admission decision after all requirements of the admission process have been satisfied.

Conditional admittance is offered only under specific instances at the discretion of the Program Director and the Senior International Officer in the case of international students. Any conditions must be met in the time frame specified or admission may be denied.

Admission Procedures

The application for graduate admission is available here. Requirements vary by program. Please see individual programs for details regarding program requirements, application deadlines and procedures for admission.

- Clinical-Counseling Psychology
- Education
- Teaching English to Speakers of Other Languages (TESOL)

Admission Procedures for International Students

International students should follow admission procedures for the program to which they are applying. In addition, international applicants must complete the International Applicants section of the application and:

- Enter the US on a visa eligible for studying, if not a US citizen or resident.
- Submit a financial statement (bank statement or financial certification from employer) verifying that you have sufficient financial resources to provide for academic and personal expenses while attending Saint Michael's College.
- Submit a photocopy of your passport page showing the correct spelling of your name and the date of birth. (I-20's cannot be prepared without this and your financial statement.)
- Submit English language translations of foreign transcripts from the issuing institution. We reserve the right to request an applicant to submit evaluation(s) of official transcript(s) by an approved outside agency that verifies the attainment of the equivalent of a bachelor's degree if needed.

If your native language is not English, you must submit verification that you have achieved the minimum test score on an approved test for English proficiency, listed below. We will consider waiving the English testing requirement for students who received their bachelor's degree from an undergraduate institution where the language of instruction was English. Please be in touch if you have questions about your specific situation.

Required Test Scores

- TOEFL (Test of English as a Foreign Language): 550 pbTOEFL/ 79 ibTOEFL (SMC TOEFL code: 3757)
- IELTS (International English Language Testing System): 6.5
- Duolingo: 110

Graduate Tuition & Fees

Tuition per credit (fall/spring terms)	$700
Tuition per credit (summer 2026*) - Graduate Psychology	$700
Tuition per credit (summer 2026*) - Graduate Education	$525
Graduate/Veteran student housing per year (Townhouses 100s, double occupancy)	$13,200 ($1,100 per month)
Fullbright housing per year	$9,300 ($775 per month)
Fullbright comprehensive fee	NA

Graduate Comprehensive Fee

The comprehensive fee supports the shared academic, technological, student life, and campus resources that are available to graduate students and contribute to student learning, engagement, and success.

COMPREHENSIVE FEE SCHEDULE PER SEMESTER	
9+ Credits (Full-Time)	$737
1-8 Credits (Part-Time)	$368

Course Audits

The Saint Michael's audit tuition rate is 50% of standard tuition. Graduate students are charged tuition on a per-credit basis for all coursework. Regularly graded courses are billed at the applicable graduate per-credit tuition rate, and audited courses are billed at the Saint Michael's audit tuition rate.

Graduate Audit Rate (fall/spring terms)	$350 per credit
Graduate Audit Rate (summer 2026*) - Graduate Psychology	$350 per credit
Graduate Audit Rate (summer 2026*) - Graduate Education	$262.50 per credit

*NOTE: Summer 2026 rates are provided here for informational purposes. The summer 2026 term falls within academic year 2025-26. Summer 2027 rates will be determined and published on the College website after catalog publication.

Course Fees

Some courses or programs involve extraordinary time, facilities, supplies, specialized services, or required course materials. Students enrolling in these courses are charged additional course-related fees to help defray costs. These fees may include, but are not limited to, laboratory sciences, psychology, music, studio art, private lessons, consortium offerings, and digital course materials. Applicable fees appear with each semester's course schedule and/or are communicated to students as part of a special enrollment process.

Graduate Tuition, Fees & Financial Aid

Graduate & Non-Degree Refund Policy

This policy applies to students enrolled in graduate degree or certificate programs and non-degree students taking undergraduate and/or graduate graduate courses. Matriculated, degree-seeking undergraduate students follow the refund policy in the Undergraduate Tuition & Fees section of this catalog.

Refund and Billing Adjustments

Schedule Changes During the Drop/Add Period

During the official Drop/Add Period, tuition and fees are adjusted to reflect a student's final enrollment. Charges are recalculated due to enrollment changes throughout the Drop/Add Period.

Reduction in Enrollment After Drop/Add

Because graduate and non-degree students are billed on a per-credit basis, students who withdraw from one or more courses after the Drop/Add Period may be eligible for a prorated tuition adjustment. Any adjustment will be calculated in accordance with the refund schedule below and based on the student's official withdrawal date. Tuition and fee adjustments are limited to the course(s) from which the student withdraws.

Complete Withdrawal from the College

Information on withdrawing from a graduate program is available in the Graduate Academic Policies and the Medical & Involuntary Withdrawal sections of this catalog. Tuition, fees, and other applicable charges will be adjusted according to the refund schedule below. Refunds are based on the student's official withdrawal date.

Refund Schedule

WITHDRAWAL DATE	PERCENTAGE REFUNDED
Within the Drop/Add Period (first seven instructional days of semester)	100%
After the Drop/Add Period, but within the second week of classes	75%
Within the third week of classes	50%
Within the fourth week of classes	25%
After the fourth week of classes	0%

Graduate Tuition, Fees & Financial Aid

Graduate & Non-Degree Refund Schedules

Fall 2026

OFFICIAL WITHDRAWAL DATE	PERCENTAGE REFUNDED
Through September 8, 2026	100%
September 9–13, 2026	75%
September 14–20, 2026	50%
September 21–27, 2026	25%
September 28, 2026 and thereafter	0%

Spring 2027

OFFICIAL WITHDRAWAL DATE	PERCENTAGE REFUNDED
Through January 26, 2027	100%
January 27–31, 2027	75%
February 1–7, 2027	50%
February 8–14, 2027	25%
February 15, 2027 and thereafter	0%

Graduate Tuition, Fees & Financial Aid

Payment of Tuition & Fees

Students are expected to pay all charges in full by the due date shown on their billing statement, or no later than the first day of classes. Students with past-due account balances may be restricted from registering for future semesters until their financial obligations to the College have been resolved.

To assist students in meeting their financial obligations, the College offers several payment methods and payment plan options. More information is available on the Student Accounts website. Students are encouraged to explore these options prior to the payment due date.

Because additional charges may be assessed throughout the semester—including, but not limited to, lab fees, damage charges, parking or traffic fines, and other applicable fees—students are responsible for monitoring their account activity regularly through KnightVision. The College communicates billing and account-related information primarily through students' Saint Michael's College email accounts; students are expected to review these communications promptly and regularly.

The student may authorize one or both of their parents to be granted access to their billing information online through KnightVision Self-Service. It is also possible to add a third party individual aside from a parent. Additional details are available here.

38 U.S.C. § 3679(e) (Veterans Benefits and Transition Act of 2018

In accordance with 38 U.S.C. § 3679(e), Saint Michael's College permits any covered individual to attend or participate in a course of education during the period beginning on the date the individual provides a Certificate of Eligibility (or other acceptable documentation of eligibility) for educational assistance under Chapter 31 or Chapter 33 and ending on the earlier of:

- The date on which payment is received from the U.S. Department of Veterans Affairs (VA); or
- 90 days after the College certifies tuition and fees following receipt of the required eligibility documentation.

Saint Michael's College will not impose penalties on a covered individual due to a delay in VA educational benefit payments. Such penalties include, but are not limited to, the assessment of late fees, denial of access to classes, libraries, or other institutional facilities, or requiring the student to borrow additional funds to meet financial obligations to the College resulting from delayed VA funding.

Students remain responsible for providing all required documentation and information necessary for the College to certify their enrollment and process VA educational benefits.

Financial Aid

Financial Aid

Loans

Graduate students accepted into a Saint Michael's College graduate degree program may be eligible for the Federal Direct Unsubsidized loan.

This loan is through the federal government and students must file a Free Application for Federal Student Aid (FAFSA) to establish eligibility for the loan. For detailed information on this loan, please contact Financial Aid at 802.654.3244 or at finaid@smcvt.edu.

In order to receive and retain funding, the graduate recipient must maintain a 3.0 GPA or academic requirements consistent with the requirements for graduation as determined by Saint Michael's College. A graduate student must also be enrolled in at least half-time status (six credits) to be considered eligible for the Federal Direct Unsubsidized loan.

Most federal, state, and college aid for post-secondary education is available primarily to undergraduate students. Graduate students often need to look outside of traditional sources to foundations, special grants, employer education funds, etc., to find financial assistance. To do a scholarship search, visit www.fastweb.com.

Graduate Assistantships

Graduate assistantships provide a limited stipend for service to an academic or administrative department. Typically, an assistant's responsibility may include carrying out research for a professor or administrator, editing, assisting in instruction or administrative duties, producing written reports or documents, or carrying out other appropriate duties as assigned by a professor or administrator; however, it differs per graduate program. Normally, a graduate assistantship will consist on the average of fifteen to twenty hours of work per week. Tuition reimbursement is normally provided to the recipient for up to nine credits of course work each semester.

An applicant for a graduate assistantship should be an admitted student for the graduate program that he/she plans to pursue. Additionally, assistants should present exemplary personal and professional records. For some assistantships, evidence of special skills may be required. To apply for a graduate assistantship, persons should contact the program office.

Graduate Programs

History

From 1926 to 1959, Saint Michael's offered a variety of master's programs. These early programs were offered only in the summer and generally were directed to training religious and other teachers serving in Catholic schools.

By the mid-1960s, most of these early programs were phased out. However, the graduate programs in education were continued, and the 1960s saw the initiation of the graduate program in Teaching English to Speakers of Other Languages (1963). In the late 1950s the Graduate Education Program began a graduate certificate program in guidance, which later transitioned into a counseling program. In 1984, this program became the Master of Arts in Clinical Psychology and later (2023) the Master of Arts in Clinical-Counseling Psychology.

Graduate Program in Theology was founded in 1962. While the master's program in theology closed in 2012, the college continues to provide seminars, conferences and workshops in theology and pastoral ministry.

The Graduate Program in Administration and Management was added to Saint Michael's offerings in 1979. Around this time, the College began to offer graduate courses on a year-round basis in order to meet the needs and interests of the growing number of students who wished to pursue advanced studies. In addition, a number of educational options such as certificate programs, summer institutes, and special workshops were developed to broaden opportunities for specialized study. In 2008 the Master of Science in Administration was phased out.

At present, Saint Michael's offers master's degrees and certificate programs in education, TESOL, and clinical-counseling psychology. In general, these programs focus on the development of practical as well as theoretical skills and the preparation of professionals whose interests lie in education, community, or public service.

Continuing Traditions

Saint Michael's graduate programs exemplify the College's tradition of quality education that prepares students to contribute to both a chosen field of study and the communities in which they live. These programs respond to educational needs in Vermont, in the nation and beyond, by providing practitioner-oriented programs in a variety of fields. In these professional fields of study, students are expected to achieve a level of competence and scholarship that will mark them as leaders.

The College's graduate offerings provide opportunities for lifelong learning, giving students and faculty the chance to share a process of educational and social growth meant to enrich professional and personal experiences, as well as the academic environment. Graduate students - as members of the larger Saint Michael's community - strive to reflect values of the College in their daily lives, not only on the campus and in the workplace, but in religious and service affiliations, in political participation, in family and neighborhood interactions, and in contacts with people from varied backgrounds and cultures.

Graduate Academic Policies

Credit

Graduation requirements are based on semester credit hours. Students should expect to spend approximately two to three hours of preparation for every hour of class time.

Courseloads

Full-Time Student Status

A graduate student is considered full-time when enrolled in at least 9 credits during the fall and spring semesters and 6 credits during the summer term. Graduate students may not enroll in more than 15 credits in a given term.

Part-Time Student Status

Graduate students enrolled in fewer than 9 credits during the fall and spring semesters and fewer than 6 credits during the summer term are considered part-time students. Part-time enrollment at the graduate-level is encouraged and supported at Saint Michael's. Once admitted into a degree or certificate program, students must show regular and continuous progress toward the degree or certificate. In general, part-time students should enroll in no fewer than six credits in a given academic year (including summer and/or winter session terms, if applicable).

Student Responsibility

Graduate students are responsible for planning their academic programs and ensuring they meet all requirements as outlined in the Catalog and by their specific program.

Attendance

Regular attendance is essential. Specific attendance requirements may be set by individual programs or instructors.

Advising

Students are encouraged to meet regularly with their program director or faculty advisor(s) for assistance in designing their program of study and understanding program requirements.

Withdrawal from a Degree Program

Students intending to withdraw from a degree program must notify the program director and file the Voluntary Withdrawal Request Form with the Registrar's Office.

Withdrawals initiated during the semester have financial implications. More information is available in the Graduate Tuition & Fees section of this catalog.

Withdrawals during an active term have the following transcript implications:

- **Before the Drop/Add deadline:** No courses will appear on the student's transcript.
- **After the Drop/Add deadline but before the course withdrawal deadline:** Students will receive grades of **WD** for all enrolled courses.
- **After the course withdrawal deadline:** Students will receive final letter grades in their courses, which may include failing grades. This applies to both official withdrawals (with notice) and unofficial withdrawals (without notice).

The official withdrawal date is typically the date the student provides written notice of intent to withdraw. In some cases, the last date of attendance or participation in an academic activity may be used. Final determination of the official withdrawal date is made by the Registrar's Office.

If a graduate student does not register for classes for three consecutive terms (fall, spring and summer) and fails to complete the formal withdrawal process, the College will administratively withdraw the student. Reactivation—or in some cases, readmission—will be required. To reenroll, students must consult their program director. Program requirements, course recency, and transfer credits may be re-evaluated upon reactivation.

Academic Standards

The following are the minimum academic standards for all graduate programs at Saint Michael's College. Please note that individual programs may establish more stringent minimum grade requirements and/or additional academic expectations. Students are advised to consult the relevant sections of this catalog for specific information about individual program standards.

- Students must maintain a 3.0 GPA to remain in good academic standing and to earn a graduate degree or certificate from Saint Michael's College.
- Only two grades of "C" are permitted.

Dismissal

The College reserves the right to dismiss students at any time for academic or conduct reasons that are deemed inconsistent with the standards of the profession or the institution. The College, its officers, and its trustees are not liable for such dismissals. The following are specific circumstances under which graduate students are reviewed for dismissal or dismissed:

- Falling below a 3.0 GPA will result in review by the Graduate Academic Review Board, which will determine if the student may continue.

- A third grade of "C" or single grade of "F" in a graduate program results in automatic dismissal.

Dismissal Appeals

Students have the option to appeal their dismissal by submitting a formal letter to the Graduate Academic Review Board. The appeal should describe any extenuating circumstances contributing to poor academic performance and/or conduct inconsistent with the standards of the profession and/or Saint Michael's. The appeal must explain how the student will address these issues and improve academic performance and/or conduct during the upcoming semester. Students who do not submit an appeal by the deadline outlined in the dismissal letter are dismissed.

The Graduate Academic Review Board is responsible for reviewing the appeal, along with all relevant information, and recommending appropriate action to the Provost. The review board is made up of two graduate program directors and a representative from the Registrar's Office. Final decision-making authority on suspension or dismissal rests with the Provost.

Readmission

The nature and severity of the student's poor academic performance and/or conduct determines whether the dismissal is temporary or permanent. This is specified in the student's dismissal letter. Students who are dismissed with the opportunity to apply for readmission may do so after at least one full fall or spring semester. The application must include documented evidence addressing the circumstances of the dismissal—this might include proof of academic success elsewhere or relevant professional development. Readmission application procedures, if applicable, are outlined in the dismissal letter. Readmission is not guaranteed.

Waiver or Modification of Requirements

Requests to waive or modify a course or academic requirement must be approved by the program director. Course waivers do not grant credit but allow students to substitute elective coursework.

Participating in Commencement

Graduate students who are able to satisfy their degree requirements the summer after May Commencement Exercises may be approved to walk with the permission of their Graduate Program Director.

Special Arrangements

Students may propose Independent Research, Independent Study, Directed Readings, Practicum, or Internship opportunities not available in the existing curriculum. Planning and approval with the program director are required before registration.

Time Limit

Master’s degree programs must be completed within seven years of the start of the first semester of coursework. Certificate programs may have different timelines; students should consult their program. Petitions for extensions are only considered under special circumstances.

Graduate Grading System

Graduate Grading System

Instructors report final course grades at the end of each semester.

In the graduate programs, grades are reported and recorded by the letters that have numerical equivalents and the following grade point values:

Grade	Qualitative Equivalent	Grade Points
A	Above average graduate level work	4.0
A-	Above average graduate level work	3.7
B+	Above average graduate level work	3.3
B	Average graduate level work	3.0
B-	Below average graduate level work	2.7
C	Below average graduate level work	2.0
F	Failure	0.0
WD	Withdrawal	0.0
I	Incomplete	0.0
XT	Extended Credit	0.0
AU	Audit	0.0
UA	Unsuccessful Audit	0.0

To determine the grade points for a course multiply the grade points for the letter grade received by the credit hours assigned to the course. To arrive at the Grade Point Average (GPA) add the grade points for all courses and then divide this sum by the number of credit hours. (Do not include credit hours for courses with the following grades: WD, I, XT, AU, UA.)

Incomplete Grades

1. A student may request an Incomplete in a course for reasons of illness, emergency or other extenuating circumstances.
2. An Incomplete may be assigned if the student has done acceptable work in a majority of course requirements and/or assignments.
3. If a student has not completed acceptable work in the majority of course requirements and/or assignments prior to the circumstances that prevented completion of the course, a letter grade shall be assigned. (During the withdrawal period, the student also has the option of withdrawing from the course).

4. The faculty instructor has the right to decide whether or not an Incomplete is appropriate based on the student's performance in the class and the nature of the missing assignments.
5. An Incomplete is not typically available if there are any outstanding Incompletes on a student's record from a previous term.
6. If the student and faculty instructor agree on the terms of an Incomplete, the faculty instructor will complete the Incomplete Grade Request Form, which serves as a contract between both parties. The Incomplete Grade Form will include an expiration date for the Incomplete and the grade that should be assigned should the student fail to complete the coursework.
7. The Incomplete Grade Form will be routed to the Registrar, who will review the student's eligibility and, if approved, record the Incomplete, the expiration date, and the default grade. The Registrar will send a copy of the approved Incomplete form to the student and instructor.
8. The Incomplete should be completed as soon at the earliest possible date, but no later than 30 days after the end of the semester in which it is assigned. Extensions to the Incomplete deadline may be approved by the Vice President of Academic Affairs.

Extensions

A grade of "XT" (Extended Credit) is given at the end of the semester to a student enrolled in a thesis course when work on the thesis will continue into the following semester. In addition to the semester following enrollment in the course, the student may petition for continuance of the "XT" to the program director.

Audit

A student may audit a course with the approval of the instructor and program director. The student receives no course credit or grade and is not required to complete assignments or take examinations. The student may not claim credit at a later date. Audited courses are graded with AU or UA as reflected in the chart above. A grade of UA (Unsuccessful Audit) may be assigned if the student fails to regularly attend or participate in the course.

Graduate Grading System

Graduate Grade Appeal & Academic Conflict Resolution Procedure

Grade Appeal & Academic Conflict Resolution Procedure

Instructors have broad leeway to assign grades according to their professional judgment. Instructors should evaluate work according to sound academic standards and in alignment with clearly specified policies and procedures on course syllabi, assignments, and communications.

Students may contest a grade if they feel it meets one or more of the following conditions:

- An error in the calculation of the grade
- The assigned grade is inconsistent with criteria and policies articulated in the course syllabus, and/or inconsistent with any stipulated conditions for course requirements and assignments
- The grading standards were inconsistently or inequitably applied
- The grade was given for factors other than academic performance, including personal bias or any criteria that would fall under the College's non-discrimination policy

Students pursuing an appeal must follow the conflict resolution procedure outlined below, and the student assumes the burden of proof in the appeals process.

A student who believes that course work has been unfairly evaluated, or who has another conflict regarding academic matters other than Academic Integrity Policy should use the following procedure:

1. As soon as possible, no later than the end of the sixth week of the following semester, the student must approach the faculty member to discuss the issue. In the event of a grade dispute, the student should seek an explanation of the method of evaluation and seek a determination that no error has been made.
2. If the student is not satisfied with the results of this conference, a meeting has already taken place, or a meeting with the faculty member was not possible, the case must be presented in writing with supporting documentation to the graduate program director.
3. If after consultation with the faculty member and after a review of the written evidence, the director finds legitimate cause for complaint, the director will work toward an equitable solution with the student and faculty member. If this fails, the student may notify the program director they are formally appealing the grade.

Procedures for a Formal Grade Appeal

Formal appeals are heard by the members of the Graduate Council outside the student's program. The graduate director from the student's program may address the appeal committee but is not a voting member.

Prior to the hearing, students must submit in writing the reasons for the appeal, along with any supporting documentation. The materials should address how the grade violated the conditions for a grade appeal outlined above. Students must be given adequate notice to prepare these materials, along with the opportunity to address the committee and answer any questions directly. Faculty who assigned the original grade may attend the hearing in person or submit their position in writing. Students can be advised by a Saint Michael's faculty member, who may accompany them to the hearing at the student's request. Family, friends, and/or representatives from outside Saint Michael's College are not permitted in the hearing.

After reviewing all relevant documents and information related to the grade and appeal, the committee has within its purview the following outcomes:

1. Uphold the original grade
2. Assign a new grade
3. Allow the student to withdraw from the course with a grade of WD (Withdrawal)
4. Allow the student to receive a pass for the course

The committee will communicate the decision as soon as possible, though it may not be immediate if they need to collect additional information. The decision of the committee is final, and there will be no further opportunities to appeal the grade.

FERPA & Confidentiality of Educational Records

Family Educational Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act of 1974 (commonly known as FERPA, aka the Buckley Amendment) pertains to student education records maintained by institutions of higher education, including Saint Michael's College. The act affords students certain rights with respect to their educational records, including the right to access those records. At the same time, FERPA protects the students' rights to privacy by limiting access to their records without their consent. The following guidelines are in place to assist members of the Saint Michael's community in understanding the provisions of the act as they apply to Saint Michael's College.

Annual Notification of Rights Under FERPA

Under FERPA, eligible students are granted certain rights with regards to education records:

1. The right to inspect and review their education records within 45 days of the request
2. The right to request amendment of education records if the student believes they are inaccurate
3. The right to require Saint Michael's College to obtain written consent to disclose personally identifiable information from the student's education records unless an exception applies
4. The right to file a complaint concerning alleged FERPA violations with the Family Policy Compliance Office within the U.S. Department of Education. The name and address of the office that administers FERPA is:
   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202-5920

College Policy on Student Access to Educational Records

Education records are records directly related to a student and that are maintained by the College, including grades, transcripts, rosters, schedules, student financial information, student employment information, and student discipline files.

Records not covered by FERPA include any record received prior to January 1, 1975, financial records of parents, private notes of faculty and administrative officers, public safety/law enforcement records, and health/medical records.

For purposes of FERPA, a student is any individual who is or has been in attendance at the College. Attendance is deemed to begin when the individual registers (or is registered) for courses or occupies college housing, whichever occurs first.

All current and former students have access to their educational records upon written request to the applicable office. Each office will comply with all requests within a reasonable length of time, but not later than 45 days from the date of receipt of the written request.

College Policy on Release of Confidential Records

Saint Michael's College will not release any education records without a written or electronic release. Exceptions to this policy are as follows:

1. School official has legitimate educational interest.
2. Knowledge of such information is necessary to protect the health/safety of the student or other individuals.
3. Information may be provided to parents/guardians regarding student use or possession of alcohol or a controlled substance if the college has determined that the student has committed a disciplinary violation.
4. Compliance with a judicial order or subpoena.
5. Request is from authorized representatives of government entities (e.g. SEVIS, Solomon Amendment).

Students who wish to give a blanket authorization for the College to share education records with parents, legal guardians or other designated persons may file a form with the Registrar's Office.

Directory Information

FERPA allows institutions to classify part of the education record as "directory information", which may be disclosed without the student's written consent. If a student does not want this information publicized, the student must request directory exclusion in writing on an annual basis. Saint Michael's College considers the following to be Directory Information:

Name	Class	Degrees (Including Dates)
Address	Enrollment Status	Previous School Attendance
Telephone Number	Major and/or Minor	Participation in Sports & Activities
Email Address	Honors & Awards (Including Dean's List)	Height/Weight (Athletic Team Members Only)
Place of Birth	Dates of Attendance	

Hearings

Students may challenge any educational record that they feel to be inaccurate, misleading, or a violation of privacy. This policy does not apply to grades. Students wishing to challenge a grade should follow the steps outlined in the College's Grade Appeal Policy.

When a student challenges information in a education record, every effort shall be made to resolve the issue with between involved parties and offices. If this is not possible, the student must submit a written statement to the institution's FERPA coordinator outlining the alleged inaccurate, misleading or inappropriate data or statement contained in the record. The coordinator will appoint an impartial college official who will conduct a hearing within 45 days of receipt of the written statement. The impartial hearing officer will render a decision and communicate it writing to the student and all other involved parties. The student may appeal the decision to the President of Saint Michael's College. The President's decision on the matter is final.

The above policy statement is subject to amendment with approval by the Board of Trustees.

Registration Policies & Processes

Students typically arrange their class schedules during semesterly registration periods after consultation with their advisors. Students who have registration holds on their account are only permitted to register once those holds have been cleared. Holds may be placed on students accounts for a wide variety of reasons, including an outstanding balance, failure to submit immunization paperwork, failure to meet with the advisor prior to registration, failure to provide SMC with emergency contact information, and more. Registration holds are communicated to student through KnightVision and/or communications are sent to students' SMC email accounts in advance of registration.

Students who have not been admitted into a degree program at Saint Michael's may be permitted to enroll in courses with space available after degree students have registered. Enrollment as a non-degree undergraduate student is generally limited to a cumulative total of 12 credits. To continue beyond 12 credits, the student must be formally admitted to the College through the usual application procedures of the Admission Office.

The schedule of courses contains information about courses being offered during the current term, and any subsequent terms that are available. Students and faculty can access the schedule of courses through KnightVision. Guest access to the schedule of courses is available here.

Registration Schedule for Fall and Spring Terms

Students generally register for spring courses in November of the preceding fall and for fall courses in April of the preceding spring. The undergraduate registration priority schedule is driven by class standing, which is determined by the number of credits a student has earned. Class standing does not take into account courses in progress.

Week 1 - Registration Opens to Matriculated Students

CLASS STANDING	EARNED CREDITS REQUIRED FOR CLASS STANDING	REGISTRATION DAY
Graduate	NA (all Graduate students in degree or certificate programs)	Monday
Senior	89+	Tuesday
Junior	56-88	Wednesday
Sophomore	24-55	Thursday
First Year	0-23	Friday

Week 2 - Open Registration for Matriculated Students

Some courses initially carry registration restrictions based on major, minor, class year, or other criteria. These restrictions are in place to ensure students who need specific courses for academic progression have priority during the initial week of registration. During the following week (Open Registration), some previously restricted courses become more widely available, provided there is still space in the section. Not all restrictions are guaranteed to be removed. Some courses may retain prerequisites or approvals depending on program needs. Students are encouraged to revisit course offerings during Open Registration, as availability and eligibility may change.

Week 3 - Registration Opens to Non-Matriculated Students

Following Open Registration, course registration becomes available to non-degree students, including visiting students, high school dual enrollment students, and other approved individuals not pursuing a Saint Michael's degree or certificate.

- Non-degree registration opens after all degree-seeking students have had access to course registration.
- Enrollment is subject to space availability and any remaining prerequisites or restrictions.
- Non-degree students must be properly credentialed in KnightVision and may be required to submit additional documentation or approvals.

Registration for Winter Intersession and Summer Term

The Saint Michael's campus community is notified when registration opens for Winter Intersession and Summer Term courses.

- Winter Intersession registration typically opens in October
- Summer Term registration typically opens in March

Unlike fall and spring terms, registration for Winter and Summer is not tiered by class year; it opens to all students at the same time.

Drop/Add Period

Students may adjust their schedules during the official Drop/Add Period. For full-semester fall and spring courses, the Drop/Add Period spans the first seven instructional days of the semester. Courses dropped during this period will not appear on the student's transcript. Students may add open courses, provided they meet all prerequisites and obtain any required approvals.

For courses that do not span the full length of the semester, including Winter Intersession, Summer Term, and other accelerated or abbreviated courses, the Drop/Add deadline occurs at approximately 10% of the course duration, with a minimum Drop/Add period of two instructional days. Applicable deadlines are published and/or communicated to students as appropriate. Additional details on the Drop/Add Period for Winter and Summer are available on the Undergraduate Summer & Winter Terms and Graduate Summer Courses pages.

Course Withdrawal Period

After the Add/Drop Period ends, students may withdraw from a course through the published Withdrawal Deadline, typically at the two-thirds point of the semester or session. A "WD" grade will appear on the transcript, indicating withdrawal without impact on the GPA.

- Students must submit a Course Withdrawal Request Form.
- Withdrawal is not permitted after the deadline. Leaving a course after the deadline or failure to file the required form will typically result in a final grade of "F" in the course.

Pass/Fail Grading

Students may take courses on a Pass/Fail basis by submitting the Pass/Fail Grading Request Form.

- Courses used to fulfill Core Curriculum, major, or minor requirements may not be taken Pass/Fail.
- A grade of “P” earns credit but is not calculated in the GPA; a grade below the passing threshold results in “F,” which is included in the GPA.
- Students must declare the Pass/Fail option by the deadline published on the Academic Calendar, typically the two-thirds point in the semester or session.

Certain courses are only offered on a Pass/Fail basis. Pass/Fail only courses are noted as such in their catalog descriptions.

Auditing

Students may audit courses by submitting the Course Audit Request Form form to the Registrar’s Office by the Add/Drop deadline.

- Audited courses do not carry course credit and may not be used to satisfy any degree requirements.
- The expectations of the audit are established by the instructor. An auditor is expected to attend classes, but is generally not required to complete assignments or to take examinations unless required by the instructor.
- An unsuccessful audit is recorded on the student's academic record as "UA" in cases when the student does not attend class and/or does not otherwise meet the instructor's expectations for the audit.

Undergraduates Taking Graduate-Level Coursework

In certain cases, undergraduate students may receive permission to take graduate level coursework while pursuing the undergraduate degree. Permission to take graduate level course may be given by the course instructor and/or the chair or program director. Most graduate-level courses at Saint Michael’s are worth 3 credits at the graduate level. Undergraduates typically receive 4-credits for 3-credit graduate courses due to the advanced content, nature and rigor of the course. In order to register for graduate level courses, undergraduates must file the Undergrad Enrollment in Grad Courses Form.

Graduate Summer Courses

Graduate summer courses are offered online, in-person, or a combination thereof. More information on course meeting patterns is available in KnightVision.

Saint Michael’s College reserves the right to cancel courses due to low enrollment. Should a course be canceled, students are given the opportunity to take another course within the session or receive a full refund of tuition and fees.

Unless otherwise specifically noted, students enrolled in summer courses are subject to the same policies outlined in the academic catalog and student handbooks as those in effect during the traditional academic year.

Workload

Due to the accelerated pace of summer and winter terms, students are expected to commit significantly more time each week to their coursework compared to the traditional academic year. While the specific expectations may vary by course, students should plan to spend at least 20-30 hours per week on coursework.

Accommodations

Students with documented learning differences are encouraged to work with the Office of Accessibility Services. Students are responsible for coordinating necessary accommodations with that office prior to the start of summer and winter courses.

Tuition

SUMMER 2026*	REGULAR GRADING	AUDIT
Graduate Psychology Program	$700 per credit	$350 per credit
Graduate Education Program	$525 per credit	$262.50 per credit

*NOTE: Summer 2026 rates and refund schedule are provided for informational purposes. The summer 2026 term falls within academic year 2025-26. Summer 2027 rates will be determined and published on the College's website after catalog publication.

Refunds

Due to the compressed format, refund schedules for graduate summer courses differ from the graduated schedules used during the fall and spring semesters. Please note the following:

- Students who drop a course during the course's Drop/Add period will receive a full (100%) tuition refund for that course. No tuition refunds are issued for courses dropped after the Drop/Add deadline.
- Refund schedules for graduate summer courses vary and follow the session calendars specific to each program. Drop/Add deadlines - and therefore the deadlines to receive a 100% tuition refund - vary by course.
- Students are strongly encouraged to consult the Registrar’s Office with any questions regarding specific course deadlines.

Graduate Transfer Credit Policy

Graduate Transfer Credit Policy

Coursework completed at the graduate level from an accredited institution will be considered for transfer. The only course credits considered for transfer will be those that are applicable to the student’s program in which a grade of “B” or better was attained. A seven-year statute of limitations applies to all transfer credits, and thus no transfer credits can be applied toward a degree if the credits were obtained more than seven years prior to completion of one’s degree program.

Degree Programs

With the approval of the program director, typically no more than nine graduate credits from three courses may be accepted. SMC Undergraduates intending to pursue a graduate degree after completing an undergraduate degree may be approved to take up to 9 graduate credits toward the degree during their undergraduate program. Students must receive prior approval from the graduate degree program director to share credits between the undergraduate degree and graduate degree. Approved shared courses completed during the undergraduate program will be transferred onto the graduate record at the time of matriculation into the graduate degree program.

Certificate Programs

Students may transfer in up to 1/3 (33%) of the credits toward a graduate certificate with the approval of the graduate certificate program director. Undergraduates intending to pursue a graduate certificate after completing an undergraduate degree may be approved to take up to 1/3 (33%) of the credits toward the certificate during their undergraduate program. Students must receive prior approval from the graduate certificate program director to share credits between the undergraduate degree and graduate certificate. Approved shared courses completed during the undergraduate program will be transferred onto the graduate record at the time of matriculation into the graduate certificate program.

Graduate Academic Conduct Policy

Saint Michael's College is dedicated to the pursuit of knowledge through the free expression and exploration of ideas. Instructors seek to develop and maintain a learning environment which is both open to differing opinions and respectful of all members of the campus community. While the principle of academic freedom protects this freedom of inquiry as essential to our academic mission, it does not protect conduct that is disruptive to the classroom environment in which learning occurs. Students, in adherence to the Saint Michael's College Code of Conduct, are required to follow course policies, expectations, and instructions regarding behavior and interactions with peers and instructors. The Code of Conduct applies to all courses and course-related work offered by the College, including in person, on-line, and hybrid courses, video meetings and discussion boards, and any course-related interactions or communications involving peers, staff, and faculty. Unacceptable student behavior may include, but is not limited to, the following types of disruptive conduct in or out of the classroom:

- Rude or disrespectful behavior directed at peers, staff, or faculty, including unwanted interruptions and failure to adhere to instructors' directions in a classroom activity.
- Inappropriate and/or physically or verbally abusive language or behavior and other forms of intimidation in any setting.

Students must also respect a right to privacy and cannot record, capture, photograph, or share any class-related material, such as video, faculty or student presentations, class content, faculty or student postings, correspondences, etc., with any third party (which includes other students) without express permission of all parties.

A student may be temporarily removed or withdrawn from a course for not complying with these standards of behavior. The normal procedure for responding to unacceptable behavior is the following:

- The instructor is advised to keep careful written records regarding any incident of disruptive conduct.
- Following an initial incident, the instructor may choose to give an informal verbal warning to the student or may decide to inform their program director. This decision is the prerogative of the instructor, depending on the severity of the incident.
- Depending on the severity of the incident and the input of the instructor, the program director may require a meeting along with a formal written warning to the student. This will be followed by a one-week probationary period, which will be noted in the student's file. If there is no further disruptive behavior the probationary period will be terminated.
- If the disruptive conduct recurs at any point during the probationary period, the program director - in consultation with the instructor - may withdraw the student from the course.
- The student may appeal the course withdrawal, in writing, to the Graduate Council. The Graduate Council makes the final decision to withdraw the student.
- Egregious disruptive behavior will be addressed by the Provost and may result in suspension or expulsion from the College.

Graduate Academic Integrity Policy

Graduate Academic Integrity Policy

Scholarship, teaching, and learning are possible only in an environment of academic integrity characterized by honesty and mutual trust. Every member of the College community - students, faculty and administrators - has the responsibility to ensure that the highest standards of academic honesty and integrity are maintained.

Academic integrity is especially important for graduate students, who are expected to adhere to strict codes of professional ethical standards. For this reason, any violation of academic integrity policy, including a first offense, could result in immediate suspension or dismissal from the graduate program.

Offenses Against Academic Integrity

The following are examples of offenses to academic integrity that are prohibited by Saint Michael's College. The passages in *italics* constitute the Academic Regulations regarding academic integrity. These are followed by a brief discussion of the policies. Given the complex nature of the topic, the discussion does not include every possible offense against academic integrity but provides some typical examples.

1. Plagiarism

Presenting another person's ideas or content generated by artificial intelligence (AI) as one's own, by directly quoting or indirectly paraphrasing, without properly citing the original source. This includes inadvertent failure to properly acknowledge sources.

When using ideas, arguments, and/or data from other sources, students must clearly define the sources using appropriate quotations and citations. Plagiarism may occur even when not using the exact words of another author. Paraphrasing a section of an article, book, or website without the proper attribution is considered plagiarism. Students should ask their professor if there is any question about the proper use and citation of material from other sources.

Compositions, term papers, or computer programs acquired either in part or in whole from other students, the Internet, commercial resources, or any other source and submitted as one's own work shall be considered plagiarism. If the work contains the thoughts or words of others or of generative AI, and the student inadvertently fails to acknowledge the source(s), this action is considered plagiarism. Plagiarism applies to printed sources, electronic sources, video/audio sources, social media and material obtained through network sources, including e-mail and generative AI.

2. Unauthorized Assistance

Giving or receiving assistance during an examination or in the preparation of other assignments without the authorization of the instructor.

There are many possible instances of unauthorized assistance. Using cell phones and other electronic resources, any unauthorized notes during an exam, or use of artificial intelligence is prohibited unless the professor provides explicit permission. Copying from another individual's examination or providing information to another student during an examination is a breach of academic integrity. Soliciting, obtaining, possessing, or providing to another person an examination prior to the administration of the exam, or unauthorized use of generative artificial intelligence for the completion of exams or assignments, is prohibited.

Take-home exams, papers, and other outside work, such as online assignments, are the sole responsibility of the individual student. This does not prohibit group study sessions and consultation with other students to clarify points under study. In certain instances, a professor may permit and even encourage students to work together on certain projects. This is generally not the case when the work is represented as the student's own effort. Student with questions should ask the professor to provide clear guidelines regarding what assistance is authorized.

3. Interference

Interfering with the work of any other member of the College community by: (a) compromising academic materials (laboratory reports, papers, presentations, etc.) or (b) infringing on the fair and equal access of all to the academic resources of the College.

Any action that limits another student's access to the academic resources of the College or modifies their work is considered interference. For example, the unauthorized removal or relocation of library material is forbidden. Any tampering with another student's lab work or other academic work is a breach of academic integrity.

4. Interference Using Information Technology

Interfering with the work of any other member of the College by using information technology to: (a) alter another person's files, reports or data; (b) Compromise data housed in the College's academic information systems; or (c) engage in any unauthorized access to computer material whether on a College system, on a personal device located at the College, or over the Internet using College systems.

Accessing computer data of any sort without authorization is a violation of academic integrity. This includes stealing or decoding passwords, destroying or modifying data, and reading or altering another person's files (including e-mail). In addition, any dissemination of computer-generated material such as viruses or spam, as well as preventing legitimate access to information via technology, are violations of this policy.

5. Multiple Submissions

Submitting the same academic work to fulfill the requirements for more than one course without authorization of all instructors involved.

Submitting the same assignment for more than one course is a breach of academic integrity. There may be instances where a student may want to extend the research completed on a different project. In these cases, the student must obtain the explicit permission of the instructors involved.

6. Misrepresenting One's Work

Submitting results or descriptions of work that were not completed in accordance with the assigned requirements.

Misrepresenting the results or description of assigned work constitutes a violation of academic integrity. This includes submitting assignments - such as logs, reflections, narratives, lesson plans, notes, intakes, or assessment reports - that do not accurately reflect the student's actual work or experience as assigned by the instructor or placement site. Submitting documentation for work not completed, or misrepresenting the number of hours completed in a practicum, internship, or teaching placement, also breaches academic integrity expectations.

Procedures

Offenses in a Course

If a breach of academic integrity occurs in a course, the primary responsibility for dealing with alleged offenses rests with the instructor. The instructor should meet with the student to thoroughly discuss the evidence of the offense. If a meeting is not possible, the instructor may notify the student in writing. Any course-specific sanctions for academic integrity violations should be noted in writing on the course syllabus. After the meeting, if the instructor concludes an academic integrity violation has taken place, the instructor must notify in writing the Director of the relevant graduate program to discuss the offense and determine course-related sanctions. The Director may also impose additional sanctions over and above any levied within the course.

Offenses Outside of a Course

In instances of alleged academic "vandalism" outside the context of a specific course, such as interfering with another's work, the case shall be presented to the Director of the relevant graduate program for review. The Director shall undertake a thorough investigation of the alleged offense, and if sufficient evidence warrants further action, the Director shall refer the case to the Graduate Council. When an offense occurs outside the context of a course, the Graduate Council will determine the sanctions imposed for each offense. These sanctions may include: (a) suspension from the College for a determined amount of time; or (b) expulsion from the College.

Sanctions

Sanctions are determined by the instructor in consultation with the graduate program director. In addition to any course-specific sanctions, the director may impose additional sanctions for any academic integrity violation, including suspension or dismissal from the graduate program.

Academic Integrity Review Procedures

The Graduate Council examines alleged offenses to the Academic Integrity Policy when they occur outside the context of a course and when students appeal a sanction within a course or one imposed by the graduate program director. Students who wish to appeal an academic integrity decision by an instructor or graduate director must submit their case in writing to the director of their program, who will initiate a hearing of the gradual council. The appeal will heard by the members of the Graduate Council outside the student's program. The graduate director from that program may address the appeal committee but is not a voting member.

The Graduate Council consists of the directors of the College's graduate programs. A College instructor or official may accompany the student to the review for guidance, but friends, family, and/or representatives from outside Saint Michael's College may not.

The Council shall hear all relevant evidence from the involved parties on the matter. Based upon its determination of the facts, the Council can vote to uphold, reduce, or repeal any sanctions but cannot increase them. The decision of the Council is final and cannot be appealed.

Confidentiality

Academic integrity reports are confidential and not part of a student's permanent record, and they will not appear on the student's transcript. However, suspensions and/or expulsions due to academic integrity violations do become part of a student's permanent record. Academic Integrity offenses will be reported to outside organizations requesting a background check so long as we have received a signed release from the student of record.

Degree Completion & Graduation

Saint Michael's College awards degrees three times per academic year: in December (after fall term), in May (after spring term), and in August (after summer term). For August and December graduates, degrees are added to transcripts and diplomas are mailed within three weeks of the official graduation date. May graduates generally receive diplomas at the May Commencement ceremony. Degrees are added to May graduates' student records within one week of Commencement. For those who do not attend Commencement, diplomas are mailed within three weeks following the ceremony.

Official Graduation Dates for Academic Year 2026-27

- Fall - December 18, 2026
- Spring - May 12, 2027 (Commencement ceremony takes place Sunday, May 16, 2027)
- Summer - August 27, 2027

Participation in Commencement

Graduating

Students who have completed all of their degree requirements by the end of a given spring semester are fully eligible to participate in May Commencement Exercises. Graduates will have their names called, process across the stage to receive their diploma cover, and have their names included in the Commencement program.

Participating

Undergraduate students who are within eight credits of meeting their degree requirements are eligible to fully participate in the May Commencement Exercises. Students who have earned 120 (or more) credits but have more than eight credits of outstanding requirements to earn their degree are not eligible to participate. "Participators" must be able to satisfy all degree requirements by taking eight or fewer credits.

Robing

Undergraduate students who are not eligible to graduate or "walk" (as outlined above) – yet feel an affiliation with the graduating class – may receive special permission to "robe" for the Commencement ceremony. "Robers" process with their class at the beginning and end of the ceremony. They do not have their names called, and they are not listed in the Commencement program.

Latin Honors

Undergraduates who complete their degree requirements with the cumulative grade point averages specified below receive their degrees with Latin Honors as designated below. In calculating Latin Honors, grade point averages are truncated; they are not rounded up or down.

Cum Laude	3.500
Magna Cum Laude	3.700
Summa Cum Laude	3.900

Medical & Involuntary Withdrawal

Responsible Official: Vice President for Student Affairs or designee in consultation with Director of Counseling, Bergeron Wellness Center. This policy is also published and maintained in the College's Student Handbook.

Policy Statement

Saint Michael's College is strongly committed to supporting students in their intellectual and extracurricular endeavors. When illness or significant personal hardship intrudes upon a student's ability to successfully meet the requirements of his or her course of study, it is College policy to assist with the student's withdrawal from the College for the purpose of focusing on those matters requiring attention. Prior to re-matriculation, it is the College's intent to provide students with information about resources which may be of use to them as they resume their studies and to provide support where possible in order to optimize the likelihood of a successful return to campus life.

It is the College's goal that all students are able to participate fully in the academic community. In usual circumstances, however, when a student's illness causes him or her to pose a threat to self or others or creates a significant disruption to the activities of the campus community, the student may be required to withdraw from the College.

Reason for the Policy

It is the goal of the College to foster an environment in which each student is able to fully pursue their academic goals. When illness prevents a student from achieving these goals, it is the intent of the College to provide a mechanism whereby the student may withdraw from their studies and return to them when able. In unusual circumstances, illness may cause a student to pose a threat to others that significantly disrupts the life of the community. In such circumstances, the College may find it necessary to involuntarily withdraw a student from the College.

Strategic Direction

This policy supports the following goal in the College's Strategic Plan:

Student Experiences: Provide a distinctive College experience that prepares students for success as accountable leaders in the 21st century.

Applicability of the Policy

This policy applies to all undergraduate and graduate students, whether they are matriculated or non-degree students at Saint Michael's College. This policy is in effect for the entirety of the academic year, including during fall and spring semesters and winter intersession and summer terms.

Procedures

Medical Withdrawal

1. Students who seek to withdraw from the College because of illness must meet with or submit a written request to the Director of Counseling at Bergeron Wellness (Kathy Butts). If the Director of Counseling is unavailable, the student may meet with the VP of Student Affairs (Dawn Ellinwood). As necessary, the VP or their designee will confer with appropriate campus medical or psychological professionals in order make the final determination regarding the student's request. In unusual or complicated situations, the VP or designee may convene a committee composed of representatives from The Bergeron Wellness Center.
2. Students may initiate the medical withdrawal process up through the last day of classes for the given term. Medical withdrawals initiated after the final day of classes for the term will not apply retroactively – they will only apply to the subsequent term.
3. Students who are granted a withdrawal because of illness will receive grades of 'WD' for all courses attempted and not yet completed during that term.
4. Students granted a medical withdrawal will have a hold placed upon their registration by the VP's office pending successful petition for re-enrollment to the College.
5. Students granted a medical withdrawal will be dropped from all coursework for which they are registered in subsequent terms.
6. Graduate and undergraduate students granted a medical withdrawal should address the impact of withdrawal on the continuation of scholarship, research, graduate assistantship or other forms of educational support with the appropriate program administrator in their academic department. Any adjustment to the student's tuition will be made in accordance with standing college policy.

Students who wish to appeal the outcome of their request for medical withdrawal may do so by submitting their appeal in writing to Dawn Ellinwood, Vice President of Student Affairs.

It is the intention of the College to support students in a successful return to the College community when illness has necessitated withdrawal. To this end:

1. Students will be informed that the College expects the leave to be of sufficient duration to allow the student to address the issues involved in necessitating a medical leave. In most cases, student who medically withdraw are away from the College for at least one full fall or spring semester after the medical withdrawal in order to enhance the likelihood of success upon return.
2. Students wishing to return to their studies following medical withdrawal must complete the following steps:
3. Notify the Director of Counseling at Bergeron Wellness Center (Kathy Butts) of their desire to return to the College.
    - Submit the Student Return from Medical Leave Form and the treating Provider Form to Kathy Butts at kbutts@smcvt.edu or to the Bergeron Wellness Center, Box 259 One Winooski Park, Colchester, VT 05439 attesting to the student's ability to resume studies with a reasonable likelihood of success. This information must be specific in its description of the student's illness and the treatment rendered. It must outline, as appropriate, a plan of treatment to be followed upon return. All documentation will be held in strict confidence by the College; it will be maintained in the student's health record. Upon request, the student will authorize the Medical Withdrawal Committee to secure any additional information necessary to assess the student's readiness for readmission.
    - Submit documentation by the following dates: August 1st for the fall semester, December 1st for the spring semester, and April 1st for the summer term.
4. The Medical Withdrawal Committee will consult with appropriate resources in considering the student's request.
5. When the Medical Withdrawal Committee has concerns about the likelihood of the student's success, the committee's designee will communicate this to the student and, with the student's permission, to the treating clinician.
6. Students are expected to meet with Kathy Butts, Director of Counseling at Bergeron Wellness Center within two weeks of the first day of classes for the purpose of assessing their experience thus far and reviewing support resources available for them. An appointment can be made by calling 802.654.2234. A plan shall be outlined by the student and the Director determining plan of care and resources for the student.

Involuntary Withdrawal

1. The College may require a student to involuntarily withdraw from classes or require conditions for continued attendance when, as a result of a medical or psychological condition, one of the following transpires:
   The student threatens the safety of others.
   The student causes or threatens to cause significant property damage.
   The student significantly disrupts the activities of the College.
   The student demonstrates evidence of significant impairment and is unable to make an independent determination that voluntary leave is needed.
2. When a student exhibits any of the behaviors described above, he or she may be brought to the attention of the Vice President of Student Affairs. The VP or designee, in consultation with appropriate medical, psychological, or academic resources, may involuntarily withdraw a student from his or her classes or place conditions on the student's continued education.
3. Under certain circumstances involving the safety of the College community, the Office of the Vice President may mandate that the student undergo a psychological or medical assessment to assist in evaluating the student's ability to participate successfully in College life.
4. The results of the requested inquiry will be shared in written form with the student.
5. If a student is involuntarily withdrawn from classes, the VP of Student Affairs, in consultation with appropriate campus resources and the Medical Leave Committee as necessary, will determine the length of separation from the College and describe the conditions under which the student may seek to return. A hold will be placed on the student's registration until the student has been granted readmission.
6. A student may appeal the results of the College's decision to involuntary withdraw him or her from classes to the Vice President of Student Affairs and the Director of Counseling at the Bergeron Wellness Center. These individuals will review all available information and render a final decision. This result will be shared with the student.
7. Students involuntarily withdrawn from classes will receive grades of "WD" for all courses attempted during that semester.
8. Students seeking readmission to the College following involuntary withdrawal must follow the same procedure outlined for students returning following voluntary withdrawal.

9. All records concerning involuntary withdrawal will be kept separately from the student's academic record in accordance with the college's policy on the confidentiality of student records.

Concerns Regarding Discrimination

Any student who believes they have been discriminated against under the policy because of their medical condition may file a complaint with the Office of Human Resources.

Contacts

Questions related to the daily operational interpretation of this policy should be directed to:

CONTACT	POSITION	PHONE	EMAIL
Dawn Ellinwood	Vice President of Student Affairs	(802) 654-2566	dellinwood@smcvt.edu
Kathy Butts	Director of Counseling	(802) 654-2310	kbutts@smcvt.edu

Henry "Bud" Boucher, Jr. '69 Career Education Center

Professional career coaches partner with students to help them find their path to **Be Curious**, **Get Experience**, and **Tell Your Story**. From exploring academic paths to learning about individual interests, strengths, and values, students will **Be Curious**. Career coaches will help students **Get Experience** through job shadowing, internships, clubs, networking, research, study abroad, and more. Finally, coaches will help students **Tell Your Story** through their résumé, cover letter, professional profiles, applications, and portfolios. Assisting students from their arrival on campus throughout their college career and as alumni, the Career Education Team supports St. Mike's students in their path to success.

Career Ready Micro-Credentials help students develop and articulate skills that are critical to employers in today's world. The On-Campus Student Employment Program offers additional opportunities for students to gain career-ready skills, featuring a tiered employment system through which students continually advance and take increasing responsibility within their work places.

The Boucher Career Education Center is a student's partner in finding a path to a purposeful life.

Academic Support Services

Accessibility Services

The offices of the Vice President for Student Affairs and Accessibility Services collaboratively manage services for students with disabilities. Accessibility Services works closely with campus partners - the Bergeron Wellness Center, Registrar's Office, Housing, Dining, Public Safety and Facilities - to coordinate academic services and campus accessibility needs for students with documented disabilities.

Accommodation Policy

Saint Michael's College is committed to providing equal access to academic programs and services for all students with disabilities, in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). This includes, but is not limited to, disabilities that are physical, sensory, psychological, medical, or learning in nature.

Students seeking accommodations must provide current documentation from a licensed professional - such as a psychologist, medical doctor, therapist, or learning specialist - that clearly outlines the nature of the disability and its impact on learning or access to the educational environment. Accessibility Services staff will review documentation and work with each student to determine reasonable accommodations that support full participation in College life.

The Writing Center

The Writing Center provides free support for all types of writing at every stage of the process. Peer writing coaches—extensively trained students—guide writers by asking targeted questions and offering practical feedback to help strengthen and clarify their work.

Writers from across the campus community use the Center: first-year students revising early papers; multilingual writers navigating English idioms and articles; students seeking focused proofreading support; and communications and business students aiming for concise, effective prose. Seniors and graduate students working on theses also benefit from consultations. The atmosphere is welcoming, relaxed, and supportive. For those interested in writing and teaching, the Center also offers opportunities to serve as peer coaches—gaining teaching experience, supporting fellow students, and developing valuable professional skills.

Tutoring & Study Skills

Many undergraduate students receive support through peer tutors who are placed in courses with high-demand, primarily in the sciences, math, statistics, accounting, and economics. These "attached tutors" offer weekly small group and drop-in sessions. Students may also access individualized peer tutoring in a variety of content areas, as well as group programming on study habits, time management, motivation, and goal setting.

School of Arts & Humanities Department

The School of Arts & Humanities fosters creativity, critical thinking, and a deep appreciation for human expression across cultures and time periods. Through disciplines such as literature, philosophy, visual and performing arts, history, and languages, students engage in meaningful inquiry into the human experience. Our programs emphasize analytical skills, effective communication, and creative problem-solving, preparing graduates for a wide range of careers.

Programs

Art and Design Minor
Art History Minor
American Studies Minor
Bachelor of Arts in Art and Design
Bachelor of Arts in Equity and Justice
Bachelor of Arts in English

Bachelor of Arts in Ethics, Philosophy, and Religion
Bachelor of Arts in Exploratory
Bachelor of Arts in Global Languages and Cultures
Bachelor of Arts in History
Bachelor of Arts in Performing Arts
Bachelor of Arts in Philosophy, Politics, and Economics
Creative Writing Minor
English Minor
Equity and Justice Minor
French Minor
History Minor
Latin Minor
Music Minor
Public History Minor
Philosophy and Ethics Minor
Religious Studies Minor
Spanish Minor
Theatre Minor

Courses

AH251 - Ancient and Medieval Art
AH252 - Renaissance and Modern Art
AH333 - Art Since 1960
AH347 - Saints, Kings and Barbarians
AH348 - Castles and Cathedrals: Art of the High Middle Ages
AH381 - Topics in Art History
AH499 - (INT) Internship
AM101 - Introduction to American Studies
AM201 - Topics in American Studies
AM227 - Foundations of US Latinx Lit & Culture Culture
AM499 - (INT) Internship
AR101 - Foundations in Art & Design
AR102 - Exploring Art & Design: Gender
AR204 - Introduction to Graphic Design
AR205 - Drawing I
AR206 - Typography
AR208 - Mixed Media
AR209 - Painting with Oil
AR210 - Interaction With Color
AR211 - Portraits
AR214 - Digital Animation and Activism
AR215 - Digital Imaging
AR216 - Special Topics in Art & Design
AR217 - Introduction to Web Design
AR219 - Painting with Acrylic
AR221 - Silkscreen Printmaking
AR225 - Sculpture: Objects & Sites
AR235 - Sculpture:Site & Installation
AR250 - Data-Driven Storytelling
AR261 - Kyoto: Aesthetics of Place
AR262 - Kyoto: Summer Study Trip
AR301 - Wood Furniture Dsgn & Constr
AR315 - Digital Video Art
AR320 - Brand Design
AR320H - Brand Design (HON)
AR321 - Brand Design II
AR330 - Introduction to Darkroom Photography
AR332 - Art & Ecology
AR335 - Introduction to Digital Photography
AR340 - Intermediate Photography
AR382 - Topics in Studio Art
AR405 - Professional Practices in Art & Design
AR408 - Junior Studio
AR415 - Senior Studio
AR499 - (INT) Internship
CL118 - Ancient Medicine and the Greek and Latin Roots of Scientific Terminology
DA102 - Ballet I
DA103 - Modern Dance I
DA105 - Jazz I
DA110 - Musical Theater Dance Styles
DA111 - Creative Dance
DA201 - Body Awareness
DA350 - Topics in Dance
EN101 - College Writing
EN103 - Literature & Composition
EN110 - Writing, Literature, Life
EN110H - Writing, Literature, Life (HON)
EN130 - Writer's Toolkit
EN135 - Introduction to Creative Writing
EN200 - British Literature to 1789
EN220 - British Literature after 1789
EN225 - On Looking
EN225H - On Looking (HON)
EN228 - American Childhood
EN230 - American Literature After 1865
EN231 - Modern American Poetry
EN235 - African American Literature
EN235H - African American Literature (HON)
EN236 - Asian American Literatures
EN243 - Queer Lives, Queer Forms
EN247 - American Literature and Buddhism, 1950 - Present
EN250 - Book Club
EN260 - Authors
EN261 - Authors (CIT)
EN270 - Readers
EN280 - Texts
EN280H - Texts (HON)
EN290 - Cultures
EN301 - Poetry Writing Workshop
EN303 - Fiction Writing Workshop
EN305 - Creative Nonfiction Writing Workshop
EN309 - Writing Matters
EN320 - Cultures of Print
EN325 - Critical Theory
EN326 - Old English
EN330 - Tolkien and Medievalism
EN335 - Shakespeare
EN336 - Shakespeare in Performance: on Screen
EN337 - Shakespeare in Performance: on Stage Study Trip
EN345 - American Renaissance
EN351 - The Victorian Novel
EN368 - Contemporary Multiethnic Literature
EN370 - Major British Writers

EN376 - Topics in African-American Literature
EN380 - Women's Literature
EN382 - Nature, Perception and Imagination
EN390 - Topics in Literature
EN391 - Topics in Film
EN396 - Teaching Writing
EN410 - Senior Seminar
EN499 - (INT) Internship
EQ301 - Topics - Equity Studies
EQ320 - Liberation, Leadership, & Revolution
EQ321 - Liberation, Leadership, & Revolution in South Africa - Study Trip
EQ333 - Southern Border, The Migrant Journey
EQ334 - Mexico/Arizona: the Migrant Journey - Study Trip
EQ410 - Advanced Integrations
EQJ322 - Liberation & the Art of Resistance
EQJ401 - Advanced Integrations Capstone
FR101 - Elementary French 1
FR102 - Elementary French 2
FR200 - Applied Language Component
FR202 - French for Health Professions
FR203 - Intermediate French 1
FR206 - Intermediate French 2
FR208 - Conversation in French
FR290 - Light and Fog: Paris & London in the 19th Century
FR308 - Advanced Conversation
FR310 - Advanced Communication & Culture
FR311 - Advanced Communication & Culture 2
FR313 - Topics in Francophone Culture
FR315 - Topics in French Culture
FR318 - Humor in French
FR335 - Readings in Francophone Literature
FR340 - Readings in French Literature
FR341 - Readings in French Lit (CIT)
FR343 - Literary Studies in French
FR345 - Poetry in French
FR460 - Senior Seminar
FR499 - (INT) Internship
FS102 - The Afterlife
FS102H - The Afterlife (HON)
FS109 - Shapeshifting Through Words
FS111 - The Examined Life
FS111H - The Examined Life (HON)
FS112 - Drama and Culture: Text and Performance
FS113 - Tries: Creative Writing
FS114 - Worlds in Translation
FS115 - The American Environmental Imagination
FS116 - Snow: The Art and Science of Alpine Crystals
FS118 - Performance, Art and Social Justice
FS119 - Questions of Justice
FS119H - Questions of Justice (HON)
FS120 - How the Arts Transform Us
FS120H - How the Arts Transform Us (HON)
FS122 - Music and the Human Experience
FS123 - On Memory
FS124 - Native Voices Across Media: Stories from Indian Country
FS125 - Talking Music
FS126 - Sports Stories
FS128 - Journey Stories
FS129 - From Dungeons to Dragons: D&D
FS130 - Comedy, Discomfort, and Dissent
FS139 - Resistance and Empowerment
FS140 - Place and Placelessness
FS140H - Place and Placelessness (HON)
FS150 - Black Voices of Democracy
FS153 - Peace and Justice
FS153H - Peace and Justice (HON)
FS155 - Race/Gender/Sexuality in Film
FS156 - Memoir: LGBTQI Authors
FS158 - Society, Identity, and Race
FS161 - Technology and Ethics in Society
FS161H - Technology and Ethics in Society (HON)
FS162 - Science and Technology that Changed History and You
FS163 - Climate Crisis: Visions of Sustainability and Justice
FS164 - Birds of the World Sustainability and Justice
FS165 - Math and Social Justice
FS168 - Envisioning Environments: School & the Natural World
FS182 - The Social Construction of Humanness
HI101 - U.S. History to 1865
HI101H - U.S. History to 1865 (HON)
HI103 - U.S. History Since 1865
HI105 - Early Modern Europe
HI107 - Modern Europe
HI108 - Medieval World
HI113 - History of Rome
HI121 - The Modern Middle East
HI143 - Modern East Asia
HI161 - Early Latin America
HI163 - Modern Latin America
HI171 - African Europeans, Antiquity to Present
HI175 - World History I: Beginnings to 1500
HI177 - World History II: 1450 to Present
HI180 - African American History
HI215 - Women in American Society
HI216 - Native Peoples of North America
HI222 - Topics in American History
HI222H - Topics in American History (HON)
HI227 - Foundations of US Latinx Literature and Culture
HI255 - Arsenal of Democracy Study Trip
HI290 - Light and Fog: Paris & London in the 19th Century
HI293 - Understanding the Past: Topics
HI297 - Topics in European History
HI297H - Topics in European History (HON)
HI315 - The Art of Historical Storytelling
HI341 - Advanced Topics in East Asian History
HI343 - Advanced Topics in Medieval History
HI345 - The Black Death
HI351 - Advanced Topics: History of Race and Ethnicity (EDI)
HI352 - The Edmundites and Black Civil Rights
HI353 - Presidential Elections
HI357 - Advanced Topics: Global History
HI363 - Race, Class, and Gender in the Atlantic World
HI365 - Public History
HI367 - Advanced Topics in Public History
HI374 - Witches, Indians, and Swashbucklers: The Remaking of the New World, 1607-1763
HI395 - Crime & Society in Britain
HI397 - Advanced Topics in Modern European History
HI410 - Senior Seminar
HI414 - African Slavery in the Atlantic World
HI422 - Advanced Topics in American History
HI425 - Europe During World War II
HI457 - Advanced Topics in Ancient History
HI461 - Society and Culture in Medieval Italy
HI465 - Advanced Topics in Modern Latin American History
HI497 - (IS) Independent Study/Research
HI499 - (INT) Internship
HO301 - Honors Colloquium
HO401 - Honors Capstone
HU101 - Ancient & Medieval Civilization
HU102 - The Modernizing World
HU207 - The Nineteenth Century
JS300 - Media, Technology, Health & Happiness
JS301 - Land, Sea, Sky
JS301H - Land, Sea, Sky (HON)

JS302 - The Art of Living, Aging, and Dying
JS303 - A Nation Inside and Out
JS304 - Data Visualization
JS305 - The Politics of Queer Cinema
JS307 - Rhetorics of Craft
JS308 - Ethics, Science and Technology
JS310 - A Case for Reparations?
JS311 - 21st Century Broadway Musical
JS314 - Radical Love, Liberation, & Justice
JS315 - Project Censored: Fake News and Real Journalism in the Digital World
JS316 - Medicine, Environment, and the Body
JS317 - America on Film: Race, Class, Gender and Sexuality At the Movies
JS318 - CAN Research and Action Practicum
JS319 - Troubled Democracy
JS320 - Race/ Gender/ Sexuality/ Plays
JS321 - Maple: Food, Energy, Culture
JS322 - The Arts & Disability
JS323 - Design Thinking
JS325 - Economics of Health Care
JS350 - Special Topics
JS351 - Special Topics (EDI)
JS352 - Special Topics (CIT)
LA101 - Elementary Latin 1
LA102 - Elementary Latin 2
LA310 - Directed Reading in Latin Lit
LA499 - (INT) Internship
MU101 - Understanding Music
MU201 - Structures of Music I
MU203 - Structures of Music II
MU222 - Medieval and Renaissance Music
MU225 - Classical Music History
MU228 - 20th Century Music
MU242 - History of Jazz
MU242H - History of Jazz (HON)
MU243 - History of Gospel
MU243H - History of Gospel (HON)
MU244 - American Musical Theater
MU247 - History of Rock
MU253 - Global Issues in Music
MU261 - Private Lessons for Non-Music Majors
MU264 - Songwriting
MU281 - Introduction to the Music Industry
MU282 - Music Business and Management
MU285 - Introduction to Music Therapy
MU301 - Advanced Music Theory
MU319 - Advanced Topics in Music Theory
MU349 - Topics in American and Popular Music
MU359 - Topics in Ethnomusicology
MU361 - Private Lessons Music Majors
MU364 - Advanced Performance Studies
MU372 - String Orchestra
MU374 - Concert Band
MU375 - Jazz Orchestra
MU376 - African Drumming/Dance Ensemble
MU377 - Saint Michael's Singers
MU492 - Senior Seminar and Project
PH103 - Philosophy and the Good Life
PH103H - Philosophy and the Good Life (HON)
PH201 - Philosophy of Human Nature
PH203 - Ethics
PH205 - Philosophy of Society
PH207 - Philosophy of Religion
PH209 - Philosophy of Science, Technology, and Environment
PH213 - The Ethics Lab
PH221 - Existentialism in Literature and Film
PH221H - Existentialism Literature & Film (HON)
PH225 - Philosophy of Law
PH233 - Healthcare Ethics
PH235 - The Philosophy of Disability
PH235H - The Philosophy of Disability (HON)
PH250 - Logic: An Introduction
PH261 - Experience and Existence
PH270 - Topics in Philosophy & Ethics
PH271 - Topics in Philosophy Ethics (2 Credits)
PH273 - Topics in Philosophy & Ethics (EDI)
PH275 - Topics in Philosophy & Ethics (L&A)
PH301 - Ancient Greek Philosophy
PH309 - Author/Text - Ancient
PH319 - Major Author/Text: Medieval Christian
PH321 - Early Modern Philosophy
PH327 - Modern Philosophy (EDI)
PH329 - Author/Text - Modern
PH331 - Contemporary Philosophy
PH333 - Contemporary Analytic Philosophy
PH335 - Philosophy and Gender
PH338 - Major Author/Text: Contemporary (Christian Philosophical Tradition)
PH339 - Author/Text-Contemporary
PH341 - Justice, Fairness and Mercy
PH349 - Special Topics (History & Society)
PH350 - Advanced Topics in Philosophy
PH351 - Otherness & Marginalization: Levinas The Alienated
PH353 - Truth and Propaganda: Ethics and Media
PH355 - Logic: Laws of Thought
PH358 - Power, Resistance, & Race
PH361 - Metaphysics
PH362 - Philosophy of Mind & Neuroethics
PH410 - Senior Seminar
PH489 - Independent Thesis
PH497 - (IS) Indep Study/Research
PH499 - (INT) Internship
PJ101 - Approaches to Peace
PJ205 - Theories of Conflict Resolution
PJ410 - Advanced Integrations
PJ499 - (INT) Internship
RS120 - Christianity: Past and Present
RS120H - Christianity: Past and Present (HON)
RS130 - Varieties of Christianity
RS160 - Topics in Religious Studies
RS210 - Old Testament
RS211 - New Testament
RS216 - Early Christianity
RS217 - Medieval Christianity
RS217H - Medieval Christianity (HON)
RS219 - American Protestantism
RS220 - Modern Christian Thought
RS221 - World Christianity
RS222 - Sacrament, Worship and Ritual
RS224 - Understandings of God
RS224H - Understandings of God (HON)
RS231 - American Catholicism
RS232 - Black Catholicism
RS236 - Christian Social Ethics
RS239 - Religion, Ecology and Ethics
RS240 - Christianity & World Religions in Dialogue
RS240H - Christianity and World Religions in Dialogue (HON)
RS310 - The Sacred Quest
RS317 - Judaism
RS323 - Hinduism
RS325 - Buddhism
RS328 - Christian Healthcare Ethics
RS339 - Celtic Christianity
RS340 - Saints and Holiness

RS340H - Saints and Holiness (HON)
RS342 - Religion and Film
RS350 - Advanced Topics in Religious Studies
RS410 - Religious Studies Seminar
RS499 - (INT) Internship
SP101 - Elementary Spanish 1
SP102 - Elementary Spanish 2
SP200 - Applied Language Component
SP202 - Spanish for Health Professions
SP203 - Intermediate Spanish 1
SP206 - Intermediate Spanish 2
SP308 - Advanced Conversation
SP310 - Advanced Communication & Culture
SP311 - Advanced Communication & Culture 2
SP313 - Topics in Latin American Culture
SP315 - Topics in Spanish Culture
SP330 - Spanish/Latin American Film
SP335 - Readings in Latin American Literature
SP340 - Readings in Spanish Literature
SP343 - Literary Studies in Spanish
SP345 - Poetry in Spanish
SP460 - Senior Seminar
SP499 - (INT) Internship
TH110 - BIPOC Voices in Theatre
TH161 - Theatre Lab: Scenery, Lights, Painting
TH162 - Theatre Laboratory: Costumes
TH163 - Theatre Lab: Scenery, Lights, Run Crew
TH207 - Acting Techniques
TH209 - Stagecrafts
TH210 - Shakespeare to Showboats
TH211 - Costume Crafts
TH213 - Singing for the Actor
TH220 - Designing for the Theatre
TH270 - Mainstage Production Practicum: Acting, Directing, Dramaturgy, Design
TH273 - Production Practicum: Stage Management
TH275 - Production Practicum: Design
TH309 - Directing
TH310 - Modern and Contemporary Theatre
TH351 - Topics in Performance
TH410 - Senior Seminar in Theatre
TH450 - Theatre Tutorial
TH499 - (INT) Internship

School of Business & Analytics Department

The School of Business & Analytics prepares students to navigate and lead in an increasingly data-driven and interconnected world. Offering programs in business, accounting, economics, and the mathematical sciences, this school emphasizes analytical thinking, problem-solving, and innovation. Through hands-on learning, internships, and collaboration with industry professionals, students develop the skills necessary for success in both professional and graduate-level pursuits.

Programs

Accounting Minor
Bachelor of Arts in Economics
Bachelor of Arts in Engineering
Bachelor of Science in Accounting
Bachelor of Science in Analytics, Computing, & Data Science
Bachelor of Science in Business Administration
Bachelor of Science in Cybersecurity
Bachelor of Science in Finance
Bachelor of Science in Mathematics
Business Administration Minor
Computer Science Minor
Data Science Minor
Economics Minor
Finance Minor
Human Resource Management Minor
Mathematics Minor
Project Management Minor
Statistics Minor

Courses

AC141 - Financial Accounting
AC143 - Managerial Accounting
AC190 - Topics in Accounting
AC221 - Intermediate Accounting I
AC223 - Intermediate Accounting II
AC243 - Cost Management
AC250 - Nonprofit Accounting
AC415 - Federal Income Taxation
AC450 - Seminar in Accounting
AC451 - Auditing
AC490 - Advanced Topics in Accounting
AC499 - (INT) Internship
BU103 - Managerial Ethics
BU110 - Personal Financial Literacy
BU111 - Excel and Business Applications
BU150 - Entrepreneurial Design
BU165 - (LCMC) Project Management Fundamentals
BU175 - Microsoft Excel
BU190 - Topics in Business Administration
BU205 - Principles of Business Communication
BU206 - Project Management
BU208 - Shaping Professional Identity
BU209 - Legal Environment of Business
BU214 - Management
BU215 - Marketing
BU216 - Finance
BU218 - Analytics in Operations
BU250 - Business, Government and Health Care The Danish Way
BU251 - Business, Government and Health Care the Danish Way Study Trip
BU255 - Arsenal of Democracy Study Trip
BU260 - Entrepreneurship
BU260H - Entrepreneurship (HON)
BU265 - (LCMC) Managing Risk and Uncertainty
BU271 - International Business
BU290 - Topics in Business Administration
BU291 - Topics in Business Administration (CIT)
BU291H - Topics in Business Administration (CIT) (HON)
BU292 - B Corp and Catholic Social Teaching: Doing Well, Doing Good
BU310 - Personal Finance
BU313 - Leadership
BU319 - International Finance
BU321 - Human Resources Management
BU331 - Investments
BU341 - (LCMC) Training and Development
BU347 - (LCMC) Total Compensation Management
BU355 - Operations Management
BU361 - Business Strategy
BU365 - (LCMC) Agile Frameworks and Methodologies
BU407 - Sports Marketing
BU417 - (LCMC) Employment and Labor Law
BU421 - (LCMC) Human Resource Risk Management
BU443 - International Marketing
BU462 - Advanced Topics in Finance
BU463 - Advanced Topics in Management
BU464 - Advanced Topics in Marketing
BU465 - Advanced Topics in International Business
BU496 - Organizational Problem Solving
BU499 - (INT) Business Administration and Accounting Internship II
CS109 - Computer Science for Engineering
CS111 - Introduction to Computer Science I
CS113 - Introduction to Computer Science II
CS205 - Topics in Computer Science
CS211 - Data Structures and the Analysis of Algorithms
CS213 - Machine Organization and Assembly Language
CS303 - Organization of Programming Languages
CS304 - Web Programming
CS305 - Database Management
CS307 - Computer Networks
CS311 - Principles of Operating Systems
CS313 - Computer Architecture
CS317 - Computer and Information Security Topics
CS407 - Software Engineering
CS411 - Advanced Topics in Computer Science
CS415 - Artificial Intelligence
CS499 - (INT) Internship
CY101 - (LCMC) Introduction to Cybersecurity
CY102 - (LCMC) Introduction to Information Technology Systems
CY201 - (LCMC) Cybercrime and Governance
CY203 - (LCMC) Career Navigation & Exploration in Cybersecurity
CY206 - (LCMC) Network and System Security
CY301 - (LCMC) Security Operations
CY310 - (LCMC) Ethical Hacking
CY402 - (LCMC) The Future of Cybersecurity
CY405 - (LCMC) Cybersecurity Capstone
CY499 - (INT) Internship
DS112 - Topics in Data Science
DS150 - Data-Driven Storytelling
DS202 - Computational Methods for Data Science
DS203 - Introduction to Data Science
DS211 - Data and Algorithmic Ethics
DS303 - Statistical Learning
DS380 - Advanced Topics in Data Science
DS410 - Seminar in Data Science
DS499 - (INT) Internship
EC101 - Principles of Macroeconomics
EC103 - Principles of Microeconomics
EC225 - Economics of Health Care
EC303 - Public Economics
EC311 - Macroeconomic Theory
EC312 - Microeconomic Theory
EC317 - International Economics
EC321 - Economics of Development and Poverty
EC327 - Advanced Topics in Economics
EC331 - Economics of Labor Markets and Income Distribution
EC332 - Family and Gender in the Economy
EC335 - Money and Banking
EC351 - Environmental Economics
EC391 - Introduction to Econometrics
EC410 - Senior Seminar
EC497 - (IS) Indep Study/Research
EC499 - (INT) Internship
EG100 - Introduction to Engineering
EG220 - Statics
EG499 - (INT) Internship
FI335 - Fixed Income Portfolio Management
FI340 - Derivatives and Risk Management
FI345 - (LCMC) Financial Modeling and Valuation
FI375 - CFA Research Challenge I
FI376 - CFA Research Challenge II
MA100 - Preparatory Concepts in Mathematics
MA102 - Math for College Success
MA104 - Pre-Calculus
MA105 - Pre-Calculus
MA112 - Mathematics in Context
MA115 - Mathematics for Teachers
MA130 - Elements of Calculus
MA150 - Calculus I
MA160 - Calculus II
MA207 - Discrete Mathematics
MA208 - Theory of Computation
MA211 - Calculus III
MA213 - Linear Algebra

MA217 - Graphs, Networks, and Algorithms
MA240 - Proofs
MA284 - History of Mathematics
MA303 - Differential Equations
MA305 - Scientific Computing
MA308 - Geometries
MA315 - Complex Analysis
MA380 - Advanced Topics in Mathematics
MA381 - Mathematics Education Seminar
MA401 - Real Analysis I
MA403 - Real Analysis II
MA406 - Abstract Algebra I
MA407 - Abstract Algebra II
MA410 - Seminar in Mathematics
MA499 - (INT) Internship
MS1110 - (UVM) Introduction to ROTC & US Army
MS1120 - (UVM) Military Skills & Followership
MS1210 - (UVM) Leadership & Team Development
MS1220 - (UVM) Individual & Team Leading
MS2131 - (UVM) Leading & Training Small Organizations
MS2132 - (UVM) Leading & Managing Small Organizations
MS3241 - (UVM) Leadership Challenges & Goal Setting
MS3242 - (UVM) Lead Ethically/Competently
ST101 - Reasoning with Data & Chance
ST120 - Elementary Statistics
ST140 - Biological Data & Statistics
ST201 - Intermediate Statistics
ST220 - Probability and Statistics for Engineers and Scientists
ST251 - Probability
ST252 - Mathematical Statistics and Methods
ST351 - Applied Regression Analysis
ST380 - Advanced Topics in Statistics
ST410 - Seminar in Statistics
ST451 - Applied Statistical Methods
ST499 - (INT) Internship

School of Natural & Health Sciences Department

The School of Natural & Health Sciences provides a rigorous foundation in the sciences, emphasizing research, innovation, and real-world applications. Offering programs in biology, chemistry, neuroscience, psychology, and health-related fields, students develop scientific literacy and technical expertise. With access to hands-on laboratory experiences, fieldwork, and interdisciplinary learning, graduates are well-prepared for careers and graduate programs in the sciences and related fields.

Programs

Aquatic and Marine Biology Minor
Bachelor of Arts in Psychology
Biology Minor
Bachelor of Science in Biochemistry
Bachelor of Science in Biology
Bachelor of Science in Chemistry
Bachelor of Science in Emergency Services
Bachelor of Science in Health Science
Bachelor of Science in Neuroscience
Bachelor of Science in Nutrition
Bachelor of Science in Pre-Pharmacy
Chemistry Minor
Emergency Medical Services Minor
Master of Arts in Clinical-Counseling Psychology
Nutrition Minor
Psychology Minor

Courses

BI106 - Topics in Cellular and Molecular Biology
BI108 - Topics in Organismal Biology
BI110 - Topics in Evolutionary Or Ecosystem Biology
BI151 - Introduction to Ecology and Evolution
BI151L - Introduction to Ecology & Evolution Lab
BI152 - Introduction to Health Science
BI152L - Introduction to Health Science Lab
BI153 - Introductory Cell Biology and Genetics
BI153L - Introductory Cell Biology & Genetics Lab
BI205 - Communications in Biological Sciences
BI205H - Communications in Biological Sciences (HON)
BI207 - Human Anatomy and Physiology I
BI207L - Human Anatomy and Physiology I Lab
BI215 - Epidemiology

BI219 - Human Anatomy and Physiology II
BI219L - Human Anatomy and Physiology II Lab
BI220 - Neuroscience: Physiology/Behavior
BI222 - Population and Evolutionary Genetics
BI223 - Molecular Genetics
BI225 - Cell Biology
BI225L - Cell Biology Lab
BI230 - General Microbiology
BI230L - General Microbiology Lab
BI235 - Topics in Biology
BI237 - Coastal Biology of Ireland Study Trip
BI239 - Infectious Disease
BI240 - Aquatic Biology
BI247 - Plant Science and Agriculture
BI249 - Tropical Ecology
BI250 - Field Tropical Ecology Study Trip
BI257 - Virology
BI260 - Behavorial Ecology
BI275 - Techniques in Biotechnology
BI319 - Toxicology
BI323 - Molecular Genetics for Pre-Pharmacy
BI335 - Advanced Topics in Biology
BI342 - Community Ecology
BI345 - Developmental Biology
BI355 - Evolution
BI356 - Human Evolution
BI365 - Immunology and Parasitology
BI380 - Cancer Biology
BI410 - Senior Seminar
BI420 - Biological Research
BI499 - (INT) Internship
CH101 - Concepts in Chemistry
CH103 - Chemistry Magic
CH108 - Topics in Chemistry
CH110 - General Chemistry I
CH110L - General Chemistry I Lab
CH117 - Organic Chemistry I
CH117L - Organic Chemistry I Lab
CH207 - Organic Chemistry II
CH207L - Organic Chemistry II Lab
CH208 - General Chemistry II
CH208L - General Chemistry II Lab
CH301 - Integrated Chemical Analysis
CH302 - Chemical Thermodynamics and Kinetics
CH304 - Quantum Chemistry and Spectroscopy
CH305 - Inorganic Chemistry
CH308 - Environmental Chemistry
CH309 - A Synthetic CURE
CH321 - Comprehensive Biochemistry
CH325 - Biochemistry I
CH327 - Biochemistry II
CH410 - Senior Seminar Part I
CH411 - Senior Seminar Part II
CH417 - Chemical Instrumentation
CH435 - Advanced Topics in Chemistry
CH499 - (INT) Internship
EM101 - Fundamentals of Emergency Management
EM102 - Emergency Mgmt and Government
EM103 - Foundations of Emergency Management
EM110 - SMC Ready: Fire & Life Safety
EM140 - Backcountry Skills and Leadership Training
EM150 - Topics in Emergency Management
EM160 - (VFA) Firefighter 1
EM201 - Emergency Management Field Study
EM210 - Emergency Management Exercise Capstone
EM220 - History of Emergency Management in the U.S.
EM240 - Backcountry Skills and Leadership Training in a Winter Environment
EM250 - Advanced Topics in Emergency Management
EM260 - (VFA) Firefighter 2
EM340 - Search and Rescue
EM499 - (INT) Internship
ES248 - Trees, Shrines, and Temples: Sustainable Forestry in the Japanese Context
ES249 - Study Trip: Trees, Shrines, and Temples: Sustainable Forestry in the Japanese Context
GPS504 - Cognition & Emotion
GPS505 - Physiological Psychology and Psychopharmacological Agents
GPS507 - Psychological Assessment I
GPS508 - Psychological Assessment: Personality
GPS510 - Research Methods & Statistics
GPS512 - Ethics & Professional Issues
GPS513 - Advanced Developmental Psychology
GPS514 - Tests and Measures
GPS515 - Psychopathology I: Children & Adolescents
GPS516 - Psychopathology II: Adults
GPS520 - Multicultural and Social Psychology
GPS525 - Psychotherapy I: Counseling Skills
GPS526 - Psychotherapy II: Counseling Theories
GPS535 - Career Counseling
GPS601 - Group Psychotherapy
GPS605 - Counseling & Psychotherapy With Children
GPS606 - Advanced Topics in Adult Psychotherapy
GPS608 - Practicum I
GPS609 - Practicum II
GPS610 - Internship I
GPS611 - Internship II
GPS612 - Couple & Family Therapy
GPS613 - Internship Continuation
GPS686 - Independent Study
GPS687 - Directed Readings
HS110 - Lifespan Development
HS135 - Topics in Health Science
HS140 - Wilderness First Responder
HS160 - Emergency Medical Technician
HS250 - Exercise Physiology
HS260 - Advanced Emergency Medical Technician
HS499 - (INT) Internship
JS326 - The Little Things that Rule the World: Invertebrates in our Lives
NS150 - Introduction to Biology and Neuroscience
NS318 - Cellular/Molecular Neuroscience
NS400 - Independent Research in Neuroscience
NS406 - Neuroscience Honors Research Proposal
NS408 - Independent Research: Honors in Neuroscience
NS410 - Neuroscience Senior Seminar
NS499 - (INT) Internship
NU110 - (LCMC) Introduction to Nutrition
NU205 - Nutrition
NU225 - Food Science
NU250 - (LCMC) Food Economics
NU310 - (LCMC) Lifecycle Nutrition I
NU320 - (LCMC) Lifecycle Nutrition II
NU325 - (LCMC) Medical Nutrition Therapy
NU360 - Nutritional Biochemistry
PS101 - General Psychology
PS101H - General Psychology (HON)
PS213 - Psychological Statistics
PS215 - Research Methods
PS250 - Social Psychology
PS252 - Child Development
PS252H - Child Development (HON)
PS253 - Adolescent Development
PS256 - Abnormal Psychology

PS270 - Cognitive Psychology
PS272 - Animal Learning & Behavior
PS274 - Behavioral Neuroscience
PS308 - Spatial Perception & Cognition
PS310 - Drugs and Behavior
PS312 - Perception
PS313 - Personality Theories
PS314 - Psychology of Close Relationships
PS317 - The Thinking Child
PS320 - Forensic Psychology
PS323 - Children, Adolescents, and the Media
PS324 - Counseling Skills
PS330 - Psychology of Well-Being
PS350 - Psychology of Health and Illness
PS400 - Independent Research in Psychology
PS401 - Capstone: Senior Seminar
PS406 - Capstone: Senior Research I
PS408 - Capstone: Senior Research II
PS450 - Capstone: Practicum I
PS460 - Capstone: Practicum II
PS499 - (INT) Internship

School of Society & Culture Department

The School of Society & Culture examines the complex social, historical, and cultural forces that shape human experiences and institutions. Home to programs in sociology and anthropology, political science and international relations, education, and interdisciplinary majors related to the environment, equity, and public health, this school fosters critical thinking and civic engagement. Students explore pressing social issues, develop practical problem-solving skills, and prepare for careers across the social sciences and beyond.

Programs

Bachelor of Arts in Criminology
Bachelor of Arts in Digital Media and Communications
Bachelor of Arts in Education Studies
Bachelor of Arts in Elementary Education
Bachelor of Arts in Environmental Studies
Bachelor of Arts in International Relations
Bachelor of Arts in Public Health
Bachelor of Arts in Political Science
Bachelor of Arts in Secondary Education
Bachelor of Arts - Self-Designed Major
Bachelor of Arts in Sociology and Anthropology
Bachelor of Science in Digital Marketing
Bachelor of Science in Environmental Science
Bachelor of Science in Public Health
Bachelor of Science - Self-Designed Major
Bachelor of Science in Secondary Science Education
Criminology Minor
Digital Media and Communications Minor
Digital Marketing Minor
Early Childhood Studies Minor
Education Minor
Environmental Studies Minor
Global Health Minor
Gender and Sexuality Studies Minor
Health Equity Minor
International Relations Minor
Master of Arts in Teaching
Master of Education
Public Health Minor
Photography, Film and TV Minor
Political Science Minor
Physics Minor
Sociology and Anthropology Minor
Teaching English to Speakers of Other Languages Minor
Certificate of Advanced Graduate Study
Graduate Certificate in Holistic Restorative Education
Graduate Certificate in Racial Equity & Educational Justice
Graduate Certificate in TESOL

Courses

AL101 - Introduction to Language and Linguistics
AL250 - Intercultural Communication
AL310 - Methodology of Second/Foreign Language Teaching
AL343 - Teaching Oral Skills in a Second/ Foreign Language
ANT109 - Introduction to Cultural Anthropology
ANT109H - Intro to Cultural Anthropology (HON)
ANT205 - Culture and Addiction
ANT209 - Research Methods of Anthropology
ANT210 - Creative Writing: Exploring Subtleties Of Culture
ANT215 - Climate Change, Social Transformation, and Transformation of the Self
ANT217 - Global Social Inequalities
ANT250 - The Self Across Cultures
ANT301 - Anthropology of Yoga/Meditation
ANT301H - Anthropology of Yoga/Meditation (HON)
ANT310 - Advanced Topics in Anthropology
ANT333 - Anthropology of Refugees
ANT341 - Culture and Mental Health/Illness
ANT499 - (INT) Internship
CR201 - Theories of Crime, Justice, and Race
CR201H - Theories of Crime, Justice & Race (HON)
CR210 - Topics in Criminology
CR213 - Forensic Science
CR218 - Issues in Contemporary Policing
CR318 - Victimology
CR333 - Human Trafficking: From Awareness to Action
CR449 - Criminology Capstone
CR499 - (INT) Internship
DMC101 - Media Revolutions: Social, Political, & Psychological Issues
DMC101H - Media Revolutions: Social, Political, & Psychological Issues (HON)
DMC110 - Digital Media: Arts, Culture, & Theory
DMC180 - Introduction to Digital Photography and Visual Storytelling
DMC205 - Reporting for Media
DMC210 - Photojournalism in the Digital Age
DMC213 - Media Law and Ethics in a Digital Age
DMC215 - Photography and Tourism
DMC219 - Topics in Digital Media & Communications
DMC223 - Nature, Outdoor & Environmental Writing
DMC233 - Adventure & Environmental Filmmaking
DMC243 - Media and American Politics
DMC250 - Global Communication
DMC255 - South Africa: Apartheid - Resistance, Revolution and Representation
DMC266 - Digital Film and Television
DMC305 - Persuasive Writing
DMC311 - Digital Media 2: Advanced Graphic Design
DMC319 - Advanced Topics in Digital Media and Communications
DMC323 - Race, Gender and Ethnicity in Media
DMC333 - Publication Visual Storytelling and Design
DMC363 - Study Abroad Re-Entry: Travel Writing
DMC450 - Senior Research Proposal Seminar
DMC460 - Senior Seminar in Digital Media, Marketing, and Communications
DMC499 - (INT) Internship
DMK150 - Introduction to Marketing Communications and Social Responsibility
DMK150H - Introduction to Marketing Communications and Social Responsibility (HON)
DMK201 - Digital Marketing Strategy and Analytics
DMK219 - Special Topics in Marketing: Intermediate
DMK220 - Global Marketing: International Entertainment, Emerging Technologies, & Cross-Cultural Branding
DMK245 - Big Data Analytics and Visualization for Digital Marketing
DMK275 - Race, Gender, and (in)Equity in Marketing Communications
DMK319 - Special Topics in Marketing: Advanced
DMK323 - Social Media Marketing
DMK333 - Artificial Intelligence in Digital Marketing and Communications: Applications, Strategies, and Ethics
DMK465 - Digital Marketing Senior Seminar
DMK499 - (INT) Internship
ED120 - Topics in Education
ED220 - The Sports Coach As Educator
ED231 - Education in the 21st Century: Inquiry and Innovation
ED239 - Antiracism & Collective Liberation
ED241 - Literature for Children and Adolescents
ED251 - Child Development and Education
ED271 - Adolescent Development in a Culturally Responsive Classroom
ED300 - Teaching Social Studies and the Arts, PK-6
ED325 - Teaching Elementary Mathematics, PK-6
ED327 - Teaching Elementary School Science and Engineering, PK-6
ED335 - Literacy in the PK-6 Classroom
ED339 - Making Meaning: Content-Area Literacy, PK-6
ED340 - Teaching in Inclusive PK-6 Classrooms
ED343 - Literacy in Middle and High Schools
ED343H - Literacy in Middle & High Schools (HON)
ED350 - Trauma-Informed Educational Practice
ED357 - Early Childhood Education
ED359 - Early Childhood Education: Methods and Practice
ED361 - Curriculum in Middle and High School
ED365 - Approaches to Teaching and Learning
ED369 - Integrated Curriculum in a Culturally Sustainable Classroom
ED370 - Teaching in an Inclusive Middle and High School
ED380 - Topics in Education
ED426 - Education Studies Seminar Part I
ED427 - Education Studies Seminar Part II
ED428 - Student Teaching Seminar
ED450 - Middle Grades Philosophy and School Organization
ED475 - Student Teaching Internship
ED499 - (INT) Education Internship
ES105 - Nature and Culture
ES106 - Environment and Society
ES107 - Environmental Science
ES107L - Environmental Science Lab
ES201 - Environmental Research Methods
ES211 - Water Resources
ES213 - Earth Systems and Processes
ES215 - Introduction to Climate Change
ES225 - Food Systems & Sustainable Agriculture
ES243 - Sustainability, Place and Community
ES244 - Sustainability, Place and Community-Wales Study Trip
ES260 - Geographic Information Systems
ES301 - Advanced Topics in Environmental Studies
ES305 - US Environmental History
ES306 - Environmental Justice
ES307 - The Environmental Humanities
ES308 - Environmental Education
ES310 - Environmental Hazards
ES311 - Community and Environmental Planning
ES312 - Energy and Climate Change
ES314 - Biogeochemistry of Global Change
ES325 - The Politics of Food
ES327 - Environmental Policy
ES332 - Art & Ecology
ES337 - Introduction to Farm & Food
ES339 - Farm and Food Practicum
ES351 - American Wilderness
ES355 - Animal Studies
ES357 - Environmental Restoration
ES360 - Living in Place
ES410 - Senior Seminar in Environmental Studies/Science
ES420 - Senior (Honors) Research
ES497 - (IS) Independent Study/Research

ES499 - (INT) Internship
GED501 - Transforming Teaching and Learning Through Holistic Restorative Education
GED502 - Developing Sustainable Practices Toward Equity & Healing in School Systems
GED503 - Restorative Responses to Harm - in Schools and Society
GED504 - Holistic Restorative Education Practicum
GED508 - Fostering Achievement: Research-Based Strategies That Promote Equity, Engagement, and Collaborative Problem- Solving
GED509 - Integrative Curriculum
GED510 - Becoming a Literacy Leader: Tools and Strategies for Success
GED511 - Fundamentals of Curriculum
GED516 - Educational Foundations: Understanding The Past and Creating the Future
GED517 - Teaching Nonfiction in the PK-8 Classroom
GED520 - Child and Adolescent Development
GED521 - Early Childhood Education: Foundations
GED522 - Teaching Literacy in the PK-6 Classroom
GED524 - Early Childhood Education: Methods and Practice
GED526 - Special Topics
GED528 - Pre-K-6 Curriculum, Assessment And Management
GED529 - Personalized Learning
GED530 - Disciplinary Literacy: Making Meaning In Equity-Centered Middle & Secondary Classrooms
GED531 - Digital Animation and Motion Graphics
GED534 - Literacy Assessment, Instruction, and Intervention in Reading
GED535 - Multicultural Literature for Children And Adolescents
GED537 - Food Systems & Sustainable Agriculture
GED539 - Environmental Education
GED542 - Pre-K-12 Curriculum and Assessment
GED547 - Middle and Secondary Curriculum and Assessment
GED550 - Student Teaching Internship
GED555 - Student Teaching Seminar
GED558 - Educator As Researcher
GED563 - Aesthetic Development in Childhood: Nurturing Holistic Growth Through Creativity & Play, Birth to Adolescence
GED567 - Legal & Financial Management of Schools
GED571 - Antiracism: Critical Theory and Praxis
GED572 - School Leadership
GED573 - African American History for Teachers
GED575 - Indigenous Perspectives: Culturally Sustaining Pedagogies, Curriculum & the Arts
GED577 - Inquiry Into Racial Equity and Educational Justice
GED579 - Ethical Leadership and Disability Policy
GED580 - Approaches to Teaching & Learning
GED581 - Social/Emotional Development and Individual Differences
GED595 - Nurturing K-8 Writers Through Integrated Storytelling, Workshops, and the Arts
GED596 - Digital Media: Imagine the Possibilities
GED599 - Internship
GED606 - Literacy Development and Instruction for Diverse Learners
GED607 - Literacy Instruction for Adolescents with Reading Difficulties: Intervention & Instruction
GED612 - Math and Diversity
GED613 - Mathematics in the PreK-6 Classroom
GED618 - From Assessment to Action: Using Data to Improve Student Learning
GED621 - Supervision, Evaluation, and Teacher Development
GED624 - The Art of the Book
GED631 - Learning, Development, and Individual Differences
GED632 - Assessment of Students within General and Special Education
GED633 - Legal and Professional Issues in Special Education
GED635 - Middle Grades Organization
GED636 - Middle Grades Curriculum
GED637 - Young Adolescent Growth and Development
GED638 - Middle Grades Instruction & Assessment
GED639 - Special Topics in Middle Grades Education
GED640 - Language and Learning
GED641 - Teaching in the Inclusive Classroom Pre-K-12
GED643 - Structured Literacy Instruction for Students with Disabilities, Pre-K-Grade 8
GED644 - Advanced Structured Literacy: Scope, Sequence, and High-Leverage, Evidence-Based Practices
GED649 - Arts: The Creative Process
GED651 - Integrated Teaching: Learning in and Through the Visual Arts
GED661 - Special Education Student Teaching Internship
GED662 - Special Education Seminar
GED668 - Administration and Interpretation of Woodcock-Johnson IV
GED673 - Special Topics in Arts Education
GED674 - Critical Multicultural Arts in the Classroom
GED678 - Social Justice and the Arts: Aesthetic Perspectives
GED680 - School Leadership Practicum I
GED681 - School Leadership Practicum II
GED682 - School Leadership Practicum III
GED684 - School and Community
GED686 - Independent Research
GED687 - Directed Readings
GED691 - Personalized Inquiry: Finding Your Why
GED692 - Additional Endorsement Practicum
GED693 - Integrating Art, Social Studies, and Language Arts: Pre-K-8
GED694 - Special Education Additional Endorsement Practicum
GED695 - Teaching Pre-K-6 Science and Engineering
GED696 - Specialized Literacy Professional Practicum
GED699 - Capstone Seminar
GS101 - Gender Studies: Foundations
GS203 - Gender Issues in Society
GS204 - Men and Masculinities
GS208 - Topics in Gender Studies
GS308 - Advanced Topics in Gender Studies
GS410 - Senior Capstone
GS499 - (INT) Internship
GSL500 - Foundations of Linguistics
GSL502 - Pedagogical Grammar
GSL520 - Computer-Assisted Language Learning (Online)
GSL542 - Introduction to Language Teaching
GSL543 - Teaching of Oral Skills to Multilingual Learners
GSL546 - Literacy Development and Instruction for Diverse Learners
GSL602 - Intercultural Communication
GSL604 - Second Language Acquisition
GSL606 - Curriculum and Syllabus Design
GSL612 - Multilingualism and Culturally and Linguistically Sustaining Pedagogies
GSL620 - Principles of Testing and Assessment In Language Teaching
GSL670 - Independent Study
GSL689 - Special Topics in TESOL
GSL690 - Research Methods in Applied Linguistics
GSL691 - Thesis
ID100 - Pop-Up Topics Course
ID101 - Introduction to Purposeful Learning
ID103 - Defender - News Production
ID150 - Be Well
ID151 - Video Editing in Adobe Premiere | In The Media Creation Studio
ID153 - GenAI: In the Real World
ID155 - Career Goals that Matter
ID198 - Internship Practicum
ID200 - Leadership: Professional Practice in a Global Workplace
ID220 - Peer Tutoring Practicum
ID300 - Professional Endorsement Portfolio
ID496 - Internship Practicum (2 credit)
ID498 - Internship Practicum
ID499 - (INT) Internship
PB101 - Introduction to Public Health
PB250 - Business, Government and Health Care The Danish Way
PB251 - Business, Government and Health Care The Danish Way Study Trip

PB299 - Community Health Action Practicum
PB499 - (INT) Internship
PO120 - Introduction to U.S. Politics
PO180 - Current Issues in World Politics
PO200 - Research Methods
PO207 - Parties, Elections & Political Participation
PO220 - Topics in Political Science
PO222 - Careers in Politics
PO223 - Atlanticism and Transnational Democracy
PO224 - Atlanticism and Democracy Trip
PO230 - Politics of Cities
PO240 - Social Movements & Contentious Politics
PO243 - Sustainability, Place and Community
PO244 - Sustainability, Place and Community - Wales Study Trip
PO245 - Introduction to International Relations
PO250 - Business, Government & Health Care The Danish Way
PO251 - Business, Government and Health Care The Danish Way Study Trip
PO255 - Health Policy
PO261 - European Political Thought
PO261H - European Political Thought (HON)
PO285 - Intro to Comparative Politics
PO286 - Politics of the World Economy
PO290 - Canadian Government and Politics
PO292 - Global LGBTQI + Politics and Culture
PO299 - Identity in Politics
PO320 - Topics in Political Science
PO321 - Populism, Radicalism, and Extremism
PO325 - The Politics of Food
PO327 - Environmental Policy
PO332 - U.S. Constitutional Law: Govt Power
PO334 - U.S. Constitutional Law: Rights & Liberties
PO336 - Law and Social Change
PO338 - Criminal Justice
PO348 - U.S. Foreign Policy
PO350 - State Violence and Justice
PO351 - Politics of the Global AIDS Pandemic
PO371 - Feminist Political Thought
PO390 - Comparative Politics of Racism
PO390H - Comparative Politics of Racism (HON)
PO410 - Senior Seminar in Political Science
PO499 - (INT) Internship
PY101 - Astronomy
PY103 - Acoustical Foundations of Music
PY107 - Meteorology
PY210 - College Physics I
PY210L - College Physics I Lab
PY211 - College Physics II
PY211L - College Physics II Lab
PY214 - Modern Physics
PY217 - Mathematical Physics
PY220 - General Physics I
PY220L - General Physics I Lab
PY221 - General Physics II
PY221L - General Physics II Lab
PY302 - Electricity and Magnetism
PY309 - Advanced Lab
PY310 - Junior Seminar Part I
PY311 - Junior Seminar Part II
PY315 - Classical Mechanics
PY407 - Thermal Physics
PY410 - Senior Seminar Part I
PY411 - Senior Seminar Part II
PY414 - Quantum Mechanics
PY420 - Advanced Topics in Physics
PY499 - (INT) Internship
SAS100 - Seminar for Academic Success
SO101 - Introduction to Sociology
SO101H - Introduction to Sociology (HON)
SO107 - Homelessness: Social Causes
SO110 - Topics in Sociology
SO215 - Social Drivers of Health
SO301 - Capitalism and Fascism
SO301H - Capitalism and Fascism (HON)
SO310 - Directed Readings in Sociology
SO318 - Restorative Justice
SO420 - Sociology/Anthropology Capstone
SO442 - Intimate Partner Violence
SO499 - (INT) Internship

All Programs

Accounting Minor

General

Program Title
Accounting Minor

Program Type
Minor

Program Description
The Accounting minor at Saint Michael's College gives students a background in accounting principles, financial reporting, and analysis. The program provides a solid foundation for further pursuits in business, finance, and accounting, emphasizing ethical decision-making and financial integrity.

Program Level
Undergraduate

School
School of Business & Analytics

Program Requirements

Simple Requirements

Requirements

Accounting Minor Requirements

Type
Completion Requirement

5 Courses Total

Fulfill ALL of the following requirements:

Required Courses (4)

Complete ALL of the following Courses:

- AC141 - Financial Accounting
- AC143 - Managerial Accounting
- AC221 - Intermediate Accounting I
- AC223 - Intermediate Accounting II

AND

AC243, AC415 or AC451

Complete at least 1 of the following courses:

- AC243 - Cost Management
- AC415 - Federal Income Taxation
- AC451 - Auditing

Art and Design Minor

General

Program Title
Art and Design Minor

Program Type
Minor

Program Description
Saint Michael's College offers an Art and Design minor that allows students to explore visual communication, creative expression, and design principles. The program combines technical skills with artistic creativity, preparing students for careers in graphic design, digital media, and the arts.

Program Level
Undergraduate

School
School of Arts & Humanities

Program Requirements

Simple Requirements

Requirements

Art & Design Minor Requirements

Type
Completion Requirement

5 Courses Total

Fulfill ALL of the following requirements:

Introductory Art Course (1)

Complete at least 1 of the following courses:

- AR101 - Foundations in Art & Design
- AR102 - Exploring Art & Design: Gender
- AR204 - Introduction to Graphic Design
- AR205 - Drawing I

AND

Art History Course (1)

Complete at least 1 of the following courses:

- AH251 - Ancient and Medieval Art
- AH252 - Renaissance and Modern Art
- AH333 - Art Since 1960
- AH347 - Saints, Kings and Barbarians
- AH348 - Castles and Cathedrals: Art of the High Middle Ages
- AH381 - Topics in Art History

AND

Additional Art& Design Courses (3)

Complete at least 3 of the following courses:

- AR206 - Typography
- AR208 - Mixed Media
- AR209 - Painting with Oil
- AR210 - Interaction With Color
- AR211 - Portraits
- AR214 - Digital Animation and Activism
- AR215 - Digital Imaging
- AR216 - Special Topics in Art & Design
- AR217 - Introduction to Web Design
- AR219 - Painting with Acrylic
- AR221 - Silkscreen Printmaking
- AR225 - Sculpture: Objects & Sites
- AR235 - Sculpture:Site & Installation
- AR250 - Data-Driven Storytelling
- AR261 - Kyoto: Aesthetics of Place
  AND AR262 - Kyoto: Summer Study Trip
- AR301 - Wood Furniture Dsgn & Constr
- AR315 - Digital Video Art
- AR320 - Brand Design
- AR320H - Brand Design (HON)
- AR321 - Brand Design II
- AR330 - Introduction to Darkroom Photography
- AR332 - Art & Ecology
- AR335 - Introduction to Digital Photography
- AR340 - Intermediate Photography
- AR382 - Topics in Studio Art
- AR405 - Professional Practices in Art & Design
- AR408 - Junior Studio
- AR415 - Senior Studio
- AR499 - (INT) Internship

Art History Minor

General

Program Title
Art History Minor

Program Type
Minor

Program Description
The Art History minor at Saint Michael's College offers students an in-depth exploration of the history and cultural significance of visual arts. Students study artistic movements, iconic works, and the relationship between art and society, fostering a deep appreciation of artistic expression through the ages.

Program Level
Undergraduate

School
School of Arts & Humanities

Program Requirements

Simple Requirements

Requirements

Art History Minor Requirements

Type
Completion Requirement

5 Courses Total

Fulfill ALL of the following requirements:

Required Courses (2)

Complete ALL of the following Courses:
- AH251 - Ancient and Medieval Art
- AH252 - Renaissance and Modern Art

AND

Art Foundations Course (1)

Complete at least 1 of the following courses:
- AR101 - Foundations in Art & Design
- AR102 - Exploring Art & Design: Gender
- AR205 - Drawing I

AND

Additional Art History Courses (2)

Complete at least 2 of the following courses:
- AH333 - Art Since 1960
- AH347 - Saints, Kings and Barbarians
- AH348 - Castles and Cathedrals: Art of the High Middle Ages
- AH381 - Topics in Art History

American Studies Minor

General

Program Title
American Studies Minor

Program Type
Minor

Program Description
The American Studies minor at Saint Michael's College offers an interdisciplinary exploration of the cultures, histories, and politics of the United States and the broader Americas. Through the study of traditions, institutions, geography, the arts, and mass culture, students engage with diverse American identities and perspectives. The curriculum emphasizes intersectional analysis—considering ethnicity, gender, sexuality, class, religion, and citizenship—to examine the varied experiences that shape American life. Central to the program are the questions "What is America?" and "What does it mean to be American?" with attention to indigenous, local, borderland, and diasporic communities. Distinct in its emphasis on community-based learning and the public humanities, the program encourages civic engagement through partnerships with local organizations.

Program Level
Undergraduate

School
School of Arts & Humanities

Program Requirements

Simple Requirements

Requirements

American Studies Minor Requirements

Type
Completion Requirement

5 Courses Total

Fulfill ALL of the following requirements:

Required Course (1)

Complete ALL of the following Courses:
- AM101 - Introduction to American Studies

AND

English/History Survey Courses (2)

Complete at least 2 of the following courses:
- EN230 - American Literature After 1865
- EN235 - African American Literature
- EN235H - African American Literature (HON)
- EN236 - Asian American Literatures
- HI101 - U.S. History to 1865
- HI101H - U.S. History to 1865 (HON)
- HI103 - U.S. History Since 1865
- HI180 - African American History
- HI222 - Topics in American History
- HI222H - Topics in American History (HON)

- HI422 - Advanced Topics in American History

AND

Additional American Studies Courses (2)

Complete at least 2 of the following courses:

- AM201 - Topics in American Studies
- AM227 - Foundations of US Latinx Lit & Culture Culture
- EN225 - On Looking
- EN225H - On Looking (HON)
- EN228 - American Childhood
- JS303 - A Nation Inside and Out
- JS307 - Rhetorics of Craft

Aquatic and Marine Biology Minor

General

Program Title
Aquatic and Marine Biology Minor

Program Type
Minor

Program Description
The Aquatic and Marine Biology minor at Saint Michael's College offers students a strong foundation in biological sciences with a specialized focus on freshwater and marine ecosystems. Through hands-on learning with local partners - such as ECHO Leahy Center for Lake Champlain, U.S. Fish and Wildlife Service, Mystic Aquarium, and Associates of Cape Cod Inc. - students gain practical experience exploring aquatic systems across New England. The program also includes opportunities for global engagement, such as the annual summer course *Coastal Biology of Ireland*. The Aquatic Biology minor is designed to complement any major, enriching a student's academic experience with interdisciplinary study and applied research in aquatic environments.

Program Level
Undergraduate

School
School of Natural & Health Sciences

Program Requirements

Simple Requirements

Requirements

Aquatic & Marine Biology Minor Requirements

Type
Completion Requirement

5 Full Courses Total

Fulfill ALL of the following requirements:

Required Courses (2)

Complete ALL of the following Courses:

- BI151 - Introduction to Ecology and Evolution
- BI240 - Aquatic Biology

AND

Upper-Level Population Biology Course (1)

Complete at least 1 of the following courses:

- BI260 - Behavorial Ecology
- BI342 - Community Ecology

AND

Additional Courses or Academic Experiences (2)

These requirements can be met by a range of courses and academic experiences specifically in salt-water or other aquatic environments as pre-approved by the Chair of Biology. Examples include:

Complete at least 2 of the following courses:

- BI205 - Communications in Biological Sciences
- BI205H - Communications in Biological Sciences (HON)
- BI237 - Coastal Biology of Ireland Study Trip
- BI420 - Biological Research
- BI499 - (INT) Internship
- ES357 - Environmental Restoration
- Additional upper-level population biology course(s) from the list above
- Courses taken as part of of Study Abroad programs such as *Marine Biology* or *Biology of Marine Mammals*
- SEA Semester
- Summer internship in aquatic biology
- Summer research at SMC on aquatic systems

Bachelor of Arts in Art and Design

General

Program Title
Bachelor of Arts in Art and Design

Program Type
Major

Program Description
The Art & Design major at Saint Michael's College emphasizes the pervasive role of visual communication in contemporary life. Students gain skills applicable to a wide range of careers-including graphic design, photography, web design, and visual arts-while also preparing for fields such as business, science, and education where creative thinking and project management are essential. The program fosters analytical and expressive abilities, preparing students to think critically, create thoughtfully, and communicate effectively.

Program Level
Undergraduate

School
School of Arts & Humanities

Program Learning Outcomes

Learning Outcomes

Learning Outcome
Our graduates are able to manage a complete creative project from conception, to proposal, to pitch, to production, through presentation and evaluation.

Learning Outcome
Our graduates are able to employ the concepts, principles, and techniques of art and design.

Learning Outcome
Our graduates develop a self-directed creative practice.

Learning Outcome
Our gradates demonstrate the ability to critically analyze their work and the work of others.

Learning Outcome
Our graduates are able to articulate histories of art and design and how their work relates to them.

Learning Outcome
Our graduates develop professional practices related to art and design, including public speaking skills.

Learning Outcome
Our graduates are able to create and assemble necessary materials to apply to a professional art and/or design opportunity, including a creative portfolio.

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Arts)

Art and Design Major Requirements

Type
Completion Requirement

Fulfill ALL of the following requirements:

Introductory Course (1)

Complete at least 1 of the following courses:
- AR101 - Foundations in Art & Design
- AR102 - Exploring Art & Design: Gender
- AR205 - Drawing I

AND

Painting or Sculpture Course (1)

Complete at least 1 of the following courses:
- AR209 - Painting with Oil
- AR219 - Painting with Acrylic
- AR225 - Sculpture: Objects & Sites
- AR235 - Sculpture:Site & Installation

AND

Art History Course (1)

Complete at least 1 of the following courses:
- AH251 - Ancient and Medieval Art
- AH252 - Renaissance and Modern Art
- AH333 - Art Since 1960
- AH347 - Saints, Kings and Barbarians
- AH348 - Castles and Cathedrals: Art of the High Middle Ages
- AH381 - Topics in Art History

AND

Required Courses (5)

Complete ALL of the following Courses:
- AR204 - Introduction to Graphic Design
- AR215 - Digital Imaging
- AR408 - Junior Studio
- AR415 - Senior Studio
- AR405 - Professional Practices in Art & Design

(Note: Education Double Majors May Fulfill AR405 Requirement with ED475 Student Teaching Internship or ED499 (INT) Education Internship)

AND

Additional Electives (3)

Choose 3 Additional Art Courses Numbered Above AR205 (One can be an Art History Course)

Complete at least 3 of the following courses:
- AR206 - Typography
- AR208 - Mixed Media
- AR209 - Painting with Oil
- AR210 - Interaction With Color
- AR211 - Portraits
- AR214 - Digital Animation and Activism
- AR216 - Special Topics in Art & Design
- AR217 - Introduction to Web Design
- AR219 - Painting with Acrylic
- AR221 - Silkscreen Printmaking
- AR225 - Sculpture: Objects & Sites
- AR235 - Sculpture:Site & Installation
- AR250 - Data-Driven Storytelling
- AR261 - Kyoto: Aesthetics of Place
  AND AR262 - Kyoto: Summer Study Trip
- AR301 - Wood Furniture Dsgn & Constr
- AR315 - Digital Video Art
- AR320 - Brand Design
- AR320H - Brand Design (HON)
- AR321 - Brand Design II
- AR330 - Introduction to Darkroom Photography
- AR332 - Art & Ecology
- AR335 - Introduction to Digital Photography
- AR340 - Intermediate Photography
- AR382 - Topics in Studio Art
- AH251 - Ancient and Medieval Art
- AH252 - Renaissance and Modern Art
- AH333 - Art Since 1960
- AH347 - Saints, Kings and Barbarians
- AH348 - Castles and Cathedrals: Art of the High Middle Ages
- AH381 - Topics in Art History

Bachelor of Arts in Criminology

General

Program Title
Bachelor of Arts in Criminology

Program Type
Major

Program Description
Saint Michael's takes a nuanced view of criminology - one that is steeped in the practice of restorative justice. Criminology majors learn theories of crime as they pertain to why crime rates fluctuate, emerging approaches to addressing crime, and the impacts of race and inequity on crime. All criminology majors engage in research projects that allow them to delve deeper into topics that answer important questions. Criminology students go on to a range of related fields including policing, social service, restorative justice, law, and corrections.

Program Level
Undergraduate

School
School of Society & Culture

Program Learning Outcomes

Learning Outcomes

Category
Foundations

Learning Outcome
Our graduates demonstrate an understanding of the criminal justice system and the communities affected by it.

Category
Foundations

Learning Outcome
Our graduates engage in critical thinking about justice, inequity, and public safety in the U.S. and globally as demonstrated through written and oral communication.

Category
Foundations

Learning Outcome
Our graduates develop proficiency in articulating the main debates within the current literature in Criminology as well as emerging and innovative approaches to addressing crime.

Category
Skills and Knowledge

Learning Outcome
Our graduates create and conduct an original research project.

Category
Skills and Knowledge

Learning Outcome
Our graduates analyze theories of crime, justice, and race and evaluate how and to what extent criminal justice practices are influenced by these theories.

Category
Skills and Knowledge

Learning Outcome
Our graduates effectively communicate through written assignments and oral presentations proposed solutions to common questions and issues within criminology and justice studies.

Category
Application

Learning Outcome
Our graduates apply the knowledge and skills acquired through the Criminology major to service, restorative approaches to criminology, and to principles of social justice and human dignity through coursework, an internship, and a senior capstone course.

Category
Application

Learning Outcome
Our graduates demonstrate the qualifications and experience needed for employment, law school, or graduate education.

Category
Application

Learning Outcome
Our graduates articulate and implement post-graduation career and learning goals.

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Arts)

Criminology Major Requirements

Type
Completion Requirement

Fulfill ALL of the following requirements:

Foundations (4 Courses)

Complete ALL of the following Courses:

- CR201 - Theories of Crime, Justice, and Race
  OR CR201H - Theories of Crime, Justice & Race (HON)
- PO338 - Criminal Justice
- SO101 - Introduction to Sociology
  OR SO101H - Introduction to Sociology (HON)
- SO318 - Restorative Justice

AND

Skills & Knowledge (6 Courses)

Fulfill ALL of the following requirements:

Research Methods Course (1)

Complete at least 1 of the following courses:

- PO200 - Research Methods

Note: PS215 Research Methods is Permitted for Psychology/ Criminology Double Majors.

AND

Criminology Electives (2)

Complete at least 2 of the following courses:

- ANT205 - Culture and Addiction
- CR213 - Forensic Science
- CR218 - Issues in Contemporary Policing
- CR318 - Victimology
- CR333 - Human Trafficking: From Awareness to Action
- EM103 - Foundations of Emergency Management
- HI395 - Crime & Society in Britain
- PH341 - Justice, Fairness and Mercy
- PJ205 - Theories of Conflict Resolution
- PS320 - Forensic Psychology

AND

Multi-disciplinary Elective or EQ Elective (1)

Complete at least 1 of the following courses:

- AL250 - Intercultural Communication
- ANT217 - Global Social Inequalities
- DMC213 - Media Law and Ethics in a Digital Age
- DMC323 - Race, Gender and Ethnicity in Media
- EN235 - African American Literature
- EQ333 - Southern Border, The Migrant Journey
- EQ334 - Mexico/Arizona: the Migrant Journey - Study Trip
- ES306 - Environmental Justice
- HI180 - African American History
- HI351 - Advanced Topics: History of Race and Ethnicity (EDI)
- HI363 - Race, Class, and Gender in the Atlantic World
- HI414 - African Slavery in the Atlantic World
- PJ205 - Theories of Conflict Resolution
- PO321 - Populism, Radicalism, and Extremism
- PO332 - U.S. Constitutional Law: Govt Power
- PO334 - U.S. Constitutional Law: Rights & Liberties
- PO350 - State Violence and Justice
- PO390 - Comparative Politics of Racism
- PS250 - Social Psychology
- PS256 - Abnormal Psychology
- PS310 - Drugs and Behavior

AND

Language Course (1)

Complete at least 1 of the following courses:

- FR203 - Intermediate French 1
- SP203 - Intermediate Spanish 1

AND

Statistics Course (1)

Complete at least 1 of the following courses:

- PS213 - Psychological Statistics
- ST120 - Elementary Statistics
- ST140 - Biological Data & Statistics
- ST220 - Probability and Statistics for Engineers and Scientists

AND

Application (2 Courses)

Fulfill ALL of the following requirements:

Capstone and Internship Practicum

Complete ALL of the following Courses:

- CR449 - Criminology Capstone
- ID498 - Internship Practicum

AND

EDI Beyond Core

Take an additional course designated Engaging Diverse Identities beyond the one course required for the Core Curriculum.

Complete at least 1 course in the following course sets:

- Engaging Diverse Identities Courses

Bachelor of Arts in Digital Media and Communications

General

Program Title
Bachelor of Arts in Digital Media and Communications

Program Type
Major

Program Description
Communications professionals have an ever-evolving set of tools to inform and inspire audiences. The Saint Michael's Digital Media & Communications students learn to combine the power of communications strategies across media with research techniques, critical analysis, and strategic methods to share their message across a wide range of formats. The curriculum sits at the convergence of digital communication, journalism, videography, and photography, giving students the foundation to be well-rounded communications professionals and the ability to choose a path that aligns with their passions. Digital Media & Communications students gain strong media literacy and analysis skills that provide a foundation to understand an issue from multiple angles, leading to compelling stories.

Program Level
Undergraduate

School
School of Society & Culture

Program Learning Outcomes

Learning Outcomes

Category
Media Studies

Learning Outcome
Our graduates understand the historical lineages of relevant, prominent communications and media studies scholarship, and exhibit the ability to critically situate key concepts and academic lines of inquiry within their respective cultural and social contexts.

Category
Media Studies

Learning Outcome
Our graduates understand the foundational methods and methodologies of communications and media studies research, including media analysis, message design, and audience research, facilitating their critical examination of the impacts of media and communication technologies on past, present, and future audiences.

Category
Media Studies

Learning Outcome
Our graduates exhibit the media and information literacy required to critically navigate the contemporary (digital) media landscape, as well as chart courses through emerging media environments and the forms of discourse they inspire.

Category
(Digital) Media Art

Learning Outcome
Our graduates understand the central concepts, tools of production, and structures of the discipline(s) in which they will independently be creating their content, designing and producing professional research and portfolio projects.

Category
(Digital) Media Art

Learning Outcome
Our graduates understand how to apply media analysis and storytelling conventions in the creation and curation of dynamic and compelling visual art and professional multimedia productions, as well as connect differing concepts and perspectives to engage audiences in critical thinking related to historical, contemporary, and emerging local and global issues.

Category
Journalism

Learning Outcome
Our graduates understand the central concepts, tools of production, and structures of inquiry at the heart of journalism and documentary storytelling, and exhibit the ability to independently conceptualize, draft, write, and publish a portfolio of newswriting and reporting.

Category
Journalism

Learning Outcome
Our graduates understand and uses multiple methods of accurate, responsible, and ethical journalism across media platforms to explicate local, regional, national, and international connections, and make their findings accessible and meaningful for their audiences to help them become a more informed citizenry.

Category
Global Media

Learning Outcome
Our graduates understand the central concepts, tools of production, and structures of the global discipline(s) in which they will independently be creating their content, sensitively mindful of the differing international contexts in which they will work to reach and engage with global audiences.

Category
Global Media

Learning Outcome
Our graduates understand differing global lineages of relevant communications and media studies scholarship, and exhibit the ability to critically situate key concepts and academic lines of inquiry within their respective cultural and social (inter)national contexts, including understanding and navigating the legislative comparative differences across international media systems.

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Arts)

Digital Media & Communications Major Requirements

Type
Completion Requirement

Fulfill ALL of the following requirements:

Required Courses (9)

Complete ALL of the following Courses:
- DMC101 - Media Revolutions: Social, Political, & Psychological Issues
  OR DMC101H - Media Revolutions: Social, Political, & Psychological Issues (HON)
- DMC110 - Digital Media: Arts, Culture, & Theory
- DMC180 - Introduction to Digital Photography and Visual Storytelling
- DMC205 - Reporting for Media
- DMC233 - Adventure & Environmental Filmmaking
  OR DMC266 - Digital Film and Television
- DMC250 - Global Communication
- DMC450 - Senior Research Proposal Seminar
- DMC460 - Senior Seminar in Digital Media, Marketing, and Communications
- ID498 - Internship Practicum

AND

Depth-Focused 200-400 Level Elective Courses (2)

Complete at least 2 of the following courses:
- DMC210 - Photojournalism in the Digital Age
- DMC215 - Photography and Tourism
- DMC223 - Nature, Outdoor & Environmental Writing
- DMC233 - Adventure & Environmental Filmmaking
- DMC266 - Digital Film and Television
- DMC305 - Persuasive Writing
- DMC311 - Digital Media 2: Advanced Graphic Design
- DMC323 - Race, Gender and Ethnicity in Media
- DMC363 - Study Abroad Re-Entry: Travel Writing

Recommended from 2 different areas (Writing, Digital Media, Photography, Video/Film/TV)

AND

Study Abroad/Away or Cross-Cultural Engagement Experience

Complete An Approved Study Abroad/Away or Cross-Cultural Engagement Experience
Examples include:
- Study Abroad
- Faculty-Led Study Trip
- International Internship (Freeman Fellowship or other formal international internship experience)
- International MOVE Service Trip (working with a community different than your own)
- Internship (working with a community different than your own)
- Independent research (studying a community different than your own)
- Peace Corps Prep Program
- With approval from the Department Chair, a course with a significant community-engaged learning component

AND

Breadth 200-400 Level Elective Courses (2)

Earn at least 8 credits from the following:
- DMC210 - Photojournalism in the Digital Age
- DMC215 - Photography and Tourism
- DMC219 - Topics in Digital Media & Communications
- DMC223 - Nature, Outdoor & Environmental Writing
- DMC233 - Adventure & Environmental Filmmaking
- DMC243 - Media and American Politics
- DMC266 - Digital Film and Television
- DMC305 - Persuasive Writing
- DMC311 - Digital Media 2: Advanced Graphic Design
- DMC319 - Advanced Topics in Digital Media and Communications
- DMC323 - Race, Gender and Ethnicity in Media
- DMC333 - Publication Visual Storytelling and Design
- DMC363 - Study Abroad Re-Entry: Travel Writing
- DMK201 - Digital Marketing Strategy and Analytics
- DMK219 - Special Topics in Marketing: Intermediate
- DMK220 - Global Marketing: International Entertainment, Emerging Technologies, & Cross-Cultural Branding
- DMK245 - Big Data Analytics and Visualization for Digital Marketing
- DMK275 - Race, Gender, and (in)Equity in Marketing Communications
- DMK319 - Special Topics in Marketing: Advanced
- DMK323 - Social Media Marketing
- DMK333 - Artificial Intelligence in Digital Marketing and Communications: Applications, Strategies, and Ethics

Bachelor of Arts in Economics

General

Program Title
Bachelor of Arts in Economics

Program Type
Major

Program Description
Economics provides a mental toolkit to analyze and solve real-world problems. It is a great field for students who are interested in how people, institutions, and markets interact in the context of critical social issues such as climate change, health, cost of living, and financial crises. By learning how to use quantitative and statistical methods, students begin learn to better understand the behavior of businesses and society at large. At Saint Michael's, Economics is an academically rigorous major with built-in flexibility for students to follow their passions and interests by incorporating second majors and/or minors into their program of study.

Program Level
Undergraduate

School
School of Business & Analytics

Program Learning Outcomes

Learning Outcomes

Category
Foundations of Economics

Learning Outcome
Our graduates demonstrate a foundational understanding of microeconomic and macroeconomic principles.

Category
Quantitative Analysis Skills

Learning Outcome
Our graduates develop proficiency in statistical and mathematical tools essential for economic analysis.

Category
Advanced Macroeconomic Analysis

Learning Outcome
Our graduates have a deep understanding of macroeconomic concepts and models.

Category
Advanced Microeconomic Analysis

Learning Outcome
Our graduates apply advanced microeconomic models to real-world scenarios.

Category
Public Economics and Policy

Learning Outcome
Our graduates assess the economic impact of environmental issues. Graduates understand the role of government in the economy and the rationale for public intervention. Graduates explore health care market structures and policies.

Category
Social Economics and Labor

Learning Outcome
Our graduates understood human capital's role in labor market. Graduates examine family, gender, and economic decisions.

Category
Macroeconomics and Monetary Economics

Learning Outcome
Our graduates analyze economic interactions among countries. Graduates explore economic growth and development theories. Graduates understand the functions of money and the role of central banks.

Category
Econometrics and Data Analysis

Learning Outcome
Our graduates develop skills in econometric modeling and data analysis.

Category
Research and Analytical Skills

Learning Outcome
Our graduates demonstrate the ability to conduct independent economic research.

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:

- Core Curriculum (Bachelor of Arts)

Economics Major Requirements

Type
Completion Requirement

Fulfill ALL of the following requirements:

Required Economics Courses (6)

Complete ALL of the following Courses:

- EC101 - Principles of Macroeconomics
- EC103 - Principles of Microeconomics
- EC311 - Macroeconomic Theory
- EC312 - Microeconomic Theory
- EC391 - Introduction to Econometrics
- EC410 - Senior Seminar

AND

Calculus & Statistics Courses (2)

Complete ALL of the following Courses:

- MA130 - Elements of Calculus
  OR MA150 - Calculus I
- ST120 - Elementary Statistics

AND

Elective Courses (4)

At least 3 courses must be at the 300-level or above.

Complete at least 4 of the following courses:

- EC225 - Economics of Health Care
  OR JS325 - Economics of Health Care
- EC303 - Public Economics
- EC317 - International Economics
- EC321 - Economics of Development and Poverty
- EC327 - Advanced Topics in Economics
- EC331 - Economics of Labor Markets and Income Distribution
- EC332 - Family and Gender in the Economy
- EC335 - Money and Banking
- EC351 - Environmental Economics

Bachelor of Arts in Education Studies

General

Program Title
Bachelor of Arts in Education Studies

Program Type
Major

Program Description
The Education Studies Major provides students with knowledge and skills to help apply the liberal studies experience to real-world situations including museums, science and nature centers, libraries, community programs, local Boys and Girls Clubs, independent schools, and global communities.

Program Level
Undergraduate

School
School of Society & Culture

Program Learning Outcomes

Learning Outcomes

Category
The Learner and Learning

Learning Outcome
Our graduates understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Category
The Learner and Learning

Learning Outcome
Our graduates use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Category
The Learner and Learning

Learning Outcome
Our graduates work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Category
Content Knowledge and Instructional Practice

Learning Outcome
Our graduates understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of content.

Category
Content Knowledge and Instructional Practice

Learning Outcome
Our graduates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Category
Content Knowledge and Instructional Practice

Learning Outcome
Our graduates understand and use multiple methods of assessment to engage learners in their own growth, to monitor learning progress, and to guide the teacher's and learner's decision making.

Category
Content Knowledge and Instructional Practice

Learning Outcome
Our graduates plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Category
Content Knowledge and Instructional Practice

Learning Outcome
Our graduates understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Category
Professional Responsibility

Learning Outcome
Our graduates engage in ongoing professional learning and uses evidence to continually evaluate [their] practice, particularly the effects of [their] choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Category
Professional Responsibility

Learning Outcome
Our graduates seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

Program Requirements

Simple Requirements

Requirements

In addition to the required courses below, Education Studies majors also complete one of the following approved liberal arts or sciences majors or minors:

Majors:
Accounting, Biology, Business Administration, Criminology, Digital Media & Communications, Economics, English, Environmental Science, Environmental Studies, Equity Studies, Fine Arts (Art & Design, Music, Theatre), Health Science, History, Mathematics, Political Science, Psychology, Public Health, Religious Studies, Sociology & Anthropology, Statistics.

Minors:
Accounting, Art History, Art & Design, Biology, Business Administration, Criminology, Digital Media & Communications, Economics, English, Environmental Studies, Finance, History, Mathematics, Music, Political Science, Psychology, Public History, Religious Studies, Sociology & Anthropology, Statistics, Theatre.

In careful consultation with an Education department advisor a student will take four foundation courses in Education (listed below) and three additional courses from Education or from other departments that enrich his or her specific focus.

Students will culminate the Education Studies major with a field-placed internship (2 course equivalent) and accompanying seminar course in which students will complete a professional portfolio.

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Arts)

Education Studies Major Requirements

Type
Completion Requirement

Fulfill ALL of the following requirements:

ED231

Complete ALL of the following Courses:
- ED231 - Education in the 21st Century: Inquiry and Innovation

AND

Development Course (1)

Complete at least 1 of the following courses:

- ED251 - Child Development and Education
- ED271 - Adolescent Development in a Culturally Responsive Classroom

AND

Curriculum Course (1)

Complete at least 1 of the following courses:

- ED300 - Teaching Social Studies and the Arts, PK-6
- ED343 - Literacy in Middle and High Schools
- ED343H - Literacy in Middle & High Schools (HON)
- ED361 - Curriculum in Middle and High School

AND

Inclusion Course (1)

Complete at least 1 of the following courses:

- ED340 - Teaching in Inclusive PK-6 Classrooms
- ED350 - Trauma-Informed Educational Practice
- ED370 - Teaching in an Inclusive Middle and High School

AND

Electives Related to Education Studies Concentration (3)

In consultation with your Education Advisor, select 3 additional courses that focus on one of the 6 approved concentrations: Special Education, Early Childhood Education, Teaching English as a Second Language, Environmental Education, Museum/History Studies in Education, or Educational Policy.

Complete at least 3 of the following courses:

- AL101 - Introduction to Language and Linguistics
- BU103 - Managerial Ethics
- BU214 - Management
- ED220 - The Sports Coach As Educator
- ED239 - Antiracism & Collective Liberation
- ED241 - Literature for Children and Adolescents
- ED325 - Teaching Elementary Mathematics, PK-6
- ED327 - Teaching Elementary School Science and Engineering, PK-6
- ED335 - Literacy in the PK-6 Classroom
- ED339 - Making Meaning: Content-Area Literacy, PK-6
- ED340 - Teaching in Inclusive PK-6 Classrooms
- ED350 - Trauma-Informed Educational Practice
- ED357 - Early Childhood Education
- ED370 - Teaching in an Inclusive Middle and High School
- ES308 - Environmental Education
- GED521 - Early Childhood Education: Foundations
- GED524 - Early Childhood Education: Methods and Practice
- GED581 - Social/Emotional Development and Individual Differences
- GED612 - Math and Diversity
- GED618 - From Assessment to Action: Using Data to Improve Student Learning
- GED649 - Arts: The Creative Process
- GED674 - Critical Multicultural Arts in the Classroom
- GED678 - Social Justice and the Arts: Aesthetic Perspectives
- GED693 - Integrating Art, Social Studies, and Language Arts: Pre-K-8
- PO120 - Introduction to U.S. Politics
- PO332 - U.S. Constitutional Law: Govt Power

AND

Internship

Earn at least 8 credits from the following:

- ED499 - (INT) Education Internship

AND

Education Studies Seminar

Complete ALL of the following Courses:

- ED426 - Education Studies Seminar Part I
- ED427 - Education Studies Seminar Part II

Bachelor of Arts in Engineering

General

Program Title
Bachelor of Arts in Engineering

Program Type
Major

Program Description
Engineers translate their knowledge of science and mathematics into innovative designs and products like "smart" buildings, renewable energy solutions, efficient transportation systems, and groundwater monitoring systems. Engineers make decisions on a daily basis that affect the lives and well-being of thousands of people. Because those decisions require human, societal, and technical expertise, a Saint Michael's liberal arts foundation provides budding engineers with broader perspective on the world. SMC engineering majors are not only highly trained in their fields, but who are also knowledgeable and concerned about the wider impact of their work. The College's 3+2 engineering program with the University of Vermont (UVM) begins with mathematics and laboratory science courses at Saint Michael's, where students have access to professors in the classroom and laboratories. Students take introductory engineering courses at UVM while matriculated at Saint Michael's before transferring to UVM for full immersion in engineering coursework. Students graduate with a Bachelor of Arts in Engineering from SMC alongside an ABET-accredited Bachelor of Science in Biomedical, Civil, Electrical, Environmental or Mechanical Engineering from UVM. Students may also pursue UVM's interdisciplinary Engineering Managment degree.

Program Level
Undergraduate

School
School of Business & Analytics

Program Learning Outcomes

Learning Outcomes

Learning Outcome
Our graduates can identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.

Learning Outcome
Our graduates are able 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.

Learning Outcome
Our graduates are able to communicate effectively with a range of audiences.

Learning Outcome
Our graduates are able 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.

Learning Outcome
Our graduates are able to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.

Learning Outcome
Our graduates are able to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.

Learning Outcome
Our graduates are able to acquire and apply new knowledge as needed, using appropriate learning strategies.

Program Requirements

Simple Requirements

Requirements

(UVM Dual Degree Program)

Core Curriculum Requirements

Type
Completion Requirement

Note: Second Language Requirement is not required for students pursuing a Bachelor of Arts in Engineering.

Complete ALL of the following Requirement Set:

- Core Curriculum (Bachelor of Arts)

Engineering Major Requirements

Type
Completion Requirement

Fulfill ALL of the following requirements:

Required SMC Courses (9)

Complete ALL of the following Courses:

- CH110 - General Chemistry I
- EG100 - Introduction to Engineering
- EG220 - Statics
- MA150 - Calculus I
- MA160 - Calculus II
- MA211 - Calculus III
- MA213 - Linear Algebra

- MA303 - Differential Equations
- PY210 - College Physics I

AND

Statistics Course (1)

Complete at least 1 of the following courses:

- ST220 - Probability and Statistics for Engineers and Scientists
- ST251 - Probability
- ST252 - Mathematical Statistics and Methods

AND

Introductory Computer Science Course (1)

Complete at least 1 of the following courses:

- CS109 - Computer Science for Engineering
- CS111 - Introduction to Computer Science I

Additional Comments:

Additional courses are required depending upon the specific engineering specialization chosen. Students in the Program may begin taking courses at University of Vermont (UVM) as early as spring semester of their first year (and generally no later than fall of the second year) and will take, on average, 1-2 courses each semester at UVM.

It is very important that Engineering students consult regularly with their engineering advisor to ensure that their course selection is appropriate and to obtain approval to register for UVM courses. Some UVM student fees for courses taken at UVM may apply.

There are specific grade requirements for continuation in the Program. To ensure successful transfer to UVM, students should maintain a GPA of 2.3 or better in courses required for the Program, with no grades below C in required courses.

Upon transfer to UVM, tuition and fees are paid to UVM, and students must apply to UVM for financial aid. SMC financial aid is not transferable.

Bachelor of Arts in Equity and Justice

General

Program Title
Bachelor of Arts in Equity and Justice

Program Type
Major

Program Description
The Equity and Justice major at Saint Michael's is grounded in a vision of collective liberation and justice, and is designed to be interdisciplinary and intersectional. The foundational coursework focuses on: understanding and transforming the systems and structures of our world that create inequity, injustice, oppression, and privilege; helping individuals practice critical self-reflection in order to understand and transform their positions, roles, and assumptions within these systems; and exploring the incredible power of movements for liberation, equity, justice, solidarity, and human rights. Equity and Justice majors may pursue tracks focusing on race and ethnicity, disability, or peace and justice. Students have the opportunity to engage in both rigorous theoretical inquiry and practical application through experiential learning, community-engaged learning, and internships.

Program Level
Undergraduate

School
School of Arts & Humanities

Program Learning Outcomes

Learning Outcomes

Learning Outcome
Our graduates will be able to identify and analyze the historical and contemporary political, economic, and social structures/systems that create and sustain unethical worldviews or ideologies and intersectional oppression, privilege, inequity, and injustice.

Learning Outcome
Our graduates will engage critically and reflexively in order to embrace antiracism and anti-ableism in theory and practice, as well as draw connections between their own positionality and current events, movements, and societal problems.

Learning Outcome
Our graduates will identify and analyze how and why ideologies, perceptions, constructions, and generalizations about specific groups are created and manifested in oppressive beliefs, assumptions, interpretations, biases, interactions, and behaviors.

Learning Outcome
Our graduates will study issues of in/equity and in/justice using qualitative and/or quantitative methods of analysis.

Learning Outcome
Our graduates will understand what collective liberation from oppressive systems and structures requires, and be equipped to apply that understanding to their personal and professional lives.

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Arts)

Equity and Justice Major Requirements

Type
Completion Requirement

Fulfill ALL of the following requirements:

Seeing & Transforming the Systems & Structures Courses (5)

Fulfill ALL of the following requirements:

Race & Ethnicity

Complete at least 1 of the following courses:
- AM227 - Foundations of US Latinx Lit & Culture Culture
- CR201 - Theories of Crime, Justice, and Race
- CR201H - Theories of Crime, Justice & Race (HON)
- EN235 - African American Literature
- EN235H - African American Literature (HON)
- HI180 - African American History
- HI351 - Advanced Topics: History of Race and Ethnicity (EDI)
- JS310 - A Case for Reparations?
- PO390 - Comparative Politics of Racism
- PO390H - Comparative Politics of Racism (HON)

AND

Disability

Complete at least 1 of the following courses:
- ED340 - Teaching in Inclusive PK-6 Classrooms
- ED350 - Trauma-Informed Educational Practice
- ED370 - Teaching in an Inclusive Middle and High School
- JS322 - The Arts & Disability
- PH235 - The Philosophy of Disability
- PH235H - The Philosophy of Disability (HON)

AND

Gender and/or Sexuality

Complete at least 1 of the following courses:
- EC332 - Family and Gender in the Economy
- EN243 - Queer Lives, Queer Forms
- EN380 - Women's Literature
- GS101 - Gender Studies: Foundations
- GS203 - Gender Issues in Society
- GS204 - Men and Masculinities
- GS208 - Topics in Gender Studies
- GS308 - Advanced Topics in Gender Studies
- JS305 - The Politics of Queer Cinema
- PH335 - Philosophy and Gender
- PO292 - Global LGBTQI + Politics and Culture
- PO371 - Feminist Political Thought

AND

Economic Class

Complete at least 1 of the following courses:
- ANT217 - Global Social Inequalities
- EC321 - Economics of Development and Poverty
- PO286 - Politics of the World Economy
- PO351 - Politics of the Global AIDS Pandemic
- RS236 - Christian Social Ethics
- SO107 - Homelessness: Social Causes
- SO215 - Social Drivers of Health

AND

Intersectional Systems

Complete at least 1 of the following courses:
- ANT217 - Global Social Inequalities
- DMK275 - Race, Gender, and (in)Equity in Marketing Communications
- JS320 - Race/ Gender/ Sexuality/ Plays
- PO240 - Social Movements & Contentious Politics
- PO299 - Identity in Politics
- PO336 - Law and Social Change
- PO350 - State Violence and Justice
- PO351 - Politics of the Global AIDS Pandemic
- SO107 - Homelessness: Social Causes
- SO215 - Social Drivers of Health

AND

Seeing & Transforming the Self: Critical Reflexivity Course (1)

Complete at least 1 of the following courses:
- ED239 - Antiracism & Collective Liberation
- JS314 - Radical Love, Liberation, & Justice
- JS322 - The Arts & Disability
- PH235 - The Philosophy of Disability
- PH235H - The Philosophy of Disability (HON)
- PH351 - Otherness & Marginalization: Levinas The Alienated
- PH353 - Truth and Propaganda: Ethics and Media
- PH358 - Power, Resistance, & Race

AND

Competencies, Skills, & Applied Equity & Justice Courses (2)

Fulfill ALL of the following requirements:

Competencies & Skills

Complete at least 1 of the following courses:

- AL250 - Intercultural Communication
- ANT209 - Research Methods of Anthropology
- JS304 - Data Visualization
- MU359 - Topics in Ethnomusicology
- PJ205 - Theories of Conflict Resolution
- PO200 - Research Methods
- PS213 - Psychological Statistics
- SO318 - Restorative Justice
- ST101 - Reasoning with Data & Chance
- ST120 - Elementary Statistics
- ST140 - Biological Data & Statistics

AND

Applied Equity & Justice - Experiential

Complete a 2-credit or 4-credit Internship on-campus or off-campus OR an approved experiential Independent Study

Earn at least 2 credits from the following:

- ID496 - Internship Practicum (2 credit)
- ID498 - Internship Practicum
- ID499 - (INT) Internship

AND

Track Specialization Courses (2)

Choose one of the Tracks (Race & Ethnicity, Disability, or Peace & Justice); then choose two courses in your preferred Track:

Complete at least 1 of the following:

Race & Ethnicity Track

Complete at least 2 of the following courses:

- AM227 - Foundations of US Latinx Lit & Culture Culture
- ANT333 - Anthropology of Refugees
- CR201 - Theories of Crime, Justice, and Race
- CR201H - Theories of Crime, Justice & Race (HON)
- ED239 - Antiracism & Collective Liberation
- EN235 - African American Literature
- EN235H - African American Literature (HON)
- EN236 - Asian American Literatures
- EN368 - Contemporary Multiethnic Literature
- EQ321 - Liberation, Leadership, & Revolution in South Africa - Study Trip
- EQ334 - Mexico/Arizona: the Migrant Journey - Study Trip
- HI171 - African Europeans, Antiquity to Present
- HI180 - African American History
- HI216 - Native Peoples of North America
- HI351 - Advanced Topics: History of Race and Ethnicity (EDI)
- HI352 - The Edmundites and Black Civil Rights
- JS301 - Land, Sea, Sky
- JS301H - Land, Sea, Sky (HON)
- JS303 - A Nation Inside and Out
- JS310 - A Case for Reparations?
- MU242 - History of Jazz
- MU242H - History of Jazz (HON)
- MU243 - History of Gospel
- MU243H - History of Gospel (HON)
- PH358 - Power, Resistance, & Race
- PO390 - Comparative Politics of Racism
- PO390H - Comparative Politics of Racism (HON)
- RS232 - Black Catholicism
- TH110 - BIPOC Voices in Theatre

OR

Disability Track

Complete at least 2 of the following courses:

- ED340 - Teaching in Inclusive PK-6 Classrooms
- ED350 - Trauma-Informed Educational Practice
- ED370 - Teaching in an Inclusive Middle and High School
- JS322 - The Arts & Disability
- PH235 - The Philosophy of Disability
- PH235H - The Philosophy of Disability (HON)
- PH351 - Otherness & Marginalization: Levinas The Alienated

OR

Peace & Justice Track

Complete at least 2 of the following courses:

- ANT217 - Global Social Inequalities
- ANT333 - Anthropology of Refugees
- CR201 - Theories of Crime, Justice, and Race
- CR201H - Theories of Crime, Justice & Race (HON)
- EQ321 - Liberation, Leadership, & Revolution in South Africa - Study Trip
- EQ334 - Mexico/Arizona: the Migrant Journey - Study Trip
- ES306 - Environmental Justice
- HI352 - The Edmundites and Black Civil Rights
- JS310 - A Case for Reparations?
- JS314 - Radical Love, Liberation, & Justice
- PH351 - Otherness & Marginalization: Levinas The Alienated
- PJ101 - Approaches to Peace
- PJ205 - Theories of Conflict Resolution
- PO240 - Social Movements & Contentious Politics
- PO286 - Politics of the World Economy
- PO292 - Global LGBTQI + Politics and Culture
- PO350 - State Violence and Justice
- PO351 - Politics of the Global AIDS Pandemic
- PO371 - Feminist Political Thought
- PO390 - Comparative Politics of Racism
- PO390H - Comparative Politics of Racism (HON)
- RS232 - Black Catholicism
- RS236 - Christian Social Ethics
- RS239 - Religion, Ecology and Ethics
- SO107 - Homelessness: Social Causes
- SO318 - Restorative Justice

AND

Equity-Themed Elective Course (1)

Complete at least 1 of the following courses:

- AM227 - Foundations of US Latinx Lit & Culture Culture
- ANT109 - Introduction to Cultural Anthropology

- ANT109H - Intro to Cultural Anthropology (HON)
- ANT210 - Creative Writing: Exploring Subtleties Of Culture
- ANT217 - Global Social Inequalities
- ANT301 - Anthropology of Yoga/Meditation
- ANT310 - Advanced Topics in Anthropology
- ANT333 - Anthropology of Refugees
- ANT341 - Culture and Mental Health/Illness
- CR201 - Theories of Crime, Justice, and Race
- CR201H - Theories of Crime, Justice & Race (HON)
- CR218 - Issues in Contemporary Policing
- DMC323 - Race, Gender and Ethnicity in Media
- DMK275 - Race, Gender, and (in)Equity in Marketing Communications
- EC321 - Economics of Development and Poverty
- EC332 - Family and Gender in the Economy
- ED239 - Antiracism & Collective Liberation
- ED241 - Literature for Children and Adolescents
- ED340 - Teaching in Inclusive PK-6 Classrooms
- ED350 - Trauma-Informed Educational Practice
- ED370 - Teaching in an Inclusive Middle and High School
- EN225 - On Looking
- EN225H - On Looking (HON)
- EN235 - African American Literature
- EN235H - African American Literature (HON)
- EN236 - Asian American Literatures
- EN243 - Queer Lives, Queer Forms
- EN368 - Contemporary Multiethnic Literature
- EN380 - Women's Literature
- EQ321 - Liberation, Leadership, & Revolution in South Africa - Study Trip
- EQ334 - Mexico/Arizona: the Migrant Journey - Study Trip
- ES306 - Environmental Justice
- GS101 - Gender Studies: Foundations
- GS203 - Gender Issues in Society
- GS204 - Men and Masculinities
- GS208 - Topics in Gender Studies
- GS308 - Advanced Topics in Gender Studies
- HI171 - African Europeans, Antiquity to Present
- HI180 - African American History
- HI216 - Native Peoples of North America
- HI351 - Advanced Topics: History of Race and Ethnicity (EDI)
- HI352 - The Edmundites and Black Civil Rights
- JS301 - Land, Sea, Sky
- JS301H - Land, Sea, Sky (HON)
- JS303 - A Nation Inside and Out
- JS305 - The Politics of Queer Cinema
- JS310 - A Case for Reparations?
- JS314 - Radical Love, Liberation, & Justice
- JS318 - CAN Research and Action Practicum
- JS320 - Race/ Gender/ Sexuality/ Plays
- JS322 - The Arts & Disability
- MU242 - History of Jazz
- MU242H - History of Jazz (HON)
- MU243 - History of Gospel
- MU243H - History of Gospel (HON)
- PB299 - Community Health Action Practicum
- PH233 - Healthcare Ethics
- PH235 - The Philosophy of Disability
- PH235H - The Philosophy of Disability (HON)
- PH335 - Philosophy and Gender
- PH341 - Justice, Fairness and Mercy
- PH351 - Otherness & Marginalization: Levinas The Alienated
- PH353 - Truth and Propaganda: Ethics and Media
- PH358 - Power, Resistance, & Race
- PJ101 - Approaches to Peace
- PJ205 - Theories of Conflict Resolution
- PO240 - Social Movements & Contentious Politics
- PO286 - Politics of the World Economy
- PO292 - Global LGBTQI + Politics and Culture
- PO299 - Identity in Politics
- PO334 - U.S. Constitutional Law: Rights & Liberties
- PO336 - Law and Social Change
- PO338 - Criminal Justice
- PO350 - State Violence and Justice
- PO351 - Politics of the Global AIDS Pandemic
- PO371 - Feminist Political Thought
- PO390 - Comparative Politics of Racism
- PO390H - Comparative Politics of Racism (HON)
- RS232 - Black Catholicism
- RS236 - Christian Social Ethics
- SO101 - Introduction to Sociology
- SO101H - Introduction to Sociology (HON)
- SO107 - Homelessness: Social Causes
- SO215 - Social Drivers of Health
- SO301 - Capitalism and Fascism
- SO301H - Capitalism and Fascism (HON)
- SO318 - Restorative Justice
- TH110 - BIPOC Voices in Theatre

AND

Integration Capstone Course (1)

Complete ALL of the following Courses:

- EQJ401 - Advanced Integrations Capstone

Bachelor of Arts in Elementary Education

General

Program Title
Bachelor of Arts in Elementary Education

Program Type
Major

Program Description
The mission of the Education Programs at Saint Michael's College is to contribute to the advancement of society through education, with an emphasis on creativity, curiosity, contemplation, collaboration, reflection, and social justice. Completing a major in Art Education, Elementary Education, or Secondary Education automatically completes the courses for licensure. In addition, Elementary Education majors can receive an early childhood education endorsement by taking two additional courses, and secondary education majors can receive a middle level endorsement by taking one additional course. Through all of these majors, students benefit from a breadth of opportunities, materials, experiences and professional mentoring that places the College's education programs amongst the most highly regarded in the region among professional educators.

Program Level
Undergraduate

School
School of Society & Culture

Program Learning Outcomes

Learning Outcomes

Category
The Learner and Learning

Learning Outcome
Our graduates understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Category
The Learner and Learning

Learning Outcome
Our graduates use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Category
The Learner and Learning

Learning Outcome
Our graduates work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Category
Content Knowledge and Instructional Practice

Learning Outcome
Our graduates understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of content.

Category
Content Knowledge and Instructional Practice

Learning Outcome
Our graduates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Category
Content Knowledge and Instructional Practice

Learning Outcome
Our graduates understand and use multiple methods of assessment to engage learners in their own growth, to monitor learning progress, and to guide the teacher's and learner's decision making.

Category
Content Knowledge and Instructional Practice

Learning Outcome
Our graduates plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Category
Content Knowledge and Instructional Practice

Learning Outcome
Our graduates understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Category
Professional Responsibility

Learning Outcome
Our graduates engage in ongoing professional learning and uses evidence to continually evaluate [their] practice, particularly the effects of [their] choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Category
Professional Responsibility

Learning Outcome
Our graduates seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Arts)

Elementary Education Major Requirements

Type
Completion Requirement

In addition to the required courses below, Elementary Education majors also complete a Minor (or a second Major).

Fulfill ALL of the following requirements:

Required Courses (9)

Complete ALL of the following Courses:
- ED231 - Education in the 21st Century: Inquiry and Innovation
- ED251 - Child Development and Education
- ED300 - Teaching Social Studies and the Arts, PK-6
- ED325 - Teaching Elementary Mathematics, PK-6
- ED327 - Teaching Elementary School Science and Engineering, PK-6
- ED335 - Literacy in the PK-6 Classroom
- ED339 - Making Meaning: Content-Area Literacy, PK-6
- ED340 - Teaching in Inclusive PK-6 Classrooms
- ED369 - Integrated Curriculum in a Culturally Sustainable Classroom

AND

ED239 or ED350

Complete at least 1 of the following courses:
- ED239 - Antiracism & Collective Liberation
- ED350 - Trauma-Informed Educational Practice

AND

Student Teaching Seminar & Internship

Complete ALL of the following Courses:
- ED428 - Student Teaching Seminar
- ED475 - Student Teaching Internship

AND

Content Area Requirement (4 Courses)

Fulfill ALL of the following requirements:

Math Course (1)

Complete ANY Full (4-credit) MA course at the 100-200 Level

AND

English Course (1)

Complete ANY Full (4-credit) EN course at the 100-200 Level (or ED241)
- ED241 Lit for Children & Adolescents

AND

Science Course (1)

Complete ANY Full (4-credit) BI, CH, ES, or PY course at the 100-200 Level

AND

History Course (1)

Complete ANY Full (4-credit) HI or PO course at the 100-200 Level (or HI365)
- HI365 Public History

Bachelor of Arts in English

General

Program Title
Bachelor of Arts in English

Program Type
Major

Program Description
Through the study of literature, the English Program at Saint Michael's seeks to stimulate aesthetic awareness, elevate critical thought, promote clear writing, and encourage communal reflection on the complex ways language animates our lives. The program's eclectic offerings serve students across the College in addition to English majors and minors. Collectively, English students and faculty work to model intellectual curiosity and foster the sense of wonder that is the driving force behind a vibrant, creative, "examined" life.

Program Level
Undergraduate

School
School of Arts & Humanities

Program Learning Outcomes

Learning Outcomes

Category
Critical Thinking and Writing

Learning Outcome
Our graduates think about complex social, political, cultural, and textual issues and effectively communicate their ideas about these issues in written and spoken form.

Category
Critical Thinking and Writing

Learning Outcome
Our graduates develop sophisticated and convincing critical arguments about texts.

Category
Critical Thinking and Writing

Learning Outcome
Our graduates defend these arguments with logical and original analysis that skillfully integrates textual examples to support interpretation.

Category
Critical Thinking and Writing

Learning Outcome
Our graduates explain with precision and skillful reasoning the relationship of textual evidence to meaning, interpretation, and argumentation.

Category
Reading and Interpretation

Learning Outcome
Our graduates interpret significant literary and cultural forms, conventions, and genres.

Category
Reading and Interpretation

Learning Outcome
Our graduates identify through close reading how the language, form, and structure of a work contribute to its meaning.

Category
Reading and Interpretation

Learning Outcome
Our graduates formulate sophisticated, cohesive, and compelling readings of texts by connecting numerous specific textual details to overall meaning and context.

Category
Reading and Interpretation

Learning Outcome
Our graduates creatively and insightfully analyze the use of literary devices, such as figurative language, tone, narrative perspective, narrative voice, and authorial voice.

Category
Reading and Interpretation

Learning Outcome
Our graduates explore and analyze complexity, ambiguity, and subtlety in texts, including such concepts as connotation, irony, symbolism, and allegory.

Category
Contextual Awareness

Learning Outcome
Our graduates have knowledge of the traditions of Anglo-American literary, cultural, and critical texts, both within and beyond the canon.

Category
Contextual Awareness

Learning Outcome
Our graduates are sensitive to the diversity of literary and cultural voices, including the voices of groups that have been silenced, erased, and/or marginalized.

Category
Contextual Awareness

Learning Outcome
Our graduates can articulate sophisticated connections between relevant contexts of history, culture, genre, criticism, and literary history.

Category
Contextual Awareness

Learning Outcome
Our graduates have the ability to incorporate contexts in meaningful ways to produce rich, insightful, and nuanced readings of texts.

Category
Literary and Cultural Aesthetics

Learning Outcome
Our graduates formulate well-developed ideas about the distinctive intellectual and aesthetic experiences provided by literary and cultural texts.

Category
Literary and Cultural Aesthetics

Learning Outcome
Our graduates write and speak about texts with a sophisticated awareness of and appreciation for the qualities that make texts meaningful, moving, and pleasurable.

Category
Literary and Cultural Aesthetics

Learning Outcome
Our graduates enrich readings with meaningful reference to the sensory and affective aspects of literary and cultural texts.

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Arts)

English Major Requirements

Type
Completion Requirement

Fulfill ALL of the following requirements:

Required Courses (5)

Complete ALL of the following Courses:
- EN110 - Writing, Literature, Life
  OR EN110H - Writing, Literature, Life (HON)
- EN130 - Writer's Toolkit
  OR EN135 - Introduction to Creative Writing
- EN250 - Book Club
- EN325 - Critical Theory
- EN410 - Senior Seminar

AND

200-Level Elective Courses (2)

Complete at least 2 of the following courses:
- EN200 - British Literature to 1789
- EN220 - British Literature after 1789
- EN225 - On Looking
- EN225H - On Looking (HON)
- EN228 - American Childhood
- EN230 - American Literature After 1865
- EN231 - Modern American Poetry
- EN235 - African American Literature
- EN235H - African American Literature (HON)
- EN236 - Asian American Literatures
- EN243 - Queer Lives, Queer Forms
- EN247 - American Literature and Buddhism, 1950 - Present
- EN260 - Authors
- EN261 - Authors (CIT)
- EN270 - Readers
- EN280 - Texts
- EN280H - Texts (HON)
- EN290 - Cultures

AND

Praxis Course (1)

Complete at least 1 of the following courses:
- EN301 - Poetry Writing Workshop
- EN303 - Fiction Writing Workshop
- EN305 - Creative Nonfiction Writing Workshop
- EN309 - Writing Matters
- JS307 - Rhetorics of Craft

*Students may also fulfill this requirement with a director-approved internship

AND

300-400 Level Elective Courses (3)

Two half (2-credit) EN courses at the 300- or 400- level may count as one full (4-credit) course. EN 396: Teaching Writing does not count toward the EN major.

Earn at least 12 credits from the following:

- EN320 - Cultures of Print
- EN326 - Old English
- EN330 - Tolkien and Medievalism
- EN335 - Shakespeare
- EN336 - Shakespeare in Performance: on Screen
- EN337 - Shakespeare in Performance: on Stage Study Trip
- EN345 - American Renaissance
- EN351 - The Victorian Novel
- EN368 - Contemporary Multiethnic Literature
- EN370 - Major British Writers
- EN376 - Topics in African-American Literature
- EN380 - Women's Literature
- EN382 - Nature, Perception and Imagination
- EN390 - Topics in Literature
- EN391 - Topics in Film

Bachelor of Arts in Environmental Studies

General

Program Title
Bachelor of Arts in Environmental Studies

Program Type
Major

Program Description
Environmental Studies students focus on the societal causes of impacts to our air, water, and land in order to find and employ actionable solutions. Students take an interdisciplinary approach combining topics such as ecology, sociology, political science, and even business or art to both seek a range of perspectives and to pursue your passions, all while preparing for a career in reversing the impacts of climate change and sustaining the earth and its people. The Saint Michael's campus is nestled into the Lake Champlain basin and Green Mountains abutting a 340-acre natural area and organic garden.

Program Level
Undergraduate

School
School of Society & Culture

Program Learning Outcomes

Learning Outcomes

Category
Assess, Evaluate, and Analyze

Learning Outcome
Our graduates apply qualitative and quantitative methods and demonstrate information and media literacy to assess, evaluate, and analyze evidence, literature, perspectives, and arguments to build defensible positions on environmental knowledge and interpretations.

Category
Identify and Characterize

Learning Outcome
Our graduates understand the scientific, economic, philosophical, and cultural challenges and opportunities of current environmental issues.

Category
Think Deeply

Learning Outcome
Our graduates integrate social, economic, cultural, and scientific foundational understandings of the environment to recognize sustainable solutions and actions to environmental challenges.

Category
Reflect, Connect, and Create

Learning Outcome
Our graduates recognize cultural and global movements toward more sustainable living practices and the role of creativity and philosophy in all environmental undertakings through artistic, written, interpretive, and critical thinking endeavors,

Category
Collaborate

Learning Outcome
Our graduates share experiences with their peers, stakeholders, community members, campus partners, and mentors to gain a deeper understanding of environmental complexities.

Category
Communicate

Learning Outcome
Our graduates effectively communicate to diverse audiences in written, spoken, visual, and other modes of communication.

Category
Professional Practice

Learning Outcome
Our graduates broaden their perspective in environmental fields and are ready to foster new relationships, collaborate, navigate multiple stakeholders, and continue their career in an environmental field or graduate program.

Category
Ethical Understanding

Learning Outcome
Our graduates develop individual values and connections to environmental historical, cultural, and spiritual practices to become an engaged citizen that contributes to our understanding of and response to environmental issues.

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Arts)

Environmental Studies Major Requirements

Type
Completion Requirement

Fulfill ALL of the following requirements:

Required Courses (5)

Complete ALL of the following Courses:
- ES105 - Nature and Culture
- ES106 - Environment and Society
- ES107 - Environmental Science
- ES201 - Environmental Research Methods
- ES410 - Senior Seminar in Environmental Studies/ Science

AND

Environmental Studies Practicum (4 credits)

Choose 1 full (4-credit) course from the following. Other 4-credit experience-based courses, including some Study Abroad fieldwork courses, may count with the Program Director's permission.

Earn at least 4 credits from the following:
- ES260 - Geographic Information Systems
- ES339 - Farm and Food Practicum
- ES499 - (INT) Internship

AND

Environmental Theory & Practice Course (1)

(Recommended for the Junior or Senior year)

Complete at least 1 of the following courses:
- ES306 - Environmental Justice
- ES307 - The Environmental Humanities
- ES327 - Environmental Policy

AND

Environmental Studies Electives (4)

Fulfill ALL of the following requirements:

ES Elective Courses (3)

Complete at least 3 full (4-credit) ES Courses, with at least one at the 300-level

AND

Additional Elective (1)

Take 1 additional elective (another ES course OR one of the other approved options from the list below). Other environmentally-themed courses from other departments may be included with the Director's permission.

Complete ANY of the following Courses:
- ANT215 - Climate Change, Social Transformation, and Transformation of the Self
- BI240 - Aquatic Biology
- BI342 - Community Ecology
- DMC215 - Photography and Tourism
- DMC233 - Adventure & Environmental Filmmaking
- DMC223 - Nature, Outdoor & Environmental Writing
- EC351 - Environmental Economics

- EN382 - Nature, Perception and Imagination
- JS321 - Maple: Food, Energy, Culture
- JS326 - The Little Things that Rule the World: Invertebrates in our Lives
- PH209 - Philosophy of Science, Technology, and Environment
- RS239 - Religion, Ecology and Ethics

Bachelor of Arts in Ethics, Philosophy, and Religion

General

Program Title
Bachelor of Arts in Ethics, Philosophy, and Religion

Program Type
Major

Program Description
The Ethics, Philosophy, and Religion major at Saint Michael's invites students to explore humanity's most enduring questions, study the wisdom of ancient and contemporary philosophers, and engage with religious beliefs and practices from across the globe. Whether students choose to concentrate in ethics, philosophy, or religion, or to chart an independent path, they are supported in developing their capacities for ethical engagement, critical analysis, reasoned dialogue, and cultural and religious understanding. Opportunities for advanced research, public presentations, and community-engaged learning ensure that graduates emerge prepared for meaningful careers in education, law, politics, research, ministry, and non-profit leadership, among others.

Program Level
Undergraduate

School
School of Arts & Humanities

Program Learning Outcomes

Learning Outcomes

Category
Critical Analysis and Interpretation

Learning Outcome
Our graduates demonstrate advanced abilities in critical reading, interpretation, and analysis of complex philosophical, religious, and ethical texts from diverse historical periods and cultural contexts, identifying key arguments, evaluating evidence, and recognizing underlying assumptions and implications.

Category
Reasoned Argumentation and Discourse

Learning Outcome
Our graduates construct well-reasoned, logically coherent arguments on ethical, philosophical, and religious questions, effectively articulating their positions through written and oral communication while engaging respectfully and thoughtfully with alternative perspectives.

Category
Ethical Reasoning and Applied Judgment

Learning Outcome
Our graduates apply ethical frameworks and philosophical principles to contemporary moral issues and real-world dilemmas, demonstrating the ability to evaluate competing values, consider stakeholder perspectives, and make informed judgments that reflect reasoned deliberation and cultural awareness.

Category
Comparative Religious and Cultural Literacy

Learning Outcome
Our graduates demonstrate substantive knowledge of multiple religious traditions, philosophical systems, and cultural worldviews, analyzing their historical development, core beliefs, practices, and contemporary relevance while showing sensitivity to diversity and cross-cultural understanding.

Category
Independent Research and Scholarly Contribution

Learning Outcome
Our graduates can design and execute original research projects that contribute to philosophical, ethical, or religious inquiry, demonstrating proficiency in academic research methods, synthesis of scholarly literature, and presentation of findings to academic or public audiences.

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Arts)

Ethics, Philosophy, and Religion Major Requirements

Type
Completion Requirement

In addition to the required courses below, students must declare a concentration. See concentration options and requirements below to learn more.

Fulfill ALL of the following requirements:

Foundations Courses (2)

Fulfill ALL of the following requirements:

Philosophy 100-level Course (1)

Complete at least 1 of the following courses:
- PH103 - Philosophy and the Good Life
- PH103H - Philosophy and the Good Life (HON)

AND

Religious Studies 100-level Course (1)

Complete at least 1 of the following courses:
- RS120 - Christianity: Past and Present
- RS120H - Christianity: Past and Present (HON)
- RS130 - Varieties of Christianity

AND

Ethics and Values Courses (2)

Earn at least 8 credits from the following:
- PH203 - Ethics
- PH205 - Philosophy of Society
- PH207 - Philosophy of Religion
- PH209 - Philosophy of Science, Technology, and Environment
- PH213 - The Ethics Lab
- PH221 - Existentialism in Literature and Film
- PH221H - Existentialism Literature & Film (HON)
- PH225 - Philosophy of Law
- PH233 - Healthcare Ethics
- PH235 - The Philosophy of Disability
- PH235H - The Philosophy of Disability (HON)
- PH335 - Philosophy and Gender
- PH341 - Justice, Fairness and Mercy
- PH351 - Otherness & Marginalization: Levinas The Alienated
- PH353 - Truth and Propaganda: Ethics and Media
- PH358 - Power, Resistance, & Race
- PH362 - Philosophy of Mind & Neuroethics
- RS210 - Old Testament
- RS211 - New Testament
- RS221 - World Christianity
- RS232 - Black Catholicism
- RS236 - Christian Social Ethics
- RS239 - Religion, Ecology and Ethics
- RS240 - Christianity & World Religions in Dialogue
- RS310 - The Sacred Quest
- RS317 - Judaism
- RS323 - Hinduism
- RS325 - Buddhism
- RS328 - Christian Healthcare Ethics
- RS340 - Saints and Holiness
- RS340H - Saints and Holiness (HON)
- JS302 - The Art of Living, Aging, and Dying
- JS314 - Radical Love, Liberation, & Justice

AND

Capstone Experience (1)

Complete Capstone Course OR Independent Study
Options include:

- PH410 Senior Seminar
- PH489 Independent Thesis
- PH499 (INT) Internship
- RS410 Religious Studies Seminar

AND

200-Level PH/RS Requirement & 300-Level Courses Requirement

Across all major and concentration courses, students must complete:

1. At least one 200-Level (or higher) course with subject PH
2. At least one 200-Level (or higher) course with subject RS
3. At lease four 300-Level (or higher) courses

Courses used to satisfy these requirements may also count toward other major or concentration requirements.

Concentration Requirement

Type
Completion Requirement

Additional Comments:
All Ethics, Philosophy and Religion majors must complete one of the following concentrations:

1. Ethics Concentration
2. Philosophy Concentration
3. Religion Concentration
4. Individualized Concentration

Ethics Concentration Requirements (5 Courses)

Type
Completion Requirement

Ethics Concentration (5 Courses)

Fulfill ALL of the following requirements:

Ethics Core (2)

Complete ALL of the following Courses:

- PH203 - Ethics
- RS236 - Christian Social Ethics

AND

Applied Ethics Courses (2)

Earn at least 8 credits from the following:

- PH205 - Philosophy of Society
- PH209 - Philosophy of Science, Technology, and Environment
- PH213 - The Ethics Lab
- PH225 - Philosophy of Law
- PH233 - Healthcare Ethics
- PH235 - The Philosophy of Disability
- PH235H - The Philosophy of Disability (HON)
- PH335 - Philosophy and Gender
- PH341 - Justice, Fairness and Mercy
- PH351 - Otherness & Marginalization: Levinas The Alienated
- PH353 - Truth and Propaganda: Ethics and Media
- PH358 - Power, Resistance, & Race
- PH362 - Philosophy of Mind & Neuroethics
- RS232 - Black Catholicism
- RS239 - Religion, Ecology and Ethics
- RS328 - Christian Healthcare Ethics
- JS302 - The Art of Living, Aging, and Dying
- JS314 - Radical Love, Liberation, & Justice

AND

Ethics Elective Course (1)

Earn at least 4 credits from the following:

- PH205 - Philosophy of Society
- PH207 - Philosophy of Religion
- PH209 - Philosophy of Science, Technology, and Environment
- PH213 - The Ethics Lab
- PH233 - Healthcare Ethics
- PH235 - The Philosophy of Disability
- PH235H - The Philosophy of Disability (HON)
- PH335 - Philosophy and Gender
- PH341 - Justice, Fairness and Mercy
- PH351 - Otherness & Marginalization: Levinas The Alienated
- PH353 - Truth and Propaganda: Ethics and Media
- PH358 - Power, Resistance, & Race
- PH362 - Philosophy of Mind & Neuroethics
- RS221 - World Christianity
- RS232 - Black Catholicism
- RS239 - Religion, Ecology and Ethics
- RS240 - Christianity & World Religions in Dialogue
- RS328 - Christian Healthcare Ethics
- RS340 - Saints and Holiness
- RS340H - Saints and Holiness (HON)
- JS302 - The Art of Living, Aging, and Dying
- JS314 - Radical Love, Liberation, & Justice

Philosophy Concentration Requirements (5 Courses)

Type
Completion Requirement

Philosophy Concentration (5 Courses)

Fulfill ALL of the following requirements:

Ancient or Medieval Philosophy Course (1)

Complete at least 1 of the following courses:

- PH301 - Ancient Greek Philosophy
- PH309 - Author/Text - Ancient
- PH319 - Major Author/Text: Medieval Christian

AND

Modern or Contemporary Philosophy Course (1)

Complete at least 1 of the following courses:

- PH321 - Early Modern Philosophy
- PH327 - Modern Philosophy (EDI)
- PH329 - Author/Text - Modern
- PH331 - Contemporary Philosophy
- PH333 - Contemporary Analytic Philosophy
- PH335 - Philosophy and Gender
- PH338 - Major Author/Text: Contemporary (Christian Philosophical Tradition)
- PH339 - Author/Text-Contemporary

AND

Knowledge and Reality Course (1)

Complete at least 1 of the following courses:

- PH250 - Logic: An Introduction
- PH355 - Logic: Laws of Thought
- PH361 - Metaphysics
- PH362 - Philosophy of Mind & Neuroethics

AND

PH Elective Course (1)

Complete at least 1 other course (4 credits) from subject PH

AND

PH or RS Elective Course (1)

Complete at least 1 other course (4 credits) from subject PH or RS

Religion Concentration Requirements (5 Courses)

Type
Completion Requirement

Religion Concentration (5 Courses)

Fulfill ALL of the following requirements:

RS Non-Christian Tradition Course (1)

Complete at least 1 of the following courses:

- RS317 - Judaism
- RS323 - Hinduism
- RS325 - Buddhism

AND

RS Elective Courses (3)

Complete at least 3 other courses from subject RS

AND

PH or RS Elective Course (1)

Complete at least 1 other course (4 credits) from subject PH or RS

Individualized Concentration Requirements (5 Courses)

Type
Completion Requirement

Individualized Concentration (5)

Complete at least 5 other courses (20 credits) from subject PH or RS

Bachelor of Arts in Exploratory

General

Program Title
Bachelor of Arts in Exploratory

Program Type
Major

Program Description
Saint Michael's College offers an Exploratory program designed for students who are undecided about their major. Recognizing that approximately 80% of U.S. students change their major at least once, this program fosters exploration of various disciplines before committing to a specific field of study. Exploratory students are assigned an academic advisor to guide their academic discovery journeys and develop course plans. Additionally, resources such as the Student Success Center, Career Education, and the Undergraduate Dean's office offer support in the exploration and selection of a major. This comprehensive approach ensures that students receive the necessary guidance to make informed decisions about their academic paths.

Program Level
Undergraduate

School
School of Arts & Humanities

Bachelor of Arts in Global Languages and Cultures

General

Program Title
Bachelor of Arts in Global Languages and Cultures

Program Type
Major

Program Description
The Global Languages and Cultures program develops language and cultural fluency with purpose, offers international opportunities across the globe, and provides professional preparation. Our students dive deep into the rich diversity of Francophone and/or Hispanic peoples and cultures through courses that combine language proficiency with film, literature, art, and history, along with current issues and events. Our flexible curriculum draws on multiple other disciplines and pairs well with any other major or minor. Our supportive community of faculty and students is passionate about language, culture, and global engagement. Language clubs, conversation tables, film nights, cultural events, and excursions keep learning interactive, social, and alive. Students can study abroad in Europe, Africa, Latin America, the Caribbean, or elsewhere in North America on programs that offer immersive learning and internships with local communities in the target language. These opportunities are life-changing: they help students grow personally and expand their horizons while building both their confidence and their resumes. Students graduate with real-world skills and career-ready competencies that open doors to jobs and in everyday life: interpersonal communication and intercultural competency, effective writing and public speaking, research, and the capacity to critically analyze, interpret, and evaluate ideas and information. Our graduates thrive in careers in education, business, healthcare, law, translation/interpretation, nonprofit work, and beyond.

Program Level
Undergraduate

School
School of Arts & Humanities

Program Learning Outcomes

Learning Outcomes

Learning Outcome
Our graduates communicate effectively and appropriately through speaking and writing in the target language at the high intermediate or advanced level in a wide range of situations: including daily usage in a domestic or international setting; educational environments, from study abroad to graduate school; and general professional contexts. (Proficiency levels are based on guidelines established by the American Council on the Teaching of Foreign Languages).

Learning Outcome
Our graduates read/listen to/view, discuss with others, and independently explore significant written, audio, and visual works and other cultural products in the target language, while being attentive to their cultural contexts, their overall significance, and their continued relevance.

Learning Outcome
Our graduates examine and produce coherent analyses of cultural topics and products (such as written, audio, and visual works) through research and critical reflection, demonstrating relevant use of evidence and documentation.

Learning Outcome
Our graduates produce accurate, well-crafted written work and polished public speaking using the results of their own research and the research of others.

Learning Outcome
Our graduates reflect on the values of the cultures they have studied and been immersed in, and be able to draw reasoned comparisons to their own culture on important topics.

Learning Outcome
Our graduates apply their advanced language abilities, cultural knowledge, and intercultural competency to pursue professional opportunities or graduate studies — in the US or in a country where the relevant language is spoken.

Learning Outcome
Our graduates use the language(s) and cultures they have studied to enrich their lives by sustaining or expanding their personal interests; communicating and interacting with other people and communities; and allowing them to be conscientious, engaged global citizens.

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Arts)

Global Languages and Cultures Major Requirements

Type
Completion Requirement

Elementary & Intermediate Courses in French or Spanish

Fulfill ANY of the following requirements:

Elementary & Intermediate French Courses (4)

Complete ALL of the following Courses:

- FR101 - Elementary French 1
- FR102 - Elementary French 2
- FR203 - Intermediate French 1
- FR206 - Intermediate French 2

OR

Elementary & Intermediate Spanish Courses (4)

Complete ALL of the following Courses:

- SP101 - Elementary Spanish 1
- SP102 - Elementary Spanish 2
- SP203 - Intermediate Spanish 1
- SP206 - Intermediate Spanish 2

Additional Comments:

All students pursuing a major in Global Languages and Cultures must earn a minimum of 38 credits.

The Global Languages and Cultures major includes three possible concentrations:

1. French & Francophone Studies
2. Spanish and Hispanic Studies
3. Language & Culture Studies

The first two concentrations require in-depth study of a primary language and related cultures. The third concentration allows for broader and more flexible study of language and culture, while still requiring a foundation in a primary language of study (French or Spanish) and related cultures.

French & Francophone Studies Concentration

Type

Completion Requirement

French & Francophone Studies Advanced Communication Courses (2)

Complete ALL of the following Courses:

- FR310 - Advanced Communication & Culture
- FR311 - Advanced Communication & Culture 2

French & Francophone Studies Electives (3)

Complete at least 3 of the following courses:

- FR200 - Applied Language Component
- FR208 - Conversation in French
- FR290 - Light and Fog: Paris & London in the 19th Century
- FR308 - Advanced Conversation
- FR313 - Topics in Francophone Culture
- FR315 - Topics in French Culture
- FR318 - Humor in French
- FR335 - Readings in Francophone Literature
- FR340 - Readings in French Literature
- FR341 - Readings in French Lit (CIT)
- FR499 - (INT) Internship

One course in English or another language permitted

French & Francophone Studies Capstone (1)

Complete at least 1 of the following courses:

- FR460 - Senior Seminar
- FR499 - (INT) Internship

French & Francophone Studies Immersion Experience (1)

Complete an approved immersion experience in a French/ Francophone context

Spanish & Hispanic Studies Concentration

Type

Completion Requirement

Spanish & Hispanic Studies Advanced Communication Courses (2)

Complete ALL of the following Courses:

- SP310 - Advanced Communication & Culture
- SP311 - Advanced Communication & Culture 2

Spanish & Hispanic Studies Electives (3)

Complete at least 3 of the following courses:

- SP200 - Applied Language Component
- SP308 - Advanced Conversation
- SP313 - Topics in Latin American Culture
- SP315 - Topics in Spanish Culture
- SP330 - Spanish/Latin American Film
- SP335 - Readings in Latin American Literature
- SP340 - Readings in Spanish Literature
- SP499 - (INT) Internship

One course in English or another language permitted

Spanish & Hispanic Studies Capstone (1)

Complete at least 1 of the following courses:

- SP460 - Senior Seminar
- SP499 - (INT) Internship

Spanish & Hispanic Studies Immersion Experience (1)

Complete an approved immersion experience in a Spanish/Hispanic context

Language & Culture Studies Concentration

Type

Completion Requirement

Primary Language Advanced Communication (1)

Fulfill ANY of the following requirements:

French Advanced Communication (1)

Complete at least 1 of the following courses:

- FR310 - Advanced Communication & Culture
- FR311 - Advanced Communication & Culture 2

OR

Spanish Advanced Communication (1)

Complete at least 1 of the following courses:

- SP310 - Advanced Communication & Culture
- SP311 - Advanced Communication & Culture 2

Primary Language Electives (2)

Fulfill ANY of the following requirements:

French Electives (2)

Complete at least 2 of the following courses:

- FR200 - Applied Language Component
- FR208 - Conversation in French
- FR308 - Advanced Conversation
- FR310 - Advanced Communication & Culture
- FR311 - Advanced Communication & Culture 2
- FR313 - Topics in Francophone Culture
- FR315 - Topics in French Culture
- FR318 - Humor in French
- FR335 - Readings in Francophone Literature
- FR340 - Readings in French Literature
- FR460 - Senior Seminar

OR

Spanish Electives (2)

Complete at least 2 of the following courses:

- SP200 - Applied Language Component
- SP308 - Advanced Conversation
- SP313 - Topics in Latin American Culture
- SP315 - Topics in Spanish Culture
- SP330 - Spanish/Latin American Film
- SP335 - Readings in Latin American Literature
- SP340 - Readings in Spanish Literature
- SP460 - Senior Seminar

Applied Linguistics & Literacy Courses (2)

Complete at least 2 of the following courses:

- AL101 - Introduction to Language and Linguistics
- AL250 - Intercultural Communication
- AL310 - Methodology of Second/Foreign Language Teaching
- ED335 - Literacy in the PK-6 Classroom
- ED339 - Making Meaning: Content-Area Literacy, PK-6
- EN396 - Teaching Writing
- GED510 - Becoming a Literacy Leader: Tools and Strategies for Success
- GED522 - Teaching Literacy in the PK-6 Classroom
- GED534 - Literacy Assessment, Instruction, and Intervention in Reading
- GED595 - Nurturing K-8 Writers Through Integrated Storytelling, Workshops, and the Arts
- GED606 - Literacy Development and Instruction for Diverse Learners
- GED607 - Literacy Instruction for Adolescents with Reading Difficulties: Intervention & Instruction
- GED640 - Language and Learning

Additional Language and/or Culture Courses (12 credits)

Earn at least 12 credits from ANY combination of Courses in the following Subjects:

- American Studies (AM)
- Anthropology (ANT)
- Applied Linguistics (AL)
- Art History (AH)
- Classics (CL)
- English (EN)
- French (FR)
- Latin (LA)
- Spanish (SP)

OR other qualifying courses with approval from the program advisor or director, including certain courses from DMC, ED, GED, PH, PO, and RS.

Bachelor of Arts in History

General

Program Title
Bachelor of Arts in History

Program Type
Major

Program Description
At Saint Michael's College, History majors engage with a broad range of courses spanning diverse regions and eras. Students learn from faculty who are active scholars and bring their research expertise directly into the classroom. The program emphasizes critical analysis, historical research, and global perspectives, preparing students for a wide range of academic and professional pursuits.

Program Level
Undergraduate

School
School of Arts & Humanities

Program Learning Outcomes

Learning Outcomes

Learning Outcome
Our graduates can gather and contextualize information in order to convey both the particularity of past lives and the scale of human experience. They recognize how humans in the past exercised agency and shaped their own unique historical moments while also being shaped by those moments. They develop a body of historical knowledge with breadth of time and place as well as depth of detail in order to discern context. They distinguish the past from our very different present, while recognizing the impact of varying interpretations of the past on our present.

Learning Outcome
Our graduates recognize history as an interpretive account of the human past - one that historians create in the present from surviving evidence. They can collect, sift, organize, question, synthesize, and interpret complex and diverse types of source material.

Learning Outcome
Our graduates practice ethical historical inquiry that makes use of and acknowledges both primary and secondary sources. They develop empathy toward people in the context of their distinctive historical moments. They develop skills and methods to critically analyze sources for bias, audience, context and historical validity.

Learning Outcome
Our graduates recognize the provisional nature of knowledge, the essential value of complexity, and ambiguity that history requires. They welcome contradictory perspectives and data, which enable us to provide more accurate accounts and construct stronger arguments. Describe past events from multiple perspectives. They can explain and justify multiple causes of complex events and phenomena using conflicting sources. They can identify, summarize, appraise, and synthesize other scholars' historical arguments.

Learning Outcome
Our graduates learn how to research and consider a variety of historical sources for credibility, position, perspective, and relevance. They can evaluate historical arguments, explaining how they were constructed and might be improved. They can revise analyses and narratives when new evidence requires it.

Learning Outcome
Our graduates can craft and communicate well-supported historical narratives, arguments, and reports of research findings in a variety of media for a variety of audiences.

Learning Outcome
Our graduates can apply historical knowledge and historical thinking to contemporary issues. Develop positions that reflect deliberation, cooperation, and diverse perspectives.

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Arts)

History Major Requirements

Type
Completion Requirement

Note: Only 2 courses outside HI can apply towards the History Major.

Fulfill ALL of the following requirements:

100 or 200-Level Courses (3)

Complete at least 3 of the following courses:
- HI101 - U.S. History to 1865
- HI101H - U.S. History to 1865 (HON)
- HI103 - U.S. History Since 1865

- HI105 - Early Modern Europe
- HI107 - Modern Europe
- HI108 - Medieval World
- HI113 - History of Rome
- HI121 - The Modern Middle East
- HI143 - Modern East Asia
- HI161 - Early Latin America
- HI163 - Modern Latin America
- HI171 - African Europeans, Antiquity to Present
- HI175 - World History I: Beginnings to 1500
- HI177 - World History II: 1450 to Present
- HI180 - African American History
- HI215 - Women in American Society
- HI216 - Native Peoples of North America
- HI222 - Topics in American History
- HI222H - Topics in American History (HON)
- HI227 - Foundations of US Latinx Literature and Culture
- HI255 - Arsenal of Democracy Study Trip
- HI290 - Light and Fog: Paris & London in the 19th Century
- HI297 - Topics in European History
- HI297H - Topics in European History (HON)
- AH251 - Ancient and Medieval Art
- AH252 - Renaissance and Modern Art
- AH280 - Culture and Society in Medieval Burgundy (Inactive)
- HU101 - Ancient & Medieval Civilization
- HU102 - The Modernizing World
- HU207 - The Nineteenth Century

AND

300 or 400-Level Courses (4)

Complete at least 4 of the following courses:

- HI315 - The Art of Historical Storytelling
- HI341 - Advanced Topics in East Asian History
- HI343 - Advanced Topics in Medieval History
- HI345 - The Black Death
- HI351 - Advanced Topics: History of Race and Ethnicity (EDI)
- HI352 - The Edmundites and Black Civil Rights
- HI353 - Presidential Elections
- HI357 - Advanced Topics: Global History
- HI363 - Race, Class, and Gender in the Atlantic World
- HI365 - Public History
- HI367 - Advanced Topics in Public History
- HI374 - Witches, Indians, and Swashbucklers: The Remaking of the New World, 1607-1763
- HI395 - Crime & Society in Britain
- HI397 - Advanced Topics in Modern European History
- HI414 - African Slavery in the Atlantic World
- HI422 - Advanced Topics in American History
- HI425 - Europe During World War II
- HI457 - Advanced Topics in Ancient History
- HI461 - Society and Culture in Medieval Italy
- HI465 - Advanced Topics in Modern Latin American History
- AH333 - Art Since 1960
- AH347 - Saints, Kings and Barbarians
- AH348 - Castles and Cathedrals: Art of the High Middle Ages
- AH381 - Topics in Art History
- ES305 - US Environmental History
- JS301 - Land, Sea, Sky
- JS301H - Land, Sea, Sky (HON)
- JS303 - A Nation Inside and Out

AND

Required Courses (2)

Complete ALL of the following Courses:

- HI293 - Understanding the Past: Topics
- HI410 - Senior Seminar

AND

Approved Internship (1)

(Internship must be approved by the History Program Director)

Complete at least 1 of the following courses:

- HI499 - (INT) Internship

Bachelor of Arts in International Relations

General

Program Title
Bachelor of Arts in International Relations

Program Type
Major

Program Description
Saint Michael's International Relations major is geared toward students who strive to be global citizens, debating pressing issues such as war, disease, diplomacy, poverty, human rights and trade. IR majors grapple successfully with complex global issues and international challenges in an increasingly interdependent world. They prepare for both domestic and overseas careers, both within government and with NGOs. Examples include the foreign service, non-governmental and international advocacy organizations, and environmental and humanitarian agencies.

Program Level
Undergraduate

School
School of Society & Culture

Program Learning Outcomes

Learning Outcomes

Category
Concepts and Theories of Global Power

Learning Outcome
Our graduates understand key concepts and concerns in international relations including notably the way power is acquired and used globally and how state and nonstate actors interact. Graduates are also familiar with contemporary theories of international relations for use as a lens to explain outcomes and events in world affairs.

Category
Dimensions of Comparative Politics and Political Theory

Learning Outcome
Our graduates demonstrate an appreciation for the practice of comparative political inquiry, and an understanding of traditions of Western and non-Western political thought.

Category
Global Current Event Awareness and Interpretation

Learning Outcome
Our graduates are conversant in current international and global political events through a close reading of the news and interpretation of events through international relations theories and concepts.

Category
Research Skills

Learning Outcome
Our graduates possess the ability to pose and answer relevant political questions through research and analysis. This means they are: familiar with qualitative and quantitative research methodologies employed by scholars of international relations and political science; develop the ability to evaluate and synthesize information from diverse and reliable sources, identifying and differentiating between primary and secondary source material; and use these skills to produce a research paper, opinion paper, personal reflection or analytical essay.

Category
Logical Argumentation and Critical Questioning

Learning Outcome
Our graduates are able to develop a logical argument and justify a position through written and oral presentations and demonstrate the ability to read and question original research and theoretical writings.

Category
Practical Engagement

Learning Outcome
Our graduates have studied abroad or engaged in an international internship in order to enhance their global citizenship and cultural competence.

Category
Understanding the Critical Importance of Ethics

Learning Outcome
Our graduates understand the relationship between personal ethics, individual decision-making and public outcomes at the national and international levels.

Category
Diversity

Learning Outcome
Our graduates have developed an appreciation for persons with national, racial, ethnic, economic, sexuality, gender and gender identity, religious, and disability identities different from their own. They direct attention to the impact on equality, social justice and the rights of all persons of both individual actions and public policies.

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Arts)

International Relations Major Requirements

Type
Completion Requirement

Fulfill ALL of the following requirements:

Required Courses (6)

Complete ALL of the following Courses:
- PO200 - Research Methods
- PO245 - Introduction to International Relations
- PO285 - Intro to Comparative Politics
- PO286 - Politics of the World Economy
- PO348 - U.S. Foreign Policy
- PO410 - Senior Seminar in Political Science

(PO410 must be International Relations themed)

AND

PO261 or PO371

Complete at least 1 of the following courses:
- PO261 - European Political Thought
- PO261H - European Political Thought (HON)
- PO371 - Feminist Political Thought

AND

Political Science International Relations / Comparative Politics Electives (3 Full Courses)

At least one course must be at the 300-level or higher.

Complete at least 3 of the following courses:
- PO222 - Careers in Politics
- PO223 - Atlanticism and Transnational Democracy **AND** PO224 - Atlanticism and Democracy Trip
- PO240 - Social Movements & Contentious Politics
- PO255 - Health Policy
- PO290 - Canadian Government and Politics
- PO292 - Global LGBTQI + Politics and Culture
- PO299 - Identity in Politics
- PO321 - Populism, Radicalism, and Extremism
- PO325 - The Politics of Food
- PO350 - State Violence and Justice
- PO351 - Politics of the Global AIDS Pandemic
- PO371 - Feminist Political Thought
- PO390 - Comparative Politics of Racism
- PO390H - Comparative Politics of Racism (HON)

AND

Breadth or Area Courses (3)

Take three international relations-themed courses in the following thematic categories, at least two of which must be at the 200 level or higher. Concentrations emphasize intentional themes, but students are free to take three breadth courses in any of the categories.

Complete at least 3 courses in the following course sets:
- Development & Sustainability Courses
- Domestic and Global Economy and Business Courses
- Human Values, Culture and Communication Courses
- Regions and History Courses

AND

Foreign Language Component

Complete Foreign Language Requirement:
In Spanish or French, students must achieve the equivalent of 206 level or higher. In other languages, students must achieve the equivalent of 203 level or higher.

AND

International Relations Practicum

Complete at least 1 International Relations Practicum experience:
Students must participate in an international-relations themed study abroad/faculty-led study away experience, an international relations-themed internship (Vermont Council on World Affairs, Vermont Refugee Resettlement Program, etc.) or alternative international relations experiential learning activity (MOVE international service trip, etc.).

Bachelor of Arts in Performing Arts

General

Program Title
Bachelor of Arts in Performing Arts

Program Type
Major

Program Description
The Performing Arts Program offers an immersive degree in the performative arts with concentrations in music, theater, and individualized studies. Six courses unite the program with shared foundational perspectives, capstone experiences, and an internship (these courses save the internship also encompass a Performing Arts minor).

The Music concentration comprises coursework focused on (1) music theory, analysis, and composition, (2) performance, (3) music history and repertory, and (4) music careers. By senior year music majors have (1) knowledge and experience of the theory and analysis of art music as well as jazz and popular forms; (2) familiarity with representative styles and repertory of European music as well as American and non-Western music; (3) performance experience both on a primary instrument (or voice) and in ensembles in music of various styles; (4) informed tastes and opinions about a wide range of musical repertory that can be expressed fluently in both oral and written forms; and (5) skills specific to a variety of careers in music-related industries.

Ensembles for credit in Music include the Saint Michael's Singers, the Jazz Orchestra, the String Orchestra, and West African Drumming, all of which perform on and off campus. Further, music students can study for credit with a local teacher on a variety of musical instruments or in voice. The lesson fee for this study is largely subsidized for music majors and minors.

The Theatre concentration provides a rigorous opportunity to explore the practice of theatre, including its performative, theoretical, historical, aesthetic, and technical elements. The department sponsors two faculty-directed Mainstage productions, with additional performance and design opportunities available through the Directing class, Independent Studies and Senior Capstone Projects. All students are given an opportunity to direct, design, perform in, manage, research, and respond to theatre through production and performance. The department is also closely allied with the student-run Drama Club and, nationally, the Kennedy Center American College Theater Festival.

An Individualized Studies concentration allows a student to explore varied courses and performing experience within the Performing Arts major - selecting courses from music, theater, and dance alike - for a tailored degree.

The Performing Arts program resides in the McCarthy Arts Center, which houses two theatres, a recital hall, an art gallery, rehearsal spaces, costume and scenery studios, classrooms, and faculty offices. The theatre, an intimate but broad house, seats 360, boasts a proscenium stage complete with trap room, substantial wing and fly space, and has state-of-the-art lighting and sound equipment. The cozy "Trap Door Theatre" houses smaller and alternative productions. The Recital Hall seats 337 and is among the best-sounding acoustic spaces for live performance in all of Vermont.

Program Level
Undergraduate

School
School of Arts & Humanities

Program Learning Outcomes

Learning Outcomes

Category
Performing Arts

Learning Outcome
Our graduates develop proficiencies in the expressive, analytical, creative, and historical contexts of music, theater, and connected art forms (see details below).

Category
Theater

Learning Outcome
Our graduates demonstrate general knowledge of dramatic literature, history, and theory.

Category
Theater

Learning Outcome
Our graduates identify dramatic action in plays and determine ways to physicalize it on stage.

Category
Theater

Learning Outcome
Our graduates utilize the skills necessary to conceptualize, create and/or organize elements of a production.

Category
Music

Learning Outcome
Our graduates possess critical listening skills and should be able to identify and analyze by ear and at a high level of detail a variety of different musical styles, both Western and non-Western, from classical, popular, and folk music.

Category
Music

Learning Outcome
Our graduates are proficient in musical notation and score reading and can both perform and deeply analyze musical structures and styles of the West from their notation and scores.

Category
Music

Learning Outcome
Our graduates possess discipline-specific critical reading, writing, and analytic skills, i.e., the ability to understand, analyze, and critique complex and specialized written texts - primary and secondary sourced - about music, its historical eras, and key genres.

Category
Music

Learning Outcome
Our graduates possess critical discursive skills, i.e., the ability to articulate ideas, structures, and organizational components - with accurate use of specialized music vocabulary- in both writing and speech about music with the further ability to express tastes and opinions about a wide range of musical repertory with reference to specific musical detail.

Category
Music

Learning Outcome
Our graduates possess performance skills, with regular public performance in large ensembles and/or in solo and small ensemble settings, with substantial improvement in performance skills on one or more instruments, with an emphasis on improved performance proficiency from notated scores.

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Arts)

Performing Arts Major Requirements

Type
Completion Requirement

Performing Arts Core (20 Credits)

All Performing Arts Majors must complete the courses below.

Complete ALL of the following Courses:
- DA201 - Body Awareness
- MU101 - Understanding Music
- MU244 - American Musical Theater
- TH351 - Topics in Performance
- MU492 - Senior Seminar and Project
- TH499 - (INT) Internship

MU101, MU244, DA201 and TH351 are all full (4-credit courses). MU492 and TH499 are each worth 2 credits.

Concentration Requirement

Type
Completion Requirement

Additional Comments:
Students majoring in Performing Arts must complete one of the following concentrations:

1. Music Concentration
2. Theatre Concentration
3. Individualized Studies Concentration

Music Concentration

Type
Completion Requirement

Music Theory Courses (2)

Complete ALL of the following Courses:
- MU201 - Structures of Music I
- MU203 - Structures of Music II

Ensemble Requirement (4 credits)

Students must complete two semesters in an ensemble course as listed below. NOTE: These courses are repeatable; students may complete the same ensemble course twice or two different ensembles.

Complete at least 2 of the following courses:
- MU372 - String Orchestra
- MU374 - Concert Band
- MU375 - Jazz Orchestra
- MU376 - African Drumming/Dance Ensemble
- MU377 - Saint Michael's Singers

Private Lessons Requirement (6 Credits)

Students must complete six credits in private lessons courses as listed below. NOTE: These courses are repeatable; performing arts majors normally enroll in MU361 Private Lessons Music Majors.

Earn at least 6 credits from the following:
- MU261 - Private Lessons for Non-Music Majors
- MU361 - Private Lessons Music Majors

Music Elective Course (1)

Complete one 4-credit Academic Music Course
Ensembles and Private Music Lessons cannot count towards this requirement.

Theatre Concentration

Type
Completion Requirement

Theatre Concentration Required Courses (7)

Complete ALL of the following Courses:
- TH161 - Theatre Lab: Scenery, Lights, Painting

- TH162 - Theatre Laboratory: Costumes
- TH207 - Acting Techniques
- TH209 - Stagecrafts
- TH210 - Shakespeare to Showboats
- TH273 - Production Practicum: Stage Management
- TH309 - Directing

Individualized Studies Concentration

Type
Completion Requirement

DA, MU and TH Course Requirements (20 credits)

Complete all of the following:

1. At least one course in subject DA (Dance)
2. At least one course in subject MU (Music), or two semesters of Private Music Lessons (MU261 PrivateLessons NonMusicMajors or MU361 Private Lessons Music Majors)
3. At least one course in subject TH (Theatre)
4. 20 credits (minimum) in subjects DA, MU, or TH (including the courses used to satisfy 1-3 above)

Bachelor of Arts in Public Health

General

Program Title
Bachelor of Arts in Public Health

Program Type
Major

Program Description
Saint Michael's College is rooted in a passion for bettering our world and an academic tradition of interdisciplinary work, giving students an ideal place to engage in the inquiry and action needed for success in public health. The College provides a path for a Bachelor of Science or a Bachelor of Arts in Public Health. As a discipline, public health is especially concerned with people's access to health care, the quality of that care, disease prevention, and the sustainability of the health care system. The SMC program facilitates engagement across a variety of disciplines to explore the causes of the world's health problems and develop solutions.

Program Level
Undergraduate

School
School of Society & Culture

Program Learning Outcomes

Learning Outcomes

Category
Determinants of Health

Learning Outcome
Our graduates describe social determinants of health, that is, the non-medical factors that affect health outcomes, including the broader forces and systems that shape everyday life conditions.

Category
Determinants of Health

Learning Outcome
Our graduates explain the roles of infectious, chronic and genetic disease in population and community health.

Category
Determinants of Health

Learning Outcome
Our graduates describe the ways that individual and collective (government) decisions and choices affect population and community health.

Category
Developing and Exercising Relevant Skills

Learning Outcome
Our graduates use statistics to provide and interpret data related to public health measurements and questions.

Category
Developing and Exercising Relevant Skills

Learning Outcome
Our graduates use the basic concepts and tools of epidemiology to describe the distribution and determinants of disease.

Category
Ethical Dimensions of Public Health

Learning Outcome
Our graduates apply a health equity lens to analyses of public health challenges, changes, and goals.

Category
Ethical Dimensions of Public Health

Learning Outcome
Our graduates develop an appreciation for persons with racial, ethnic, economic, sexuality, gender and gender identity, religious, and disability identities different from their own. They direct attention to their own positionality and to the identities of those making decisions as well as those impacted by these decisions.

Category
Ethical Dimensions of Public Health

Learning Outcome
Our graduates cultivate the ability to approach groups and cultures different from their own with respect, openness, and humility.

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Arts)

Public Health (BA) Major Requirements

Type
Completion Requirement

Fulfill ALL of the following requirements:

Required Courses (5)

Complete ALL of the following Courses:
- PB101 - Introduction to Public Health
- BI215 - Epidemiology
- SO215 - Social Drivers of Health
- PH233 - Healthcare Ethics
- ST140 - Biological Data & Statistics

Approved Equivalents to PH233:

- PH351 Otherness & Marginalization - Otherness and Marginalization: Levinas and the Alienated
- RS328 Christian Healthcare Ethics - Christian Healthcare Ethics

Approved Equivalents to ST140:

- ST120 Elementary Statistics - Elementary Statistics
- PS213 Psychological Statistics - Psychological Statistics

AND

Cultural Competence Course (1)

Students may fulfill this requirement by taking Intermediate 1 Level or higher in a Modern Language or an elective from an approved Study Abroad Experience.

Complete at least 1 of the following courses:
- FR202 - French for Health Professions
- FR203 - Intermediate French 1
- FR206 - Intermediate French 2
- SP202 - Spanish for Health Professions
- SP203 - Intermediate Spanish 1
- SP206 - Intermediate Spanish 2

AND

Experiential Requirement (1)

Complete at least 1 of the following courses:
- HS160 - Emergency Medical Technician
- HS260 - Advanced Emergency Medical Technician
- JS318 - CAN Research and Action Practicum
- PB299 - Community Health Action Practicum

Students may also fulfill this requirement by completing an approved Study Abroad Experience.

AND

Senior Experience Course (1)

Students may complete the Senior Experience by completing a Senior Seminar in Biology, Political Science, or Sociology and Anthropology *(with director approval based on topic)* or by completing a director-approved second Experience *(paired with summative reflection)*

Complete at least 1 of the following courses:
- BI410 - Senior Seminar
- PO410 - Senior Seminar in Political Science
- SO420 - Sociology/Anthropology Capstone

AND

Electives (3)

Complete at least 3 courses in the following course sets:

- Environmental and Biological Determinants of Health
- Social Determinants of Health
- Skills for Public Health

Bachelor of Arts in Political Science

General

Program Title
Bachelor of Arts in Political Science

Program Type
Major

Program Description
The Political Science major at Saint Michael's combines demanding and engaging intellectual coursework with numerous co-curricular programs in which faculty mentor students in academic internships, study abroad, collaborative research, student activism and campus leadership. Political science is an ideal field of study for students interested in leadership, civic engagement, and an exciting career in a complex, diverse, interdependent and rapidly globalizing society. Faculty have a strong commitment to integrating career preparation with a liberal arts education, and have an excellent track record preparing students to become competitive for graduate school admission as well as the job market.

Program Level
Undergraduate

School
School of Society & Culture

Program Learning Outcomes

Learning Outcomes

Category
Understandings

Learning Outcome
Our graduates understand key concepts and concerns in political science including notably the way power is acquired and exercised at the state and/or national levels and international levels.

Category
Understandings

Learning Outcome
Our graduates illustrate a broad understanding of the four major subfields of political science, including American politics, international relations, comparative politics and political theory.

Category
Understandings

Learning Outcome
Our graduates are conversant in current political events through a close reading of the news and interpretation of events through political science theories and concepts.

Category
Skills

Learning Outcome
Our graduates possess the ability to pose and answer relevant political questions through research and analysis. This means they: are familiar with qualitative and quantitative research methodologies; develop the ability to evaluate and synthesize information from diverse and reliable sources, identifying and differentiating between primary and secondary source material; and use these skills to produce a research paper, opinion paper, personal reflection or analytical essay.

Category
Skills

Learning Outcome
Our graduates develop a logical argument and justify a position through written and oral presentations and demonstrate the ability to read and question original research and theoretical writings.

Category
Ethics and Social Responsibility

Learning Outcome
Our graduates understand the relationship between personal ethics, individual decision-making and public outcomes at the national and international levels.

Category
Ethics and Social Responsibility

Learning Outcome
Our graduates appreciate persons with racial, ethnic, economic, sexuality, gender and gender identity, religious, and disability identities different from their own. They direct attention to the impact on equality, social justice and the rights of all persons of both individual actions and public policies.

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Arts)

Political Science Major Requirements

Type
Completion Requirement

Fulfill ALL of the following requirements:

Required Courses (6)

Complete ALL of the following Courses:
- PO120 - Introduction to U.S. Politics
- PO200 - Research Methods
- PO245 - Introduction to International Relations
- PO261 - European Political Thought
  OR PO261H - European Political Thought (HON)
- PO285 - Intro to Comparative Politics
- PO410 - Senior Seminar in Political Science

AND

Political Science Electives (5)

At least two must be at the 300-level

Complete at least 5 of the following courses:
- PO180 - Current Issues in World Politics
- PO207 - Parties, Elections & Political Participation
- PO220 - Topics in Political Science
- PO222 - Careers in Politics
- PO223 - Atlanticism and Transnational Democracy
  AND PO224 - Atlanticism and Democracy Trip
- PO230 - Politics of Cities
- PO240 - Social Movements & Contentious Politics
- PO243 - Sustainability, Place and Community
  AND PO244 - Sustainability, Place and Community - Wales Study Trip
- PO250 - Business, Government & Health Care The Danish Way
  AND PO251 - Business, Government and Health Care The Danish Way Study Trip
- PO255 - Health Policy
- PO286 - Politics of the World Economy
- PO290 - Canadian Government and Politics
- PO292 - Global LGBTQI + Politics and Culture
- PO299 - Identity in Politics
- PO320 - Topics in Political Science
- PO321 - Populism, Radicalism, and Extremism
- PO325 - The Politics of Food
- PO327 - Environmental Policy
- PO332 - U.S. Constitutional Law: Govt Power
- PO334 - U.S. Constitutional Law: Rights & Liberties
- PO336 - Law and Social Change
- PO338 - Criminal Justice
- PO348 - U.S. Foreign Policy
- PO350 - State Violence and Justice
- PO351 - Politics of the Global AIDS Pandemic
- PO371 - Feminist Political Thought
- PO390 - Comparative Politics of Racism
- PO390H - Comparative Politics of Racism (HON)
- DMC243 - Media and American Politics
- JS305 - The Politics of Queer Cinema
- JS319 - Troubled Democracy
- SO301 - Capitalism and Fascism
- SO301H - Capitalism and Fascism (HON)

AND

Practicum Requirement

Complete at least 1 of the following options:

- An academic internship or other related applied or practicum experience, as approved in consultation with the department chair
- A minor
- A second major

Bachelor of Arts in Philosophy, Politics, and Economics

General

Program Title
Bachelor of Arts in Philosophy, Politics, and Economics

Program Type
Major

Program Description
Philosophy, Politics, and Economics (PPE) is an interdisciplinary major integrating analytical frameworks from three essential disciplines to address complex social, political, and economic challenges. Students develop critical thinking, quantitative reasoning, and ethical analysis skills while exploring fundamental questions about justice, governance, and economic systems. The curriculum combines foundational coursework with advanced interdisciplinary study. Since PPE majors gain expertise in constitutional law, economic policy analysis, and philosophical argumentation, they are well-prepared for careers including law, public policy, journalism, business, and government service.

Program Level
Undergraduate

School
School of Arts & Humanities

Program Learning Outcomes

Learning Outcomes

Category
Integrate Interdisciplinary Perspectives

Learning Outcome
Our graduates can synthesize analytical frameworks from all three disciplines to highlight the connections between the ethical, political, and economic dimensions of complex social phenomena. They demonstrate the ability to apply multiple methodological approaches.

Category
Conduct Rigorous Analysis

Learning Outcome
Our graduates can use quantitative and qualitative research to evaluate empirical claims, construct logical arguments, and assess policy proposals. They interpret economic data, analyze legal precedents, and engage in philosophical reasoning.

Category
Communicate Complex Ideas Effectively

Learning Outcome
Our graduates can present interdisciplinary analysis through clear, reasoned written and oral argumentation. They demonstrate ability to adapt arguments for diverse audiences.

Category
Demonstrate Professional Readiness

Learning Outcome
Our graduates can apply interdisciplinary learning to real-world problems. They show preparation for advanced study in law or graduate programs and a wide range of careers including those in public service, policy analysis, media, and private sector. They demonstrate civic engagement and commitment to professional ethics.

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Arts)

Philosophy, Politics & Economics Major Requirements

Type
Completion Requirement

Fulfill ALL of the following requirements:

Philosophy Courses (3)

Fulfill ALL of the following requirements:

PH203, PH205 or PH225

Complete at least 1 of the following courses:
- PH203 - Ethics
- PH205 - Philosophy of Society
- PH225 - Philosophy of Law

AND

PH250 or PH355

Complete at least 1 of the following courses:
- PH250 - Logic: An Introduction
- PH355 - Logic: Laws of Thought

AND

PH341 or Approved Upper-Level PH Course

Complete at least 1 of the following courses:
- PH341 - Justice, Fairness and Mercy
- Or other approved upper-level Philosophy (PH) course

AND

Politics Courses (3)

Fulfill ALL of the following requirements:

PO220, PO286 or PO321

Complete at least 1 of the following courses:
- PO220 - Topics in Political Science
- PO286 - Politics of the World Economy
- PO321 - Populism, Radicalism, and Extremism

AND

PO332 or PO334

Complete at least 1 of the following courses:
- PO332 - U.S. Constitutional Law: Govt Power
- PO334 - U.S. Constitutional Law: Rights & Liberties

AND

PO338 or PO371

Complete at least 1 of the following courses:
- PO338 - Criminal Justice
- PO371 - Feminist Political Thought

AND

Economics Courses (3)

Fulfill ALL of the following requirements:

EC101 or EC103

Complete at least 1 of the following courses:
- EC101 - Principles of Macroeconomics
- EC103 - Principles of Microeconomics

AND

EC303

Complete ALL of the following Courses:
- EC303 - Public Economics

AND

EC317, EC331, EC332, EC351 or JS325

Complete at least 1 of the following courses:
- EC317 - International Economics
- EC331 - Economics of Labor Markets and Income Distribution
- EC332 - Family and Gender in the Economy
- EC351 - Environmental Economics
- JS325 - Economics of Health Care

AND

Elective Course (1)

Take one of the PH, PO, or EC courses listed above, if not already taken, or take one of the courses listed below.

Complete at least 1 of the following courses:
- ANT333 - Anthropology of Refugees
- BU209 - Legal Environment of Business

- CR201 - Theories of Crime, Justice, and Race
- CR201H - Theories of Crime, Justice & Race (HON)
- CR318 - Victimology
- ES306 - Environmental Justice
- ES327 - Environmental Policy
- ES355 - Animal Studies
- HI101 - U.S. History to 1865
- HI101H - U.S. History to 1865 (HON)
- HI103 - U.S. History Since 1865
- HI107 - Modern Europe
- HI222 - Topics in American History
- HI222H - Topics in American History (HON)
- HI297 - Topics in European History
- HI297H - Topics in European History (HON)
- PH353 - Truth and Propaganda: Ethics and Media
- SO301 - Capitalism and Fascism
- SO301H - Capitalism and Fascism (HON)

AND

Senior Capstone (1)

Complete at least 1 of the following courses:

- PO410 - Senior Seminar in Political Science
- PH410 - Senior Seminar
- PH497 - (IS) Indep Study/Research
- EC497 - (IS) Indep Study/Research

Bachelor of Arts in Psychology

General

Program Title
Bachelor of Arts in Psychology

Program Type
Major

Program Description
The psychology major at Saint Michael's exposes students to psychology in its many forms, from neuroscience, to cognitive, to clinical. Psych majors study a diverse array of subjects like addiction, hunger and eating, media's effect on children, and psychology and the law. Students are frequently out in the field working in alternative school classrooms, mental health agencies, and crisis centers, or in campus labs researching issues such as the effects of stress on health, or the impact of video games on thinking skills. Psychology is concerned with the scientific discovery of principles underlying human thoughts, feelings, and behaviors. The major at St. Michael's emphasizes a thorough development of psychology's critical and analytical tools, allowing students to formulate meaningful questions about behavior and at devise valid strategies for answering those questions.

Program Level
Undergraduate

School
School of Natural & Health Sciences

Program Learning Outcomes

Learning Outcomes

Category
Content Knowledge and Applications

Learning Outcome
Our graduates can describe key concepts, principles, and theories in psychological science (APA 1.1)

Category
Content Knowledge and Applications

Learning Outcome
Our graduates develop a working knowledge of psychology's major subfields (APA 1.2)

Category
Content Knowledge and Applications

Learning Outcome
Our graduates can portray significant aspects of the history of psychological science (APA 1.3)

Category
Content Knowledge and Applications

Learning Outcome
Our graduates apply psychological content to solve practical problems (APA 1.4)

Category
Content Knowledge and Applications

Learning Outcome
Our graduates can provide examples of psychology's integrative themes* (APA 1.5)

Category
Communication

Learning Outcome
Our graduates can interact effectively with others (APA 4.1)

Category
Communication

Learning Outcome
Our graduates can write effectively for different purposes (APA 4.2)

Category
Communication

Learning Outcome
Our graduates can present effectively for different purposes (APA 4.2)

Category
Information Literacy

Learning Outcome
Our graduates can exercise scientific reasoning to investigate psychological phenomena (APA 2.1)

Category
Information Literacy

Learning Outcome
Our graduates can interpret, design, and evaluate psychological research (APA 2.2)

Category
Information Literacy

Learning Outcome
Our graduates can use statistics to evaluate quantitative research findings (APA 2.4)

Category
Information Literacy

Learning Outcome
Our graduates can provide evidence of psychological literacy (APA 4.3)

Category
Information Literacy

Learning Outcome
Our graduates can exhibit appropriate technological skills to improve communication (APA 4.4)

Category
Values in Psychological Science

Learning Outcome
Our graduates employ ethical standards in research, practice, and academic contexts (APA 3.1)

Category
Values in Psychological Science

Learning Outcome
Our graduates develop and practice interpersonal and intercultural responsiveness (APA 3.2)

Category
Values in Psychological Science

Learning Outcome
Our graduates can apply psychological principles to strengthen community and improve quality of life (APA 3.3)

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Arts)

Psychology Major Requirements

Type
Completion Requirement

Fulfill ALL of the following requirements:

General Psychology (PS101)

Complete at least 1 of the following courses:

- PS101 - General Psychology
  OR PS101H - General Psychology (HON)

AND

Psychological Statistics and Research Methods

Complete ALL of the following Courses:

- PS213 - Psychological Statistics
- PS215 - Research Methods

AND

Capstone

Complete at least 1 of the following courses:

- PS401 - Capstone: Senior Seminar
- PS406 - Capstone: Senior Research I
  AND PS408 - Capstone: Senior Research II
- PS450 - Capstone: Practicum I
  AND PS460 - Capstone: Practicum II

AND

Choose 7 Courses:

Take at least one course from each category below, ensuring **at least two courses are at the 300-level**.

Fulfill ALL of the following requirements:

Brain and Behavior

Complete at least 1 of the following courses:

- PS270 - Cognitive Psychology
- PS272 - Animal Learning & Behavior
- PS274 - Behavioral Neuroscience
- PS308 - Spatial Perception & Cognition
- PS310 - Drugs and Behavior
- PS312 - Perception
- PS350 - Psychology of Health and Illness

AND

Development and Human Potential

Complete at least 1 of the following courses:

- PS252 - Child Development
- PS252H - Child Development (HON)
- PS253 - Adolescent Development
- PS256 - Abnormal Psychology
- PS313 - Personality Theories
- PS317 - The Thinking Child
- PS330 - Psychology of Well-Being

AND

Self in Relation to Others

Complete at least 1 of the following courses:

- PS250 - Social Psychology
- PS314 - Psychology of Close Relationships
- PS320 - Forensic Psychology
- PS323 - Children, Adolescents, and the Media
- PS324 - Counseling Skills

Additional Comments:

Opportunities for Independent Research Include:

- PS400 Independent Research in Psych.
- PS406 Capstone: Senior Research I
- PS408 Capstone: Senior Research II

Bachelor of Arts in Secondary Education

General

Program Title
Bachelor of Arts in Secondary Education

Program Type
Major

Program Description
The mission of the Education Programs at Saint Michael's College is to contribute to the advancement of society through education, with an emphasis on creativity, curiosity, contemplation, collaboration, reflection, and social justice. Completing a major in Elementary Education or Secondary Education automatically completes the courses for licensure. In addition, Elementary Education majors can receive an early childhood education endorsement by taking two additional courses, and secondary education majors can receive a middle level endorsement by taking one additional course. Through these majors, students benefit from a breadth of opportunities, materials, experiences and professional mentoring that places the College's education programs amongst the most highly regarded in the region among professional educators.

Program Level
Undergraduate

School
School of Society & Culture

Program Learning Outcomes

Learning Outcomes

Category
The Learner and Learning

Learning Outcome
Our graduates understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Category
The Learner and Learning

Learning Outcome
Our graduates use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Category
The Learner and Learning

Learning Outcome
Our graduates work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Category
Content Knowledge and Instructional Practice

Learning Outcome
Our graduates understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of content.

Category
Content Knowledge and Instructional Practice

Learning Outcome
Our graduates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Category
Content Knowledge and Instructional Practice

Learning Outcome
Our graduates understand and use multiple methods of assessment to engage learners in their own growth, to monitor learning progress, and to guide the teacher's and learner's decision making.

Category
Content Knowledge and Instructional Practice

Learning Outcome
Our graduates plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Category
Content Knowledge and Instructional Practice

Learning Outcome
Our graduates understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Category
Professional Responsibility

Learning Outcome
Our graduates engage in ongoing professional learning and uses evidence to continually evaluate [their] practice, particularly the effects of [their] choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Category
Professional Responsibility

Learning Outcome
Our graduates seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Arts)

Secondary Education Major Requirements

Type
Completion Requirement

In addition to the required courses below, Secondary Education majors also complete a Liberal Arts major (Art and Design, Criminology, Economics, English, Equity and Justice, Global Languages and Cultures, History, International Relations, Philosophy Politics & Economics, Political Science, Psychology, Sociology & Anthropology), a Science major (Biology, Biochemistry, Chemistry, Environmental Science, Health Science, Physics, Public Health, Secondary Science Education), or Mathematics major.

Fulfill ALL of the following requirements:

Required Courses (6)

Complete ALL of the following Courses:
- ED231 - Education in the 21st Century: Inquiry and Innovation
- ED271 - Adolescent Development in a Culturally Responsive Classroom
- ED343 - Literacy in Middle and High Schools
  OR ED343H - Literacy in Middle & High Schools (HON)
- ED361 - Curriculum in Middle and High School
- ED365 - Approaches to Teaching and Learning
- ED370 - Teaching in an Inclusive Middle and High School

AND

Student Teaching

Complete ALL of the following Courses:
- ED428 - Student Teaching Seminar
- ED475 - Student Teaching Internship

AND

ED450 (or Approved Elective)

Complete at least 1 of the following courses:
- ED450 - Middle Grades Philosophy and School Organization

Bachelor of Arts - Self-Designed Major

General

Program Title
Bachelor of Arts - Self-Designed Major

Program Type
Major

Program Description
The Self-Designed major is a student-designed, integrated course of study that allows students to examine in depth a field of study not covered by an established major. While the Self-Designed major provides students with some flexibility regarding their plan of study, this plan must be developed in the context of some nationally or internationally recognized area of inquiry. Students interested in a Self-Designed major must write a proposal that documents a carefully thought out academic plan, taking into account not only an array of courses but also the sequence and integration of those courses in an overall course of study. The proposal must articulate how the Self-Designed major will enhance a student's academic experience and further their educational goals, and explain why their educational objectives cannot be fulfilled in the conventional manner with an established major. The Self-Designed major may not be used to avoid the requirements of an established major or to abbreviate the requirements of a double major.

The Self-Designed major is the first and primary major and should be unrelated to any second major. The Curriculum and Educational Policy Committee (CEPC) recommends that in those cases where students create a Self-Designed major that stems from an established major or program of study, students should not retain the latter as a second major. Students may choose to add established minors to their program. Established majors and programs of study are those that appear in the college catalogue.

Self-Designed Major Procedure
Prior to writing the proposal for a Self-Designed major a student will identify and consult with a primary faculty advisor. This advisor will guide the student through the process of writing the proposal, help the student incorporate any changes recommended by the Curriculum and Educational Policy Committee (CEPC), and serve as the student's Academic Advisor if the proposal is accepted. The student will submit the proposal and supporting materials to the Dean of the College for review by the CEPC no later than March 1st of the sophomore year. Proposals that are not successful may be re-submitted up until October 1 of the student's junior year. A minimum 3.0 GPA is required for a student who wants to propose a Self-Designed major. The number of courses in the major is limited to 9-11, as is the case for established majors. Consideration for additional courses will be given for self-designed majors in interdisciplinary fields. The CEPC will take prior course work into account.

Program Level
Undergraduate

School
School of Society & Culture

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Arts)

Bachelor of Arts in Sociology and Anthropology

General

Program Title
Bachelor of Arts in Sociology and Anthropology

Program Type
Major

Program Description
Sociology and Anthropology majors gain a deep understanding of the complexities of social life through reading, discussion, and hands-on research. Their work takes place not only in classrooms, libraries, and labs, but also in real-world settings-workplaces, soup kitchens, hospitals, corporations, stadiums, and homes. Through this immersive study, students learn to apply the insights of these extraordinary fields to better understand themselves and their relationships to the broader society.

Program Level
Undergraduate

School
School of Society & Culture

Program Learning Outcomes

Learning Outcomes

Learning Outcome
Our graduates think carefully and critically about their own ideas and the ideas and written arguments of others.

Learning Outcome
Our graduates value human diversity in its cultural, racial-ethnic, and religious forms.

Learning Outcome
Our graduates understand the shaping influence of social structures and culture on human action at the level of the individual and the group.

Learning Outcome
Our graduates value and demonstrate an ethic of service and concern for the socially and culturally marginalized.

Learning Outcome
Our graduates craft, carry out, and evaluate social research.

Learning Outcome
Our graduates write clearly and succinctly about important topics relating to cultural diversity and social justice.

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Arts)

Sociology and Anthropology Major Requirements

Type
Completion Requirement

Fulfill ALL of the following requirements:

Required Courses (3)

Complete ALL of the following Courses:
- ANT109 - Introduction to Cultural Anthropology
  OR ANT109H - Intro to Cultural Anthropology (HON)
- SO101 - Introduction to Sociology
  OR SO101H - Introduction to Sociology (HON)
- SO420 - Sociology/Anthropology Capstone

AND

Cross-Cultural Engagement Experience (1)

Complete An Approved Cross-Cultural Engagement Experience Examples include:
- Study Abroad or Faculty-Led Study Trip
- Peace Corps Prep Program
- MOVE Service Trip (working with a community different than your own)
- Internship (working with a community different than your own)
- Independent research (studying a community different than your own)
- With approval from the Department Chair, a course with a significant community-engaged learning component

AND

Major Electives (6)

Fulfill ALL of the following requirements:

100- or 200-Level Sociology and Anthropology Courses (2)

Complete at least 2 of the following courses:
- ANT209 - Research Methods of Anthropology
- ANT205 - Culture and Addiction
- ANT210 - Creative Writing: Exploring Subtleties Of Culture
- ANT215 - Climate Change, Social Transformation, and Transformation of the Self
- ANT217 - Global Social Inequalities

- ANT250 - The Self Across Cultures
- SO107 - Homelessness: Social Causes
- SO110 - Topics in Sociology
- SO209 - Research Methods of Sociology (Inactive)
- SO215 - Social Drivers of Health
- SO218 - Deviance, Norms and Social Control (Inactive)
- SO221 - Race and Ethnic Relations (Inactive)

AND

300- or 400-Level Sociology and Anthropology Courses (3)

Complete at least 4 of the following courses:

- ANT301 - Anthropology of Yoga/Meditation
- ANT301H - Anthropology of Yoga/Meditation (HON)
- ANT310 - Advanced Topics in Anthropology
- ANT333 - Anthropology of Refugees
- ANT341 - Culture and Mental Health/Illness
- ANT499 - (INT) Internship
- SO301 - Capitalism and Fascism
- SO301H - Capitalism and Fascism (HON)
- SO310 - Directed Readings in Sociology
- SO318 - Restorative Justice
- SO442 - Intimate Partner Violence
- SO499 - (INT) Internship

AND

Additional Elective (1)

Select 1 additional course from the above 300- or 400-Level Sociology and Anthropology course list, or choose a course from the list below.

Complete at least 1 of the following courses:

- AL250 - Intercultural Communication
- BI356 - Human Evolution
- CR201 - Theories of Crime, Justice, and Race
- CR201H - Theories of Crime, Justice & Race (HON)
- CR218 - Issues in Contemporary Policing
- CR318 - Victimology
- DMC250 - Global Communication
- DS203 - Introduction to Data Science
- ES105 - Nature and Culture
- JS300 - Media, Technology, Health & Happiness
- MU359 - Topics in Ethnomusicology
- PO240 - Social Movements & Contentious Politics
- PO292 - Global LGBTQI + Politics and Culture
- PO351 - Politics of the Global AIDS Pandemic
- ST101 - Reasoning with Data & Chance
- ST120 - Elementary Statistics

Biology Minor

General

Program Title
Biology Minor

Program Type
Minor

Program Description
The Biology minor at Saint Michael's offers students foundational knowledge in biological sciences, including genetics, ecology, and cellular biology. Students develop analytical and laboratory skills that prepare them for careers in healthcare, research, environmental science, and more.

Program Level
Undergraduate

School
School of Natural & Health Sciences

Program Requirements

Simple Requirements

Requirements

Biology Minor Requirements

Type
Completion Requirement

5 Courses Total

Fulfill ALL of the following requirements:

BI151 or BI152

Complete at least 1 of the following courses:

- BI151 - Introduction to Ecology and Evolution
- BI152 - Introduction to Health Science

AND

BI153

Complete ALL of the following Courses:

- BI153 - Introductory Cell Biology and Genetics

AND

200- or 300-Level Biology Courses (3)*

***At least two* of these courses must include a laboratory.**

Complete at least 3 of the following courses:

- BI205 - Communications in Biological Sciences
- BI205H - Communications in Biological Sciences (HON)
- BI207 - Human Anatomy and Physiology I
- BI215 - Epidemiology
- BI219 - Human Anatomy and Physiology II
- BI220 - Neuroscience: Physiology/Behavior
- BI222 - Population and Evolutionary Genetics
- BI223 - Molecular Genetics
- BI225 - Cell Biology

- BI230 - General Microbiology
- BI235 - Topics in Biology
- BI237 - Coastal Biology of Ireland Study Trip
- BI239 - Infectious Disease
- BI240 - Aquatic Biology
- BI247 - Plant Science and Agriculture
- BI249 - Tropical Ecology
  AND BI250 - Field Tropical Ecology Study Trip
- BI257 - Virology
- BI260 - Behavorial Ecology
- BI275 - Techniques in Biotechnology
- BI319 - Toxicology
- BI323 - Molecular Genetics for Pre-Pharmacy
- BI335 - Advanced Topics in Biology
- BI342 - Community Ecology
- BI345 - Developmental Biology
- BI355 - Evolution
- BI356 - Human Evolution
- BI365 - Immunology and Parasitology
- BI380 - Cancer Biology
- CH321 - Comprehensive Biochemistry
- CH325 - Biochemistry I
- ES248 - Trees, Shrines, and Temples: Sustainable Forestry in the Japanese Context
  AND ES249 - Study Trip: Trees, Shrines, and Temples: Sustainable Forestry in the Japanese Context
- NU205 - Nutrition
- NU360 - Nutritional Biochemistry
- NS318 - Cellular/Molecular Neuroscience

Bachelor of Science in Accounting

General

Program Title
Bachelor of Science in Accounting

Program Type
Major

Program Description
Accounting is referred to as "the language of business." It is the vehicle by which business activities are translated into meaningful financial results. As such, a solid understanding of accounting is vital for business leaders and intrinsic to the success of any company. That, in turn, makes an accounting degree and the skills that come with it highly desirable in the global marketplace. Professors in the accounting program at Saint Michael's draw on their professional experience to ensure their students a clear understanding of accounting systems and their importance in leading organizations.

Program Level
Undergraduate

School
School of Business & Analytics

Program Learning Outcomes

Learning Outcomes

Learning Outcome
Our graduates act ethically and professionally to uphold organizations positive role in society.

Learning Outcome
Our graduates work, collaborate, and lead in diverse teams and organizations.

Learning Outcome
Our graduates apply written, oral, and interpersonal communication skills and use information technology effectively.

Learning Outcome
Our graduates analyze organizational context, strategy, operations, processes, and performance.

Learning Outcome
Our graduates synthesize and evaluate data to support factual and ethical decision-making in a dynamic global economy.

Learning Outcome
Our graduates combine liberal arts and business studies to define problems and propose solutions.

Learning Outcome
Our graduates initiate and advance self-learning, career planning, and personal development.

- BU209 - Legal Environment of Business
- BU218 - Analytics in Operations
- BU331 - Investments

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Science)

Accounting Major Requirements

Type
Completion Requirement

Fulfill ALL of the following requirements:

Level I Courses (8)

Complete ALL of the following Courses:
- AC141 - Financial Accounting
- AC143 - Managerial Accounting
- AC221 - Intermediate Accounting I
- AC223 - Intermediate Accounting II
- BU216 - Finance
- EC101 - Principles of Macroeconomics
- EC103 - Principles of Microeconomics
- ST120 - Elementary Statistics

AND

Level II Courses (3)

Complete ALL of the following Courses:
- AC243 - Cost Management
- AC415 - Federal Income Taxation
- AC451 - Auditing

AND

Experiential Component & Senior Seminar

Complete ALL of the following Courses:
- BU496 - Organizational Problem Solving
  OR ID498 - Internship Practicum
- AC450 - Seminar in Accounting

AND

Accounting Elective (1)

Complete at least 1 of the following courses:
- AC250 - Nonprofit Accounting
- BU111 - Excel and Business Applications

Bachelor of Science in Analytics, Computing, & Data Science

General

Program Title
Bachelor of Science in Analytics, Computing, & Data Science

Program Type
Major

Program Description
The Analytics, Computing, and Data Science program focuses on the collection, analysis, and interpretation of data to inform decision-making. Coursework includes work in statistics, computing, and data analysis. This major will prepare students to communicate technical material to diverse audiences. Students will also explore the ethical dimensions of data, technology, and AI. The program allows students the flexibility to pursue a minor or second major in a discipline that allows students to gain domain expertise to complement their work in analytics.

Program Level
Undergraduate

School
School of Business & Analytics

Program Learning Outcomes

Learning Outcomes

Learning Outcome
Our graduates understand and can evaluate core statistical concepts.

Learning Outcome
Our graduates are able to effectively code, debug, test, and document programs using various programming languages and tools.

Learning Outcome
Our graduates can apply statistical and computational tools to real-world problems.

Learning Outcome
Our graduates learn about proper data management and documentation of work for reproducibility of results.

Learning Outcome
Our graduates can communicate technical information clearly and effectively, both in writing and orally, to diverse audiences.

Learning Outcome
Our graduates are able to recognize and address ethical issues in data analytics and computing.

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Science)

Analytics, Computing, and Data Science Major Requirements

Type
Completion Requirement

Fulfill ALL of the following requirements:

Required Courses (10)

Complete ALL of the following Courses:
- ST120 - Elementary Statistics
  OR ST140 - Biological Data & Statistics
  OR ST220 - Probability and Statistics for Engineers and Scientists
- ST201 - Intermediate Statistics
- DS150 - Data-Driven Storytelling
  OR JS304 - Data Visualization
- DS202 - Computational Methods for Data Science
- DS203 - Introduction to Data Science
- DS211 - Data and Algorithmic Ethics
- CS111 - Introduction to Computer Science I
- CS113 - Introduction to Computer Science II
- CS305 - Database Management
- DS410 - Seminar in Data Science

AND

Electives (3)

Complete at least 3 full (4-credit) courses from the following:
Take One of:
- CS 200-level or above
- ST 250-level or above
- MA 200-level or above
- DS 300-level or above
- EC391 Introduction to Econometrics - Econometrics
- BU218 Analytics in Operations - Analytics in Operations
- Other advanced electives by permission

Take Two of:

- An additional course or two courses from the list above
- MA130 Elements of Calculus - Elements of Calculus **OR** MA150 Calculus I - Calculus I
- MA160 Calculus II - Calculus II
- Other approved electives by permission

Bachelor of Science in Biochemistry

General

Program Title
Bachelor of Science in Biochemistry

Program Type
Major

Program Description
The Saint Michael's Biochemistry majors begin doing meaningful work from their first year of study. All faculty are actively involved in research and excited to mentor students in their laboratories and supervise independent research projects initiated by students. The breadth of scholarly topics reflects the diversity of the College's faculty and student body. Paid research opportunities are funded by competitive grants awarded to Saint Michael's topnotch science faculty by the National Institutes of Health, National Science Foundation, and private foundations.

Program Level
Undergraduate

School
School of Natural & Health Sciences

Program Learning Outcomes

Learning Outcomes

Category
Scientific Inquiry and Problem-Solving

Learning Outcome
Our graduates have insights into how biological molecules are structured and their function, how metabolic pathways operate, and how genetic information is expressed and regulated.

Category
Scientific Inquiry and Problem-Solving

Learning Outcome
Our graduates apply the scientific method to formulate hypotheses, design experiments, and analyze data to draw meaningful conclusions. Graduates apply problem-solving skills to tackle complex biochemical questions by integrating knowledge from various areas including, chemistry, biology, physics and mathematics.

Category
Quantitative and Analytical Skills

Learning Outcome
Our graduates design and implement experiments using modern laboratory equipment and techniques such as spectroscopy, chromatography, and electrophoresis. Additionally, graduates analyze and interpret experimental data, which is fundamental for deriving insights from biochemical research.

Category
Quantitative and Analytical Skills

Learning Outcome
Our graduates efficiently locate and evaluate scientific literature. This includes, searching for relevant research articles, interpretation of scientific data, and integrate findings from various sources into their own research.

Category
Communication Skills

Learning Outcome
Our graduates write clear and concise scientific reports, research papers, and grant proposals. These skills are vital for documenting and sharing research findings with the scientific community and beyond. Graduates write in a structured and persuasive manner that is crucial conveying finding accurately, ethically, and to industry standards.

Category
Communication Skills

Learning Outcome
Our graduates present their research and scientific ideas effectively through public speaking, using visual aids, and tailoring presentations to different audiences, whether they are scientific peers, policymakers, or the general public.

Category
Information Literacy and Ethical Analysis

Learning Outcome
Our graduates proficiently use databases and other resources to find relevant research papers, as well as effectively evaluate the quality and relevance of these sources.

Category
Information Literacy and Ethical Analysis

Learning Outcome
Our graduates adhere to ethical principles in scientific research and practice. This includes issues related to scientific integrity, such as avoiding data fabrication or plagiarism, and ensuring the ethical treatment of research subjects. Graduates understand that scientific ethics is crucial for maintaining public trust in science and for ensuring the validity and reliability of research findings.

Category
Information Literacy and Ethical Analysis

Learning Outcome
Our graduates can critically assess scientific data and arguments. This involves analyzing the methodology, results, and conclusions of research studies to determine their validity and reliability.

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Science)

Biochemistry Major Requirements

Type
Completion Requirement

Fulfill ALL of the following requirements:

Biochemistry Core Courses (13)

Complete ALL of the following Courses:
- BI151 - Introduction to Ecology and Evolution
  OR BI152 - Introduction to Health Science
- BI153 - Introductory Cell Biology and Genetics
- BI223 - Molecular Genetics
- BI225 - Cell Biology
- CH110 - General Chemistry I
- CH117 - Organic Chemistry I
- CH207 - Organic Chemistry II
- CH208 - General Chemistry II
- CH302 - Chemical Thermodynamics and Kinetics
- CH325 - Biochemistry I
- CH327 - Biochemistry II
- CH410 - Senior Seminar Part I
  AND CH411 - Senior Seminar Part II

AND

Cognate Courses (4)

Complete ALL of the following Courses:
- MA150 - Calculus I
- MA160 - Calculus II
- PY210 - College Physics I
  OR PY220 - General Physics I
- PY211 - College Physics II
  OR PY221 - General Physics II

AND

Biochemistry Elective (1)

Take Any 300- or 400-level Biology laboratory course or one of the courses below:

Complete ANY of the following Courses:
- BI219 - Human Anatomy and Physiology II
- CH301 - Integrated Chemical Analysis
- CH304 - Quantum Chemistry and Spectroscopy

Bachelor of Science in Biology

General

Program Title
Bachelor of Science in Biology

Program Type
Major

Program Description
Whether Biology majors are up to their knees in streams right next to campus or deep in the rainforests of Costa Rica, the Biology program at Saint Michael's provides diverse courses emphasizing hands-on learning. Students study Neurobiology, Tropical Ecology, Animal Behavior, Genetics, Evolution and more. Many majors are actively involved with faculty research programs during both the academic year and the summer. Others intern at places like the Vermont State Medical Examiner's Office or the U.S. Fish and Wildlife Service and conduct and present professional-level research. Students have the opportunity for in-depth study in biology sub-disciplines such as health, conservation biology, cellular and molecular biology, and biology education.

Program Level
Undergraduate

School
School of Natural & Health Sciences

Program Learning Outcomes

Learning Outcomes

Category
Science as a Way of Knowing

Learning Outcome
Our graduates can frame testable hypotheses and predictions. With expertise based on lecture material and prior investigations, students are expected to hypothesize the answer(s) to a testable question. Such hypotheses should provide the basis for detailed predictions of expected results.

Category
Science as a Way of Knowing

Learning Outcome
Our graduates can design and execute investigations and perform analyses that address biological questions or problems. While predictions are an important first step, students should be able to correctly conduct their proposed experiments using available materials and methods in which they are trained. Once completed, they need to be able to analyze and interpret their results in a biological context.

Category
Critical Analysis and Communication

Learning Outcome
Our graduates can communicate results of scientific investigations effectively, both orally and in writing.No matter which careers our majors pursue, they will need to be able to communicate in a professional manner to diverse audiences. Thus, we require our majors to present their scientific findings (e.g., from experimental or library research) in written and oral forms.

Category
Critical Analysis and Communication

Learning Outcome
Our graduates can locate and understand appropriate literature in the biological sciences. In this era of frequent misinformation, careful reading from a skeptical perspective is critical to becoming an informed citizen. To this end, we teach our students how to effectively search scientific databases for the literature appropriate to the question they are investigating. We require our students to become proficient with challenging literature in the biological sciences by thoroughly reading each section and applying knowledge from their courses.

Category
Critical Analysis and Communication

Learning Outcome
Our graduates can evaluate scientific arguments critically. As students build an understanding of the field, they are expected to compare and critique competing scientific ideas. Once completed, they must effectively argue for their own opinion based on the literature and/or their own data.

Category
Working Knowledge

Learning Outcome
Our graduates demonstrate knowledge of two unifying themes: evolution and emergent properties, and demonstrate knowledge of biological principles at all levels of organization particularly cellular/molecular biology, organismal biology, and population biology/ecology.

Category
Working Knowledge

Learning Outcome
Our graduates understand that biology involves the study of complex, adaptive systems that are subject to natural selective pressures, and that increasing levels of complexity can result in the emergence of new properties that do not belong to any of the individual components of that system. We also expect them to comprehend these tenets across all the levels of structure/function that are expressed in living organisms.

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Science)

Biology Major Requirements

Type
Completion Requirement

Fulfill ALL of the following requirements:

Biology Core Courses (4)

Complete ALL of the following Courses:
- BI151 - Introduction to Ecology and Evolution
  OR BI152 - Introduction to Health Science
  OR NS150 - Introduction to Biology and Neuroscience
- BI153 - Introductory Cell Biology and Genetics
- BI205 - Communications in Biological Sciences
  OR BI205H - Communications in Biological Sciences (HON)
- BI410 - Senior Seminar
  OR NS410 - Neuroscience Senior Seminar

AND

Chemistry Cognate Courses (3)

Complete ALL of the following Courses:
- CH110 - General Chemistry I
- CH117 - Organic Chemistry I
- CH207 - Organic Chemistry II
  OR CH208 - General Chemistry II

AND

Calculus Cognate Course (1)

Complete at least 1 of the following courses:
- MA130 - Elements of Calculus
- MA150 - Calculus I
- MA160 - Calculus II

AND

Statistics (or Calculus II) Cognate Course (1)

Complete at least 1 of the following courses:
- MA160 - Calculus II
- ST120 - Elementary Statistics
- ST140 - Biological Data & Statistics

MA160 may only be used to satisfy this requirement if it is not used to satisfy the Calculus Cognate Course requirement above.

AND

Upper-Level Biology Courses (6)

Complete at least 6 biology courses at the 200-level or above. Complete at least one course from each of the three groups (Molecular/Cellular; Organismal; Population) defined below. 5 of the 6 courses must have a lab. At least 1 of the courses must be at the 300-level or above.

Fulfill ALL of the following requirements:

Molecular/Cellular Biology Course (1)

Earn at least 4 credits from the following:
- Molecular/Cellular Biology Courses

AND

Organismal Biology Course (1)

Earn at least 4 credits from the following:
- Organismal Biology Courses

AND

Polulation Biology Course (1)

Earn at least 4 credits from the following:
- Population Biology Courses

Bachelor of Science in Business Administration

General

Program Title
Bachelor of Science in Business Administration

Program Type
Major

Program Description
The Saint Michael's Business Administration program is designed to prepare students to successfully navigate the complexities of contemporary organizations. The curriculum features a balance between theory and practice and promotes ethical and data-driven decision making across the sub-disciplines of accounting, finance, management, marketing, and operations. All business students broaden their perspectives by completing a second major or minor and gain practical experience through a semester long internship or organizational consulting course.

Program Level
Undergraduate

School
School of Business & Analytics

Program Learning Outcomes

Learning Outcomes

Learning Outcome
Our graduates act ethically and professionally to uphold organizations positive role in society.

Learning Outcome
Our graduates work, collaborate, and lead in diverse teams and organizations.

Learning Outcome
Our graduates apply written, oral, and interpersonal communication skills and use information technology effectively.

Learning Outcome
Our graduates analyze organizational context, strategy, operations, processes, and performance.

Learning Outcome
Our graduates synthesize and evaluate data to support factual and ethical decision-making in a dynamic global economy.

Learning Outcome
Our graduates combine liberal arts and business studies to define problems and propose solutions.

Learning Outcome
Our graduates initiate and advance self-learning, career planning, and personal development.

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Science)

Business Administration Major Requirements

Type
Completion Requirement

Fulfill ALL of the following requirements:

Foundation Courses (5)

Complete ALL of the following Courses:
- AC141 - Financial Accounting
- AC143 - Managerial Accounting
- BU103 - Managerial Ethics
- EC101 - Principles of Macroeconomics
- ST120 - Elementary Statistics

AND

Business Core Courses (5)

Complete ALL of the following Courses:
- BU214 - Management
- BU215 - Marketing
- BU216 - Finance
- BU218 - Analytics in Operations
- BU361 - Business Strategy

AND

Experiential Component (1)

Complete at least 1 of the following courses:
- BU496 - Organizational Problem Solving
- ID498 - Internship Practicum
- ID499 - (INT) Internship

AND

Minor or Second Major

All business administration majors are required to complete a minor or second major.

AND

Business Electives (2)

Earn at least 6 credits from the following:

- AC250 - Nonprofit Accounting
- BU111 - Excel and Business Applications
- BU175 - Microsoft Excel
- BU190 - Topics in Business Administration
- BU205 - Principles of Business Communication
- BU206 - Project Management
- BU208 - Shaping Professional Identity
- BU209 - Legal Environment of Business
- BU255 - Arsenal of Democracy Study Trip
- BU260 - Entrepreneurship
- BU260H - Entrepreneurship (HON)
- BU271 - International Business
- BU290 - Topics in Business Administration
- BU291 - Topics in Business Administration (CIT)
- BU291H - Topics in Business Administration (CIT) (HON)
- BU292 - B Corp and Catholic Social Teaching: Doing Well, Doing Good
- BU310 - Personal Finance
- BU313 - Leadership
- BU319 - International Finance
- BU321 - Human Resources Management
- BU331 - Investments
- BU355 - Operations Management
- BU407 - Sports Marketing
- BU443 - International Marketing
- BU462 - Advanced Topics in Finance
- BU463 - Advanced Topics in Management
- BU464 - Advanced Topics in Marketing
- BU465 - Advanced Topics in International Business
- CS109 - Computer Science for Engineering
- CS111 - Introduction to Computer Science I
- DS202 - Computational Methods for Data Science
- DS203 - Introduction to Data Science
- EC103 - Principles of Microeconomics
- MA130 - Elements of Calculus
- MA150 - Calculus I
- MU281 - Introduction to the Music Industry
- MU282 - Music Business and Management
- ST201 - Intermediate Statistics
- ST251 - Probability
- ST252 - Mathematical Statistics and Methods
- ST351 - Applied Regression Analysis
- ST451 - Applied Statistical Methods

Bachelor of Science in Chemistry

General

Program Title
Bachelor of Science in Chemistry

Program Type
Major

Program Description
The Chemistry major at Saint Michael's features small classes and engaged professors who provide a supportive environment. The College's state of the art laboratories allow students to run experiments like professional chemists. Chemistry majors have opportunities to engage in research and valuable work experiences, with undergraduates attending conferences alongside their faculty and scientists from across the world.

Program Level
Undergraduate

School
School of Natural & Health Sciences

Program Learning Outcomes

Learning Outcomes

Category
Scientific and Technical Skills

Learning Outcome
Our graduates excel in translating abstract chemical concepts into practical experiments, ensuring that theoretical knowledge informs their hands-on work. Graduates are able to design and conduct experiments that test hypotheses and validate theoretical models.

Category
Scientific and Technical Skills

Learning Outcome
Our graduates uphold high ethical standards, ensuring the integrity and reproducibility of their research. They conduct experiments responsibly, prioritize safety, and report their findings clearly.

Category
Communication Skills

Learning Outcome
Our graduates are trained to present their research findings in a concise and precise manner. Writing effectively in this field requires a strong grasp of scientific terminology and an ability to convey data accurately. Graduates continually improved their writing skills to meet the evolving standards of scientific publishing.

Category
Communication Skills

Learning Outcome
Our graduates present their findings clearly, ensuring that complex concepts are accessible to diverse audiences. Additionally, graduates are prepared to engage with the scientific community and contribute to advancements in the field.

Category
Critical Thinking and Problem Solving

Learning Outcome
Our graduates develop the critical thinking skills essential for designing experiments and analyzing data. They are trained to approach problems methodically, evaluate evidence, and consider multiple hypotheses. This rigorous analytical ability enables graduates to make informed decisions and contribute to innovative solutions in the field of chemistry.

Category
Critical Thinking and Problem Solving

Learning Outcome
Our graduates are adept at identifying the causes of issues and developing systematic approaches to address them. By integrating knowledge from various subfields, graduates are able to devise innovative solutions to complex chemical problems.

Category
Quantitative and Analytical Skills

Learning Outcome
Our graduates possess the ability to perform quantitative analysis, essential in chemistry for interpreting and manipulating numerical data. They are able to apply mathematical techniques to calculate such chemical concepts as concentrations, reaction rates, and other key parameters in chemical processes. This proficiency enables graduates to model chemical phenomena accurately and make data-driven decisions in both research and practical applications.

Category
Quantitative and Analytical Skills

Learning Outcome
Our graduates effectively use library and information literacy skills by efficiently locating and evaluating scientific resources. They learn to navigate databases such as SciFinder Scholar and various journals to access relevant and credible information for their research.

Category
Quantitative and Analytical Skills

Learning Outcome
Our graduates are adept at using computers to analyze data, employing software tools to process and visualize complex chemical information. This proficiency allows them to handle large datasets and perform intricate calculations, essential for modern research and industry applications.

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Science)

Chemistry Major Requirements

Type
Completion Requirement

Fulfill ALL of the following requirements:

Required Chemistry Courses (12)

Complete ALL of the following Courses:
- CH110 - General Chemistry I
- CH117 - Organic Chemistry I
- CH207 - Organic Chemistry II
- CH208 - General Chemistry II
- CH301 - Integrated Chemical Analysis
- CH302 - Chemical Thermodynamics and Kinetics
- CH304 - Quantum Chemistry and Spectroscopy
- CH305 - Inorganic Chemistry
- CH325 - Biochemistry I
- CH410 - Senior Seminar Part I
- CH411 - Senior Seminar Part II
- CH417 - Chemical Instrumentation

AND

Cognate Courses (4)

Complete ALL of the following Courses:
- MA150 - Calculus I
- MA160 - Calculus II
- PY210 - College Physics I
  OR PY220 - General Physics I
- PY211 - College Physics II
  OR PY221 - General Physics II

Students planning graduate studies in chemistry will likely require more math background and should consult with their academic advisors on this matter.

Students who have received a score of 4 or higher on the Chemistry AP Exam may place out of CH 110 General Chemistry I and receive credit for the course.

In order to receive an ACS-approved degree in Chemistry, students must also complete an approved research experience during the summer or academic year and submit a research report.

Bachelor of Science in Cybersecurity

General

Program Title
Bachelor of Science in Cybersecurity

Program Type
Major

Program Description
The Cybersecurity program at Saint Michael's College combines in-person foundational courses with specialized online cybersecurity courses taught by some of the best educators in the field. Through the College's partnership with Rize Education, students learn to identify, neutralize, and stop cyber threats from happening at the personal and corporate levels. Because effective cybersecurity depends on a solid foundation in information technology, Cybersecurity students are also educated in IT fundamentals. The program helps students prepare for important industry certifications, such as Certified Computer Forensics Examiner, Certified Ethical Hacker and Certified Information Systems Security Professional certification. Graduates from this program will ultimately have the skills to think like a hacker - to find weaknesses in existing computer networks and to bolster those systems against any potential threats or attacks.

This major is offered partially online through a consortium of accredited colleges and universities. Some courses within the program are delivered by faculty employed by partner institutions within the consortium, with technology and administrative support provided by Rize Education.

NOTE: Rize Cybersecurity courses are only available to students majoring in Cybersecurity. In order to add the Cybersecurity major to their programs of study, students must be able to complete the major requirements within their allotted timeline for degree completion.

Program Level
Undergraduate

School
School of Business & Analytics

Program Learning Outcomes

Learning Outcomes

Learning Outcome
Our graduates understand the range of cyber threats present in modern society.

Learning Outcome
Our graduates learn to secure vulnerable technical resources against a range of cyber threats and attacks.

Learning Outcome
Our graduates learn to identify and test vulnerabilities in a system.

Learning Outcome
Our graduates learn to conduct a cyber forensic investigation of a security breach.

Learning Outcome
Our graduates can communicate technical concepts to both technical and non-technical stakeholders effectively.

Learning Outcome
Our graduates understand all concepts tested by the Certified Computer Forensics Examiner, Certified Ethical Hacker, Certified Information Systems Security Professional exams.

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Science)

Cybersecurity Major Requirements

Type
Completion Requirement

Fulfill ALL of the following requirements:

Foundations Courses (5)

Fulfill ALL of the following requirements:

Required Courses (3)

Complete ALL of the following Courses:
- BU103 - Managerial Ethics
- BU214 - Management
- CS111 - Introduction to Computer Science I

AND

CS113 or DS202

Complete at least 1 of the following courses:
- CS113 - Introduction to Computer Science II
- DS202 - Computational Methods for Data Science

AND

Social Science Course (1)

Complete at least 1 of the following courses:

- ANT109 - Introduction to Cultural Anthropology
- ANT109H - Intro to Cultural Anthropology (HON)
- CR201 - Theories of Crime, Justice, and Race
- CR201H - Theories of Crime, Justice & Race (HON)
- PS101 - General Psychology
- PS101H - General Psychology (HON)
- SO101 - Introduction to Sociology
- SO101H - Introduction to Sociology (HON)

AND

Required Cybersecurity Courses (8)

Complete ALL of the following Courses:

- CY101 - (LCMC) Introduction to Cybersecurity
- CY201 - (LCMC) Cybercrime and Governance
- CY203 - (LCMC) Career Navigation & Exploration in Cybersecurity
- CY206 - (LCMC) Network and System Security
- CY301 - (LCMC) Security Operations
- CY310 - (LCMC) Ethical Hacking
- CY402 - (LCMC) The Future of Cybersecurity
- CY405 - (LCMC) Cybersecurity Capstone

AND

Minor or Second Major

All cybersecurity majors must complete a minor or second major.

Bachelor of Science in Digital Marketing

General

Program Title
Bachelor of Science in Digital Marketing

Program Type
Major

Program Description
Digital Marketing majors learn the strategies needed to develop thoughtful digital marketing plans, the skills to develop winning cross-platform campaigns, and the knowledge to analyze the results. Students learn how to reach audiences through storytelling via the devices consumers use the most-their phones, computers, and tablets. Digital Marketing majors have access to state-of-the-art tools to help them create in a wide range of formats. The College's Media Creation Studio is available to students to produce original video and audio works from beginning to end - recording, producing, and editing work for classes and professional portfolios. In addition to learning practical skills, Digital Marketing majors dig into the history of the field to understand ethics and social responsibility, equipping them to build marketing campaigns that are inclusive and appealing.

Program Level
Undergraduate

School
School of Society & Culture

Program Learning Outcomes

Learning Outcomes

Category
Marketing Studies

Learning Outcome
Our graduates understand the historical lineages of relevant, prominent marketing and digital media studies scholarship, and exhibit the ability to critically situate and evaluate key concepts and academic lines of inquiry within their respective cultural and social contexts.

Category
Marketing Studies

Learning Outcome
Our graduates understand the foundational quantitative and qualitative methods and methodologies of marketing and digital media studies research, including media analysis, persuasive message design, and audience analysis, facilitating their critical examination of the impacts of advertising materials on past, present, and future audiences.

Category
Digital Media Arts

Learning Outcome
Our graduates understand the central concepts, tools of production, and structures of the (digital) media outlets across which they will independently be creating their content, designing and producing dynamic, compelling, and inclusive interdisciplinary multimedia research and portfolio projects that foreground the needs of their community stakeholders.

Category
Digital Media Arts

Learning Outcome
Our graduates understand how to apply audience analysis and persuasive storytelling conventions in the creation and curation of dynamic and compelling multimedia marketing productions, assisting for-profit and non-profit organizations in their brand building and the achieving of their strategic goals.

Category
Ethics and Social Responsibility

Learning Outcome
Our graduates understand and use multiple methods of accurate, responsible, and ethical content creation across (digital) outlets to explicate local, regional, national, and international connections, connects differing concepts and perspectives to engage audiences in critical thinking related to historical, contemporary, and emerging local and global issues. Graduates are able to chart how predominant social assumptions and communication norms common across advertising outlets can devalue and silence non-dominant groups.

Category
Ethics and Social Responsibility

Learning Outcome
Our graduates exhibit the media and information literacy required to critically navigate the contemporary (digital) marketing landscape, as well as pivot and chart courses through emerging media environments and the forms of discourse and communicative norms they inspire - including VR/AR, artificial intelligence, video streaming, Big Data" analysis

Category
Global Marketing

Learning Outcome
Our graduates understand the central concepts, tools of production, and structures of the global marketing landscapes in which they will independently be creating their content, sensitively mindful of the differing, cross-cultural contexts in which they will work to reach, persuade, and engage with global audiences.

Category
Global Marketing

Learning Outcome
Our graduates understand differing global lineages of relevant marketing and advertising scholarship, and exhibits the ability to critically situate key concepts and academic lines of inquiry within their respective cultural and social (inter)national contexts, including understanding and navigating the legislative comparative differences across (inter)national media systems in which their campaigns will be launched.

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Science)

Digital Marketing Major Requirements

Type
Completion Requirement

Fulfill ALL of the following requirements:

Required Courses (5)

Complete ALL of the following Courses:
- DMK150 - Introduction to Marketing Communications and Social Responsibility
  OR BU215 - Marketing
- DMK201 - Digital Marketing Strategy and Analytics
- DMK323 - Social Media Marketing
- DMK465 - Digital Marketing Senior Seminar
- ST120 - Elementary Statistics
  OR ST101 - Reasoning with Data & Chance

AND

Digital Media & Communications Foundations Courses (4)

Complete ALL of the following Courses:
- DMC101 - Media Revolutions: Social, Political, & Psychological Issues
  OR DMC101H - Media Revolutions: Social, Political, & Psychological Issues (HON)
- DMC110 - Digital Media: Arts, Culture, & Theory
- DMC250 - Global Communication
- DMC266 - Digital Film and Television

AND

Internship or Study Abroad (1)

Complete ID498 or an approved international experience or internship

Options include:

- **An approved international experience or international internship**. This could be a semester-long or summer study abroad experience; faculty led study trip; an international Freeman Foundation internship (or equivalent), an international MOVE trip; or
- **A domestic internship,** ID498 Internship Practicum

AND

Depth or Breadth Electives (3)

Complete at least 3 of the following courses:

- AR217 - Introduction to Web Design
- AR320 - Brand Design
- AR320H - Brand Design (HON)
- BU271 - International Business
- BU443 - International Marketing
- CS111 - Introduction to Computer Science I
- DMC210 - Photojournalism in the Digital Age
- DMC233 - Adventure & Environmental Filmmaking
- DMC223 - Nature, Outdoor & Environmental Writing
- DMC305 - Persuasive Writing
- DMC311 - Digital Media 2: Advanced Graphic Design
- DMC363 - Study Abroad Re-Entry: Travel Writing
- DMK275 - Race, Gender, and (in)Equity in Marketing Communications
- DS202 - Computational Methods for Data Science

ID498 Internship Practicum may be used to satisfy this requirement if it is not used to satisfy the Internship or Study Abroad requirement outlined above.

Bachelor of Science in Emergency Services

General

Program Title
Bachelor of Science in Emergency Services

Program Type
Major

Program Description
The Bachelor of Science in Emergency Services offers a curriculum that is grounded in the liberal arts with a foundation in disaster preparedness, response, recovery, and mitigation. The major has four tracks: Emergency Medical Services, Fire Science, Wilderness Medicine, and Emergency Management. Each offers coursework that leads to entry-level career opportunities. In addition to the focused tracks, the major requires the addition of a minor (or double major) to allow for a deeper dive into a discipline related to caring for humans, our culture, and the environment. Students completing the Bachelor of Science in Emergency Services will learn professional skills and knowledge for public service as well as the value of appreciating the lived experience of the people they help.

Program Level
Undergraduate

School
School of Natural & Health Sciences

Program Learning Outcomes

Learning Outcomes

Category
Leadership & Communication

Learning Outcome
Our graduates employ leadership and communication knowledge to effectively manage human resources and programs in the setting of emergency preparedness, response, recovery and mitigation.

Category
Analytical Skills

Learning Outcome
Our graduates apply research, critical thinking, and analytical decision-making skills to contemporary public safety challenges.

Category
Evidence-based Practice

Learning Outcome
Our graduates comprehend and apply foundational emergency services to scientific and technical concepts and principles.

Category
Preparedness

Learning Outcome
Our graduates construct planning strategies that include response, recovery, and mitigation in response to the needs of the community.

Category
Cultural Competence

Learning Outcome
Our graduates develop strategies to engage the broader community in the disaster management cycle to ensure all members benefit equitably.

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Science)

Emergency Services Major Requirements

Type
Completion Requirement

Fulfill ALL of the following requirements:

Emergency Management Core (3 Courses)

Complete ALL of the following Courses:
- EM103 - Foundations of Emergency Management
- EM220 - History of Emergency Management in the U.S.
- ES260 - Geographic Information Systems

AND

Culture and Social Sciences Core (5 Courses)

Complete ALL of the following Courses:
- PB101 - Introduction to Public Health
- PO200 - Research Methods
- SO215 - Social Drivers of Health
- AL250 - Intercultural Communication
- PH233 - Healthcare Ethics

AND

Choose 2 Courses

Complete at least 2 of the following courses:
- ANT333 - Anthropology of Refugees
- ANT341 - Culture and Mental Health/Illness
- BI215 - Epidemiology
- PH235 - The Philosophy of Disability
  OR PH235H - The Philosophy of Disability (HON)
- ES310 - Environmental Hazards
- JS302 - The Art of Living, Aging, and Dying
- PB299 - Community Health Action Practicum
- PH351 - Otherness & Marginalization: Levinas The Alienated
- PO255 - Health Policy
- PS256 - Abnormal Psychology
- PS350 - Psychology of Health and Illness
- SO310 - Directed Readings in Sociology

AND

Emergency Services Internship (4 Credits)

Complete ALL of the following Courses:
- EM499 - (INT) Internship

AND

Choose One Track:

Complete at least 1 of the following:

EMS Track

Complete ALL of the following Courses:
- HS110 - Lifespan Development
- HS160 - Emergency Medical Technician
- HS260 - Advanced Emergency Medical Technician

OR

Fire Science Track

Complete ALL of the following Courses:
- HS110 - Lifespan Development
- EM160 - (VFA) Firefighter 1
- HS160 - Emergency Medical Technician

OR

Wilderness Medicine Track

Complete ALL of the following Courses:
- HS140 - Wilderness First Responder
- EM140 - Backcountry Skills and Leadership Training
- EM240 - Backcountry Skills and Leadership Training in a Winter Environment
- EM340 - Search and Rescue

OR

Emergency Management Track

Complete ALL of the following Courses:
- EM201 - Emergency Management Field Study
- EM210 - Emergency Management Exercise Capstone
- ES311 - Community and Environmental Planning
- ES327 - Environmental Policy

AND

Minor or Second Major

All Emergency Services Majors are required to complete a minor

(or second major).

Bachelor of Science in Environmental Science

General

Program Title
Bachelor of Science in Environmental Science

Program Type
Major

Program Description
Environmental Science majors use scientific research methods to assess and understand environmental factors and generate ideas about how society can make positive change. At Saint Michael's students and faculty combine local understandings and transformative research activities to build a broader systems mindset, enabling students to seek both scientific and societal solutions to the world's most pressing environmental challenges. Throughout the program, students apply what they learn. Whether working on campus on the College's organic farm or with the local park district, the Lake Champlain basin and Green Mountains provide a unique local research laboratory, offering countless opportunities to make a positive environmental impact.

Program Level
Undergraduate

School
School of Society & Culture

Program Learning Outcomes

Learning Outcomes

Category
Assess, Evaluate, and Analyze

Learning Outcome
Our graduates apply qualitative and quantitative methods and demonstrate information and media literacy to assess, evaluate, and analyze evidence, literature, perspectives, and arguments to build defensible positions on environmental knowledge and interpretations.

Category
Knowledge

Learning Outcome
Our graduates apply quantitative, biological, ecological, chemical, social, and environmental science concepts and skills to demonstrate interdisciplinary knowledge of the environment.

Category
Science Inquiry

Learning Outcome
Our graduates identify environmental needs, form research questions, collect evidence, and develop data-based explanations.

Category
Systems Thinking

Learning Outcome
Our graduates explore the interconnectivity and ecological literacy of the environment to demonstrate how parts of the environment interact, connect, cycle and feedback, informing our responses and decisions to environmental opportunities and challenges.

Category
Growth Mindset

Learning Outcome
Our graduates recognize individual, institutional, and governmental ethical responsibilities and actions that support a just world and sustainable environmental system.

Category
Collaborate

Learning Outcome
Our graduates share experiences with their peers, stakeholders, community members, campus partners, and mentors to gain a deeper understanding of environmental complexities.

Category
Communicate

Learning Outcome
Our graduates effectively communicate to diverse audiences in written, spoken, visual, and other modes of communication.

Category
Professional Practice

Learning Outcome
Our graduates broaden their perspective in environmental fields and are ready to foster new relationships, collaborate, navigate multiple stakeholders, and continue their career in an environmental field or graduate program.

Category
Ethical Understanding

Learning Outcome
Our graduates develop individual values and connections to environmental historical, cultural, and spiritual practices to become an engaged citizen that contributes to our understanding of and response to environmental issues.

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Science)

Environmental Science Major Requirements

Type
Completion Requirement

Fulfill ALL of the following requirements:

Required Courses (7)

Complete ALL of the following Courses:
- BI151 - Introduction to Ecology and Evolution
- CH110 - General Chemistry I
- CH117 - Organic Chemistry I
- ES106 - Environment and Society
- ES107 - Environmental Science
- ES201 - Environmental Research Methods
- ES410 - Senior Seminar in Environmental Studies/ Science

AND

Mathematical and Spatial Analysis Courses (2)

Complete at least 2 of the following courses:
- ST120 - Elementary Statistics
  OR ST140 - Biological Data & Statistics
- ES260 - Geographic Information Systems
- MA130 - Elements of Calculus
  OR MA150 - Calculus I
  OR MA160 - Calculus II
  OR MA211 - Calculus III
- Or choose an additional MA course the the 200-level or higher

AND

Science Electives (4)

Complete at least 4 of the following courses:
- BI230 - General Microbiology
- BI240 - Aquatic Biology
- BI247 - Plant Science and Agriculture
- BI260 - Behavorial Ecology
- BI342 - Community Ecology
- BI355 - Evolution
- BI365 - Immunology and Parasitology
- CH207 - Organic Chemistry II
- CH208 - General Chemistry II
- CH301 - Integrated Chemical Analysis
- CH302 - Chemical Thermodynamics and Kinetics

- CH304 - Quantum Chemistry and Spectroscopy
- CH305 - Inorganic Chemistry
- CH308 - Environmental Chemistry
- ES213 - Earth Systems and Processes
- ES248 - Trees, Shrines, and Temples: Sustainable Forestry in the Japanese Context
  AND ES249 - Study Trip: Trees, Shrines, and Temples: Sustainable Forestry in the Japanese Context
- ES260 - Geographic Information Systems
- ES312 - Energy and Climate Change
- ES314 - Biogeochemistry of Global Change
- ES499 - (INT) Internship
- PY210 - College Physics I
- PY220 - General Physics I

NOTE: Under normal circumstances, three of the four science electives will include a full lab component. Science electives must be from at least two different departments.

AND

Non-Science Electives (2)

Complete at least 2 of the following courses:

- ANT215 - Climate Change, Social Transformation, and Transformation of the Self
- DMC223 - Nature, Outdoor & Environmental Writing
- DMC233 - Adventure & Environmental Filmmaking
- EC351 - Environmental Economics
- EN382 - Nature, Perception and Imagination
- ES211 - Water Resources
- ES215 - Introduction to Climate Change
- ES225 - Food Systems & Sustainable Agriculture
- ES243 - Sustainability, Place and Community
  AND ES244 - Sustainability, Place and Community-Wales Study Trip
- ES305 - US Environmental History
- ES306 - Environmental Justice
- ES307 - The Environmental Humanities
- ES310 - Environmental Hazards
- ES311 - Community and Environmental Planning
- ES312 - Energy and Climate Change
- ES325 - The Politics of Food
- ES327 - Environmental Policy
- ES332 - Art & Ecology
- ES337 - Introduction to Farm & Food
- ES339 - Farm and Food Practicum
- ES351 - American Wilderness
- ES355 - Animal Studies
- ES357 - Environmental Restoration
- ES360 - Living in Place
- JS321 - Maple: Food, Energy, Culture
- JS326 - The Little Things that Rule the World: Invertebrates in our Lives
- PH209 - Philosophy of Science, Technology, and Environment
- RS239 - Religion, Ecology and Ethics

NOTE: Students will be advised of the availability of additional elective courses when offered.

Bachelor of Science in Finance

General

Program Title
Bachelor of Science in Finance

Program Type
Major

Program Description
In alignment with Saint Michael's commitment to "Do Well and Do Good," the Finance major will equip students for a wide range of careers, including corporate finance, investment banking, portfolio management, and quantitative financial analysis. Graduates will be prepared to contribute thoughtfully, ethically, and effectively to the organizations and communities they serve.

Program Level
Undergraduate

School
School of Business & Analytics

Program Learning Outcomes

Learning Outcomes

Learning Outcome
Our graduates act ethically and professionally to uphold organizations' positive role in society.

Learning Outcome
Our graduates work, collaborate, and lead in diverse teams and organizations.

Learning Outcome
Our graduates apply written, oral, and interpersonal communication skills and use information technology effectively.

Learning Outcome
Our graduates analyze organizational context, strategy, operations, processes, and performance.

Learning Outcome
Our graduates synthesize and evaluate data to support factual and ethical decision-making in a dynamic global economy.

Learning Outcome
Our graduates combine liberal arts and business studies to define problems and propose solutions.

Learning Outcome
Our graduates initiate and advance self-learning, career planning, and personal development.

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Science)

Finance Major Requirements

Type
Completion Requirement

Fulfill ALL of the following requirements:

Required Courses (6)

Complete ALL of the following Courses:
- AC141 - Financial Accounting
- EC101 - Principles of Macroeconomics
- EC103 - Principles of Microeconomics
- ST120 - Elementary Statistics
- BU216 - Finance
- EC335 - Money and Banking

AND

Required Experiential Component

Complete at least 1 of the following courses:
- ID498 - Internship Practicum
- BU496 - Organizational Problem Solving

AND

Finance Electives (4)

Fulfill ALL of the following requirements:

Select 3 Courses

Complete at least 3 of the following courses:
- BU310 - Personal Finance
- BU319 - International Finance
- BU331 - Investments
- FI335 - Fixed Income Portfolio Management
- FI340 - Derivatives and Risk Management
- FI345 - (LCMC) Financial Modeling and Valuation

AND

Select 1 Additional Elective

Complete at least 1 of the following courses:
- BU310 - Personal Finance
- BU319 - International Finance
- BU331 - Investments
- FI335 - Fixed Income Portfolio Management
- FI340 - Derivatives and Risk Management
- FI345 - (LCMC) Financial Modeling and Valuation
- DS203 - Introduction to Data Science
- ST201 - Intermediate Statistics
- ST251 - Probability
- ST252 - Mathematical Statistics and Methods
- Or approved alternate course

AND

Complete a Minor (or second major)

All Finance majors are required to complete a minor. (Students completing a second major fulfill this requirement)

Bachelor of Science in Health Science

General

Program Title
Bachelor of Science in Health Science

Program Type
Major

Program Description
The Health Science programs at Saint Michael's combines biomedical instruction with an understanding of how psychological and societal factors impact health. Health Science prepares students for medical, dental, and other healthcare graduate programs such as physical therapy, physician assistant, occupational therapy, podiatry, optometry, or nursing. Saint Michael's graduates have outstanding admission rates to healthcare professional schools and are well-prepared for direct entry to jobs in many sectors of the healthcare industry.

Program Level
Undergraduate

School
School of Natural & Health Sciences

Program Learning Outcomes

Learning Outcomes

Category
Science as a Way of Knowing

Learning Outcome
Our graduates learn how to frame testable hypotheses and predictions. With expertise based on lecture material and prior investigations, students are expected to hypothesize the answers to a testable question. Such hypotheses should provide the basis for detailed predictions of expected results.

Category
Science as a Way of Knowing

Learning Outcome
Our graduates learn how to design and execute investigations and perform analyses that address biomedical and biopsychosocial questions or problems.

Category
Critical Analysis and Communication

Learning Outcome
Our graduates learn how to ommunicate results of scientific investigations effectively, both orally and in writing. No matter which careers our students pursue, they are able to communicate in a professional manner to diverse audiences. Thus, we require our student to present their scientific findings (e.g., from experimental or library research) in written and oral forms.

Category
Critical Analysis and Communication

Learning Outcome
Our graduates learn how to locate and understand appropriate literature in the biomedical sciences. In this era of frequent misinformation, careful reading from a skeptical perspective is critical to becoming an informed citizen. To this end, we teach our students how to effectively search scientific databases for the literature appropriate to the question they are investigating. We require our students to become proficient with challenging literature in the biomedical sciences initially outside their expertise by thoroughly reading each section and applying knowledge from their courses.

Category
Critical Analysis and Communication

Learning Outcome
Our graduates evaluate scientific arguments critically. As students build an understanding of the field, they are expected to compare and critique competing scientific ideas. Once completed, they must effectively argue for their own opinion based on the literature and/or their own data.

Category
Working Knowledge

Learning Outcome
Our graduates demonstrate knowledge of major career paths in medicine. Students entering the Health Science major often have limited understanding of the clinical health career opportunities available to them. We require our students to explore all relevant options, determine their best path, and work with their advisors to move forward with their goals.

Category
Working Knowledge

Learning Outcome
Our graduates understand impacts on health from various levels of biological organization, particularly cellular/molecular biology, organismal biology, and population biology.

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Science)

Health Science Major Requirements

Type
Completion Requirement

Fulfill ALL of the following requirements:

Required Courses (8)

Complete ALL of the following Courses:

- BI151 - Introduction to Ecology and Evolution
  OR BI152 - Introduction to Health Science
- BI153 - Introductory Cell Biology and Genetics
- BI207 - Human Anatomy and Physiology I
- BI219 - Human Anatomy and Physiology II
- CH110 - General Chemistry I
- CH117 - Organic Chemistry I
- PS350 - Psychology of Health and Illness
- BI410 - Senior Seminar
  OR NS410 - Neuroscience Senior Seminar

AND

Statistics Course (1)

Complete at least 1 of the following courses:

- ST120 - Elementary Statistics
- ST140 - Biological Data & Statistics
- PS213 - Psychological Statistics

AND

Healthcare or Medical Ethics Course (1)

Complete at least 1 of the following courses:

- PH233 - Healthcare Ethics
- RS328 - Christian Healthcare Ethics

AND

Biology Electives (3)

Complete at least 3 of the following courses:

- BI215 - Epidemiology
- BI220 - Neuroscience: Physiology/Behavior
- BI222 - Population and Evolutionary Genetics
- BI223 - Molecular Genetics
- BI225 - Cell Biology
- BI230 - General Microbiology
- BI235 - Topics in Biology
- BI239 - Infectious Disease
- BI257 - Virology
- BI319 - Toxicology
- BI335 - Advanced Topics in Biology
- BI345 - Developmental Biology
- BI355 - Evolution
- BI356 - Human Evolution
- BI365 - Immunology and Parasitology
- BI380 - Cancer Biology
- HS250 - Exercise Physiology
- NU205 - Nutrition
- NU225 - Food Science
- NU360 - Nutritional Biochemistry
- NS318 - Cellular/Molecular Neuroscience

AND

Applied Learning (4 credits)

Earn at least 4 credits from the following:

- ID498 - Internship Practicum
- ID499 - (INT) Internship
- HS135 - Topics in Health Science
- HS140 - Wilderness First Responder
- HS160 - Emergency Medical Technician
- HS260 - Advanced Emergency Medical Technician

Internship/Practicum/Research credits must be in Biology/Health Science/Neuroscience, and must be approved by the program director. An EMT or LNA license and 100+ hours of documented experience may be approved to meet this requirement at the discretion of the program director.

AND

Language or Terminology Course (1)

Complete at least 1 of the following courses:

- CL118 - Ancient Medicine and the Greek and Latin Roots of Scientific Terminology
- FR101 - Elementary French 1
- SP101 - Elementary Spanish 1

Note: This requirement may also be satisfied by establishing language proficiency at the 102 level or above through either coursework or a placement exam.

Bachelor of Science in Mathematics

General

Program Title
Bachelor of Science in Mathematics

Program Type
Major

Program Description
The Saint Michael's Mathematics major offers a supportive and intellectually engaging environment where faculty serve as dedicated mentors. Students benefit from small classes, individualized advising, and a range of enrichment opportunities, including undergraduate research, conferences, and study abroad-beginning as early as the first year. The curriculum provides a strong foundation in core mathematical areas while allowing flexibility through electives tailored to students' interests and goals. Whether pursuing careers in industry, education, or graduate study, mathematics majors often complement their studies with coursework or additional majors in fields such as computer science, economics, engineering, or the natural sciences. Alumni connections and faculty guidance help students explore professional pathways and prepare for future success.

Program Level
Undergraduate

School
School of Business & Analytics

Program Learning Outcomes

Learning Outcomes

Learning Outcome
Our graduates learn to solve problems at various levels and in various contexts;

Learning Outcome
Our graduates learn how to read, understand, and formulate the definitions of mathematical concepts.

Learning Outcome
Our graduates cultivate how to read and analyze mathematical statements.

Learning Outcome
Our graduates learn how to apply logical deduction and acquire mathematical reasoning through writing formal mathematical proofs.

Learning Outcome
Our graduates learn how to work with ideas and approaches representing the breadth of mathematical sciences, ranging from continuous to discrete and theoretical to applied.

Learning Outcome
Our graduates explore ethical considerations of the study and application of mathematics.

Learning Outcome
Our graduates learn how to apply a variety of technological tools, such as computer algebra systems and computer programming languages.

Learning Outcome
Our graduates can effectively communicate mathematical concepts and reasoning in written reports and oral presentations.

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Science)

Mathematics Major Requirements

Type
Completion Requirement

Fulfill ALL of the following requirements:

Required Courses (7)

Complete ALL of the following Courses:
- MA160 - Calculus II
- MA211 - Calculus III
- MA213 - Linear Algebra
- MA240 - Proofs
- MA401 - Real Analysis I
- MA406 - Abstract Algebra I
- MA410 - Seminar in Mathematics
- CS111 - Introduction to Computer Science I

AND

ST220, ST251 or ST252

Complete at least 1 of the following courses:
- ST220 - Probability and Statistics for Engineers and Scientists
- ST251 - Probability
- ST252 - Mathematical Statistics and Methods

AND

Math Electives (2)

Complete at least 2 MA courses at the 200-level or above*
*Note: The second MA course may be either a full (4 credit) or half (2 credit course)

AND

Math or Statistics Elective (1)

Complete 1 additional full (4 credit) MA course at the 200-level of above OR ST course at the 220-level or above

Bachelor of Science in Neuroscience

General

Program Title
Bachelor of Science in Neuroscience

Program Type
Major

Program Description
The human brain is one of the most complex structures in the universe. It is also the only organ that can study itself! Neuroscience is an interdisciplinary field of scientific inquiry that draws from many academic disciplines including biology, chemistry, philosophy, and psychology. Studying Neuroscience at Saint Michael's allows students to thoughtfully contemplate the moral, ethical, and philosophical implications of neuroscience on society and the world. Through hands-on laboratory experiences and course discussions, Saint Michael's Neuroscience majors build on this intellectual foundation by investigating such topics as the development of the brain and nervous system and their related structures, processes, and functions, as well as enhance their knowledge of various cognitive, physical, and behavioral processes that can facilitate or hinder nervous system health.

Program Level
Undergraduate

School
School of Natural & Health Sciences

Program Learning Outcomes

Learning Outcomes

Learning Outcome
Our graduates demonstrate a proficiency of the structure and function of the nervous system at various levels of organization.

Learning Outcome
Our graduates develop critical thinking skills to formulate scientific questions.

Learning Outcome
Our graduates understand how to construct testable hypotheses and design scientific investigations that contribute to neuroscience.

Learning Outcome
Our graduates can engage in laboratory investigations that focus on neuroscience.

Learning Outcome
Our graduates can communicate results of scientific investigations effectively to scientific and non-scientific audiences in both the oral and written form.

Learning Outcome
Our graduates develop awareness of the philosophical, moral, and ethical issues raised by neuroscience and be able to evaluate arguments critically.

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Science)

Neuroscience Major Requirements

Type
Completion Requirement

Fulfill ALL of the following requirements:

Required Courses (8)

Complete ALL of the following Courses:
- NS150 - Introduction to Biology and Neuroscience
  OR BI151 - Introduction to Ecology and Evolution
  OR BI152 - Introduction to Health Science
- BI153 - Introductory Cell Biology and Genetics
- BI205 - Communications in Biological Sciences
  OR BI205H - Communications in Biological Sciences (HON)
  OR PS215 - Research Methods
- PH362 - Philosophy of Mind & Neuroethics
- BI220 - Neuroscience: Physiology/Behavior
- NS318 - Cellular/Molecular Neuroscience
- PS274 - Behavioral Neuroscience
- NS410 - Neuroscience Senior Seminar

AND

Statistics Course (1)

Complete at least 1 of the following courses:
- ST120 - Elementary Statistics
- ST140 - Biological Data & Statistics
- ST220 - Probability and Statistics for Engineers and Scientists
- ST201 - Intermediate Statistics

AND

Science Cognate Courses (2)

Complete ALL of the following Courses:
- CH110 - General Chemistry I
- CH117 - Organic Chemistry I

AND

Electives (4)

Students must take at least one BI and one PS class from the elective list below.

Complete at least 4 of the following courses:
- ANT341 - Culture and Mental Health/Illness
- BI207 - Human Anatomy and Physiology I
- BI219 - Human Anatomy and Physiology II
- BI223 - Molecular Genetics
- BI225 - Cell Biology
- BI275 - Techniques in Biotechnology
- BI319 - Toxicology
- BI345 - Developmental Biology
- BI365 - Immunology and Parasitology
- BI420 - Biological Research
- NU205 - Nutrition
- PH233 - Healthcare Ethics
- PS253 - Adolescent Development
- PS270 - Cognitive Psychology
- PS310 - Drugs and Behavior
- PS323 - Children, Adolescents, and the Media
- PS350 - Psychology of Health and Illness
- PS400 - Independent Research in Psychology

Note: Students planning post-baccalaureate programs or graduate school should discuss other cognate course options with their advisor or the Program Director.

Bachelor of Science in Nutrition

General

Program Title
Bachelor of Science in Nutrition

Program Type
Major

Program Description
The Nutrition major at Saint Michael's College focuses on the science of how food and nutrients affect human health, growth, and disease prevention. Students study subjects such as biology, chemistry, physiology, and food science while learning to assess dietary needs, promote healthy eating habits, and understand public health issues related to nutrition. Our program prepares students for graduate school as well as careers in dietetics, wellness programs, healthcare, or community nutrition services. Graduates can become registered dietitians or nutritionists, working in hospitals, clinics, or private practice to help people manage diets and health conditions. Others can pursue roles in public health, designing community programs that promote healthy eating and prevent disease. There are also opportunities in food service management, wellness coaching, and sports nutrition, where professionals support athletic performance. Some graduates work in research or education, while others enter the food industry in areas like product development, labeling, or quality control.

This major is offered partially online through a consortium of accredited colleges and universities. Some courses within the program are delivered by faculty employed by partner institutions within the consortium, with technology and administrative support provided by Rize Education.

NOTE: Rize Nutrition courses are only available to students majoring or minoring in Nutrition. In order to add the Nutrition major to their programs of study, students must be able to complete the requirements within their allotted timeline for degree completion.

Program Level
Undergraduate

School
School of Natural & Health Sciences

Program Learning Outcomes

Learning Outcomes

Category
Content knowledge and Critical thinking skills

Learning Outcome
Our graduates can analyze the complex interplay between food components and human biological systems.

Category
Content knowledge and Critical thinking skills

Learning Outcome
Our graduates demonstrate an understanding of the functions and interrelationships of nutrients and food in human health, disease prevention, and disease states.

Category
Content knowledge and Critical thinking skills

Learning Outcome
Our graduates can analyze how nutrition impacts the body throughout different phases of life and identify the connections between diet and health.

Category
Content knowledge and Critical thinking skills

Learning Outcome
Our graduates can explain how a person's nutritional needs and eating habits are shaped by biological, behavioral, socioeconomic and environmental factors.

Category
Communication and collaboration skills

Learning Outcome
Our graduates develop critical thinking and research skills, enabling them to effectively acquire, analyze, and synthesize information to address complex problems.

Category
Communication and collaboration skills

Learning Outcome
Our graduates can synthesize scientific information from diverse sources and communicate their findings effectively in both written and oral formats.

Category
Communication and collaboration skills

Learning Outcome
Our graduates contribute effectively to diverse teams, leveraging collaboration and cultural awareness skills to enhance team performance and foster respectful interactions.

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Science)

Nutrition Major Requirements

Type

Completion Requirement

The major in Nutrition requires completion of **fifteen** courses. This includes four “Elemental” courses, two “Skill-Building” courses, five nutrition courses, two “Elective” courses, and two “Cognate” courses. For those students seeking entry into a post-baccalaureate programs or graduate study, an optional cognate (biochemistry course) is also included.

Fulfill ALL of the following requirements:

Elemental Courses (4)

Complete ALL of the following Courses:

- PS101 - General Psychology
  OR PS101H - General Psychology (HON)
- BI153 - Introductory Cell Biology and Genetics
- BI230 - General Microbiology
- NU205 - Nutrition

AND

Cognate Courses (2)

Complete ALL of the following Courses:

- CH110 - General Chemistry I
- CH117 - Organic Chemistry I

AND

Skills Building Courses (2)

Complete ALL of the following Courses:

- ST120 - Elementary Statistics
  OR ST140 - Biological Data & Statistics
- BI205 - Communications in Biological Sciences
  OR BI205H - Communications in Biological Sciences (HON)

AND

Required Nutrition Courses (5)

Complete ALL of the following Courses:

- NU225 - Food Science
- NU250 - (LCMC) Food Economics
- NU310 - (LCMC) Lifecycle Nutrition I
- NU320 - (LCMC) Lifecycle Nutrition II
- NU325 - (LCMC) Medical Nutrition Therapy

AND

Elective Courses (2)

Complete at least 2 of the following courses:

- BI207 - Human Anatomy and Physiology I
- BI219 - Human Anatomy and Physiology II
- ES225 - Food Systems & Sustainable Agriculture
- ES337 - Introduction to Farm & Food
- ES339 - Farm and Food Practicum
- HS250 - Exercise Physiology
- PH233 - Healthcare Ethics
- PO255 - Health Policy
- PS350 - Psychology of Health and Illness
- SO101 - Introduction to Sociology
- SO101H - Introduction to Sociology (HON)
- SO215 - Social Drivers of Health

AND

Optional cognate for those considering post-bac programs in Nutrition

Complete at least 1 of the following courses:

- CH321 - Comprehensive Biochemistry
- NU360 - Nutritional Biochemistry

Bachelor of Science in Public Health

General

Program Title
Bachelor of Science in Public Health

Program Type
Major

Program Description
Saint Michael's College is rooted in a passion for bettering our world and an academic tradition of interdisciplinary work, giving students an ideal place to engage in the inquiry and action needed for success in public health. The College provides a path for a Bachelor of Science or a Bachelor of Arts in Public Health. As a discipline, public health is especially concerned with people's access to health care, the quality of that care, disease prevention, and the sustainability of the health care system. The SMC program facilitates engagement across a variety of disciplines to explore the causes of the world's health problems and develop solutions.

Program Level
Undergraduate

School
School of Society & Culture

Program Learning Outcomes

Learning Outcomes

Category
Determinants of Health

Learning Outcome
Our graduates describe social determinants of health, that is, the non-medical factors that affect health outcomes, including the broader forces and systems that shape everyday life conditions.

Category
Determinants of Health

Learning Outcome
Our graduates explain the roles of infectious, chronic and genetic disease in population and community health.

Category
Determinants of Health

Learning Outcome
Our graduates describe the ways that individual and collective (government) decisions and choices affect population and community health.

Category
Developing and Exercising Relevant Skills

Learning Outcome
Our graduates use statistics to provide and interpret data related to public health measurements and questions.

Category
Developing and Exercising Relevant Skills

Learning Outcome
Our graduates use the basic concepts and tools of epidemiology to describe the distribution and determinants of disease.

Category
Developing and Exercising Relevant Skills

Learning Outcome
Our graduates develop basic skills in conducting research and reporting results in a laboratory setting.

Category
Ethical Dimensions of Public Health

Learning Outcome
Our graduates apply a health equity lens to analyses of public health challenges, changes, and goals.

Category
Ethical Dimensions of Public Health

Learning Outcome
Our graduates develop an appreciation for persons with racial, ethnic, economic, sexuality, gender and gender identity, religious, and disability identities different from their own. They direct attention to their own positionality and to the identities of those making decisions as well as those impacted by these decisions.

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Science)

Public Health (BS) Major Requirements

Type
Completion Requirement

Fulfill ALL of the following requirements:

Required Foundations Courses (5)

Complete ALL of the following Courses:

- BI152 - Introduction to Health Science
- BI153 - Introductory Cell Biology and Genetics
- BI215 - Epidemiology
- PB101 - Introduction to Public Health
- SO215 - Social Drivers of Health

AND

Ethics Course (1) & Statistics Course (1)

Fulfill ALL of the following requirements:

PH233 (or approved equivalent)

Complete at least 1 of the following courses:

- PH233 - Healthcare Ethics
- PH351 - Otherness & Marginalization: Levinas The Alienated
- RS328 - Christian Healthcare Ethics

PH233 is preferred.

AND

ST140 (or approved equivalent)

Complete at least 1 of the following courses:

- ST140 - Biological Data & Statistics
- ST120 - Elementary Statistics
- PS213 - Psychological Statistics

ST140 is preferred.

AND

Experiential Learning Course (1)

Complete at least 1 of the following courses:

- BI420 - Biological Research
- HS140 - Wilderness First Responder
- HS160 - Emergency Medical Technician
- HS260 - Advanced Emergency Medical Technician
- JS318 - CAN Research and Action Practicum
- PB299 - Community Health Action Practicum
- PB499 - (INT) Internship

AND

Senior Experience Course (1)

Complete at least 1 of the following courses:

- BI410 - Senior Seminar
- ES410 - Senior Seminar in Environmental Studies/ Science

A second Experiential Learning Course may be approved to satisfy the Senior Experience requirement at the program director's discretion.

AND

Biological-Environmental Health Science & Biostatistics Electives (3)

Complete at least 3 of the following courses:

- BI219 - Human Anatomy and Physiology II
- BI222 - Population and Evolutionary Genetics
- BI230 - General Microbiology
- NU205 - Nutrition
- BI365 - Immunology and Parasitology
- DS202 - Computational Methods for Data Science
- DS203 - Introduction to Data Science
- DS303 - Statistical Learning
- ES211 - Water Resources
- ES225 - Food Systems & Sustainable Agriculture
- ES260 - Geographic Information Systems
- JS304 - Data Visualization
- PS310 - Drugs and Behavior
- PS350 - Psychology of Health and Illness
- ST201 - Intermediate Statistics
- ST351 - Applied Regression Analysis
- ST451 - Applied Statistical Methods

AND

Health Policy, Social & Behavioral Sciences Elective (1)

Complete at least 1 of the following courses:

- ED350 - Trauma-Informed Educational Practice
- EM101 - Fundamentals of Emergency Management **AND** EM102 - Emergency Mgmt and Government
- ES306 - Environmental Justice
- ES327 - Environmental Policy
- HI345 - The Black Death
- JS300 - Media, Technology, Health & Happiness
- JS316 - Medicine, Environment, and the Body
- JS325 - Economics of Health Care
- PO255 - Health Policy
- PO325 - The Politics of Food
- PO351 - Politics of the Global AIDS Pandemic
- SO107 - Homelessness: Social Causes

Bachelor of Science in Pre-Pharmacy

General

Program Title
Bachelor of Science in Pre-Pharmacy

Program Type
Major

Program Description
Saint Michael's College partners with Albany College of Pharmacy and Health Sciences to provide a pathway to earn two degrees in six years: a Bachelor of Science in Pre-Pharmacy and a Doctor of Pharmacy. Students spend the first three years at Saint Michael's getting a strong foundation in the liberal arts and benefitting small core science classes and laboratories. Those who meet ACPHS admissions requirements are able to begin graduate cousrework in their fourth year on the Albany campus.

Program Level
Undergraduate

School
School of Natural & Health Sciences

Program Learning Outcomes

Learning Outcomes

Learning Outcome
Our graduates are able to to think critically, solve complex problems and make informed, rational, responsible decisions with scientific, social, cultural, legal, clinical, and ethical contexts.

Learning Outcome
Our graduates are able to identify, retrieve, understand, apply, analyze, synthesize, and evaluate information needed to make informed, rational, responsible, and ethical decisions.

Learning Outcome
Our graduates are able to solve complex problems that require an integration of ones ideas and values within a context of scientific, social, cultural, legal, clinical and ethical issues.

Learning Outcome
Our graduates are able to display habits, attitudes and values associated with mature critical thinking

Learning Outcome
Our graduates are able tocommunicate clearly, accurately and persuasively with various audiences using a variety of methods and media.

Learning Outcome
Our graduates are able to read and listen effectively.

Learning Outcome
Our graduates are able to effectively communicate in speaking and writing, choosing strategies and media that are appropriate for the purpose of the interaction and to the ideas, values and background of the audience.

Learning Outcome
Our graduates are able to systematically make and defend rational, ethical decisions regarding potentially complex personal, societal and professional situations within a context of personal and professional values.

Learning Outcome
Our graduates are able to demonstrate sensitivity and tolerance of cultural diversity in all interactions and settings.

Learning Outcome
Our graduates are able to demonstrate an appreciation of the obligation to participate in efforts to help individuals and to improve society and the health care system.

Learning Outcome
Our graduates are able to establish personal and professional learning goals and determine areas of deficiency and/or interest.

Learning Outcome
Our graduates are able to engage in learning activities on an ongoing basis for personal or professional development based on self-determined areas of deficiency and/or interest.

Learning Outcome
Our graduates are able to function effectively in interactions with individuals, within group situations, within the workplace and within professional organizations and systems.

Learning Outcome
Our graduates are able to use mathematics effectively to meet the demands of day-to-day life at home, at work and in society.

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Science)

Pre-Pharmacy Major Requirements

Type
Completion Requirement

For successful transfer to the Albany College of Pharmacy and Health Sciences, students must complete at least 60 credits at Saint Michael's College with an overall minimum GPA of 3.0 (only grades of C or above will count towards the 60 credits). In addition to the courses below, students must also successfully complete an interview and writing assessment at ACPHS. ACPHS requires that the Global Issues Requirement be met with a course in the History or English department.

Fulfill ALL of the following requirements:

Required Courses (11)

Complete ALL of the following Courses:
- BI151 - Introduction to Ecology and Evolution
- BI153 - Introductory Cell Biology and Genetics
- BI205 - Communications in Biological Sciences
  OR BI205H - Communications in Biological Sciences (HON)
- BI230 - General Microbiology
- CH110 - General Chemistry I
- CH117 - Organic Chemistry I
- CH207 - Organic Chemistry II
- CH208 - General Chemistry II
- ST120 - Elementary Statistics
- MA150 - Calculus I
- PY210 - College Physics I
  OR PY220 - General Physics I

AND

Biology Elective Course (1)

Complete one additional BI course at the 200-level or above.

AND

Additional Content Area Requirements

Fulfill ALL of the following requirements:

Social Science Elective (1)

Complete one course from the following subjects: Psychology, Anthropology, Sociology or Economics

AND

Humanities Electives (3)

Complete three courses from the following subjects: English, History, Foreign Language, Philosophy

AND

Liberal Arts Electives (2)

Complete at least 8 credits (2 full courses) from the following course subjects: Art & Design, Music, Sociology, History, Psychology, Anthropology, Foreign Language, Political Science, Economics, or English

Bachelor of Science - Self-Designed Major

General

Program Title
Bachelor of Science - Self-Designed Major

Program Type
Major

Program Description
The Self-Designed major is a student-designed, integrated course of study that allows students to examine in depth a field of study not covered by an established major. While the Self-Designed major provides students with some flexibility regarding their plan of study, this plan must be developed in the context of some nationally or internationally recognized area of inquiry. Students interested in a Self-Designed major must write a proposal that documents a carefully thought out academic plan, taking into account not only an array of courses but also the sequence and integration of those courses in an overall course of study. The proposal must articulate how the Self-Designed major will enhance a student's academic experience and further their educational goals, and explain why their educational objectives cannot be fulfilled in the conventional manner with an established major. The Self-Designed major may not be used to avoid the requirements of an established major or to abbreviate the requirements of a double major.

The Self-Designed major is the first and primary major and should be unrelated to any second major. The Curriculum and Educational Policy Committee (CEPC) recommends that in those cases where students create a Self-Designed major that stems from an established major or program of study, students should not retain the latter as a second major. Students may choose to add established minors to their program. Established majors and programs of study are those that appear in the college catalogue.

Self-Designed Major Procedure
Prior to writing the proposal for a Self-Designed major a student will identify and consult with a primary faculty advisor. This advisor will guide the student through the process of writing the proposal, help the student incorporate any changes recommended by the Curriculum and Educational Policy Committee (CEPC), and serve as the student's Academic Advisor if the proposal is accepted. The student will submit the proposal and supporting materials to the Dean of the College for review by the CEPC no later than March 1st of the sophomore year. Proposals that are not successful may be re-submitted up until October 1 of the student's junior year. A minimum 3.0 GPA is required for a student who wants to propose a Self-Designed major. The number of courses in the major is limited to 9-11, as is the case for established majors. Consideration for additional courses will be given for self-designed majors in interdisciplinary fields. The CEPC will take prior course work into account.

Program Level
Undergraduate

School
School of Society & Culture

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Science)

Bachelor of Science in Secondary Science Education

General

Program Title
Bachelor of Science in Secondary Science Education

Program Type
Major

Program Description
Completing a major in Secondary Science Education fulfills the requirements for secondary science licensure. In addition, Secondary Science Education majors can receive a middle level science education endorsement by taking one additional course. Through this major, students benefit from a breadth of opportunities in the sciences while concentrating in a specific science discipline.

Program Level
Undergraduate

School
School of Society & Culture

Program Learning Outcomes

Learning Outcomes

Learning Outcome
Our graduates plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with Vermont state science standards.

Learning Outcome
Our graduates demonstrate and maintain safety procedures, chemical safety, and the ethical treatment of living organisms.

Learning Outcome
Our graduates demonstrate understanding of the major concepts, principles, theories, laws, and interrelationships of the major fields of science (life, physical, environmental) and the supporting roles of science-specific technology.

Learning Outcome
Our graduates understand how students learn and develop scientific knowledge.

Learning Outcome
Our graduates design learning opportunities where students explore a Disciplinary Core Idea through Science and Engineering Principles and make connections to the Crosscutting Concepts.

Learning Outcome
Our graduates design formative, interim, and summative assessment strategies to continuously evaluate preconceptions and ideas that students hold and how these ideas evolve.

Program Requirements

Simple Requirements

Requirements

Core Curriculum Requirements

Type
Completion Requirement

Complete ALL of the following Requirement Set:
- Core Curriculum (Bachelor of Science)

Secondary Science Education Major Requirements

Type
Completion Requirement

Fulfill ALL of the following requirements:

Foundational Science Courses (7)

Complete ALL of the following Courses:
- BI151 - Introduction to Ecology and Evolution
- BI153 - Introductory Cell Biology and Genetics
- CH110 - General Chemistry I
- CH208 - General Chemistry II
- ES107 - Environmental Science
- PY220 - General Physics I
- PY221 - General Physics II

AND

Additional Biology Course (1)

Earn at least 4 credits from the following:
- BI207 - Human Anatomy and Physiology I
- BI215 - Epidemiology
- BI219 - Human Anatomy and Physiology II
- BI220 - Neuroscience: Physiology/Behavior
- BI222 - Population and Evolutionary Genetics
- BI223 - Molecular Genetics
- BI225 - Cell Biology
- BI230 - General Microbiology
- BI239 - Infectious Disease
- BI240 - Aquatic Biology
- BI247 - Plant Science and Agriculture
- BI249 - Tropical Ecology
- BI250 - Field Tropical Ecology Study Trip
- BI260 - Behavorial Ecology
- BI342 - Community Ecology
- BI345 - Developmental Biology
- BI356 - Human Evolution
- BI365 - Immunology and Parasitology
- NS318 - Cellular/Molecular Neuroscience

AND

Additional Chemistry Course (1)

Complete at least 1 of the following courses:

- CH117 - Organic Chemistry I
- CH207 - Organic Chemistry II
- CH301 - Integrated Chemical Analysis
- CH308 - Environmental Chemistry

AND

Additional Earth & Environmental Science Course (1)

Complete at least 1 of the following courses:

- ES211 - Water Resources
- ES213 - Earth Systems and Processes
- ES215 - Introduction to Climate Change
- ES225 - Food Systems & Sustainable Agriculture
- ES312 - Energy and Climate Change
- ES314 - Biogeochemistry of Global Change

AND

Required Primary Major

Complete ALL of the following Programs:

- BA.SEC - Bachelor of Arts in Secondary Education

Business Administration Minor

General

Program Title
Business Administration Minor

Program Type
Minor

Program Description
Saint Michael's College's Business Administration minor provides students with a well-rounded understanding of management, marketing, and financial principles. Students learn the key skills necessary for leadership in business environments and develop a strong foundation in entrepreneurial thinking.

Program Level
Undergraduate

School
School of Business & Analytics

Program Requirements

Simple Requirements

Requirements

Business Administration Minor Requirements

Type
Completion Requirement

5 Courses Total

Fulfill ALL of the following requirements:

Required Courses (4)

Complete ALL of the following Courses:

- AC143 - Managerial Accounting
- BU103 - Managerial Ethics
- BU214 - Management
- BU215 - Marketing

AND

Business Elective (1)

Earn at least 4 credits from the following:

- AC141 - Financial Accounting
- AC190 - Topics in Accounting
- AC221 - Intermediate Accounting I
- AC223 - Intermediate Accounting II
- AC243 - Cost Management
- AC250 - Nonprofit Accounting
- AC415 - Federal Income Taxation
- AC450 - Seminar in Accounting
- AC451 - Auditing
- BU111 - Excel and Business Applications
- BU175 - Microsoft Excel
- BU190 - Topics in Business Administration
- BU205 - Principles of Business Communication
- BU206 - Project Management
- BU208 - Shaping Professional Identity

- BU209 - Legal Environment of Business
- BU216 - Finance
- BU218 - Analytics in Operations
- BU255 - Arsenal of Democracy Study Trip
- BU260 - Entrepreneurship
- BU260H - Entrepreneurship (HON)
- BU271 - International Business
- BU290 - Topics in Business Administration
- BU291 - Topics in Business Administration (CIT)
- BU291H - Topics in Business Administration (CIT) (HON)
- BU292 - B Corp and Catholic Social Teaching: Doing Well, Doing Good
- BU310 - Personal Finance
- BU313 - Leadership
- BU319 - International Finance
- BU321 - Human Resources Management
- BU331 - Investments
- BU355 - Operations Management
- BU361 - Business Strategy
- BU407 - Sports Marketing
- BU443 - International Marketing
- BU462 - Advanced Topics in Finance
- BU463 - Advanced Topics in Management
- BU464 - Advanced Topics in Marketing
- BU465 - Advanced Topics in International Business
- BU496 - Organizational Problem Solving
- BU499 - (INT) Business Administration and Accounting Internship II

1. Students majoring in Accounting and minoring in business must have 3 unique courses in their minor.
2. BU elective may be any course in the department catalog, including BU 216, BU 218, or other AC elective/required course.

Chemistry Minor

General

Program Title
Chemistry Minor

Program Type
Minor

Program Description
Saint Michael's College's Chemistry minor provides students with a solid understanding of chemical principles, laboratory techniques, and analytical methods. The program emphasizes the practical application of chemistry, providing students with knowledge and skills for further study and/or professional pursuits in the sciences.

Program Level
Undergraduate

School
School of Natural & Health Sciences

Program Requirements

Simple Requirements

Requirements

Chemistry Minor Requirements

Type
Completion Requirement

5 Courses Total

Fulfill ALL of the following requirements:

Required Courses (2)

Complete ALL of the following Courses:
- CH110 - General Chemistry I
- CH117 - Organic Chemistry I

AND

Chemistry Electives (3)

Choose 3 Additional CH Courses at the 200-Level or Above.

The chemistry minor enhances your current degree. With several paths to complete the minor, you can tailor a minor to match your interests and prepare yourself for the workforce.

Complete at least 1 of the following:

Environmental Emphasis

Complete ALL of the following Courses:
- CH208 - General Chemistry II
- CH301 - Integrated Chemical Analysis
- CH308 - Environmental Chemistry

OR

Analytical/Forensic Emphasis

Complete ALL of the following Courses:

- CH208 - General Chemistry II
- CH301 - Integrated Chemical Analysis
- CH417 - Chemical Instrumentation

OR

Synthetic Emphasis

Complete ALL of the following Courses:

- CH207 - Organic Chemistry II
- CH301 - Integrated Chemical Analysis
- CH309 - A Synthetic CURE

OR

Allied Health Emphasis

Complete ALL of the following Courses:

- CH207 - Organic Chemistry II
- CH208 - General Chemistry II
- CH321 - Comprehensive Biochemistry
  OR CH325 - Biochemistry I

OR

Physical Chemistry Emphasis

Complete ALL of the following Courses:

- CH208 - General Chemistry II
- CH302 - Chemical Thermodynamics and Kinetics
- CH304 - Quantum Chemistry and Spectroscopy

Note: Students who place out of CH110 based on their AP exam score will have to take an additional approved course to complete the minor.

Criminology Minor

General

Program Title
Criminology Minor

Program Type
Minor

Program Description
The Criminology minor at Saint Michael's explores the complexities of crime, criminal behavior, and the justice system through a lens of social justice and ethical responsibility. Students engage with theories, policies, and practices that shape modern law enforcement, the judicial system, and corrections.

Program Level
Undergraduate

School
School of Society & Culture

Program Requirements

Simple Requirements

Requirements

Criminology Minor Requirements

Type
Completion Requirement

5 Full Courses Total

Note: Because the Criminology minor is intended to be interdisciplinary by design, no more than 8 credits may be applied to the minor from a single discipline.

Fulfill ALL of the following requirements:

Foundations Courses (2)

Complete at least 2 of the following courses:

- CR201 - Theories of Crime, Justice, and Race
- CR201H - Theories of Crime, Justice & Race (HON)
- PO338 - Criminal Justice
- PS320 - Forensic Psychology

AND

Electives (12 credits)

Earn at least 12 credits from the following:

- ANT205 - Culture and Addiction
- CR201 - Theories of Crime, Justice, and Race
- CR201H - Theories of Crime, Justice & Race (HON)
- CR213 - Forensic Science
- CR218 - Issues in Contemporary Policing
- CR318 - Victimology
- CR333 - Human Trafficking: From Awareness to Action
- DMC213 - Media Law and Ethics in a Digital Age
- EM101 - Fundamentals of Emergency Management
- EM102 - Emergency Mgmt and Government
- EM201 - Emergency Management Field Study
- EM210 - Emergency Management Exercise Capstone

- HI395 - Crime & Society in Britain
- PH341 - Justice, Fairness and Mercy
- PJ205 - Theories of Conflict Resolution
- PO321 - Populism, Radicalism, and Extremism
- PO332 - U.S. Constitutional Law: Govt Power
- PO334 - U.S. Constitutional Law: Rights & Liberties
- PO338 - Criminal Justice
- PO350 - State Violence and Justice
- PO499 - (INT) Internship
- PS256 - Abnormal Psychology
- PS310 - Drugs and Behavior
- PS320 - Forensic Psychology
- PS499 - (INT) Internship
- SO107 - Homelessness: Social Causes
- SO218 - Deviance, Norms and Social Control (Inactive)
- SO221 - Race and Ethnic Relations (Inactive)
- SO310 - Directed Readings in Sociology
- SO442 - Intimate Partner Violence
- SO499 - (INT) Internship

Computer Science Minor

General

Program Title
Computer Science Minor

Program Type
Minor

Program Description
The Computer Science minor at Saint Michael's College gives students a foundation in programming, algorithms, and computational theory. With a focus on problem-solving and practical application, this minor equips students with the skills necessary to succeed in tech and data-driven industries.

Program Level
Undergraduate

School
School of Business & Analytics

Program Requirements

Simple Requirements

Requirements

Computer Science Minor Requirements

Type
Completion Requirement

5 Full Courses Total

Fulfill ALL of the following requirements:

Required Courses (3)

Complete ALL of the following Courses:

- CS111 - Introduction to Computer Science I
- CS113 - Introduction to Computer Science II
- CS211 - Data Structures and the Analysis of Algorithms

AND

Additional Electives (2 Full Courses)

Note: Two half (2-credit) courses count as one elective

Earn at least 8 credits from the following:

- CS213 - Machine Organization and Assembly Language
- CS303 - Organization of Programming Languages
- CS304 - Web Programming
- CS305 - Database Management
- CS307 - Computer Networks
- CS311 - Principles of Operating Systems
- CS313 - Computer Architecture
- CS317 - Computer and Information Security Topics
- CS407 - Software Engineering
- CS411 - Advanced Topics in Computer Science
- CS415 - Artificial Intelligence
- CS499 - (INT) Internship
- DS202 - Computational Methods for Data Science

Creative Writing Minor

General

Program Title
Creative Writing Minor

Program Type
Minor

Program Description
The Creative Writing minor at Saint Michael's College offers students the opportunity to develop their voice and craft across genres such as fiction, poetry, nonfiction, and screenwriting. Through small, workshop-style courses led by published writers, students receive individualized feedback and mentorship while studying the techniques and traditions that shape effective storytelling. The program emphasizes both creative exploration and critical analysis, helping students refine their work and engage deeply with literature. Open to students in any major, the Creative Writing minor fosters skills in communication, creativity, and critical thinking—valuable assets in fields ranging from publishing and media to education, law, and beyond.

Program Level
Undergraduate

School
School of Arts & Humanities

Program Requirements

Simple Requirements

Requirements

Creative Writing Minor Requirements

Type
Completion Requirement

5 Courses Total

Fulfill ALL of the following requirements:

Required Courses (2)

Complete ALL of the following Courses:

- EN301 - Poetry Writing Workshop
- EN303 - Fiction Writing Workshop

AND

Creative Writing Electives (3)

Complete at least 3 of the following courses:

- EN135 - Introduction to Creative Writing
- EN301 - Poetry Writing Workshop
- EN303 - Fiction Writing Workshop
- EN305 - Creative Nonfiction Writing Workshop
- EN309 - Writing Matters
- ANT210 - Creative Writing: Exploring Subtleties Of Culture
- DMC223 - Nature, Outdoor & Environmental Writing
- DMC363 - Study Abroad Re-Entry: Travel Writing

Note: EN301 and EN303 are repeatable. One elective can be satisfied by taking an off-campus internship in a related field, with approval by the English Program Director.

Digital Media and Communications Minor

General

Program Title
Digital Media and Communications Minor

Program Type
Minor

Program Description
Saint Michael's College's Digital Media and Communications minor focuses on developing skills in digital content creation, media production, and communication strategies. The program emphasizes the ethical, social, and professional dimensions of digital media in today's interconnected world.

Program Level
Undergraduate

School
School of Society & Culture

Program Requirements

Simple Requirements

Requirements

Digital Media & Communications Minor Requirements

Type
Completion Requirement

5 Courses Total

Fulfill ALL of the following requirements:

Required Courses (4)

Complete ALL of the following Courses:

- DMC101 - Media Revolutions: Social, Political, & Psychological Issues
  OR DMC101H - Media Revolutions: Social, Political, & Psychological Issues (HON)
- DMC110 - Digital Media: Arts, Culture, & Theory
- DMC205 - Reporting for Media
- DMC250 - Global Communication

AND

Additional 200-400 Level DMC or DMK Course (1)

Earn at least 4 credits from the following:

- DMC210 - Photojournalism in the Digital Age
- DMC213 - Media Law and Ethics in a Digital Age
- DMC215 - Photography and Tourism
- DMC219 - Topics in Digital Media & Communications
- DMC233 - Adventure & Environmental Filmmaking
- DMC243 - Media and American Politics
- DMC255 - South Africa: Apartheid - Resistance, Revolution and Representation
- DMC266 - Digital Film and Television
- DMC223 - Nature, Outdoor & Environmental Writing
- DMC305 - Persuasive Writing
- DMC311 - Digital Media 2: Advanced Graphic Design
- DMC319 - Advanced Topics in Digital Media and Communications
- DMC323 - Race, Gender and Ethnicity in Media
- DMC333 - Publication Visual Storytelling and Design
- DMC363 - Study Abroad Re-Entry: Travel Writing
- DMC499 - (INT) Internship
- DMK201 - Digital Marketing Strategy and Analytics
- DMK219 - Special Topics in Marketing: Intermediate
- DMK220 - Global Marketing: International Entertainment, Emerging Technologies, & Cross-Cultural Branding
- DMK245 - Big Data Analytics and Visualization for Digital Marketing
- DMK275 - Race, Gender, and (in)Equity in Marketing Communications
- DMK319 - Special Topics in Marketing: Advanced
- DMK323 - Social Media Marketing
- DMK333 - Artificial Intelligence in Digital Marketing and Communications: Applications, Strategies, and Ethics

Digital Marketing Minor

General

Program Title
Digital Marketing Minor

Program Type
Minor

Program Description
The Digital Marketing minor at Saint Michael's College provides students with practical knowledge of digital marketing tools and strategies, including SEO, social media marketing, and analytics. It is designed to prepare students to engage effectively in today's evolving digital marketplace.

Program Level
Undergraduate

School
School of Society & Culture

Program Requirements

Simple Requirements

Requirements

Digital Marketing Minor Requirements

Type
Completion Requirement

5 Courses Total

Fulfill ALL of the following requirements:

DMK150 (or BU215)

Complete at least 1 of the following courses:

- DMK150 - Introduction to Marketing Communications and Social Responsibility
- DMK150H - Introduction to Marketing Communications and Social Responsibility (HON)
- BU215 - Marketing

AND

Required DMK Courses (2)

Complete ALL of the following Courses:

- DMK201 - Digital Marketing Strategy and Analytics
- DMK323 - Social Media Marketing

AND

DMC110 or DMC266

Complete at least 1 of the following courses:

- DMC110 - Digital Media: Arts, Culture, & Theory
- DMC266 - Digital Film and Television

AND

Additional 200-400 Level DMK or DMC Course (1)

Earn at least 4 credits from the following:

- DMC205 - Reporting for Media
- DMC210 - Photojournalism in the Digital Age
- DMC213 - Media Law and Ethics in a Digital Age
- DMC215 - Photography and Tourism
- DMC219 - Topics in Digital Media & Communications
- DMC233 - Adventure & Environmental Filmmaking
- DMC243 - Media and American Politics
- DMC250 - Global Communication
- DMC255 - South Africa: Apartheid - Resistance, Revolution and Representation
- DMC266 - Digital Film and Television
- DMC223 - Nature, Outdoor & Environmental Writing
- DMC305 - Persuasive Writing
- DMC311 - Digital Media 2: Advanced Graphic Design
- DMC319 - Advanced Topics in Digital Media and Communications
- DMC323 - Race, Gender and Ethnicity in Media
- DMC333 - Publication Visual Storytelling and Design
- DMC363 - Study Abroad Re-Entry: Travel Writing
- DMC499 - (INT) Internship
- DMK219 - Special Topics in Marketing: Intermediate
- DMK220 - Global Marketing: International Entertainment, Emerging Technologies, & Cross-Cultural Branding
- DMK245 - Big Data Analytics and Visualization for Digital Marketing
- DMK275 - Race, Gender, and (in)Equity in Marketing Communications
- DMK319 - Special Topics in Marketing: Advanced
- DMK333 - Artificial Intelligence in Digital Marketing and Communications: Applications, Strategies, and Ethics

Data Science Minor

General

Program Title
Data Science Minor

Program Type
Minor

Program Description
The Data Science minor at Saint Michael's College emphasizes analytical techniques and statistical modeling to make informed decisions from complex datasets. Students gain hands-on experience in data collection, analysis, and visualization, preparing them for roles in technology and business analytics.

Program Level
Undergraduate

School
School of Business & Analytics

Program Requirements

Simple Requirements

Requirements

Data Science Minor Requirements

Type
Completion Requirement

5 Courses Total

Fulfill ALL of the following requirements:

Required Courses (2)

Complete ALL of the following Courses:

- DS202 - Computational Methods for Data Science
- DS203 - Introduction to Data Science

AND

Introductory Computer Science Course (1)

Complete at least 1 of the following courses:

- CS109 - Computer Science for Engineering
- CS111 - Introduction to Computer Science I

AND

Statistics Course (1)

Complete at least 1 of the following courses:

- ST120 - Elementary Statistics
- ST140 - Biological Data & Statistics
- ST220 - Probability and Statistics for Engineers and Scientists
- ST251 - Probability
- ST252 - Mathematical Statistics and Methods
- PS213 - Psychological Statistics
- PO200 - Research Methods

AND

Additional Elective Course (1)

Complete at least 4 credits from the following options:

- DS303 Statistical Learning
- DS380 Advanced Topics Data Science
- Any Computer Science Course
- Statistics at the 200-level or higher
- ST101 Reasoning with Data & Chance
- JS304 Data Visualization
- MA130 Elements of Calculus (with a grade of B or better)
- MA150 Calculus I or higher

Economics Minor

General

Program Title
Economics Minor

Program Type
Minor

Program Description
The Economics minor at Saint Michael's College provides students with a robust understanding of economic principles, both at the micro and macro levels. Students explore global economic issues, policy analysis, and the behavior of markets to understand the economic forces that shape the world.

Program Level
Undergraduate

School
School of Business & Analytics

Program Requirements

Simple Requirements

Requirements

Economics Minor Requirements

Type
Completion Requirement

5 Courses Total

Fulfill ALL of the following requirements:

Required Courses (2)

Complete ALL of the following Courses:

- EC101 - Principles of Macroeconomics
- EC103 - Principles of Microeconomics

AND

EC311 or EC312

Complete at least 1 of the following courses:

- EC311 - Macroeconomic Theory
- EC312 - Microeconomic Theory

AND

Additional Economics Electives (2)

Complete at least 2 of the following courses:

- EC225 - Economics of Health Care
- EC303 - Public Economics
- EC311 - Macroeconomic Theory
- EC312 - Microeconomic Theory
- EC317 - International Economics
- EC321 - Economics of Development and Poverty
- EC327 - Advanced Topics in Economics
- EC331 - Economics of Labor Markets and Income Distribution
- EC332 - Family and Gender in the Economy
- EC335 - Money and Banking
- EC351 - Environmental Economics
- EC391 - Introduction to Econometrics
- EC499 - (INT) Internship
- JS325 - Economics of Health Care

Early Childhood Studies Minor

General

Program Title
Early Childhood Studies Minor

Program Type
Minor

Program Description
The Early Childhood Studies minor allows students to explore the principles and practices of working with young children through a play-based approach centered on developmentally appropriate practices. This interdisciplinary minor also helps to provide SMC students with an understanding of child development, including the influences that affect young children's development.

Program Level
Undergraduate

School
School of Society & Culture

Program Requirements

Simple Requirements

Requirements

Early Childhood Studies Minor Requirements

Type
Completion Requirement

Fulfill ALL of the following requirements:

Required Courses (3)

Complete ALL of the following Courses:

- ED251 - Child Development and Education
  OR PS252 - Child Development
  OR PS252H - Child Development (HON)
  OR HS110 - Lifespan Development
- ED357 - Early Childhood Education
- ED359 - Early Childhood Education: Methods and Practice

AND

Minor Electives (2)

Fulfill ALL of the following requirements:

Choose 1

Complete at least 1 of the following courses:

- ED241 - Literature for Children and Adolescents
- EN228 - American Childhood
- PS323 - Children, Adolescents, and the Media
- DMC110 - Digital Media: Arts, Culture, & Theory

AND

Choose 1

Chose an additional course from the list above OR one SO/ANT course from the following list:

Complete at least 1 of the following courses:

- ANT109 - Introduction to Cultural Anthropology
- ANT109H - Intro to Cultural Anthropology (HON)
- ANT217 - Global Social Inequalities
- ANT341 - Culture and Mental Health/Illness
- DMC110 - Digital Media: Arts, Culture, & Theory
- ED241 - Literature for Children and Adolescents
- EN228 - American Childhood
- PS323 - Children, Adolescents, and the Media
- SO101 - Introduction to Sociology
- SO101H - Introduction to Sociology (HON)

Education Minor

General

Program Title
Education Minor

Program Type
Minor

Program Description
The Education minor at Saint Michael's equips students with a foundational understanding of teaching methods, educational theory, and curriculum development. It prepares students to contribute meaningfully to the field of education or enhance their primary studies with educational expertise.

Program Level
Undergraduate

School
School of Society & Culture

Program Requirements

Simple Requirements

Requirements

Education Minor Requirements

Type
Completion Requirement

5 Courses Total

Fulfill ALL of the following requirements:

ED231

Complete ALL of the following Courses:

- ED231 - Education in the 21st Century: Inquiry and Innovation

AND

ED251 or ED271

Complete at least 1 of the following courses:

- ED251 - Child Development and Education
- ED271 - Adolescent Development in a Culturally Responsive Classroom

AND

Additional Education Courses (3)

Complete at least 3 of the following courses:

- ED220 - The Sports Coach As Educator
- ED239 - Antiracism & Collective Liberation
- ED241 - Literature for Children and Adolescents
- ED251 - Child Development and Education
- ED271 - Adolescent Development in a Culturally Responsive Classroom
- ED300 - Teaching Social Studies and the Arts, PK-6
- ED325 - Teaching Elementary Mathematics, PK-6
- ED327 - Teaching Elementary School Science and Engineering, PK-6
- ED335 - Literacy in the PK-6 Classroom
- ED339 - Making Meaning: Content-Area Literacy, PK-6
- ED340 - Teaching in Inclusive PK-6 Classrooms
- ED343 - Literacy in Middle and High Schools
- ED343H - Literacy in Middle & High Schools (HON)
- ED350 - Trauma-Informed Educational Practice
- ED357 - Early Childhood Education
- ED361 - Curriculum in Middle and High School
- ED370 - Teaching in an Inclusive Middle and High School
- ED380 - Topics in Education
- EN396 - Teaching Writing
- ES308 - Environmental Education
- GED517 - Teaching Nonfiction in the PK-8 Classroom
- GED612 - Math and Diversity
- GED613 - Mathematics in the PreK-6 Classroom
- GED649 - Arts: The Creative Process
- GED651 - Integrated Teaching: Learning in and Through the Visual Arts
- GED678 - Social Justice and the Arts: Aesthetic Perspectives
- GED695 - Teaching Pre-K-6 Science and Engineering

Emergency Medical Services Minor

General

Program Title
Emergency Medical Services Minor

Program Type
Minor

Program Description
The Emergency Medical Services (EMS) minor provides foundational education that supports the knowledge, skills and clinical decision-making required for pre-hospital providers. The EMS Minor prepares students for patient-facing volunteer and employment opportunities that fulfil the requirements for post-graduate clinical programs (MD, PA, RN). The EMS Minor is interdisciplinary and complements multiple areas of study including Health Sciences, Public Health, and Psychology.

Program Level
Undergraduate

School
School of Natural & Health Sciences

Program Requirements

Simple Requirements

Requirements

Emergency Medical Services Minor Requirements

Type
Completion Requirement

5 Courses Total

Fulfill ALL of the following requirements:

Required Courses (3)

Complete ALL of the following Courses:

- HS160 - Emergency Medical Technician
- PB101 - Introduction to Public Health
- SO215 - Social Drivers of Health

AND

Elective Courses (2)

Complete at least 2 of the following courses:

- AL250 - Intercultural Communication
- BI499 - (INT) Internship
- GS101 - Gender Studies: Foundations
- HS110 - Lifespan Development
- HS260 - Advanced Emergency Medical Technician
- JS325 - Economics of Health Care
- PH233 - Healthcare Ethics
- PS350 - Psychology of Health and Illness
- RS328 - Christian Healthcare Ethics

Note: BI499 Internships must be approved by the program director.

English Minor

General

Program Title
English Minor

Program Type
Minor

Program Description
The English minor at Saint Michael's College enhances students' writing, reading, and critical thinking skills. The program focuses on literature, creative writing, and language studies, preparing students to communicate effectively and think analytically in both academic and professional settings.

Program Level
Undergraduate

School
School of Arts & Humanities

Program Requirements

Simple Requirements

Requirements

English Minor Requirements

Type
Completion Requirement

5 Courses Total

Fulfill ALL of the following requirements:

EN110

Complete at least 1 of the following courses:

- EN110 - Writing, Literature, Life
- EN110H - Writing, Literature, Life (HON)

AND

EN130 or EN135

Complete at least 1 of the following courses:

- EN130 - Writer's Toolkit
- EN135 - Introduction to Creative Writing

AND

EN250

Complete ALL of the following Courses:

- EN250 - Book Club

AND

Additional EN Courses at the 200-Level or Above (2)*

Complete at least 2 additional EN courses at the 200-Level or Above

At least one course must be at the 300-level or above.

Note: EN-396 and Writing Workshops do not count toward the EN minor.

Environmental Studies Minor

General

Program Title
Environmental Studies Minor

Program Type
Minor

Program Description
The Environmental Studies minor at Saint Michael's College combines scientific, social, and policy-based approaches to environmental issues. Students explore sustainability, conservation, and the global challenges that affect the planet, preparing them to be active participants in environmental stewardship.

Program Level
Undergraduate

School
School of Society & Culture

Program Requirements

Simple Requirements

Requirements

Environmental Studies Minor Requirements

Type
Completion Requirement

5 Courses Total

Fulfill ALL of the following requirements:

100-Level ES Courses (2)

Complete at least 2 of the following courses:

- ES105 - Nature and Culture
- ES106 - Environment and Society
- ES107 - Environmental Science

AND

ES Courses at the 200-Level or Above (2)

Complete at least 2 of the following courses:

- ES201 - Environmental Research Methods
- ES211 - Water Resources
- ES213 - Earth Systems and Processes
- ES215 - Introduction to Climate Change
- ES225 - Food Systems & Sustainable Agriculture
- ES243 - Sustainability, Place and Community
  AND ES244 - Sustainability, Place and Community-Wales Study Trip
- ES260 - Geographic Information Systems
- ES301 - Advanced Topics in Environmental Studies
- ES305 - US Environmental History
- ES306 - Environmental Justice
- ES307 - The Environmental Humanities
- ES308 - Environmental Education
- ES310 - Environmental Hazards
- ES311 - Community and Environmental Planning

- ES312 - Energy and Climate Change
- ES314 - Biogeochemistry of Global Change
- ES325 - The Politics of Food
- ES327 - Environmental Policy
- ES332 - Art & Ecology
- ES351 - American Wilderness
- ES355 - Animal Studies
- ES357 - Environmental Restoration
- ES360 - Living in Place
- ES499 - (INT) Internship

AND

Additional Elective Course (1)

Choose 1 additional ES Course from the list above, or an approved course from the list below.

Complete at least 1 of the following courses:

- ANT215 - Climate Change, Social Transformation, and Transformation of the Self
- AR332 - Art & Ecology
- CH301 - Integrated Chemical Analysis
- CH308 - Environmental Chemistry
- DMC233 - Adventure & Environmental Filmmaking
- DMC223 - Nature, Outdoor & Environmental Writing
- EC351 - Environmental Economics
- EN382 - Nature, Perception and Imagination
- JS321 - Maple: Food, Energy, Culture
- JS326 - The Little Things that Rule the World: Invertebrates in our Lives
- PH209 - Philosophy of Science, Technology, and Environment
- PO325 - The Politics of Food
- PO327 - Environmental Policy
- RS239 - Religion, Ecology and Ethics

Equity and Justice Minor

General

Program Title
Equity and Justice Minor

Program Type
Minor

Program Description
The Equity and Justice minor at Saint Michael's, like the major, is grounded in a vision of collective liberation and justice, and is designed to be interdisciplinary and intersectional. The foundational coursework focuses on: understanding and transforming the systems and structures of our world that create inequity, injustice, oppression, and privilege; helping individuals practice critical self-reflection in order to understand and transform their positions, roles, and assumptions within these systems; and exploring the incredible power of movements for liberation, equity, justice, solidarity, and human rights. Equity and Justice minors choose courses on race and ethnicity, disability, economic class, gender and sexuality, and/or peace and justice. Students have the opportunity to apply what they learn through experiential learning and community-engaged learning.

Program Level
Undergraduate

School
School of Arts & Humanities

Program Requirements

Simple Requirements

Requirements

Equity and Justice Minor Requirements

Type
Completion Requirement

Fulfill ALL of the following requirements:

Seeing & Transforming the Systems & Structures: Race & Ethnicity (1)

Complete at least 1 of the following courses:

- AM227 - Foundations of US Latinx Lit & Culture Culture
- CR201 - Theories of Crime, Justice, and Race
- CR201H - Theories of Crime, Justice & Race (HON)
- EN235 - African American Literature
- EN235H - African American Literature (HON)
- HI180 - African American History
- HI351 - Advanced Topics: History of Race and Ethnicity (EDI)
- JS310 - A Case for Reparations?
- PO390 - Comparative Politics of Racism
- PO390H - Comparative Politics of Racism (HON)

AND

Seeing & Transforming the Systems & Structures: Intersectional Systems (1)

Complete at least 1 of the following courses:

- ANT217 - Global Social Inequalities
- DMK275 - Race, Gender, and (in)Equity in Marketing Communications
- JS320 - Race/ Gender/ Sexuality/ Plays
- PO240 - Social Movements & Contentious Politics
- PO299 - Identity in Politics
- PO336 - Law and Social Change
- PO350 - State Violence and Justice
- PO351 - Politics of the Global AIDS Pandemic
- SO107 - Homelessness: Social Causes
- SO215 - Social Drivers of Health

AND

Seeing & Transforming the Self: Critical Reflexivity (1)

Complete at least 1 of the following courses:

- ED239 - Antiracism & Collective Liberation
- JS314 - Radical Love, Liberation, & Justice
- JS322 - The Arts & Disability
- PH235 - The Philosophy of Disability
- PH235H - The Philosophy of Disability (HON)
- PH351 - Otherness & Marginalization: Levinas The Alienated
- PH353 - Truth and Propaganda: Ethics and Media
- PH358 - Power, Resistance, & Race

AND

Electives (8 credits)

Earn at least 8 credits from the following:

- ANT217 - Global Social Inequalities
- ANT333 - Anthropology of Refugees
- CR201 - Theories of Crime, Justice, and Race
- CR201H - Theories of Crime, Justice & Race (HON)
- EC332 - Family and Gender in the Economy
- ED340 - Teaching in Inclusive PK-6 Classrooms
- ED350 - Trauma-Informed Educational Practice
- ED370 - Teaching in an Inclusive Middle and High School
- EN243 - Queer Lives, Queer Forms
- EN380 - Women's Literature
- EQ320 - Liberation, Leadership, & Revolution
- EQ321 - Liberation, Leadership, & Revolution in South Africa - Study Trip
- EQ333 - Southern Border, The Migrant Journey
- EQ334 - Mexico/Arizona: the Migrant Journey - Study Trip
- ES306 - Environmental Justice
- GS101 - Gender Studies: Foundations
- GS203 - Gender Issues in Society
- GS204 - Men and Masculinities
- GS208 - Topics in Gender Studies
- GS308 - Advanced Topics in Gender Studies
- HI352 - The Edmundites and Black Civil Rights
- JS305 - The Politics of Queer Cinema
- JS310 - A Case for Reparations?
- JS314 - Radical Love, Liberation, & Justice
- JS322 - The Arts & Disability
- PH235 - The Philosophy of Disability
- PH235H - The Philosophy of Disability (HON)
- PH335 - Philosophy and Gender
- PH351 - Otherness & Marginalization: Levinas The Alienated
- PH358 - Power, Resistance, & Race
- PJ101 - Approaches to Peace
- PJ205 - Theories of Conflict Resolution
- PO240 - Social Movements & Contentious Politics
- PO286 - Politics of the World Economy
- PO292 - Global LGBTQI + Politics and Culture
- PO350 - State Violence and Justice
- PO351 - Politics of the Global AIDS Pandemic
- PO371 - Feminist Political Thought
- PO390 - Comparative Politics of Racism
- PO390H - Comparative Politics of Racism (HON)
- RS232 - Black Catholicism
- RS236 - Christian Social Ethics
- RS239 - Religion, Ecology and Ethics
- SO107 - Homelessness: Social Causes
- SO318 - Restorative Justice

Finance Minor

General

Program Title
Finance Minor

Program Type
Minor

Program Description
The Finance minor at Saint Michael's College allows students to deepen their understanding of financial principles and apply them across a variety of academic and professional contexts. Designed to complement the Business Administration major or other fields of study, the minor builds on core business knowledge while offering focused coursework in financial modeling and analysis. Students benefit from hands-on mentoring and have the opportunity to participate in the annual CFA Research Challenge, a prestigious intercollegiate finance competition. Graduates emerge with the analytical and professional skills necessary to pursue careers in finance, following in the footsteps of many successful Saint Michael's alumni.

Program Level
Undergraduate

School
School of Business & Analytics

Program Requirements

Simple Requirements

Requirements

Finance Minor Requirements

Type
Completion Requirement

5 Courses Total

Fulfill ALL of the following requirements:

Required Courses (2)

Complete ALL of the following Courses:
- AC141 - Financial Accounting
- BU216 - Finance

AND

EC335 (or Approved Alternate Course)

Complete at least 1 of the following courses:
- EC335 - Money and Banking

AND

Choose 2 (or Approved Alternate Course)

Complete at least 2 of the following courses:
- BU319 - International Finance
- BU331 - Investments
- BU310 - Personal Finance

Note: Finance Minors must complete a minimum of 3 unique courses from other declared major(s) or minor(s).

French Minor

General

Program Title
French Minor

Program Type
Minor

Program Description
The College's French minor provides students with linguistic proficiency in French while also delving into the rich cultural and literary traditions of the French-speaking world. It enhances global communication skills and prepares students for careers in international relations, translation, and education.

Program Level
Undergraduate

School
School of Arts & Humanities

Program Requirements

Simple Requirements

Requirements

French Minor Requirements

Type
Completion Requirement

5 Full Courses Total

Choose five French courses (20 credits) from the level 203 and higher:

Earn at least 20 credits from the following:
- FR203 - Intermediate French 1
- FR206 - Intermediate French 2
- FR208 - Conversation in French
- FR290 - Light and Fog: Paris & London in the 19th Century
- FR308 - Advanced Conversation
- FR310 - Advanced Communication & Culture
- FR311 - Advanced Communication & Culture 2
- FR313 - Topics in Francophone Culture
- FR315 - Topics in French Culture
- FR335 - Readings in Francophone Literature
- FR340 - Readings in French Literature
- FR341 - Readings in French Lit (CIT)
- FR343 - Literary Studies in French
- FR345 - Poetry in French
- FR499 - (INT) Internship

Global Health Minor

General

Program Title
Global Health Minor

Program Type
Minor

Program Description
The Global Health minor offers students an interdisciplinary exploration of the international distribution of health outcomes, resources, and burdens, as well as the systems that shape them. Through the study of global health care delivery, international trade, governance, migration, and cultural norms, students gain a deeper understanding of the complex forces influencing global health. The program equips students to analyze critical issues such as the spread of pandemics, the unequal distribution of medications and health care workers, and the growing health impacts of political violence and climate change.

Program Level
Undergraduate

School
School of Society & Culture

Program Requirements

Simple Requirements

Requirements

Global Health Minor Requirements

Type
Completion Requirement

5 Courses Total

Fulfill ALL of the following requirements:

PB101

Complete ALL of the following Courses:
- PB101 - Introduction to Public Health

AND

FR202 or SP202 (or Approved Study Abroad Course)

Complete at least 1 of the following courses:
- FR202 - French for Health Professions
- SP202 - Spanish for Health Professions

Students May also fulfill this requirement with 1 Course from an Approved Study Abroad Experience.

AND

Elective Course (1)

Complete at least 1 of the following courses:
- AL250 - Intercultural Communication
- ANT109 - Introduction to Cultural Anthropology
- ANT109H - Intro to Cultural Anthropology (HON)
- ANT341 - Culture and Mental Health/Illness
- EC321 - Economics of Development and Poverty
- FR202 - French for Health Professions
- HI345 - The Black Death
- PO351 - Politics of the Global AIDS Pandemic
- SO215 - Social Drivers of Health
- SP202 - Spanish for Health Professions

AND

Multi-Disciplinary Electives (2)

Complete at least 2 of the following:

Environmental and Nutritional Health

Complete ANY of the following Courses:
- ES225 - Food Systems & Sustainable Agriculture
- ES306 - Environmental Justice
- ES310 - Environmental Hazards
- PO325 - The Politics of Food

OR

Global and National Health

Complete ANY of the following Courses:
- AM227 - Foundations of US Latinx Lit & Culture Culture
- ANT333 - Anthropology of Refugees
- ANT341 - Culture and Mental Health/Illness
- HI345 - The Black Death
- PO255 - Health Policy
- PO351 - Politics of the Global AIDS Pandemic

OR

Gender, Sexuality & Health

Complete ANY of the following Courses:
- GS101 - Gender Studies: Foundations
- HI215 - Women in American Society
- PO292 - Global LGBTQI + Politics and Culture

OR

Skills for Public Health

Complete ANY of the following Courses:
- DS203 - Introduction to Data Science
- ST251 - Probability
- ST252 - Mathematical Statistics and Methods

OR

Additional Options

Complete ANY of the following Courses:
- AL250 - Intercultural Communication
- ED350 - Trauma-Informed Educational Practice
- JS301 - Land, Sea, Sky
- JS301H - Land, Sea, Sky (HON)
- JS303 - A Nation Inside and Out
- PS250 - Social Psychology
- PS256 - Abnormal Psychology
- PS310 - Drugs and Behavior

- PS350 - Psychology of Health and Illness

Gender and Sexuality Studies Minor

General

Program Title
Gender and Sexuality Studies Minor

Program Type
Minor

Program Description
The Gender and Sexuality Studies Minor at Saint Michael's offers an interdisciplinary approach to understanding gender, sexuality, and their societal impacts. Students critically engage with issues of identity, inequality, and social justice, fostering a deeper understanding of diverse human experiences.

Program Level
Undergraduate

School
School of Society & Culture

Program Requirements

Simple Requirements

Requirements

Gender & Sexuality Studies Minor Requirements

Type
Completion Requirement

5 Courses Total

Fulfill ALL of the following requirements:

GS101

Complete ALL of the following Courses:
- GS101 - Gender Studies: Foundations

AND

200-Level Gender Studies Course (1)

Complete at least 1 of the following courses:
- GS203 - Gender Issues in Society
- GS204 - Men and Masculinities
- GS208 - Topics in Gender Studies
- EN243 - Queer Lives, Queer Forms
- PO292 - Global LGBTQI + Politics and Culture

AND

300-400 Level GSS Elective (1)

Complete at least 1 of the following courses:
- ANT341 - Culture and Mental Health/Illness
- DMC323 - Race, Gender and Ethnicity in Media
- EN325 - Critical Theory
- EN380 - Women's Literature
- ES325 - The Politics of Food
- GS308 - Advanced Topics in Gender Studies
- JS305 - The Politics of Queer Cinema

- JS307 - Rhetorics of Craft
- JS317 - America on Film: Race, Class, Gender and Sexuality At the Movies
- JS320 - Race/ Gender/ Sexuality/ Plays
- PH335 - Philosophy and Gender
- PH351 - Otherness & Marginalization: Levinas The Alienated
- PO325 - The Politics of Food
- PO334 - U.S. Constitutional Law: Rights & Liberties
- PO336 - Law and Social Change
- PO351 - Politics of the Global AIDS Pandemic
- PO371 - Feminist Political Thought
- PS314 - Psychology of Close Relationships
- SO318 - Restorative Justice

AND

Additional GSS Electives (2)

Complete at least 2 of the following courses:

- ANT109 - Introduction to Cultural Anthropology
- ANT109H - Intro to Cultural Anthropology (HON)
- ANT205 - Culture and Addiction
- ANT217 - Global Social Inequalities
- ANT341 - Culture and Mental Health/Illness
- CR201 - Theories of Crime, Justice, and Race
- CR201H - Theories of Crime, Justice & Race (HON)
- DMC323 - Race, Gender and Ethnicity in Media
- DMK275 - Race, Gender, and (in)Equity in Marketing Communications
- ED241 - Literature for Children and Adolescents
- ED251 - Child Development and Education
- ED271 - Adolescent Development in a Culturally Responsive Classroom
- EN225 - On Looking
- EN225H - On Looking (HON)
- EN228 - American Childhood
- EN243 - Queer Lives, Queer Forms
- EN325 - Critical Theory
- EN380 - Women's Literature
- ES325 - The Politics of Food
- GS203 - Gender Issues in Society
- GS204 - Men and Masculinities
- GS208 - Topics in Gender Studies
- GS308 - Advanced Topics in Gender Studies
- HI215 - Women in American Society
- JS305 - The Politics of Queer Cinema
- JS307 - Rhetorics of Craft
- JS317 - America on Film: Race, Class, Gender and Sexuality At the Movies
- JS320 - Race/ Gender/ Sexuality/ Plays
- PH335 - Philosophy and Gender
- PH351 - Otherness & Marginalization: Levinas The Alienated
- PJ205 - Theories of Conflict Resolution
- PO240 - Social Movements & Contentious Politics
- PO292 - Global LGBTQI + Politics and Culture
- PO299 - Identity in Politics
- PO325 - The Politics of Food
- PO334 - U.S. Constitutional Law: Rights & Liberties
- PO336 - Law and Social Change
- PO351 - Politics of the Global AIDS Pandemic
- PO371 - Feminist Political Thought
- PS252 - Child Development
- PS252H - Child Development (HON)
- PS253 - Adolescent Development
- PS314 - Psychology of Close Relationships
- SO215 - Social Drivers of Health
- SO218 - Deviance, Norms and Social Control (Inactive)
- SO221 - Race and Ethnic Relations (Inactive)
- SO318 - Restorative Justice

Health Equity Minor

General

Program Title
Health Equity Minor

Program Type
Minor

Program Description
The Health Equity minor at Saint Michael's College offers students the opportunity to critically examine the unequal distribution of health care and resources needed for healthy living, both locally and globally. The program equips students with the analytical tools to explore issues such as racial disparities in health outcomes, the relationship between poverty and disease, and the ways in which intersecting forms of discrimination create barriers to health care access.

Program Level
Undergraduate

School
School of Society & Culture

Program Requirements

Simple Requirements

Requirements

Health Equity Minor Requirements

Type
Completion Requirement

5 Courses Total

Fulfill ALL of the following requirements:

Required Courses (2)

Complete ALL of the following Courses:
- PB101 - Introduction to Public Health
- SO215 - Social Drivers of Health

AND

Health Equity Elective Course (1)

Complete at least 1 of the following courses:
- ANT217 - Global Social Inequalities
- EC321 - Economics of Development and Poverty
- ES306 - Environmental Justice
- HI345 - The Black Death
- PH233 - Healthcare Ethics
- PH351 - Otherness & Marginalization: Levinas The Alienated
- RS328 - Christian Healthcare Ethics
- SO221 - Race and Ethnic Relations (Inactive)

AND

Multi-Disciplinary Electives (2)

Complete at least 2 of the following:

Environmental and Nutritional Health

Complete ANY of the following Courses:
- ES225 - Food Systems & Sustainable Agriculture
- ES306 - Environmental Justice
- ES310 - Environmental Hazards
- PO325 - The Politics of Food

Note: BI108 Topics in Organismal Biology is permitted when the topic is Nutrition.

OR

Global and National Health

Complete ANY of the following Courses:
- AM227 - Foundations of US Latinx Lit & Culture Culture
- ANT333 - Anthropology of Refugees
- ANT341 - Culture and Mental Health/Illness
- HI345 - The Black Death
- PO255 - Health Policy
- PO351 - Politics of the Global AIDS Pandemic

OR

Health Equity

Complete ANY of the following Courses:
- ANT217 - Global Social Inequalities
- DMC323 - Race, Gender and Ethnicity in Media
- EC321 - Economics of Development and Poverty
- HI363 - Race, Class, and Gender in the Atlantic World
- HI414 - African Slavery in the Atlantic World
- PH351 - Otherness & Marginalization: Levinas The Alienated
- PH358 - Power, Resistance, & Race
- SO221 - Race and Ethnic Relations (Inactive)

OR

Gender, Sexuality & Health

Complete ANY of the following Courses:
- GS101 - Gender Studies: Foundations
- HI215 - Women in American Society
- PO292 - Global LGBTQI + Politics and Culture

OR

Skills for Public Health

Complete ANY of the following Courses:
- DS203 - Introduction to Data Science
- ST251 - Probability
- ST252 - Mathematical Statistics and Methods

OR

Additional Options

Complete ANY of the following Courses:
- AL250 - Intercultural Communication
- ED350 - Trauma-Informed Educational Practice

- PS250 - Social Psychology
- PS256 - Abnormal Psychology
- PS310 - Drugs and Behavior
- PS350 - Psychology of Health and Illness

History Minor

General

Program Title
History Minor

Program Type
Minor

Program Description
The History minor at Saint Michael's enables students to explore historical events, movements, and figures. Through critical analysis of primary and secondary sources, students gain a deeper understanding of the forces that have shaped the modern world.

Program Level
Undergraduate

School
School of Arts & Humanities

Program Requirements

Simple Requirements

Requirements

History Minor Requirements

Type
Completion Requirement

5 Courses Total

Fulfill ALL of the following requirements:

100-200 Level Courses (2)

Complete at least 2 of the following courses:

- HI101 - U.S. History to 1865
- HI101H - U.S. History to 1865 (HON)
- HI103 - U.S. History Since 1865
- HI105 - Early Modern Europe
- HI107 - Modern Europe
- HI108 - Medieval World
- HI113 - History of Rome
- HI121 - The Modern Middle East
- HI143 - Modern East Asia
- HI161 - Early Latin America
- HI163 - Modern Latin America
- HI171 - African Europeans, Antiquity to Present
- HI175 - World History I: Beginnings to 1500
- HI180 - African American History
- HI215 - Women in American Society
- HI216 - Native Peoples of North America
- HI222 - Topics in American History
- HI222H - Topics in American History (HON)
- HI227 - Foundations of US Latinx Literature and Culture
- HI255 - Arsenal of Democracy Study Trip
- HI290 - Light and Fog: Paris & London in the 19th Century
- HI293 - Understanding the Past: Topics
- HI297 - Topics in European History
- HI297H - Topics in European History (HON)

- AH251 - Ancient and Medieval Art
- AH252 - Renaissance and Modern Art
- AH280 - Culture and Society in Medieval Burgundy (Inactive)
- HU101 - Ancient & Medieval Civilization
- HU102 - The Modernizing World
- HU207 - The Nineteenth Century

AND

300-400 Level History Courses (3)

Complete at least 3 of the following courses:

- HI315 - The Art of Historical Storytelling
- HI341 - Advanced Topics in East Asian History
- HI343 - Advanced Topics in Medieval History
- HI345 - The Black Death
- HI351 - Advanced Topics: History of Race and Ethnicity (EDI)
- HI352 - The Edmundites and Black Civil Rights
- HI353 - Presidential Elections
- HI357 - Advanced Topics: Global History
- HI363 - Race, Class, and Gender in the Atlantic World
- HI365 - Public History
- HI367 - Advanced Topics in Public History
- HI374 - Witches, Indians, and Swashbucklers: The Remaking of the New World, 1607-1763
- HI395 - Crime & Society in Britain
- HI397 - Advanced Topics in Modern European History
- HI414 - African Slavery in the Atlantic World
- HI422 - Advanced Topics in American History
- HI425 - Europe During World War II
- HI457 - Advanced Topics in Ancient History
- HI461 - Society and Culture in Medieval Italy
- HI465 - Advanced Topics in Modern Latin American History
- HI497 - (IS) Independent Study/Research
- HI499 - (INT) Internship
- AH333 - Art Since 1960
- AH347 - Saints, Kings and Barbarians
- AH348 - Castles and Cathedrals: Art of the High Middle Ages
- AH381 - Topics in Art History
- ES305 - US Environmental History
- JS303 - A Nation Inside and Out

Human Resource Management Minor

General

Program Title
Human Resource Management Minor

Program Type
Minor

Program Description
Saint Michael's College partners with Rize Education to offer a Human Resources Management minor. The program provides students with a background in administrative organizational functions, hiring and training employees, handling inter-company disputes, working with HR software, and other skills that are important in the burgeoning HRM field alongside a traditional business education.

This minor is offered partially online through a consortium of accredited colleges and universities. Some courses within the program are delivered by faculty employed by partner institutions within the consortium, with technology and administrative support provided by Rize Education.

NOTE: Rize HR Management courses are only available to students minoring in HR Management. In order to add the HR Management minor to their programs of study, students must be able to complete the requirements within their allotted timeline for degree completion.

Program Level
Undergraduate

School
School of Business & Analytics

Program Requirements

Simple Requirements

Requirements

Human Resource Management Minor Requirements

Type
Completion Requirement

5 Courses Total

Fulfill ALL of the following requirements:

Required Courses (3)

Complete ALL of the following Courses:

- BU103 - Managerial Ethics
- BU214 - Management
- BU321 - Human Resources Management

AND

Consortium Elective Courses (2)

Complete at least 2 of the following courses:

- BU341 - (LCMC) Training and Development
- BU347 - (LCMC) Total Compensation Management
- BU417 - (LCMC) Employment and Labor Law
- BU421 - (LCMC) Human Resource Risk Management

Note: The elective courses are offered by an accredited partner college in a consortium relationship with Saint Michael's.

International Relations Minor

General

Program Title
International Relations Minor

Program Type
Minor

Program Description
The International Relations minor provides students with a comprehensive understanding of global politics, diplomacy, and international conflict. The program examines the complex relationships between nations, international organizations, and global economic systems.

Program Level
Undergraduate

School
School of Society & Culture

Program Requirements

Simple Requirements

Requirements

International Relations Minor Requirements

Type
Completion Requirement

5 Courses Total

Fulfill ALL of the following requirements:

Required Courses (2)

Complete ALL of the following Courses:

- PO245 - Introduction to International Relations
- PO285 - Intro to Comparative Politics

AND

PO286 or PO348

Complete at least 1 of the following courses:

- PO286 - Politics of the World Economy
- PO348 - U.S. Foreign Policy

AND

Additional Electives (2)

Choose any two full courses from the lists below OR choose one course from the lists below with any one of the following:

- A third course in a foreign language (above 102 level)
- Any faculty-led international academic study trip or international academic internship (totaling four credits)
- Any four-credit course taken while studying abroad (dependent on approval for transfer by the program director to satisfy the IR minor)

Complete at least 2 courses in the following course sets:

- Comparative Politics/International Relations Electives List
- Development & Sustainability Courses
- Domestic and Global Economy and Business Courses
- Human Values, Culture and Communication Courses
- Regions and History Courses

Latin Minor

General

Program Title
Latin Minor

Program Type
Minor

Program Description
The Latin minor at Saint Michael's College offers students the opportunity to develop proficiency in one of the foundational languages of Western thought, literature, law, and theology. Through the study of classical texts, students gain insight into Roman culture and history while strengthening their skills in critical thinking, linguistic analysis, and translation. The minor complements a range of majors, particularly those in History, Philosophy, Religious Studies, Political Science, and English, and provides valuable preparation for graduate study in the humanities, law, and theology.

Program Level
Undergraduate

School
School of Arts & Humanities

Program Requirements

Simple Requirements

Requirements

Latin Minor Requirements

Type
Completion Requirement

5 Courses Total

Fulfill ALL of the following requirements:

Required Courses (4)

Complete ALL of the following Courses:

- LA101 - Elementary Latin 1
- LA102 - Elementary Latin 2
- LA310 - Directed Reading in Latin Lit
- HI113 - History of Rome

AND

Course in Translation (1)

Complete at least 1 of the following courses:

- CL118 - Ancient Medicine and the Greek and Latin Roots of Scientific Terminology
- HU101 - Ancient & Medieval Civilization
- PH309 - Author/Text - Ancient
- PH319 - Major Author/Text: Medieval Christian

Master of Arts in Clinical-Counseling Psychology

General

Program Title
Master of Arts in Clinical-Counseling Psychology

Program Type
Graduate Degree

Program Description
The Saint Michael's program in Clinical-Counseling Psychology prepares students for careers in mental health practice at the masters-level. As a program, we strive to promote empathy, self-reflection, cultural humility, and an appreciation for the intersectionality of identities. We work to increase our sensitivity and responsiveness to the role of discrimination in society and to address the impact of social determinants on health, including behavioral health.

Our 60-credit curriculum integrates science and practice, enabling our students to become informed consumers of psychological research, who can critically evaluate and apply empirical knowledge. We strive to train students to use current research to inform and evaluate their professional practice.

Students gain professional experience through their practicum and internship. The two-semester practicum course gives students an opportunity to work in a mental health setting under supervision and offers in-class group consultation weekly. The internship occurs during the final year of the program, with students providing mental health services under the supervision of a licensed mental health professional. Students spend 20 hours per week at their internship site, accumulating a minimum of 600 hours for the year. Weekly class meetings with an instructor supplement students' on-site practice. Saint Michael's students have completed practicum and internship at a variety of sites throughout the area including college and university counseling centers, community mental health agencies, and medical settings.

Full-time students may complete the program in two years. Part-time students may extend their time to complete the program in three or four years.

Annual Student Evaluations
Professional mental health providers demonstrate competence within and across a number of different dimensions. Programs that train professional helpers strive to protect the public and profession. Therefore, faculty, supervisors, and administrators have a duty and responsibility to evaluate the competence of students across multiple domains. In addition to performance in coursework, other aspects of students' development and functioning (e.g., professional, interpersonal, and ethical) will also be evaluated throughout their time in the program.

Students submit a self-evaluation by February 1 of each spring semester. Faculty provide written feedback to students based on the student self-evaluation, grades, practicum and internship evaluation forms, and faculty feedback.

Advancement Through the Program
Successful advancement through the program is contingent upon satisfactory progress each semester, whereby students exhibit knowledge, skills, competencies, and behaviors required for graduation and professional practice.

In the event a student receives a B- or lower as a final course grade in any course, the student should contact the Program Director immediately. If the student's grade is a B- or C, the Program Director and student will develop a Remediation Plan. The plan will serve as a contract between the student and Program Faculty. Failure to complete the plan may lead to dismissal from the program. Poor performance in another course may result in removal from the program even if the remediation plan is successfully completed. Students should consult the Graduate Catalog for information regarding student grades of C or below.

Student conduct which, in the opinion of the faculty or clinical supervisors, is the result of cognitive, affective, or behavioral impairment or which interferes with the training of other students or the welfare of clients, students, faculty, or supervisors may result in student dismissal from the program or remediation.

Comprehensive Exams
Students complete comprehensive exams the spring of their final year in the program. Comprehensive exams provide students an opportunity to integrate knowledge from course work and professional training experiences and involves demonstrating a reasoned synthesis, application, and communication of research, practice, and ethical standards. If a student does not pass comprehensive exams, a second administration is offered that semester. If a student does not pass a second administration, the student must wait until the fall semester for a re-administration of the exam.

Program Level
Graduate

School
School of Natural & Health Sciences

Program Learning Outcomes

Learning Outcomes

Category
1. Integration of Psychological Science and Practice

Learning Outcome
1.01 Critically evaluate research and other scholarly works (e. g., peer reviewed review articles)

Category
1. Integration of Psychological Science and Practice

Learning Outcome
1.02 Utilize research methods to support quality improvement of individual treatment outcomes

Category
1. Integration of Psychological Science and Practice

Learning Outcome
1.03 Demonstrate knowledge that issues of equity, diversity, and inclusion should be considered when critically evaluating research

Category
2. Ethical & Legal Standards

Learning Outcome
2.01 Be knowledgeable of and acts in accordance with APA ethics, laws, regulations, policies at state and federal levels and with professional standards and guidelines

Category
2. Ethical & Legal Standards

Learning Outcome
2.02 Recognize ethical dilemmas as they arise and apply decision-making models

Category
2. Ethical & Legal Standards

Learning Outcome
2.03 Conduct self in an ethical manner in all professional activities

Category
3. Individual & Cultural Diversity

Learning Outcome
3.01 Engage in critical self-reflection of how one's own biases, attitudes, etc. affect how one understands people different from self

Category
3. Individual & Cultural Diversity

Learning Outcome
3.02 Knowledge of current theoretical and empirical knowledge base addressing diversity in professional activities incl research & practice

Category
3. Individual & Cultural Diversity

Learning Outcome
3.03 Awareness of cultural differences in conduct of professional roles, including ability to apply a framework for working with areas of diversity not previously encountered and with people different from oneself

Category
3. Individual & Cultural Diversity

Learning Outcome
3.04 Articulate an approach to working effectively with diverse individuals and groups and apply this approach in professional work

Category
3. Individual & Cultural Diversity

Learning Outcome
3.05 Knowledge of factors that may impact equity and inclusion such as oppression, privilege, institutional prejudice, intersectionality

Category
3. Individual & Cultural Diversity

Learning Outcome
3.06 Knowledge of role of social justice, including racial justice in increasing equitable access to behavioral health care

Category
3. Individual & Cultural Diversity

Learning Outcome
3.07 Function as an advocate to address social inequities and injustices impacting patientpopulation

Category
4. Professional Values, Attitudes & Behavior

Learning Outcome
4.01 Behave in ways that reflect values and attitudes of psychology (integrity, deportment, professional identity, accountability, integration of science &practice, lifelong learning, & concern for others)

Category
4. Professional Values, Attitudes & Behavior

Learning Outcome
4.02 Engage in self-reflection regarding ones personal and professional functioning; engage in activities to improve performance and well-being

Category
4. Professional Values, Attitudes & Behavior

Learning Outcome
4.03 Actively seek and demonstrate openness and responsiveness to feedback and supervision

Category
5. Communication & Interpersonal Skills

Learning Outcome
5.01 Develop & maintain effective relationships with colleagues, communities, supervisors, and clients

Category
5. Communication & Interpersonal Skills

Learning Outcome
5.02 Produce and comprehend oral, nonverbal, and written communications that are respectful, accessible, informative, and well-integrated. Demonstrates grasp of professional language and concepts

Category
5. Communication & Interpersonal Skills

Learning Outcome
5.03 Demonstrate effective interpersonal skills and manage difficult communication well

Category
5. Communication & Interpersonal Skills

Learning Outcome
5.04 Communicate in culturally responsive ways that respect the diversity of perspectives and communication styles of others (marginalized, privileged, generational)

Category
6. Assessment

Learning Outcome
6.01 Demonstrate current knowledge of diagnostic classification systems across different contexts and settings (e.g., schools), functional & dysfunctional behaviors, strengths & psychopathology

Category
6. Assessment

Learning Outcome
6.02 Demonstrate understanding of human behavior in relevant context (family, school, social, cultural)

Category
6. Assessment

Learning Outcome
6.03 Demonstrate the ability to apply knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process

Category
6. Assessment

Learning Outcome
6.04 Evaluate, select, and apply assessment methods that draw from best available empirical literature that reflect the science of measurement andpsychometrics; collect data from multiple sources and methods appropriate to recipient

Category
6. Assessment

Learning Outcome
6.05 Understand assessment results, following current research and professional standards and guidelines, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from objective

Category
6. Assessment

Learning Outcome
6.06 Communicate orally and in written documents the findings and implications of the assessmentin an accurate and effective manner sensitive to a range of audiences

Category
7. Intervention

Learning Outcome
7.01 Establish and maintain effective relationships with the recipients of psychological services

Category
7. Intervention

Learning Outcome
7.02 Develop evidence-based intervention plans specific to goals, informed by current scientific literature and cultural efficacy

Category
7. Intervention

Learning Outcome
7.03 Implement interventions informed by current scientific literature, assessment findings, cultural efficacy and appropriateness, and contextual variables

Category
7. Intervention

Learning Outcome
7.04 Evaluate intervention outcomes and adapt as needed, as part of ongoing progress monitoring

Category
7. Intervention

Learning Outcome
7.05 Use information relevant to EDI to educate stakeholders about determinants of health and promoting well-being outcomes

Category
8. Supervision

Learning Outcome
8.01 Demonstrate knowledge of supervision roles

Category
8. Supervision

Learning Outcome
8.02 Demonstrate understanding of relevant supervision requirements for one's level and form of practice

Program Requirements

Simple Requirements

Requirements

Master of Arts in Clinical-Counseling Psychology Requirements

Type
Completion Requirement

General Psychology Core

Complete ALL of the following Courses:
- GPS504 - Cognition & Emotion
- GPS505 - Physiological Psychology and Psychopharmacological Agents
- GPS510 - Research Methods & Statistics
- GPS513 - Advanced Developmental Psychology
- GPS514 - Tests and Measures
- GPS520 - Multicultural and Social Psychology

Clinical Core

Complete ALL of the following Courses:
- GPS512 - Ethics & Professional Issues
- GPS515 - Psychopathology I: Children & Adolescents
- GPS516 - Psychopathology II: Adults
- GPS525 - Psychotherapy I: Counseling Skills
- GPS526 - Psychotherapy II: Counseling Theories
- GPS535 - Career Counseling
- GPS601 - Group Psychotherapy
- GPS612 - Couple & Family Therapy

Practicum & Internship Requirements

Complete ALL of the following Courses:
- GPS608 - Practicum I
- GPS609 - Practicum II
- GPS610 - Internship I
- GPS611 - Internship II

Therapy Elective

Complete at least 1 of the following courses:
- GPS605 - Counseling & Psychotherapy With Children
- GPS606 - Advanced Topics in Adult Psychotherapy

Assessment Elective

Complete at least 1 of the following courses:
- GPS507 - Psychological Assessment I
- GPS508 - Psychological Assessment: Personality

Mathematics Minor

General

Program Title
Mathematics Minor

Program Type
Minor

Program Description
The Mathematics minor at Saint Michael's College offers rigorous training in mathematical theory, problem-solving, and quantitative reasoning. Students develop critical thinking skills that are applicable across a wide range of fields.

Program Level
Undergraduate

School
School of Business & Analytics

Program Requirements

Simple Requirements

Requirements

Mathematics Minor Requirements

Type
Completion Requirement

5 Courses Total

Fulfill ALL of the following requirements:

Required Courses (2)

Complete ALL of the following Courses:

- MA211 - Calculus III
- MA213 - Linear Algebra

AND

Mathematics Courses at the MA150 Level or Above (2)

Complete at least 2 of the following courses:

- MA150 - Calculus I
- MA160 - Calculus II
- MA207 - Discrete Mathematics
- MA208 - Theory of Computation
- MA217 - Graphs, Networks, and Algorithms
- MA240 - Proofs
- MA284 - History of Mathematics
- MA303 - Differential Equations
- MA305 - Scientific Computing
- MA308 - Geometries
- MA315 - Complex Analysis
- MA380 - Advanced Topics in Mathematics
- MA401 - Real Analysis I
- MA403 - Real Analysis II
- MA406 - Abstract Algebra I
- MA407 - Abstract Algebra II

AND

Additional Mathematics or Statistics Course (1)

Take one additional Mathematics course from the list above or any Statistics course at the ST220 level or above.

Complete at least 1 of the following courses:

- ST220 - Probability and Statistics for Engineers and Scientists
- ST251 - Probability
- ST252 - Mathematical Statistics and Methods
- ST351 - Applied Regression Analysis
- ST380 - Advanced Topics in Statistics
- ST451 - Applied Statistical Methods

Master of Arts in Teaching

General

Program Title
Master of Arts in Teaching

Program Type
Graduate Degree

Program Level
Graduate

School
School of Society & Culture

Program Learning Outcomes

Learning Outcomes

Statement
The Learning Outcomes for all Graduate Education Programs are the tenets of our Education Department Mission. We, as teacher educators, educators, and leaders, commit to work toward creating equitable and just systems by dismantling inequitable and oppressive educational policies and structures, in that:

Category
We are change agents committed to antiracism, equity, and educational justice.

Learning Outcome
We use culturally sustaining pedagogy to critically examine ourselves and promote educational justice. We support educators and school leaders to identify and disrupt white supremacy in school systems.

Category
We are educators focused on creating sustainable communities and schools.

Learning Outcome
We are equipped with the understandings, skills, and dispositions needed to participate in and lead diverse learning communities. We see education as a process to engage learners in local and global challenges, promoting economic viability as well as environmental and community health.

Category
We are passionate and curious scholars.

Learning Outcome
We skillfully use research and analytical skills to identify the most promising socially, culturally, and developmentally responsive practices to support equitable learning. We aim to inspire engagement, critical thinking, and curiosity in our learners. We practice empathy to create inclusive and dynamic learning communities.

Category
We are creative, integrative, and holistic educators.

Learning Outcome
We are adept at both discipline-based and integrative teaching and learning, using emerging technologies, socially interactive pedagogies, and holistic approaches to support academic, social and emotional engagement. We construct curriculum, personalize learning opportunities, and support our learners to meet the diverse needs of an increasingly multiracial and multicultural society.

Category
We are reflective and contemplative practitioners.

Learning Outcome
We examine ourselves, our histories, and our academic endeavors, studying and reflecting upon our own biases. Understanding the connection between intellectual and social-emotional growth, we empower learners to gain self-knowledge, assume responsibility for their own learning, and honor cultural identities. We model balancing action with reflection to stay centered and purposeful in our lives.

Statement
In addition, our graduate teacher licensure and endorsement programs are guided by the Vermont Core Teaching and Leadership Standards, which are based on the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Standards and Learning Progressions. There are 10 core teaching standards broken into three themes and 10 core leadership standards. These teaching and leadership standards are embedded in courses, field placements, and assessments throughout each graduate education licensure/endorsement program.

Statement
Students who successfully complete an initial licensure program (Art Education, Elementary Education; Middle Grades; Modern & Classical Languages - French, Latin, and/or Spanish; Multilingual Learner; Secondary Education; or Special Education) are assessed in four ways during the course of their programs: a 3.0 GPA or higher in their courses; an evaluation of meeting expectations on the Professional Skills and Dispositions Assessment; an evaluation of meeting proficiency in student teaching; and successfully passing the Vermont Licensure Portfolio.

Statement
Students who successfully complete an additional endorsement (Specialized Literacy Professional, Principal, Director of Curriculum, or Director of Special Education) program are assessed in four ways during the course of their program: a 3.0 GPA or higher in their courses; an evaluation of meeting expectations on the Professional Skills and Dispositions Assessment; successful completion of a practicum in their endorsement area; and meeting proficiency on their portfolio/culminating project.

Statement
Learning Outcomes for Initial Licensure Programs (Adopted from the Vermont Core Teaching Standards)

Category
Part One Theme: The Learner and Learning

Learning Outcome
Our graduates demonstrate the ability to thoughtfully describe, critically analyze, and insightfully reflect upon their readiness to use an understanding of learning theory, learner development, and learner differences for the design of effective learning experiences in a variety of settings with diverse learners. They also generate ideas, questions, or proposals about the theme for their ongoing professional development.

Category
Standard 1: Learner Development

Learning Outcome
Our graduates understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Category
Standard 2: Learning Differences

Learning Outcome
Our graduates use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Category
Standard 3: Learning Environments

Learning Outcome
Our graduates work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Category
Part Two Theme: Content Knowledge and Instructional Practice

Learning Outcome
Our graduates demonstrate the ability to thoughtfully describe, critically analyze, and insightfully reflect upon the use of content knowledge and assessment, planning, and instructional strategies to implement creative, rigorous, and engaging learning. They also generate ideas, questions, or proposals about the theme for their ongoing professional development.

Category
Standard 4: Content Knowledge and Pedagogical Content Knowledge

Learning Outcome
Our graduates understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of content.

Category
Standard 5: Application of Content for Transferable Skills

Learning Outcome
Our graduates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Category
Standard 6: Assessment

Learning Outcome
Our graduates understand and use multiple methods of assessment to engage learners in their own growth, to monitor learning progress, and to guide the teachers and learners decision making.

Category
Standard 7: Planning for Instruction

Learning Outcome
Our graduates plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Category
Standard 8: Instructional Strategies

Learning Outcome
Our graduates understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Category
Part Three Theme: Professional Responsibility

Learning Outcome
Our graduates demonstrate the ability to thoughtfully describe, critically analyze, and insightfully reflect upon their readiness for professional responsibility. They also generate ideas, questions, or proposals about the theme for their ongoing professional development.

Category
Standard 9: Professional Learning and Ethical Practice

Learning Outcome
Our graduates engage in ongoing professional learning and uses evidence to continually evaluate [their] practice, particularly the effects of [their] choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Category
Standard 10: Leadership and Collaboration

Learning Outcome
Our graduates seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

Statement
Learning Outcomes for Leadership Endorsement Programs (From the Vermont Core Leadership Standards)

Category
Standard 1: Mission, Vision, and Core Values

Learning Outcome
Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Category
Standard 2: Ethics and Professional Norms

Learning Outcome
Effective educational leaders act ethically and according to professional norms to promote each students academic success and well-being.

Category
Standard 3: Equity and Cultural Responsiveness

Learning Outcome
Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each students academic success and well-being.

Category
Standard 4: Curriculum, Instruction, and Assessment

Learning Outcome
Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each students academic success and well-being.

Category
Standard 5: Community of Care and Support for Students

Learning Outcome
Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Category
Standard 6: Professional Capacity of School Personnel

Learning Outcome
Effective educational leaders develop the professional capacity and practice of school personnel to promote each students academic success and well-being.

Category
Standard 7: Professional Community for Teachers and Staff

Learning Outcome
Effective educational leaders foster a professional community of teachers and other professional staff to promote each students academic success and well-being.

Category
Standard 8: Meaningful Engagement of Families and Community

Learning Outcome
Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each students academic success and well-being.

Category
Standard 9: Operations and Management

Learning Outcome
Effective educational leaders manage school operations and resources to promote each students academic success and well-being.

Category
Standard 10: School Improvement

Learning Outcome
Effective educational leaders act as agents of continuous improvement to promote each students academic success and well-being.

Program Requirements

Simple Requirements

Requirements

Master of Education in Teaching

Type
Completion Requirement

MAT Capstone Course

Complete ALL of the following Courses:

- GED691 - Personalized Inquiry: Finding Your Why

MAT Art Education Concentration

Type
Completion Requirement

Art Ed Concentration Required Courses

Complete ALL of the following Courses:

- GED516 - Educational Foundations: Understanding The Past and Creating the Future
- GED520 - Child and Adolescent Development
- GED550 - Student Teaching Internship
- GED555 - Student Teaching Seminar
- GED596 - Digital Media: Imagine the Possibilities
- GED641 - Teaching in the Inclusive Classroom Pre-K-12
- GED651 - Integrated Teaching: Learning in and Through the Visual Arts
  OR GED674 - Critical Multicultural Arts in the Classroom
- GED678 - Social Justice and the Arts: Aesthetic Perspectives
  OR GED693 - Integrating Art, Social Studies, and Language Arts: Pre-K-8

Arts Ed Concentration Curriculum Course

Complete ANY of the following Courses:

- GED528 - Pre-K-6 Curriculum, Assessment And Management
- GED542 - Pre-K-12 Curriculum and Assessment
- GED547 - Middle and Secondary Curriculum and Assessment

MAT Elementary Education Concentration

Type
Completion Requirement

Elementary Ed Concentration Required Courses

Complete ALL of the following Courses:

- GED516 - Educational Foundations: Understanding The Past and Creating the Future
- GED520 - Child and Adolescent Development
- GED522 - Teaching Literacy in the PK-6 Classroom
- GED528 - Pre-K-6 Curriculum, Assessment And Management
- GED550 - Student Teaching Internship
- GED555 - Student Teaching Seminar
- GED613 - Mathematics in the PreK-6 Classroom
- GED641 - Teaching in the Inclusive Classroom Pre-K-12
- GED643 - Structured Literacy Instruction for Students with Disabilities, Pre-K-Grade 8
- GED695 - Teaching Pre-K-6 Science and Engineering

Elementary Ed Concentration Arts Course

Complete ANY of the following Courses:

- GED678 - Social Justice and the Arts: Aesthetic Perspectives
- GED693 - Integrating Art, Social Studies, and Language Arts: Pre-K-8

Early Childhood Education Endorsement (Optional)

The Early Childhood Education Endorsement prepares graduates committed to the provision of quality early childhood education for each and every child and their family. Using evidence-based practices, it emphasizes the values of equity and inclusion to support and prepare students to work in diverse early education learning environments. Elementary licensure candidates pursuing this additional endorsement are strongly encouraged to student teach in a kindergarten classroom. Both required courses include a practicum in an early childhood setting.

Complete ALL of the following Courses:

- GED521 - Early Childhood Education: Foundations
- GED524 - Early Childhood Education: Methods and Practice

MAT Middle Grades Education Concentration

Type
Completion Requirement

Middle Grades Ed Concentration Required Courses

Within the Middle Grades Education Concentration, students must select one of the following four content areas:

1. English
2. Math
3. Science
4. Social Studies

The coursework for all four content areas is identical.

Complete ALL of the following Courses:

- GED516 - Educational Foundations: Understanding The Past and Creating the Future
- GED520 - Child and Adolescent Development
- GED530 - Disciplinary Literacy: Making Meaning In Equity-Centered Middle & Secondary Classrooms
- GED547 - Middle and Secondary Curriculum and Assessment
- GED550 - Student Teaching Internship
- GED555 - Student Teaching Seminar
- GED580 - Approaches to Teaching & Learning
- GED635 - Middle Grades Organization
- GED641 - Teaching in the Inclusive Classroom Pre-K-12

MAT Modern and Classical Languages Concentration

Type
Completion Requirement

Modern/Classical Languages Concentration Required Courses

Within the Modern/Classical Languages Concentration, students must select one of the following three content areas:

1. French
2. Latin
3. Spanish

The coursework for all three content areas is identical.

Complete ALL of the following Courses:

- GED516 - Educational Foundations: Understanding The Past and Creating the Future
- GED520 - Child and Adolescent Development
- GED547 - Middle and Secondary Curriculum and Assessment
- GED550 - Student Teaching Internship
- GED555 - Student Teaching Seminar
- GED580 - Approaches to Teaching & Learning
- GED641 - Teaching in the Inclusive Classroom Pre-K-12

MAT Secondary Education Concentration

Type
Completion Requirement

Secondary Ed Concentration Required Courses

Within the Secondary Education Concentration, students must select one of the following four content areas:

1. English
2. Math
3. Science
4. Social Studies

The coursework for all four content areas is identical.

Complete ALL of the following Courses:

- GED516 - Educational Foundations: Understanding The Past and Creating the Future
- GED520 - Child and Adolescent Development
- GED530 - Disciplinary Literacy: Making Meaning In Equity-Centered Middle & Secondary Classrooms
- GED547 - Middle and Secondary Curriculum and Assessment
- GED550 - Student Teaching Internship
- GED555 - Student Teaching Seminar
- GED580 - Approaches to Teaching & Learning
- GED641 - Teaching in the Inclusive Classroom Pre-K-12

MAT Special Education Concentration (Initial Licensure)

Type
Completion Requirement

Special Ed Concentration (Initial Licensure) Required Courses

Within the Special Education Concentration (Initial Licensure), students must select one of the following three endorsements:

1. Special Educator Endorsement, Grades K-8
2. Special Educator Endorsement, Grade 7-Age 21
3. Special Educator Endorsement, Grades K-Age 21

The coursework for all three endorsements is identical.

Complete ALL of the following Courses:

- GED516 - Educational Foundations: Understanding The Past and Creating the Future
- GED581 - Social/Emotional Development and Individual Differences
- GED612 - Math and Diversity
- GED631 - Learning, Development, and Individual Differences
- GED632 - Assessment of Students within General and Special Education
- GED633 - Legal and Professional Issues in Special Education
- GED640 - Language and Learning
- GED643 - Structured Literacy Instruction for Students with Disabilities, Pre-K-Grade 8
- GED661 - Special Education Student Teaching Internship
- GED662 - Special Education Seminar
- GED694 - Special Education Additional Endorsement Practicum

MAT Special Education Concentration (Additional Endorsement)

Type
Completion Requirement

Special Education Concentration (Additional Endorsement) Required Courses

Within the Special Education Concentration (Additional Endorsement), students must select one of the following three endorsements:

1. Special Educator Endorsement, Grades K-8
2. Special Educator Endorsement, Grade 7-Age 21
3. Special Educator Endorsement, Grades K-Age 21

The coursework for all three endorsements is identical.

Complete ALL of the following Courses:

- GED581 - Social/Emotional Development and Individual Differences
- GED612 - Math and Diversity
- GED631 - Learning, Development, and Individual Differences
- GED632 - Assessment of Students within General and Special Education
- GED633 - Legal and Professional Issues in Special Education
- GED640 - Language and Learning
- GED643 - Structured Literacy Instruction for Students with Disabilities, Pre-K-Grade 8
- GED662 - Special Education Seminar
- GED694 - Special Education Additional Endorsement Practicum

Master of Education

General

Program Title
Master of Education

Program Type
Graduate Degree

Program Level
Graduate

School
School of Society & Culture

Program Learning Outcomes

Learning Outcomes

Statement
The Learning Outcomes for all Graduate Education Programs are the tenets of our Education Department Mission. We, as teacher educators, educators, and leaders, commit to work toward creating equitable and just systems by dismantling inequitable and oppressive educational policies and structures, in that:

Category
We are change agents committed to antiracism, equity, and educational justice.

Learning Outcome
We use culturally sustaining pedagogy to critically examine ourselves and promote educational justice. We support educators and school leaders to identify and disrupt white supremacy in school systems.

Category
We are educators focused on creating sustainable communities and schools.

Learning Outcome
We are equipped with the understandings, skills, and dispositions needed to participate in and lead diverse learning communities. We see education as a process to engage learners in local and global challenges, promoting economic viability as well as environmental and community health.

Category
We are passionate and curious scholars.

Learning Outcome
We skillfully use research and analytical skills to identify the most promising socially, culturally, and developmentally responsive practices to support equitable learning. We aim to inspire engagement, critical thinking, and curiosity in our learners. We practice empathy to create inclusive and dynamic learning communities.

Category
We are creative, integrative, and holistic educators.

Learning Outcome
We are adept at both discipline-based and integrative teaching and learning, using emerging technologies, socially interactive pedagogies, and holistic approaches to support academic, social and emotional engagement. We construct curriculum, personalize learning opportunities, and support our learners to meet the diverse needs of an increasingly multiracial and multicultural society.

Category
We are reflective and contemplative practitioners.

Learning Outcome
We examine ourselves, our histories, and our academic endeavors, studying and reflecting upon our own biases. Understanding the connection between intellectual and social-emotional growth, we empower learners to gain self-knowledge, assume responsibility for their own learning, and honor cultural identities. We model balancing action with reflection to stay centered and purposeful in our lives.

Statement
In addition, our graduate teacher licensure and endorsement programs are guided by the Vermont Core Teaching and Leadership Standards, which are based on the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Standards and Learning Progressions. There are 10 core teaching standards broken into three themes and 10 core leadership standards. These teaching and leadership standards are embedded in courses, field placements, and assessments throughout each graduate education licensure/endorsement program.

Statement
Students who successfully complete an initial licensure program (Art Education, Elementary Education; Middle Grades; Modern & Classical Languages - French, Latin, and/or Spanish; Multilingual Learner; Secondary Education; or Special Education) are assessed in four ways during the course of their programs: a 3.0 GPA or higher in their courses; an evaluation of meeting expectations on the Professional Skills and Dispositions Assessment; an evaluation of meeting proficiency in student teaching; and successfully passing the Vermont Licensure Portfolio.

Statement
Students who successfully complete an additional endorsement (Specialized Literacy Professional, Principal, Director of Curriculum, or Director of Special Education) program are assessed in four ways during the course of their program: a 3.0 GPA or higher in their courses; an evaluation of meeting expectations on the Professional Skills and Dispositions Assessment; successful completion of a practicum in their endorsement area; and meeting proficiency on their portfolio/culminating project.

Statement
Learning Outcomes for Initial Licensure Programs (Adopted from the Vermont Core Teaching Standards)

Category
Part One Theme: The Learner and Learning

Learning Outcome
Our graduates demonstrate the ability to thoughtfully describe, critically analyze, and insightfully reflect upon their readiness to use an understanding of learning theory, learner development, and learner differences for the design of effective learning experiences in a variety of settings with diverse learners. They also generate ideas, questions, or proposals about the theme for their ongoing professional development.

Category
Standard 1: Learner Development

Learning Outcome
Our graduates understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Category
Standard 2: Learning Differences

Learning Outcome
Our graduates use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Category
Standard 3: Learning Environments

Learning Outcome
Our graduates work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Category
Part Two Theme: Content Knowledge and Instructional Practice

Learning Outcome
Our graduates demonstrate the ability to thoughtfully describe, critically analyze, and insightfully reflect upon the use of content knowledge and assessment, planning, and instructional strategies to implement creative, rigorous, and engaging learning. They also generate ideas, questions, or proposals about the theme for their ongoing professional development.

Category
Standard 4: Content Knowledge and Pedagogical Content Knowledge

Learning Outcome
Our graduates understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of content.

Category
Standard 5: Application of Content for Transferable Skills

Learning Outcome
Our graduates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Category
Standard 6: Assessment

Learning Outcome
Our graduates understand and use multiple methods of assessment to engage learners in their own growth, to monitor learning progress, and to guide the teachers and learners decision making.

Category
Standard 7: Planning for Instruction

Learning Outcome
Our graduates plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Category
Standard 8: Instructional Strategies

Learning Outcome
Our graduates understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Category
Part Three Theme: Professional Responsibility

Learning Outcome
Our graduates demonstrate the ability to thoughtfully describe, critically analyze, and insightfully reflect upon their readiness for professional responsibility. They also generate ideas, questions, or proposals about the theme for their ongoing professional development.

Category
Standard 9: Professional Learning and Ethical Practice

Learning Outcome
Our graduates engage in ongoing professional learning and uses evidence to continually evaluate [their] practice, particularly the effects of [their] choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Category
Standard 10: Leadership and Collaboration

Learning Outcome
Our graduates seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

Statement
Learning Outcomes for Leadership Endorsement Programs (From the Vermont Core Leadership Standards)

Category
Standard 1: Mission, Vision, and Core Values

Learning Outcome
Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Category
Standard 2: Ethics and Professional Norms

Learning Outcome
Effective educational leaders act ethically and according to professional norms to promote each students academic success and well-being.

Category
Standard 3: Equity and Cultural Responsiveness

Learning Outcome
Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each students academic success and well-being.

Category
Standard 4: Curriculum, Instruction, and Assessment

Learning Outcome
Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each students academic success and well-being.

Category
Standard 5: Community of Care and Support for Students

Learning Outcome
Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Category
Standard 6: Professional Capacity of School Personnel

Learning Outcome
Effective educational leaders develop the professional capacity and practice of school personnel to promote each students academic success and well-being.

Category
Standard 7: Professional Community for Teachers and Staff

Learning Outcome
Effective educational leaders foster a professional community of teachers and other professional staff to promote each students academic success and well-being.

Category
Standard 8: Meaningful Engagement of Families and Community

Learning Outcome
Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each students academic success and well-being.

Category
Standard 9: Operations and Management

Learning Outcome
Effective educational leaders manage school operations and resources to promote each students academic success and well-being.

Category
Standard 10: School Improvement

Learning Outcome
Effective educational leaders act as agents of continuous improvement to promote each students academic success and well-being.

Program Requirements

Simple Requirements

Requirements

M.Ed. Core Courses

Type
Completion Requirement

Advanced Curriculum Course

Complete ANY of the following Courses:
- GED509 - Integrative Curriculum
- GED511 - Fundamentals of Curriculum
- GED651 - Integrated Teaching: Learning in and Through the Visual Arts

Students pursuing the School Leadership Concentration with the Director of Curriculum Endorsement should take GED509 Integrative Curriculum or GED511 Fundamentals of Curriculum.

Diversity, Equity, Inclusion & Justice Course

Complete ANY of the following Courses:
- GED501 - Transforming Teaching and Learning Through Holistic Restorative Education
- GED502 - Developing Sustainable Practices Toward Equity & Healing in School Systems
- GED535 - Multicultural Literature for Children And Adolescents
- GED571 - Antiracism: Critical Theory and Praxis
- GED674 - Critical Multicultural Arts in the Classroom
- GSL612 - Multilingualism and Culturally and Linguistically Sustaining Pedagogies

Educator as Reseacher Course

Complete ALL of the following Courses:
- GED558 - Educator As Researcher

Advanced Inquiry Course

Complete ANY of the following Courses:
- GED577 - Inquiry Into Racial Equity and Educational Justice
- GED699 - Capstone Seminar

Additional Comments:
Courses taken as part of the concentration cannot also meet a Core Course requirement for the M.Ed. The four Core Courses must be distinct from the four Concentration Courses except in the case of GED 577. If a candidate plans to complete GED 577 as part of a concentration/certificate program and is also completing the M.Ed., GED 577 must be the final course in the M.Ed. program to fulfill the Advanced Inquiry core requirement. If GED 577 is taken earlier in the program, the candidate would be required to take GED 699 to fulfill the Advanced Inquiry core requirement and complete the M.Ed.

M.Ed. Concentration

Type
Completion Requirement

Concentration

M.Ed. candidates must select one of the follow concentrations:

1. **Arts Integration in Schools & Communities**
2. **Curriculum & Instructional Design**
3. **Environmental Education**
4. **Literacy**
5. **Racial Equity & Educational Justice**
6. **School Leadership**
7. **Holistic Restorative Education**
8. **Special Education**
9. **Teaching English to Speakers of Other Languages**

Fulfill ANY of the following requirements:

Arts Integration in Schools & Communities Concentration

Fulfill ALL of the following requirements:

Arts Integration Core Courses

Complete ALL of the following Courses:
- GED563 - Aesthetic Development in Childhood: Nurturing Holistic Growth Through Creativity & Play, Birth to Adolescence
- GED674 - Critical Multicultural Arts in the Classroom

AND

Arts Integration Electives

Complete at least 2 of the following courses:
- GED575 - Indigenous Perspectives: Culturally Sustaining Pedagogies, Curriculum & the Arts
- GED577 - Inquiry Into Racial Equity and Educational Justice
- GED651 - Integrated Teaching: Learning in and Through the Visual Arts
- GED673 - Special Topics in Arts Education
- GED678 - Social Justice and the Arts: Aesthetic Perspectives
- GED693 - Integrating Art, Social Studies, and Language Arts: Pre-K-8

OR

Curriculum & Instructional Design Concentration

Complete ALL of the following Courses:
- GED509 - Integrative Curriculum
  OR GED511 - Fundamentals of Curriculum
- GED571 - Antiracism: Critical Theory and Praxis
- GED618 - From Assessment to Action: Using Data to Improve Student Learning
- GED651 - Integrated Teaching: Learning in and Through the Visual Arts

OR

Environmental Education Concentration

Complete ALL of the following Courses:
- GED537 - Food Systems & Sustainable Agriculture
- GED539 - Environmental Education

- GED575 - Indigenous Perspectives: Culturally Sustaining Pedagogies, Curriculum & the Arts
- GED577 - Inquiry Into Racial Equity and Educational Justice

OR

Literacy Concentration

Complete ALL of the following Courses:

- GED534 - Literacy Assessment, Instruction, and Intervention in Reading
- GED606 - Literacy Development and Instruction for Diverse Learners
- GED607 - Literacy Instruction for Adolescents with Reading Difficulties: Intervention & Instruction
  OR GED643 - Structured Literacy Instruction for Students with Disabilities, Pre-K-Grade 8
- GED640 - Language and Learning

OR

Racial Equity & Educational Justice Concentration

Complete ALL of the following Courses:

- GED571 - Antiracism: Critical Theory and Praxis
- GED573 - African American History for Teachers
- GED575 - Indigenous Perspectives: Culturally Sustaining Pedagogies, Curriculum & the Arts
- GED577 - Inquiry Into Racial Equity and Educational Justice

Students who complete this concentration also complete the Graduate Certificate in Racial Equity & Educational Justice requirements. A separate application to the REEJ Program is required to earn the certificate.

OR

School Leadership Concentration

Complete ALL of the following Courses:

- GED567 - Legal & Financial Management of Schools
- GED572 - School Leadership
- GED618 - From Assessment to Action: Using Data to Improve Student Learning
- GED684 - School and Community

OR

Holistic Restorative Education Concentration

Complete ALL of the following Courses:

- GED501 - Transforming Teaching and Learning Through Holistic Restorative Education
- GED502 - Developing Sustainable Practices Toward Equity & Healing in School Systems
- GED503 - Restorative Responses to Harm - in Schools and Society
- GED504 - Holistic Restorative Education Practicum

Students who complete this concentration also complete the Graduate Certificate in Holistic Restorative Education requirements. A separate application to the HRE Program is required to earn the certificate.

OR

Special Education Concentration

Complete ALL of the following Courses:

- GED581 - Social/Emotional Development and Individual Differences
- GED631 - Learning, Development, and Individual Differences
- GED632 - Assessment of Students within General and Special Education
- GED633 - Legal and Professional Issues in Special Education

OR

Teaching English to Speakers of Other Languages Concentration

Complete ALL of the following Courses:

- GSL500 - Foundations of Linguistics
- GSL542 - Introduction to Language Teaching
- GSL543 - Teaching of Oral Skills to Multilingual Learners
- GSL546 - Literacy Development and Instruction for Diverse Learners

M.Ed. Electives

Type
Completion Requirement

M.Ed. Electives

Electives within the M.Ed. program are flexible and may be drawn from all GED and GSL courses. Students are encouraged to work with their advisor to select electives that best align with their academic and professional goals. Some concentrations offer opportunities for additional depth through the completion of Advanced Concentrations and/or endorsements. Students may also use elective credits to complete a second M.Ed. concentration.

Literacy Concentration: Optional Specialized Literacy Professional Endorsement

Type
Completion Requirement

Specialized Literacy Professional Endorsement: Required Courses

Complete ALL of the following Courses:

- GED511 - Fundamentals of Curriculum
- GED535 - Multicultural Literature for Children And Adolescents
- GED621 - Supervision, Evaluation, and Teacher Development
- GED696 - Specialized Literacy Professional Practicum

School Leadership Concentration: Optional Advanced Concentration and Endorsements

Type
Completion Requirement

Advanced Concentration in School Leadership: Required Courses

Complete ALL of the following Courses:

- GED509 - Integrative Curriculum
  OR GED511 - Fundamentals of Curriculum
- GED621 - Supervision, Evaluation, and Teacher Development

Advanced Concentration in School Leadership

Fulfill ANY of the following requirements:

Advanced Concentration in School Leadership: No Endorsement

Complete two advisor-approved electives.

OR

Advanced Concentration in School Leadership: Endorsements

Within the Advanced Concentration in School Leadership, students may pursue one of the following endorsements:

1. Director of Curriculum
2. Director of Special Education*
3. Principal

The coursework required for all three endorsements is identical.

Complete ALL of the following Courses:

- GED680 - School Leadership Practicum I
- GED681 - School Leadership Practicum II
- GED682 - School Leadership Practicum III

Special Education Concentration: Optional Advanced Concentration and Endorsements

Type
Completion Requirement

Advanced Concentration in Special Education: Required Courses

Complete ALL of the following Courses:

- GED612 - Math and Diversity
- GED640 - Language and Learning
- GED643 - Structured Literacy Instruction for Students with Disabilities, Pre-K-Grade 8

Advanced Concentration in Special Education

Fulfill ANY of the following requirements:

Advanced Concentration in Special Education: No Endorsement

Complete an advisor-approved elective.

OR

Advanced Concentration in Special Education: Endorsements

Within the Advanced Concentration in Special Education, students may pursue one of the following endorsements:

1. Special Educator Endorsement: Grades K-8
2. Special Educator Endorsement: Grade 7-Age 21
3. Special Educator Endorsement: Grade K-Age 21

The coursework required for all three endorsements is identical.

Complete ALL of the following Courses:

- GED662 - Special Education Seminar
- GED694 - Special Education Additional Endorsement Practicum

Music Minor

General

Program Title
Music Minor

Program Type
Minor

Program Description
The Music minor provides students with the opportunity to deepen their appreciation and understanding of music through performance, theory, and history. The program fosters creativity and musical expression while developing students' technical proficiency.

Program Level
Undergraduate

School
School of Arts & Humanities

Program Requirements

Simple Requirements

Requirements

Music Minor Requirements

Type
Completion Requirement

5 Full Courses Total

Fulfill ALL of the following requirements:

Required Courses (2)

Complete ALL of the following Courses:

- MU201 - Structures of Music I
- MU203 - Structures of Music II

AND

Academic (Non-Performance) Music Courses (2)

Complete at least 2 of the following courses:

- MU222 - Medieval and Renaissance Music
- MU225 - Classical Music History
- MU228 - 20th Century Music
- MU242 - History of Jazz
- MU242H - History of Jazz (HON)
- MU243 - History of Gospel
- MU243H - History of Gospel (HON)
- MU244 - American Musical Theater
- MU247 - History of Rock
- MU253 - Global Issues in Music
- MU281 - Introduction to the Music Industry
- MU282 - Music Business and Management
- MU285 - Introduction to Music Therapy
- MU301 - Advanced Music Theory
- MU319 - Advanced Topics in Music Theory
- MU349 - Topics in American and Popular Music
- MU359 - Topics in Ethnomusicology
- JS311 - 21st Century Broadway Musical

AND

Ensemble Performance or Music Lessons (4 Credits)

Earn at least 4 credits from the following:

- MU261 - Private Lessons for Non-Music Majors
- MU264 - Songwriting
- MU361 - Private Lessons Music Majors
- MU364 - Advanced Performance Studies
- MU372 - String Orchestra
- MU374 - Concert Band
- MU375 - Jazz Orchestra
- MU376 - African Drumming/Dance Ensemble
- MU377 - Saint Michael's Singers

Nutrition Minor

General

Program Title
Nutrition Minor

Program Type
Minor

Program Description
The Nutrition minor at Saint Michael's College focuses on the science of how food and nutrients affect human health, growth, and disease prevention. It can prepare students for careers in dietetics, wellness programs, and healthcare, but also provide students with the knowledge and skills to inform a variety of related pursuits. For example, a Nutrition minor can inform farming practices, food system study, and athletic performance. A Nutrition minor is also valuable to simply inform students about how to make better nutritional decisions in their own lives.

This minor is offered partially online through a consortium of accredited colleges and universities. Some courses within the program are delivered by faculty employed by partner institutions within the consortium, with technology and administrative support provided by Rize Education.

NOTE: Rize Nutrition courses are only available to students majoring or minoring in Nutrition. In order to add the Nutrition minor to their programs of study, students must be able to complete the requirements within their allotted timeline for degree completion.

Program Level
Undergraduate

School
School of Natural & Health Sciences

Program Requirements

Simple Requirements

Requirements

Nutrition Minor Requirements

Type
Completion Requirement

Required Courses

Fulfill ALL of the following requirements:

NU205 or NU110

Complete at least 1 of the following courses:

- NU110 - (LCMC) Introduction to Nutrition
- NU205 - Nutrition

AND

Nutrition Electives (3)

Complete a minimum of 3 electives from list below (however all 4 electives may be chosen from the list below)

Complete at least 3 of the following courses:

- NU225 - Food Science
- NU250 - (LCMC) Food Economics
- NU310 - (LCMC) Lifecycle Nutrition I
- NU320 - (LCMC) Lifecycle Nutrition II
- NU325 - (LCMC) Medical Nutrition Therapy
- NU360 - Nutritional Biochemistry

AND

Additional Elective (1)

Complete an additional course from the list above or one of the following:

Complete at least 1 of the following courses:

- BI219 - Human Anatomy and Physiology II
- ES225 - Food Systems & Sustainable Agriculture
- ES337 - Introduction to Farm & Food
- ES339 - Farm and Food Practicum
- HS250 - Exercise Physiology
- PH233 - Healthcare Ethics
- PO255 - Health Policy
- SO215 - Social Drivers of Health

Public History Minor

General

Program Title
Public History Minor

Program Type
Minor

Program Description
The Public History minor at Saint Michael's College prepares students to apply historical knowledge and methods beyond the classroom in museums, archives, historic sites, digital platforms, and community organizations. Through interdisciplinary coursework and hands-on experiences, students learn how to interpret and present history to public audiences in engaging and accessible ways. The minor complements majors such as History, Education, and Art & Design, and equips students with practical skills in research, writing, exhibition design, and public engagement - valuable tools for careers in education, cultural heritage, nonprofit work, and government.

Program Level
Undergraduate

School
School of Arts & Humanities

Program Requirements

Simple Requirements

Requirements

Public History Minor Requirements

Type
Completion Requirement

5 Courses Total

Fulfill ALL of the following requirements:

Required Courses (2)

Complete ALL of the following Courses:

- HI365 - Public History
- HI499 - (INT) Internship

AND

Additional Electives (12 Credits)

Take the equivalent of 3 full courses from the list below (maximum 2 History courses)

Earn at least 12 credits from the following:

- AH348 - Castles and Cathedrals: Art of the High Middle Ages
- CH101 - Concepts in Chemistry
- CH110 - General Chemistry I
- ED231 - Education in the 21st Century: Inquiry and Innovation
- EN391 - Topics in Film
- ES305 - US Environmental History
- HI215 - Women in American Society
- HI216 - Native Peoples of North America
- HI222 - Topics in American History
- HI222H - Topics in American History (HON)
- HI227 - Foundations of US Latinx Literature and Culture
- HI293 - Understanding the Past: Topics
- HI297 - Topics in European History
- HI297H - Topics in European History (HON)
- HI341 - Advanced Topics in East Asian History
- HI343 - Advanced Topics in Medieval History
- HI345 - The Black Death
- HI351 - Advanced Topics: History of Race and Ethnicity (EDI)
- HI352 - The Edmundites and Black Civil Rights
- HI353 - Presidential Elections
- HI357 - Advanced Topics: Global History
- HI363 - Race, Class, and Gender in the Atlantic World
- HI367 - Advanced Topics in Public History
- HI374 - Witches, Indians, and Swashbucklers: The Remaking of the New World, 1607-1763
- HI395 - Crime & Society in Britain
- HI397 - Advanced Topics in Modern European History
- HI414 - African Slavery in the Atlantic World
- HI422 - Advanced Topics in American History
- HI425 - Europe During World War II
- HI457 - Advanced Topics in Ancient History
- HI461 - Society and Culture in Medieval Italy
- HI465 - Advanced Topics in Modern Latin American History
- HI497 - (IS) Independent Study/Research

Public Health Minor

General

Program Title
Public Health Minor

Program Type
Minor

Program Description
Saint Michael's College's Public Health minor explores the determinants of health at local, national, and global levels. Students gain insight into disease prevention, health policy, and epidemiology, preparing them to address public health challenges in a rapidly changing world.

Program Level
Undergraduate

School
School of Society & Culture

Program Requirements

Simple Requirements

Requirements

Public Health Minor Requirements

Type
Completion Requirement

5 Courses Total

Fulfill ALL of the following requirements:

PB101

Complete ALL of the following Courses:
- PB101 - Introduction to Public Health

AND

Internship, Experiential or Research in Public Health (1)

Choose an internship, approved experiential course, or research project in public health:

Complete at least 1 of the following courses:
- HS160 - Emergency Medical Technician
- HS260 - Advanced Emergency Medical Technician
- JS318 - CAN Research and Action Practicum
- PB299 - Community Health Action Practicum
- PB499 - (INT) Internship

AND

Public Health Elective Course (1)

Choose any one course from the following categories.

Complete at least 1 of the following:

Ethics

Complete ANY of the following Courses:
- PH233 - Healthcare Ethics
- PH351 - Otherness & Marginalization: Levinas The Alienated
- RS328 - Christian Healthcare Ethics

OR

Social Organization

Complete ANY of the following Courses:
- ANT109 - Introduction to Cultural Anthropology
- ANT109H - Intro to Cultural Anthropology (HON)
- SO101 - Introduction to Sociology
- SO101H - Introduction to Sociology (HON)
- SO215 - Social Drivers of Health

OR

Statistics

Complete ANY of the following Courses:
- ST120 - Elementary Statistics
- ST140 - Biological Data & Statistics

OR

Biology

Complete ANY of the following Courses:
- BI153 - Introductory Cell Biology and Genetics
- BI215 - Epidemiology

OR

Communication & Public Engagement

Complete ANY of the following Courses:
- CL118 - Ancient Medicine and the Greek and Latin Roots of Scientific Terminology
- FR202 - French for Health Professions
- SP202 - Spanish for Health Professions

OR

Policy & Systems

Complete ANY of the following Courses:
- EC225 - Economics of Health Care
- JS325 - Economics of Health Care
- PO255 - Health Policy

AND

Multi-Disciplinary Electives (2)

Choose any two courses from the following categories

Complete at least 2 of the following:

Environmental and Nutritional Health

Complete ANY of the following Courses:
- ES225 - Food Systems & Sustainable Agriculture
- ES306 - Environmental Justice
- ES310 - Environmental Hazards

- PO325 - The Politics of Food

Note: BI108 Topics in Organismal Biology is also permitted when the topic is Nutrition.

OR

Global and National Health

Complete ANY of the following Courses:

- ANT333 - Anthropology of Refugees
- ANT341 - Culture and Mental Health/Illness
- HI345 - The Black Death
- PO255 - Health Policy
- PO351 - Politics of the Global AIDS Pandemic

OR

Health Equity

Complete ANY of the following Courses:

- ANT217 - Global Social Inequalities
- DMC323 - Race, Gender and Ethnicity in Media
- EC321 - Economics of Development and Poverty
- HI363 - Race, Class, and Gender in the Atlantic World
- HI414 - African Slavery in the Atlantic World
- PH351 - Otherness & Marginalization: Levinas The Alienated
- PH358 - Power, Resistance, & Race
- SO221 - Race and Ethnic Relations (Inactive)

OR

Gender, Sexuality & Health

Complete ANY of the following Courses:

- GS101 - Gender Studies: Foundations
- HI215 - Women in American Society
- PO292 - Global LGBTQI + Politics and Culture

OR

Skills for Public Health

Complete ANY of the following Courses:

- DS203 - Introduction to Data Science
- ST251 - Probability
- ST252 - Mathematical Statistics and Methods

OR

Additional Options

Complete ANY of the following Courses:

- AL250 - Intercultural Communication
- ED350 - Trauma-Informed Educational Practice
- HS160 - Emergency Medical Technician
- JS318 - CAN Research and Action Practicum
- PB299 - Community Health Action Practicum
- PS250 - Social Psychology
- PS256 - Abnormal Psychology
- PS310 - Drugs and Behavior
- PS350 - Psychology of Health and Illness

Photography, Film and TV Minor

General

Program Title
Photography, Film and TV Minor

Program Type
Minor

Program Description
This minor enables students to develop the creative skill sets associated with photography, film, television, and the new and emerging technologies associated with our streaming visual media environments. It is designed to help students develop a critical eye in analyzing, researching, and producing strong and creative works. Students will learn the essentials of photographic, film, and TV "languages" and the visual/cinematic semiotics used to understand and develop image-based productions. At the same time, students will learn the basics of being a director or producer. This includes both the technical and people skills associated with photography, film-TV-Video, and new forms of streaming media. Courses in this minor will help students achieve a greater understanding of the different stages of visual media production including concept development, research, pre-production, shooting, post-production, distribution, and promotion.

Program Level
Undergraduate

School
School of Society & Culture

Program Requirements

Simple Requirements

Requirements

Photography, Film & TV Minor Requirements

Type
Completion Requirement

5 Courses Total

Fulfill ALL of the following requirements:

Still Photography Course (1)

Complete ALL of the following Courses:

- DMC180 - Introduction to Digital Photography and Visual Storytelling

AND

Digital Visuals Photo Editing Course (1)

Complete at least 1 of the following courses:

- DMC110 - Digital Media: Arts, Culture, & Theory
- DMC311 - Digital Media 2: Advanced Graphic Design

AND

Moving Image: TV/Film/Video Course (1)

Complete at least 1 of the following courses:

- DMC266 - Digital Film and Television

- DMC233 - Adventure & Environmental Filmmaking

AND

Electives (2)

Choose 1 course from each of the following categories:

Fulfill ALL of the following requirements:

Visual Culture Research & Analysis Elective (1)

Complete at least 1 of the following courses:

- DMC215 - Photography and Tourism
- DMK323 - Social Media Marketing
- DMK333 - Artificial Intelligence in Digital Marketing and Communications: Applications, Strategies, and Ethics
- SP330 - Spanish/Latin American Film
- JS305 - The Politics of Queer Cinema
- JS317 - America on Film: Race, Class, Gender and Sexuality At the Movies
- PH221 - Existentialism in Literature and Film
- PH221H - Existentialism Literature & Film (HON)

AND

Visual Production Elective (1)

Complete at least 1 of the following courses:

- DMC210 - Photojournalism in the Digital Age
- AR214 - Digital Animation and Activism
- AR315 - Digital Video Art
- AR330 - Introduction to Darkroom Photography
- AR335 - Introduction to Digital Photography
- AR340 - Intermediate Photography

Philosophy and Ethics Minor

General

Program Title
Philosophy and Ethics Minor

Program Type
Minor

Program Description
The Philosophy and Ethics minor at Saint Michael's challenges students to engage with fundamental questions about morality, existence, and knowledge. It combines rigorous philosophical reasoning with ethical inquiry, helping students navigate complex moral issues in various contexts.

Program Level
Undergraduate

School
School of Arts & Humanities

Program Requirements

Simple Requirements

Requirements

Philosophy & Ethics Minor Requirements

Type
Completion Requirement

5 Courses Total

Fulfill ALL of the following requirements:

PH103

Complete at least 1 of the following courses:

- PH103 - Philosophy and the Good Life
- PH103H - Philosophy and the Good Life (HON)

AND

Additional Philosophy Electives (4 Full Courses)*

At least 2 electives must be at the 300-level or Above.

Complete at least 4 of the following courses:

- PH201 - Philosophy of Human Nature
- PH203 - Ethics
- PH205 - Philosophy of Society
- PH207 - Philosophy of Religion
- PH209 - Philosophy of Science, Technology, and Environment
- PH213 - The Ethics Lab
- PH221 - Existentialism in Literature and Film
- PH221H - Existentialism Literature & Film (HON)
- PH225 - Philosophy of Law
- PH233 - Healthcare Ethics
- PH235 - The Philosophy of Disability
- PH235H - The Philosophy of Disability (HON)
- PH250 - Logic: An Introduction
- PH261 - Experience and Existence
- PH270 - Topics in Philosophy & Ethics

- PH273 - Topics in Philosophy & Ethics (EDI)
- PH275 - Topics in Philosophy & Ethics (L&A)
- PH301 - Ancient Greek Philosophy
- PH309 - Author/Text - Ancient
- PH319 - Major Author/Text: Medieval Christian
- PH321 - Early Modern Philosophy
- PH327 - Modern Philosophy (EDI)
- PH329 - Author/Text - Modern
- PH331 - Contemporary Philosophy
- PH333 - Contemporary Analytic Philosophy
- PH335 - Philosophy and Gender
- PH338 - Major Author/Text: Contemporary (Christian Philosophical Tradition)
- PH339 - Author/Text-Contemporary
- PH341 - Justice, Fairness and Mercy
- PH349 - Special Topics (History & Society)
- PH350 - Advanced Topics in Philosophy
- PH351 - Otherness & Marginalization: Levinas The Alienated
- PH353 - Truth and Propaganda: Ethics and Media
- PH355 - Logic: Laws of Thought
- PH358 - Power, Resistance, & Race
- PH361 - Metaphysics
- PH362 - Philosophy of Mind & Neuroethics
- PH489 - Independent Thesis
- PH499 - (INT) Internship
- JS302 - The Art of Living, Aging, and Dying
- JS314 - Radical Love, Liberation, & Justice
- SO301 - Capitalism and Fascism
- SO301H - Capitalism and Fascism (HON)

Note: In order for PH 213 (2-credits) to count, it must be taken twice (for a total of 4-credits).

Project Management Minor

General

Program Title
Project Management Minor

Program Type
Minor

Program Description
The College offers a minor in Project Management through a partnership with Rize Education. The program prepares students for the increasing demand for skilled professionals who can navigate complex project environments. Unlike traditional programs, this curriculum emphasizes real-world project simulations, the integration of Agile methodologies, and strategic decision-making skills that go beyond basic management practices. The program equips students with the tools and techniques to plan, execute, and monitor projects, helping them adapt to the dynamic needs of organizations while ensuring stakeholder alignment.

This minor is offered partially online through a consortium of accredited colleges and universities. Some courses within the program are delivered by faculty employed by partner institutions within the consortium, with technology and administrative support provided by Rize Education.

NOTE: Rize Project Management courses are only available to students minoring in Project Management. In order to add the Project Management minor to their programs of study, students must be able to complete the requirements within their allotted timeline for degree completion.

Program Level
Undergraduate

School
School of Business & Analytics

Program Requirements

Simple Requirements

Requirements

Project Management Minor Requirements

Type
Completion Requirement

5 Courses Total

Fulfill ALL of the following requirements:

Required Courses (3)

Complete ALL of the following Courses:

- BU165 - (LCMC) Project Management Fundamentals
- BU206 - Project Management
- BU214 - Management

AND

SMC Elective (1)

Complete at least 1 of the following courses:

- BU205 - Principles of Business Communication
- BU313 - Leadership

AND

Consortium Elective (1)

Complete at least 1 of the following courses:

- BU265 - (LCMC) Managing Risk and Uncertainty
- BU365 - (LCMC) Agile Frameworks and Methodologies

Political Science Minor

General

Program Title
Political Science Minor

Program Type
Minor

Program Description
The Political Science minor at Saint Michael's College engages students with the theory and practice of politics, governance, and public policy. It prepares students to critically analyze political systems, institutions, and global issues while fostering an understanding of democratic values and civic engagement.

Program Level
Undergraduate

School
School of Society & Culture

Program Requirements

Simple Requirements

Requirements

Political Science Minor Requirements

Type
Completion Requirement

5 Courses Total

Fulfill ALL of the following requirements:

Required Courses (2)

Complete ALL of the following Courses:

- PO120 - Introduction to U.S. Politics
- PO261 - European Political Thought
  OR PO261H - European Political Thought (HON)

AND

PO245 or PO285

Complete at least 1 of the following courses:

- PO245 - Introduction to International Relations
- PO285 - Intro to Comparative Politics

AND

Political Science Electives (2 Full Courses)

Complete at least 2 of the following courses:

- PO180 - Current Issues in World Politics
- PO200 - Research Methods
- PO207 - Parties, Elections & Political Participation
- PO220 - Topics in Political Science
- PO222 - Careers in Politics
- PO223 - Atlanticism and Transnational Democracy
  AND PO224 - Atlanticism and Democracy Trip
- PO230 - Politics of Cities

- PO240 - Social Movements & Contentious Politics
- PO245 - Introduction to International Relations
- PO255 - Health Policy
- PO285 - Intro to Comparative Politics
- PO286 - Politics of the World Economy
- PO290 - Canadian Government and Politics
- PO292 - Global LGBTQI + Politics and Culture
- PO299 - Identity in Politics
- PO320 - Topics in Political Science
- PO321 - Populism, Radicalism, and Extremism
- PO325 - The Politics of Food
- PO327 - Environmental Policy
- PO332 - U.S. Constitutional Law: Govt Power
- PO334 - U.S. Constitutional Law: Rights & Liberties
- PO336 - Law and Social Change
- PO338 - Criminal Justice
- PO348 - U.S. Foreign Policy
- PO350 - State Violence and Justice
- PO351 - Politics of the Global AIDS Pandemic
- PO371 - Feminist Political Thought
- PO390 - Comparative Politics of Racism
- PO390H - Comparative Politics of Racism (HON)
- PO499 - (INT) Internship
- DMC243 - Media and American Politics
- JS305 - The Politics of Queer Cinema
- JS319 - Troubled Democracy

Psychology Minor

General

Program Title
Psychology Minor

Program Type
Minor

Program Description
The Psychology minor at provides students with insights into human behavior, mental processes, and psychological research. Students study topics such as cognition, emotion, and development, preparing them for careers in counseling, social services, and healthcare.

Program Level
Undergraduate

School
School of Natural & Health Sciences

Program Requirements

Simple Requirements

Requirements

Psychology Minor Requirements

Type
Completion Requirement

5 Courses Total

Fulfill ALL of the following requirements:

Required Courses (2)

Complete ALL of the following Courses:

- PS101 - General Psychology
  OR PS101H - General Psychology (HON)
- PS213 - Psychological Statistics

Students may fulfill PS213 requirement with an approved substitute (ST120 Elementary Statistics or ST140 Biological Data & Statistics)

AND

Additional Psychology Courses (3)

Complete at least 3 of the following courses:

- PS250 - Social Psychology
- PS252 - Child Development
- PS252H - Child Development (HON)
- PS253 - Adolescent Development
- PS256 - Abnormal Psychology
- PS270 - Cognitive Psychology
- PS272 - Animal Learning & Behavior
- PS274 - Behavioral Neuroscience
- PS312 - Perception
- PS313 - Personality Theories
- PS350 - Psychology of Health and Illness

Physics Minor

General

Program Title
Physics Minor

Program Type
Minor

Program Description
Saint Michael's offers a Physics minor that provides students with a thorough understanding of physical laws and principles, including mechanics, electromagnetism, and quantum physics. The program enhances problem-solving skills and prepares students for careers in science, engineering, and technology.

Program Level
Undergraduate

School
School of Society & Culture

Program Requirements

Simple Requirements

Requirements

Physics Minor Requirements

Type
Completion Requirement

5 Courses Total

Fulfill ALL of the following requirements:

Required Courses (4)

Complete ALL of the following Courses:

- PY210 - College Physics I
- PY211 - College Physics II
- PY214 - Modern Physics
- PY217 - Mathematical Physics

AND

300-400 Level Physics Course (1)

Complete at least 1 of the following courses:

- PY302 - Electricity and Magnetism
- PY309 - Advanced Lab
- PY315 - Classical Mechanics
- PY407 - Thermal Physics
- PY414 - Quantum Mechanics
- PY420 - Advanced Topics in Physics
- PY499 - (INT) Internship

Religious Studies Minor

General

Program Title
Religious Studies Minor

Program Type
Minor

Program Description
The Religious Studies minor at Saint Michael's College offers students the opportunity to explore the role of religion in human history, culture, and society. Rooted in the college's Catholic liberal arts tradition, the program emphasizes critical thinking, empathy, and cultural awareness through the study of various religious traditions. Courses delve into topics like Christian ethics, world religions, and the intersection of religion with social issues, providing a comprehensive understanding of religious thought and practice.

Program Level
Undergraduate

School
School of Arts & Humanities

Program Requirements

Simple Requirements

Requirements

Religious Studies Minor Requirements

Type
Completion Requirement

5 Courses Total

Fulfill ALL of the following requirements:

100-Level RS Course (1)

Complete at least 1 of the following courses:

- RS120 - Christianity: Past and Present
- RS120H - Christianity: Past and Present (HON)
- RS130 - Varieties of Christianity

AND

300-Level World Religion Course (1)

Complete at least 1 of the following courses:

- RS317 - Judaism
- RS323 - Hinduism
- RS325 - Buddhism

AND

200-Level RS Course (1)

Complete at least 1 of the following courses:

- RS210 - Old Testament
- RS211 - New Testament
- RS216 - Early Christianity
- RS217 - Medieval Christianity

- RS217H - Medieval Christianity (HON)
- RS219 - American Protestantism
- RS220 - Modern Christian Thought
- RS221 - World Christianity
- RS222 - Sacrament, Worship and Ritual
- RS224 - Understandings of God
- RS224H - Understandings of God (HON)
- RS231 - American Catholicism
- RS232 - Black Catholicism
- RS236 - Christian Social Ethics
- RS239 - Religion, Ecology and Ethics
- RS240 - Christianity & World Religions in Dialogue
- RS240H - Christianity and World Religions in Dialogue (HON)
- PH207 - Philosophy of Religion
- BU292 - B Corp and Catholic Social Teaching: Doing Well, Doing Good
- MU243 - History of Gospel
- MU243H - History of Gospel (HON)

AND

300-Level RS Course (1)

Complete at least 1 of the following courses:

- RS310 - The Sacred Quest
- RS317 - Judaism
- RS323 - Hinduism
- RS325 - Buddhism
- RS328 - Christian Healthcare Ethics
- RS339 - Celtic Christianity
- RS340 - Saints and Holiness
- RS340H - Saints and Holiness (HON)
- RS342 - Religion and Film
- RS350 - Advanced Topics in Religious Studies

AND

Additional 200-300 Level RS Course (1)

Complete 1 additional Full RS Course at the 200- or 300-Level
Choose one additional course from the lists above.

Sociology and Anthropology Minor

General

Program Title
Sociology and Anthropology Minor

Program Type
Minor

Program Description
Saint Michael's College offers a minor that blends sociological and anthropological perspectives on human societies and cultures. Students investigate social structures, cultural dynamics, and global interconnections, gaining a broader understanding of human behavior and social change.

Program Level
Undergraduate

School
School of Society & Culture

Program Requirements

Simple Requirements

Requirements

Sociology & Anthropology Minor Requirements

Type
Completion Requirement

5 Courses Total

Fulfill ALL of the following requirements:

SO101

Complete at least 1 of the following courses:

- SO101 - Introduction to Sociology
- SO101H - Introduction to Sociology (HON)

AND

ANT109

Complete at least 1 of the following courses:

- ANT109 - Introduction to Cultural Anthropology
- ANT109H - Intro to Cultural Anthropology (HON)

AND

Additional Sociology or Anthropology Courses (3)

Earn at least 12 credits from the following:

- ANT205 - Culture and Addiction
- ANT209 - Research Methods of Anthropology
- ANT210 - Creative Writing: Exploring Subtleties Of Culture
- ANT215 - Climate Change, Social Transformation, and Transformation of the Self
- ANT217 - Global Social Inequalities
- ANT250 - The Self Across Cultures
- ANT301 - Anthropology of Yoga/Meditation

- ANT301H - Anthropology of Yoga/Meditation (HON)
- ANT310 - Advanced Topics in Anthropology
- ANT333 - Anthropology of Refugees
- ANT341 - Culture and Mental Health/Illness
- ANT499 - (INT) Internship
- SO107 - Homelessness: Social Causes
- SO110 - Topics in Sociology
- SO209 - Research Methods of Sociology (Inactive)
- SO215 - Social Drivers of Health
- SO218 - Deviance, Norms and Social Control (Inactive)
- SO221 - Race and Ethnic Relations (Inactive)
- SO301 - Capitalism and Fascism
- SO301H - Capitalism and Fascism (HON)
- SO310 - Directed Readings in Sociology
- SO318 - Restorative Justice
- SO442 - Intimate Partner Violence
- SO499 - (INT) Internship

Spanish Minor

General

Program Title
Spanish Minor

Program Type
Minor

Program Description
The Spanish minor at Saint Michael's allows students to achieve proficiency in the Spanish language while exploring the cultural, literary, and historical contexts of the Spanish-speaking world. The program equips students with language skills that are essential for careers in international relations, education, and business.

Program Level
Undergraduate

School
School of Arts & Humanities

Program Requirements

Simple Requirements

Requirements

Spanish Minor Requirements

Type
Completion Requirement

5 Full Courses Total

Choose five Spanish courses (20 credits) from the level 203 and higher:

Earn at least 20 credits from the following:

- SP203 - Intermediate Spanish 1
- SP206 - Intermediate Spanish 2
- SP308 - Advanced Conversation
- SP310 - Advanced Communication & Culture
- SP311 - Advanced Communication & Culture 2
- SP313 - Topics in Latin American Culture
- SP315 - Topics in Spanish Culture
- SP330 - Spanish/Latin American Film
- SP335 - Readings in Latin American Literature
- SP340 - Readings in Spanish Literature
- SP343 - Literary Studies in Spanish
- SP345 - Poetry in Spanish

Statistics Minor

General

Program Title
Statistics Minor

Program Type
Minor

Program Description
The Statistics minor emphasizes the application of statistical methods and data analysis across various disciplines. Students learn how to collect, analyze, and interpret data, preparing them to tackle real-world challenges in business, healthcare, and social sciences.

Program Level
Undergraduate

School
School of Business & Analytics

Program Requirements

Simple Requirements

Requirements

Statistics Minor Requirements

Type
Completion Requirement

5 Courses Total

Fulfill ALL of the following requirements:

Introductory Statistics Course (1)

Complete at least 1 of the following courses:

- ST120 - Elementary Statistics
- ST140 - Biological Data & Statistics
- ST220 - Probability and Statistics for Engineers and Scientists
- PO200 - Research Methods
- PS213 - Psychological Statistics

AND

Required Statistics Course with Theory Component (1)

Complete at least 1 of the following courses:

- ST251 - Probability
- ST252 - Mathematical Statistics and Methods

AND

Required Statistics Course with Application Component (1)

Complete at least 1 of the following courses:

- ST201 - Intermediate Statistics
- ST351 - Applied Regression Analysis
- ST451 - Applied Statistical Methods

AND

Elective Course in Data Science or Statistics (1)

Complete at least 1 of the following courses:

- DS202 - Computational Methods for Data Science
- DS203 - Introduction to Data Science
- DS303 - Statistical Learning
- JS304 - Data Visualization
- ST201 - Intermediate Statistics
- ST251 - Probability
- ST252 - Mathematical Statistics and Methods
- ST351 - Applied Regression Analysis
- ST451 - Applied Statistical Methods

AND

Elective Course in Data Science, Statistics, or Related Area (1)

Complete at least 1 of the following courses:

- DS202 - Computational Methods for Data Science
- DS203 - Introduction to Data Science
- DS303 - Statistical Learning
- ST201 - Intermediate Statistics
- ST251 - Probability
- ST252 - Mathematical Statistics and Methods
- ST351 - Applied Regression Analysis
- ST451 - Applied Statistical Methods
- CS111 - Introduction to Computer Science I
- CS113 - Introduction to Computer Science II
- CS211 - Data Structures and the Analysis of Algorithms
- JS304 - Data Visualization
- EC391 - Introduction to Econometrics
- MA150 - Calculus I
- MA160 - Calculus II
- MA211 - Calculus III
- MA213 - Linear Algebra
- MA130 Elements of Calculus - Elements of Calculus (if Grade of B or better)

Theatre Minor

General

Program Title
Theatre Minor

Program Type
Minor

Program Description
The College's Theatre minor offers students hands-on experience in acting, directing, and stage production. The program combines creative exploration with academic study of theatre history and performance techniques, providing a well-rounded education in the dramatic arts.

Program Level
Undergraduate

School
School of Arts & Humanities

Program Requirements

Simple Requirements

Requirements

Theatre Minor Requirements

Type
Completion Requirement

5 Courses Total

Fulfill ALL of the following requirements:

TH110, TH210 or TH310

Complete at least 1 of the following courses:
- TH110 - BIPOC Voices in Theatre
- TH210 - Shakespeare to Showboats
- TH310 - Modern and Contemporary Theatre

AND

TH209 or TH211

Complete at least 1 of the following courses:
- TH209 - Stagecrafts
- TH211 - Costume Crafts

AND

TH207 or TH213

Complete at least 1 of the following courses:
- TH207 - Acting Techniques
- TH213 - Singing for the Actor

AND

Additional Theatre Electives (2)

At least one elective must be a full (4-credit) course.

Earn at least 6 credits from the following:
- TH110 - BIPOC Voices in Theatre
- TH161 - Theatre Lab: Scenery, Lights, Painting
- TH162 - Theatre Laboratory: Costumes
- TH163 - Theatre Lab: Scenery, Lights, Run Crew
- TH207 - Acting Techniques
- TH209 - Stagecrafts
- TH210 - Shakespeare to Showboats
- TH211 - Costume Crafts
- TH213 - Singing for the Actor
- TH220 - Designing for the Theatre
- TH270 - Mainstage Production Practicum: Acting, Directing, Dramaturgy, Design
- TH273 - Production Practicum: Stage Management
- TH275 - Production Practicum: Design
- TH309 - Directing
- TH310 - Modern and Contemporary Theatre
- TH351 - Topics in Performance
- TH410 - Senior Seminar in Theatre
- TH450 - Theatre Tutorial
- TH499 - (INT) Internship

Teaching English to Speakers of Other Languages Minor

General

Program Title
Teaching English to Speakers of Other Languages Minor

Program Type
Minor

Program Description
The minor in Teaching English to Speakers of Other Languages (TESOL) at Saint Michael's College provides a strong foundation in the core skills required to teach English as an additional language. This interdisciplinary program benefits students in a variety of fields. Language majors gain deeper insight into linguistic and cultural aspects of language acquisition; students preparing for study abroad can engage with international students and New Americans through tutoring and conversation partnerships; and those pursuing careers in education or international communication develop valuable cross-cultural competence. The TESOL minor also offers a streamlined path to the Master of Arts in TESOL, allowing students who complete the minor to earn the graduate degree in just one calendar year after graduation.

Program Level
Undergraduate

School
School of Society & Culture

Program Requirements

Simple Requirements

Requirements

TESOL Minor Requirements

Type
Completion Requirement

Fulfill ALL of the following requirements:

Required Courses (4)

Complete ALL of the following Courses:

- AL101 - Introduction to Language and Linguistics
- AL250 - Intercultural Communication
- AL310 - Methodology of Second/Foreign Language Teaching
- AL343 - Teaching Oral Skills in a Second/ Foreign Language

AND

Foreign Language Course (1)

Complete ANY 1 foreign language course at any level

Certificate of Advanced Graduate Study

General

Program Title
Certificate of Advanced Graduate Study

Program Type
Graduate Certificate

Program Description

Arts Integration in Schools & Communities
Explores the role of the arts in teaching, learning, and community engagement. Students develop innovative, interdisciplinary approaches that foster creativity, collaboration, and meaningful connections between schools and communities.

Curriculum & Instructional Design
Prepares educators to design engaging curricula and effective learning experiences. Coursework emphasizes instructional planning, assessment, educational technology, and evidence-based teaching practices.

Environmental Education
Examines teaching and learning through environmental and place-based perspectives. Students develop the knowledge and skills to connect learners with ecological systems, sustainability, and community-based learning.

Literacy
Focuses on advanced literacy theory, instruction, and leadership. Students deepen their understanding of reading, writing, language development, and literacy practices that support diverse learners.

Racial Equity & Educational Justice
Explores the intersection of education, equity, and social justice. Students examine systems and practices that impact learning while developing strategies to promote inclusive, equitable educational environments.

School Leadership
Prepares educators for leadership roles in schools and educational organizations. Coursework develops the skills needed to lead instructional improvement, support school communities, and advance student success.

Holistic Restorative Education
Focuses on relationship-centered approaches that support individual and community well-being. Students explore restorative practices, social-emotional learning, and strategies for creating inclusive educational environments.

Special Education
Develops advanced knowledge and skills for supporting students with diverse learning needs. Coursework emphasizes inclusion, collaboration, advocacy, assessment, and evidence-based instructional practices.

Teaching English to Speakers of Other Languages (TESOL)
Prepares educators to support multilingual learners in a variety of educational settings. Students examine language acquisition, culturally responsive teaching, and effective instructional strategies for English language development.

Program Level
Graduate

School
School of Society & Culture

Program Learning Outcomes

Learning Outcomes

Statement
The Learning Outcomes for all Graduate Education Programs are the tenets of our Education Department Mission. We, as teacher educators, educators, and leaders, commit to work toward creating equitable and just systems by dismantling inequitable and oppressive educational policies and structures, in that:

Category
We are change agents committed to antiracism, equity, and educational justice.

Learning Outcome
We use culturally sustaining pedagogy to critically examine ourselves and promote educational justice. We support educators and school leaders to identify and disrupt white supremacy in school systems.

Category
We are educators focused on creating sustainable communities and schools.

Learning Outcome
We are equipped with the understandings, skills, and dispositions needed to participate in and lead diverse learning communities. We see education as a process to engage learners in local and global challenges, promoting economic viability as well as environmental and community health.

Category
We are passionate and curious scholars.

Learning Outcome
We skillfully use research and analytical skills to identify the most promising socially, culturally, and developmentally responsive practices to support equitable learning. We aim to inspire engagement, critical thinking, and curiosity in our learners. We practice empathy to create inclusive and dynamic learning communities.

Category
We are creative, integrative, and holistic educators.

Learning Outcome
We are adept at both discipline-based and integrative teaching and learning, using emerging technologies, socially interactive pedagogies, and holistic approaches to support academic, social and emotional engagement. We construct curriculum, personalize learning opportunities, and support our learners to meet the diverse needs of an increasingly multiracial and multicultural society.

Category
We are reflective and contemplative practitioners.

Learning Outcome
We examine ourselves, our histories, and our academic endeavors, studying and reflecting upon our own biases. Understanding the connection between intellectual and social-emotional growth, we empower learners to gain self-knowledge, assume responsibility for their own learning, and honor cultural identities. We model balancing action with reflection to stay centered and purposeful in our lives.

Statement
In addition, our graduate teacher licensure and endorsement programs are guided by the Vermont Core Teaching and Leadership Standards, which are based on the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Standards and Learning Progressions. There are 10 core teaching standards broken into three themes and 10 core leadership standards. These teaching and leadership standards are embedded in courses, field placements, and assessments throughout each graduate education licensure/endorsement program.

Statement
Students who successfully complete an initial licensure program (Art Education, Elementary Education; Middle Grades; Modern & Classical Languages - French, Latin, and/or Spanish; Multilingual Learner; Secondary Education; or Special Education) are assessed in four ways during the course of their programs: a 3.0 GPA or higher in their courses; an evaluation of meeting expectations on the Professional Skills and Dispositions Assessment; an evaluation of meeting proficiency in student teaching; and successfully passing the Vermont Licensure Portfolio.

Statement
Students who successfully complete an additional endorsement (Specialized Literacy Professional, Principal, Director of Curriculum, or Director of Special Education) program are assessed in four ways during the course of their program: a 3.0 GPA or higher in their courses; an evaluation of meeting expectations on the Professional Skills and Dispositions Assessment; successful completion of a practicum in their endorsement area; and meeting proficiency on their portfolio/culminating project.

Statement
Learning Outcomes for Initial Licensure Programs (Adopted from the Vermont Core Teaching Standards)

Category
Part One Theme: The Learner and Learning

Learning Outcome
Our graduates demonstrate the ability to thoughtfully describe, critically analyze, and insightfully reflect upon their readiness to use an understanding of learning theory, learner development, and learner differences for the design of effective learning experiences in a variety of settings with diverse learners. They also generate ideas, questions, or proposals about the theme for their ongoing professional development.

Category
Standard 1: Learner Development

Learning Outcome
Our graduates understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Category
Standard 2: Learning Differences

Learning Outcome
Our graduates use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Category
Standard 3: Learning Environments

Learning Outcome
Our graduates work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Category
Part Two Theme: Content Knowledge and Instructional Practice

Learning Outcome
Our graduates demonstrate the ability to thoughtfully describe, critically analyze, and insightfully reflect upon the use of content knowledge and assessment, planning, and instructional strategies to implement creative, rigorous, and engaging learning. They also generate ideas, questions, or proposals about the theme for their ongoing professional development.

Category
Standard 4: Content Knowledge and Pedagogical Content Knowledge

Learning Outcome
Our graduates understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of content.

Category
Standard 5: Application of Content for Transferable Skills

Learning Outcome
Our graduates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Category
Standard 6: Assessment

Learning Outcome
Our graduates understand and use multiple methods of assessment to engage learners in their own growth, to monitor learning progress, and to guide the teachers and learners decision making.

Category
Standard 7: Planning for Instruction

Learning Outcome
Our graduates plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Category
Standard 8: Instructional Strategies

Learning Outcome
Our graduates understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Category
Part Three Theme: Professional Responsibility

Learning Outcome
Our graduates demonstrate the ability to thoughtfully describe, critically analyze, and insightfully reflect upon their readiness for professional responsibility. They also generate ideas, questions, or proposals about the theme for their ongoing professional development.

Category
Standard 9: Professional Learning and Ethical Practice

Learning Outcome
Our graduates engage in ongoing professional learning and uses evidence to continually evaluate [their] practice, particularly the effects of [their] choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Category
Standard 10: Leadership and Collaboration

Learning Outcome
Our graduates seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

Statement
Learning Outcomes for Leadership Endorsement Programs (From the Vermont Core Leadership Standards)

Category
Standard 1: Mission, Vision, and Core Values

Learning Outcome
Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Category
Standard 2: Ethics and Professional Norms

Learning Outcome
Effective educational leaders act ethically and according to professional norms to promote each students academic success and well-being.

Category
Standard 3: Equity and Cultural Responsiveness

Learning Outcome
Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each students academic success and well-being.

Category
Standard 4: Curriculum, Instruction, and Assessment

Learning Outcome
Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each students academic success and well-being.

Category
Standard 5: Community of Care and Support for Students

Learning Outcome
Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Category
Standard 6: Professional Capacity of School Personnel

Learning Outcome
Effective educational leaders develop the professional capacity and practice of school personnel to promote each students academic success and well-being.

Category
Standard 7: Professional Community for Teachers and Staff

Learning Outcome
Effective educational leaders foster a professional community of teachers and other professional staff to promote each students academic success and well-being.

Category
Standard 8: Meaningful Engagement of Families and Community

Learning Outcome
Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each students academic success and well-being.

Category
Standard 9: Operations and Management

Learning Outcome
Effective educational leaders manage school operations and resources to promote each students academic success and well-being.

Category
Standard 10: School Improvement

Learning Outcome
Effective educational leaders act as agents of continuous improvement to promote each students academic success and well-being.

Program Requirements

Simple Requirements

Requirements

CAGS Coursework

Type
Completion Requirement

CAGS Credits Requirement

The CAGS program requires a minimum of 30 credits in GED or GSL coursework selected in collaboration with an advisor. The coursework required for each concentration, advanced concentration, and endorsement (outlined below) counts toward the 30 credit minimum.

Earn at least 30 credits

CAGS Concentration

Type
Completion Requirement

Concentration

CAGS candidates must select one of the follow concentrations:

1. Arts Integration in Schools & Communities
2. Curriculum & Instructional Design
3. Environmental Education
4. Literacy
5. Racial Equity & Educational Justice
6. School Leadership
7. Holistic Restorative Education
8. Special Education
9. Teaching English to Speakers of Other Languages

Fulfill ANY of the following requirements:

Arts Integration in Schools & Communities Concentration

Fulfill ALL of the following requirements:

Arts Integration Core Courses

Complete ALL of the following Courses:

- GED563 - Aesthetic Development in Childhood: Nurturing Holistic Growth Through Creativity & Play, Birth to Adolescence
- GED674 - Critical Multicultural Arts in the Classroom

AND

Arts Integration Electives

Complete at least 2 of the following courses:

- GED575 - Indigenous Perspectives: Culturally Sustaining Pedagogies, Curriculum & the Arts
- GED577 - Inquiry Into Racial Equity and Educational Justice
- GED651 - Integrated Teaching: Learning in and Through the Visual Arts
- GED673 - Special Topics in Arts Education
- GED678 - Social Justice and the Arts: Aesthetic Perspectives
- GED693 - Integrating Art, Social Studies, and Language Arts: Pre-K-8

OR

Curriculum & Instructional Design Concentration

Complete ALL of the following Courses:

- GED509 - Integrative Curriculum
  OR GED511 - Fundamentals of Curriculum
- GED571 - Antiracism: Critical Theory and Praxis
- GED618 - From Assessment to Action: Using Data to Improve Student Learning
- GED651 - Integrated Teaching: Learning in and Through the Visual Arts

OR

Environmental Education Concentration

Complete ALL of the following Courses:

- GED537 - Food Systems & Sustainable Agriculture
- GED539 - Environmental Education
- GED575 - Indigenous Perspectives: Culturally Sustaining Pedagogies, Curriculum & the Arts
- GED577 - Inquiry Into Racial Equity and Educational Justice

OR

Literacy Concentration

Complete ALL of the following Courses:

- GED534 - Literacy Assessment, Instruction, and Intervention in Reading
- GED606 - Literacy Development and Instruction for Diverse Learners
- GED607 - Literacy Instruction for Adolescents with Reading Difficulties: Intervention & Instruction
  OR GED643 - Structured Literacy Instruction for Students with Disabilities, Pre-K-Grade 8
- GED640 - Language and Learning

OR

Racial Equity & Educational Justice Concentration

Complete ALL of the following Courses:

- GED571 - Antiracism: Critical Theory and Praxis
- GED573 - African American History for Teachers
- GED575 - Indigenous Perspectives: Culturally Sustaining Pedagogies, Curriculum & the Arts
- GED577 - Inquiry Into Racial Equity and Educational Justice

Students who complete this concentration also complete the Graduate Certificate in Racial Equity & Educational Justice requirements. A separate application to the REEJ Program is required to earn the certificate.

OR

School Leadership Concentration

Complete ALL of the following Courses:

- GED567 - Legal & Financial Management of Schools
- GED572 - School Leadership
- GED618 - From Assessment to Action: Using Data to Improve Student Learning
- GED684 - School and Community

OR

Holistic Restorative Education Concentration

Complete ALL of the following Courses:

- GED501 - Transforming Teaching and Learning Through Holistic Restorative Education
- GED502 - Developing Sustainable Practices Toward Equity & Healing in School Systems
- GED503 - Restorative Responses to Harm - in Schools and Society
- GED504 - Holistic Restorative Education Practicum

Students who complete this concentration also complete the Graduate Certificate in Holistic Restorative Education requirements. A separate application to the HRE Program is required to earn the certificate.

OR

Special Education Concentration

Complete ALL of the following Courses:

- GED581 - Social/Emotional Development and Individual Differences
- GED631 - Learning, Development, and Individual Differences
- GED632 - Assessment of Students within General and Special Education
- GED633 - Legal and Professional Issues in Special Education

OR

Teaching English to Speakers of Other Languages Concentration

Complete ALL of the following Courses:

- GSL500 - Foundations of Linguistics
- GSL542 - Introduction to Language Teaching
- GSL543 - Teaching of Oral Skills to Multilingual Learners
- GSL546 - Literacy Development and Instruction for Diverse Learners

CAGS Electives

Type
Completion Requirement

CAGS Electives

Electives within the CAGS program are flexible and may be drawn from all GED and GSL courses. Students are encouraged to work with their advisor to select electives that best align with their academic and professional goals. Some concentrations offer opportunities for additional depth through the completion of Advanced Concentrations and/or endorsements. Students may also use elective credits to complete a second CAGS concentration.

Literacy Concentration: Optional Specialized Literacy Professional Endorsement

Type
Completion Requirement

Specialized Literacy Professional Endorsement: Required Courses

Complete ALL of the following Courses:

- GED511 - Fundamentals of Curriculum
- GED535 - Multicultural Literature for Children And Adolescents
- GED621 - Supervision, Evaluation, and Teacher Development
- GED696 - Specialized Literacy Professional Practicum

School Leadership Concentration: Optional Advanced Concentration and Endorsements

Type
Completion Requirement

Advanced Concentration in School Leadership: Required Courses

Complete ALL of the following Courses:

- GED509 - Integrative Curriculum
  OR GED511 - Fundamentals of Curriculum
- GED621 - Supervision, Evaluation, and Teacher Development

Advanced Concentration in School Leadership

Fulfill ANY of the following requirements:

Advanced Concentration in School Leadership: No Endorsement

Complete two advisor-approved electives.

OR

Advanced Concentration in School Leadership: Endorsements

Within the Advanced Concentration in School Leadership, students may pursue one of the following endorsements:

1. Director of Curriculum
2. Director of Special Education*
3. Principal

The coursework required for all three endorsements is identical.

Complete ALL of the following Courses:

- GED680 - School Leadership Practicum I
- GED681 - School Leadership Practicum II
- GED682 - School Leadership Practicum III

**GED 632* and *GED 633* are prerequisites for the practicum courses required for this endorsement. Most licensed special educators have met these prerequisites. Those who have not met the competencies addressed in these courses prior to beginning this program will need to complete them before beginning GED 680.*

Special Education Concentration: Optional Advanced Concentration and Endorsements

Type
Completion Requirement

Advanced Concentration in Special Education: Required Courses

Complete ALL of the following Courses:

- GED612 - Math and Diversity
- GED640 - Language and Learning
- GED643 - Structured Literacy Instruction for Students with Disabilities, Pre-K-Grade 8

Advanced Concentration in Special Education

Fulfill ANY of the following requirements:

Advanced Concentration in Special Education: No Endorsement

Complete an advisor-approved elective.

OR

Advanced Concentration in Special Education: Endorsements

Within the Advanced Concentration in Special Education, students may pursue one of the following endorsements:

1. Special Educator Endorsement: Grades K-8

2. Special Educator Endorsement: Grade 7-Age 21
3. Special Educator Endorsement: Grade K-Age 21

The coursework required for all three endorsements is identical.

Complete ALL of the following Courses:

- GED662 - Special Education Seminar
- GED694 - Special Education Additional Endorsement Practicum

TESOL Concentration: Optional Advanced Concentration

Type
Completion Requirement

Advanced Specialization in TESOL: Required Courses

Complete ALL of the following Courses:

- GSL502 - Pedagogical Grammar
- GSL612 - Multilingualism and Culturally and Linguistically Sustaining Pedagogies
- GSL620 - Principles of Testing and Assessment In Language Teaching

Advanced Concentration in TESOL

Fulfill ANY of the following requirements:

Advanced Concentration in TESOL: No License or Endorsement

Complete an advisor-approved elective. GSL602 Intercultural Communication is recommended.

OR

Initial Licensure in TESOL

Within the Advanced Concentration in TESOL, students may pursue an initial teaching license by completing the following coursework.

Complete ALL of the following Courses:

- GED516 - Educational Foundations: Understanding The Past and Creating the Future
- GED520 - Child and Adolescent Development
- GED550 - Student Teaching Internship
- GED555 - Student Teaching Seminar
- GED612 - Math and Diversity
- GED641 - Teaching in the Inclusive Classroom Pre-K-12

OR

Additional Endorsement in TESOL

Within the Advanced Concentration in TESOL, students with an existing teaching license satisfy the requirements for an Additional Endorsement in TESOL. No additional coursework is required.

Graduate Certificate in Holistic Restorative Education

General

Program Title
Graduate Certificate in Holistic Restorative Education

Program Type
Graduate Certificate

Program Description
Social neuroscientists and educational theorists agree that human beings learn best when they experience safety, connection with teachers and peers, and equity. This year-long, 12-credit graduate program is designed for educators, specialists, and leaders who want to build the skills, understanding, awareness and capacity to support those needs, on a personal and systemic level. The Holistic Restorative Education Certificate Program seeks to be restorative for its participants by shifting how we do education to a more human-centered practice whose success as a whole is dependent on the wellness of all its members. The program supports educators and leaders in developing the core practices of mindfulness, restorative approaches, healing-centered engagement, and culturally responsive teaching. Mindfulness and equity are powerful throughlines in this program.

Program Level
Graduate

School
School of Society & Culture

Program Learning Outcomes

Learning Outcomes

Statement
The Learning Outcomes for all Graduate Education Programs are the tenets of our Education Department Mission. We, as teacher educators, educators, and leaders, commit to work toward creating equitable and just systems by dismantling inequitable and oppressive educational policies and structures, in that:

Statement
In addition, our graduate teacher licensure and endorsement programs are guided by the Vermont Core Teaching and Leadership Standards, which are based on the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Standards and Learning Progressions. There are 10 core teaching standards broken into three themes and 10 core leadership standards. These teaching and leadership standards are embedded in courses, field placements, and assessments throughout each graduate education licensure/endorsement program.

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Statement
Learning Outcomes for Initial Licensure Programs (Adopted from the Vermont Core Teaching Standards)

Statement
Learning Outcomes for Leadership Endorsement Programs (From the Vermont Core Leadership Standards)

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Learning Outcome
We use culturally sustaining pedagogy to critically examine ourselves and promote educational justice. We support educators and school leaders to identify and disrupt white supremacy in school systems.

Category
We are educators focused on creating sustainable communities and schools.

Learning Outcome
We are equipped with the understandings, skills, and dispositions needed to participate in and lead diverse learning communities. We see education as a process to engage learners in local and global challenges, promoting economic viability as well as environmental and community health.

Category
We are passionate and curious scholars.

Learning Outcome
We skillfully use research and analytical skills to identify the most promising socially, culturally, and developmentally responsive practices to support equitable learning. We aim to inspire engagement, critical thinking, and curiosity in our learners. We practice empathy to create inclusive and dynamic learning communities.

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We are creative, integrative, and holistic educators.

Learning Outcome
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Learning Outcome
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Category
Standard 1: Learner Development

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Category
Standard 2: Learning Differences

Learning Outcome
Our graduates use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Category
Standard 3: Learning Environments

Learning Outcome
Our graduates work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Category
Part Two Theme: Content Knowledge and Instructional Practice

Learning Outcome
Our graduates demonstrate the ability to thoughtfully describe, critically analyze, and insightfully reflect upon the use of content knowledge and assessment, planning, and instructional strategies to implement creative, rigorous, and engaging learning. They also generate ideas, questions, or proposals about the theme for their ongoing professional development.

Category
Standard 4: Content Knowledge and Pedagogical Content Knowledge

Learning Outcome
Our graduates understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of content.

Category
Standard 5: Application of Content for Transferable Skills

Learning Outcome
Our graduates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Category
Standard 6: Assessment

Learning Outcome
Our graduates understand and use multiple methods of assessment to engage learners in their own growth, to monitor learning progress, and to guide the teachers and learners decision making.

Category
Standard 7: Planning for Instruction

Learning Outcome
Our graduates plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Category
Standard 8: Instructional Strategies

Learning Outcome
Our graduates understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Category
Part Three Theme: Professional Responsibility

Learning Outcome
Our graduates demonstrate the ability to thoughtfully describe, critically analyze, and insightfully reflect upon their readiness for professional responsibility. They also generate ideas, questions, or proposals about the theme for their ongoing professional development.

Category
Standard 9: Professional Learning and Ethical Practice

Learning Outcome
Our graduates engage in ongoing professional learning and uses evidence to continually evaluate [their] practice, particularly the effects of [their] choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Category
Standard 10: Leadership and Collaboration

Learning Outcome
Our graduates seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

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Learning Outcomes for Leadership Endorsement Programs (From the Vermont Core Leadership Standards)

Category
Standard 1: Mission, Vision, and Core Values

Learning Outcome
Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

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Learning Outcome
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Program Requirements

Simple Requirements

Requirements

Graduate Certificate in Holistic Restorative Education Requirements

Type
Completion Requirement

Complete ALL of the following Courses:

- GED501 - Transforming Teaching and Learning Through Holistic Restorative Education
- GED502 - Developing Sustainable Practices Toward Equity & Healing in School Systems
- GED503 - Restorative Responses to Harm - in Schools and Society
- GED504 - Holistic Restorative Education Practicum

Graduate Certificate in Racial Equity & Educational Justice

General

Program Title
Graduate Certificate in Racial Equity & Educational Justice

Program Type
Graduate Certificate

Program Description
The Racial Equity & Educational Justice (REEJ) Graduate Certificate Program aims to help educators develop the content knowledge, pedagogical skills, and intersectional lens necessary to provide more equitable and inclusive schooling experiences for all students. This 12-credit, fully online, graduate certificate program consists of four courses focused on antiracism, critical reflexivity, collective liberation, and justice. In the culminating course, students synthesize and apply their learning as they engage in a personalized cycle of inquiry around a specific issue of equity and educational justice of their choosing.

Program Level
Graduate

School
School of Society & Culture

Program Learning Outcomes

Learning Outcomes

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Category
We are educators focused on creating sustainable communities and schools.

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We are equipped with the understandings, skills, and dispositions needed to participate in and lead diverse learning communities. We see education as a process to engage learners in local and global challenges, promoting economic viability as well as environmental and community health.

Category
We are passionate and curious scholars.

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We skillfully use research and analytical skills to identify the most promising socially, culturally, and developmentally responsive practices to support equitable learning. We aim to inspire engagement, critical thinking, and curiosity in our learners. We practice empathy to create inclusive and dynamic learning communities.

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We are creative, integrative, and holistic educators.

Learning Outcome
We are adept at both discipline-based and integrative teaching and learning, using emerging technologies, socially interactive pedagogies, and holistic approaches to support academic, social and emotional engagement. We construct curriculum, personalize learning opportunities, and support our learners to meet the diverse needs of an increasingly multiracial and multicultural society.

Category
We are reflective and contemplative practitioners.

Learning Outcome
We examine ourselves, our histories, and our academic endeavors, studying and reflecting upon our own biases. Understanding the connection between intellectual and social-emotional growth, we empower learners to gain self-knowledge, assume responsibility for their own learning, and honor cultural identities. We model balancing action with reflection to stay centered and purposeful in our lives.

Statement
In addition, our graduate teacher licensure and endorsement programs are guided by the Vermont Core Teaching and Leadership Standards, which are based on the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Standards and Learning Progressions. There are 10 core teaching standards broken into three themes and 10 core leadership standards. These teaching and leadership standards are embedded in courses, field placements, and assessments throughout each graduate education licensure/endorsement program.

Statement
Students who successfully complete an initial licensure program (Art Education, Elementary Education; Middle Grades; Modern & Classical Languages - French, Latin, and/or Spanish; Multilingual Learner; Secondary Education; or Special Education) are assessed in four ways during the course of their programs: a 3.0 GPA or higher in their courses; an evaluation of meeting expectations on the Professional Skills and Dispositions Assessment; an evaluation of meeting proficiency in student teaching; and successfully passing the Vermont Licensure Portfolio.

Statement
Students who successfully complete an additional endorsement (Specialized Literacy Professional, Principal, Director of Curriculum, or Director of Special Education) program are assessed in four ways during the course of their program: a 3.0 GPA or higher in their courses; an evaluation of meeting expectations on the Professional Skills and Dispositions Assessment; successful completion of a practicum in their endorsement area; and meeting proficiency on their portfolio/culminating project.

Statement
Learning Outcomes for Initial Licensure Programs (Adopted from the Vermont Core Teaching Standards)

Category
Part One Theme: The Learner and Learning

Learning Outcome
Our graduates demonstrate the ability to thoughtfully describe, critically analyze, and insightfully reflect upon their readiness to use an understanding of learning theory, learner development, and learner differences for the design of effective learning experiences in a variety of settings with diverse learners. They also generate ideas, questions, or proposals about the theme for their ongoing professional development.

Category
Standard 1: Learner Development

Learning Outcome
Our graduates understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Category
Standard 2: Learning Differences

Learning Outcome
Our graduates use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Category
Standard 3: Learning Environments

Learning Outcome
Our graduates work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Category
Part Two Theme: Content Knowledge and Instructional Practice

Learning Outcome
Our graduates demonstrate the ability to thoughtfully describe, critically analyze, and insightfully reflect upon the use of content knowledge and assessment, planning, and instructional strategies to implement creative, rigorous, and engaging learning. They also generate ideas, questions, or proposals about the theme for their ongoing professional development.

Category
Standard 4: Content Knowledge and Pedagogical Content Knowledge

Learning Outcome
Our graduates understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of content.

Category
Standard 5: Application of Content for Transferable Skills

Learning Outcome
Our graduates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Category
Standard 6: Assessment

Learning Outcome
Our graduates understand and use multiple methods of assessment to engage learners in their own growth, to monitor learning progress, and to guide the teachers and learners decision making.

Category
Standard 7: Planning for Instruction

Learning Outcome
Our graduates plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Category
Standard 8: Instructional Strategies

Learning Outcome
Our graduates understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Category
Part Three Theme: Professional Responsibility

Learning Outcome
Our graduates demonstrate the ability to thoughtfully describe, critically analyze, and insightfully reflect upon their readiness for professional responsibility. They also generate ideas, questions, or proposals about the theme for their ongoing professional development.

Category
Standard 9: Professional Learning and Ethical Practice

Learning Outcome
Our graduates engage in ongoing professional learning and uses evidence to continually evaluate [their] practice, particularly the effects of [their] choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Category
Standard 10: Leadership and Collaboration

Learning Outcome
Our graduates seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

Statement
Learning Outcomes for Leadership Endorsement Programs (From the Vermont Core Leadership Standards)

Category
Standard 1: Mission, Vision, and Core Values

Learning Outcome
Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Category
Standard 2: Ethics and Professional Norms

Learning Outcome
Effective educational leaders act ethically and according to professional norms to promote each students academic success and well-being.

Category
Standard 3: Equity and Cultural Responsiveness

Learning Outcome
Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each students academic success and well-being.

Category
Standard 4: Curriculum, Instruction, and Assessment

Learning Outcome
Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each students academic success and well-being.

Category
Standard 5: Community of Care and Support for Students

Learning Outcome
Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Category
Standard 6: Professional Capacity of School Personnel

Learning Outcome
Effective educational leaders develop the professional capacity and practice of school personnel to promote each students academic success and well-being.

Category
Standard 7: Professional Community for Teachers and Staff

Learning Outcome
Effective educational leaders foster a professional community of teachers and other professional staff to promote each students academic success and well-being.

Category
Standard 8: Meaningful Engagement of Families and Community

Learning Outcome
Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each students academic success and well-being.

Category
Standard 9: Operations and Management

Learning Outcome
Effective educational leaders manage school operations and resources to promote each students academic success and well-being.

Category
Standard 10: School Improvement

Learning Outcome
Effective educational leaders act as agents of continuous improvement to promote each students academic success and well-being.

Program Requirements

Simple Requirements

Requirements

Graduate Certificate in Racial Equity & Educational Justice Requirements

Type
Completion Requirement

Complete ALL of the following Courses:

- GED571 - Antiracism: Critical Theory and Praxis
- GED573 - African American History for Teachers
- GED575 - Indigenous Perspectives: Culturally Sustaining Pedagogies, Curriculum & the Arts
- GED577 - Inquiry Into Racial Equity and Educational Justice

Graduate Certificate in TESOL

General

Program Title
Graduate Certificate in TESOL

Program Type
Graduate Certificate

Program Description
The Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL) is designed for those who have special training objectives in mind and may not wish to pursue a full master's program. All eight certificate courses may be applied to the Master of Arts in Teaching English to Speakers of Other Languages (MATESOL) for those certificate students who wish to matriculate into the master's program.

Program Level
Graduate

School
School of Society & Culture

Program Learning Outcomes

Learning Outcomes

Category
Language

Learning Outcome
Demonstrate understanding of foundational linguistic concepts and fundamental properties of language.

Category
Language

Learning Outcome
Demonstrate knowledge of English language structures and forms.

Category
Language

Learning Outcome
Demonstrate understanding of how English is used across communicative contexts.

Category
Teaching & Learning

Learning Outcome
Demonstrate understanding of theories and methods within the field of Second Language Acquisition.

Category
Teaching & Learning

Learning Outcome
Apply understanding of sociocultural contexts to teaching and learning.

Category
Teaching & Learning

Learning Outcome
Design and adapt materials and curricula for effective language instruction.

Category
Teaching & Learning

Learning Outcome
Apply a range of approaches, methods, and techniques while teaching and tutoring.

Category
Teaching & Learning

Learning Outcome
Develop evaluation tasks and materials based on assessment principles.

Category
Teaching & Learning

Learning Outcome
Integrate available and developing technologies into language teaching.

Category
Teaching & Learning

Learning Outcome
Engage in reflective teaching.

Category
Professionalism

Learning Outcome
Play an active role in the TESOL community.

Category
Professionalism

Learning Outcome
Document professional accomplishments and plan future development.

Program Requirements

Simple Requirements

Requirements

Graduate Certificate in TESOL Requirements

Type
Completion Requirement

Complete ALL of the following Courses:

- GSL520 - Computer-Assisted Language Learning (Online)
- GSL542 - Introduction to Language Teaching
- GSL543 - Teaching of Oral Skills to Multilingual Learners
- GSL546 - Literacy Development and Instruction for Diverse Learners
- GSL602 - Intercultural Communication
- GSL604 - Second Language Acquisition

All Courses

AC141 - Financial Accounting

General

Course Title
Financial Accounting

Course Description
Introduces accounting principles and practices applicable to the preparation and analysis of financial statements of a business organization. Major topics include the accounting cycle, classification of elements of financial statements (assets, liabilities, equity), measurement of income, and preparation and analysis of financial statements.

AC-141 and AC-143 should not be taken in the same semester.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

AC143 - Managerial Accounting

General

Course Title
Managerial Accounting

Course Description
Covers the preparation and use of accounting information to support managerial planning, control and decision making. Introduces cost classification and behavior concepts, cost-volume-profit analysis, the use of budgets, cost-control systems, standard costs, variance analysis, cost-based decision making, and cash flows.

AC-141 and AC-143 should not be taken in the same semester.

Accounting majors and minors will take AC 141-Financial Accounting instead of BU 103.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

AC190 - Topics in Accounting

General

Course Title
Topics in Accounting

Course Description
An examination of a topic at the introductory level not offered by the department on a regular basis. Topics will vary depending on the interests of the faculty.

May be repeatable if topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

AC221 - Intermediate Accounting I

General

Course Title
Intermediate Accounting I

Course Description
Two-semester examination of financial accounting concepts and theories, the financial reporting process, financial statements, and accounting for asset, liability, and shareholders' equity accounts in greater depth. Topics also include time value of money, accounting for investments, bonds, leases, and income taxes, plus earnings per share and financial disclosures.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

AC141 Prerequisite

Type
Prerequisite

AC141, Minimum Grade B

Earn a minimum Grade of B in the following:

- AC141 - Financial Accounting

AC223 - Intermediate Accounting II

General

Course Title
Intermediate Accounting II

Course Description
Two-semester examination of financial accounting concepts and theories, the financial reporting process, financial statements, and accounting for asset, liability, and shareholders' equity accounts in greater depth. Topics also include time value of money, accounting for investments, bonds, leases, and income taxes, plus earnings per share and financial disclosures.

Restrictions: AC Majors and Minors Only.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

AC221 Prerequisite

Type
Prerequisite

AC221

Complete ALL of the following Courses:
- AC221 - Intermediate Accounting I

AC243 - Cost Management

General

Course Title
Cost Management

Course Description
Examines the role of both cost management and cost management information in organizational strategy and success. Topics explore the practical application of cost management information, including the tools and techniques used to promote critical and effective decision making.

Required for accounting majors and recommended for business majors with an interest in the accumulation and use of cost relevant to the decision-making process.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

AC143 Prerequisite

Type
Prerequisite

AC143

Complete ALL of the following Courses:
- AC143 - Managerial Accounting

AC250 - Nonprofit Accounting

General

Course Title
Nonprofit Accounting

Course Description
This course provides students with a fundamental understanding of the financial accounting, reporting, and stewardship issues pivotal to nonprofit organizations. Nonprofits constitute a significant portion of the American economy, and engage in an array of important undertakings, from education, research, religion, health/welfare, social activities, and professional pursuits.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

AC143 Prerequisite

Type
Prerequisite

AC143

Complete ALL of the following Courses:
- AC143 - Managerial Accounting

AC415 - Federal Income Taxation

General

Course Title
Federal Income Taxation

Course Description
Introduction to federal income tax law as it applies to individuals, with some corporate and partnership tax concepts. The course focuses on computing federal income tax liabilities and identifying opportunities in federal income tax law to minimize income taxes. Emphasizes problem solving and application of tax concepts to practical scenarios.

Restrictions: AC Majors and Minors Only.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Junior Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

AC450 - Seminar in Accounting

General

Course Title
Seminar in Accounting

Course Description
Capstone course in the Accounting major. Topics build upon accumulated accounting knowledge to further develop the capacity to analyze, research, write about and present accounting topics, consider standards of professional ethics and the influence of current events. The course also addresses the commitment to lifelong learning inherent in the profession.

Restrictions: AC Majors and Minors Only.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

AC451 Prerequisite & Junior Class Standing Requirement

Type
Prerequisite

AC451

Complete ALL of the following Courses:
- AC451 - Auditing

Minimum Junior Standing

Earn at least 56 credits

AC451 - Auditing

General

Course Title
Auditing

Course Description
Introduction to the fundamentals of auditing. Topics include professional standards which govern the performance of audit services and a review of concepts and procedures critical to successful performance of a financial statement audit, from risk assessment through audit reporting.

Restrictions: AC Majors and Minors Only.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

AC223 Prerequisite & Junior Class Standing Requirement

Type
Prerequisite

AC223

Complete ALL of the following Courses:
- AC223 - Intermediate Accounting II

Minimum Junior Standing

Earn at least 56 credits

AC490 - Advanced Topics in Accounting

General

Course Title
Advanced Topics in Accounting

Course Description
This advanced topics course addresses contemporary issues in accounting. Specific information about a topic being offered in a given semester can be obtained from the faculty member offering the course or the department chair.

May be repeatable if different topic.

Restrictions: AC Majors and Minors Only.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

Course Requisites

Simple Requirements

Prerequisites & Senior Standing Requirement

Type
Prerequisite

AC141, AC143, EC101, AC221

Complete ALL of the following Courses:
- AC141 - Financial Accounting
- AC143 - Managerial Accounting
- EC101 - Principles of Macroeconomics
- AC221 - Intermediate Accounting I

ST120 or PS213

Complete at least 1 of the following courses:
- ST120 - Elementary Statistics
- PS213 - Psychological Statistics

Minimum Senior Standing

Earn at least 89 credits

AC499 - (INT) Internship

General

Course Title
(INT) Internship

Course Description
Qualified majors may apply for academic internships at a variety of off-campus sites including non-profit organizations, government agencies, healthcare practices and businesses.

Requirements may include selected readings, written reports, and an oral presentation.

Registration is through the Career Education Center and will require an appointment with a Career Coach. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several
weeks and needs to be completed prior to the start of the semester.

Restrictions: Minimum 2.0 GPA.

May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

AH251 - Ancient and Medieval Art

General

Course Title
Ancient and Medieval Art

Course Description
Examination of early human achievement in the arts, from the cave paintings of Lascaux to the Gothic cathedrals. Special attention is given to methods of analyzing form and subject matter, and ideology in art and architecture.

CORE: Literature & The Arts AND Catholic Intellectual Traditions

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

AH252 - Renaissance and Modern Art

General

Course Title
Renaissance and Modern Art

Course Description
Students learn to analyze art, and to see, think, write and speak critically about painting, sculpture, and empowered objects from the fifteenth through twentieth centuries in Europe, America, and West Africa. Throughout the course, we analyze art through changing thematic lenses. Stylistic elements, the role of art in society, and the judgment of what is good, are persistent themes.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

AH333 - Art Since 1960

General

Course Title
Art Since 1960

Course Description
This course provides a survey of major art movements since 1960. We will examine the shift from modernist to post-modernist aesthetics in movements such as Gutai, Pop, Fluxus, Situationism, Minimalism, Conceptual Art, Arte Povera, Black Arts Movement, Institutional Critique, and Feminist Art to more recent developments in digital and online art. Classroom discussion will be central to the course and students should be prepared to engage with readings.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

AH347 - Saints, Kings and Barbarians

General

Course Title
Saints, Kings and Barbarians

Course Description
This course will focus on images of power, piety, and belief in the European Middle Ages (c.200 - 1066), from the Late Antique world to Charlemagne and his successors. Rural landscapes, town planning, and the role of archeology in understanding medieval art and life will be explored, along with the evolution of including churches, mosques, monasteries, cathedrals, palaces and houses, and the objects and images that filled them.

CORE: Literature & The Arts AND Catholic Intellectual Traditions

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Sophomore Class Standing Requirement

Type
Prerequisite

Minimum Sophomore Standing

Earn at least 24 credits

AH348 - Castles and Cathedrals: Art of the High Middle Ages

General

Course Title
Castles and Cathedrals: Art of the High Middle Ages

Course Description
This course will focus on images of power, piety, and belief in the European High Middle Ages (c. 900 - c. 1400), from Charlemagne and the Carolingian contribution to late Gothic and Marco Polo's travels. The achievements of the Romanesque style in the great monasteries, and the development of the Gothic cathedrals will be explored, as will the objects and images that filled these buildings - mosaics, sculpture, paintings, reliquaries, illuminated manuscripts, metalwork, jewelry, stained glass.

CORE: Literature & The Arts AND Catholic Intellectual Traditions

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Sophomore Class Standing Requirement

Type
Prerequisite

Minimum Sophomore Standing

Earn at least 24 credits

AH381 - Topics in Art History

General

Course Title
Topics in Art History

Course Description
Examines in-depth topics selected from various areas of art and/or art architectural history. Course descriptions for sections will be announced prior to registration.

May be repeatable as long as topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

AH499 - (INT) Internship

General

Course Title
(INT) Internship

Course Description
Qualified majors may apply for academic internships at a variety of off-campus sites including non-profit organizations, government agencies, healthcare practices and businesses.

Requirements may include selected readings, written reports, and an oral presentation.

Registration is through the Career Education Center and will require an appointment with a Career Coach. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several
weeks and needs to be completed prior to the start of the semester.

Restrictions: Minimum 2.0 GPA.

May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

AL101 - Introduction to Language and Linguistics

General

Course Title
Introduction to Language and Linguistics

Course Description
This course provides an introduction to the nature and structure of human language, as well as the basic methods of its scientific study. The course is framed in terms of four guiding questions: what are the components of the language system; how do we acquire this system; how is this system used in society; and how is this system represented in the brain.

CORE: History & Society

Optional Applied Language Component (2 Credits).

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

AL250 - Intercultural Communication

General

Course Title
Intercultural Communication

Course Description
This course explores the challenges of becoming interculturally competent in a global world. The course examines the relationship between communication and culture, applies theoretical concepts to the analysis of cultural patterns and communication phenomena, and examines how different cultural perceptions and symbol systems can alter the communication event in a variety of contexts. The course includes a critique of the intercultural communication experience through a case study analysis.

CORE: Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

AL310 - Methodology of Second/Foreign Language Teaching

General

Course Title
Methodology of Second/Foreign Language Teaching

Course Description
This course covers principles and methods of second and foreign language learning and teaching. A practical experience component includes classroom observations, peer micro-teaching, and opportunities to instruct small groups of ESL or FL students. This course is useful for foreign language majors, language education majors, and students interested in teaching ESL/EFL.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

AL343 - Teaching Oral Skills in a Second/ Foreign Language

General

Course Title
Teaching Oral Skills in a Second/ Foreign Language

Course Description
This course examines the teaching of oral skills in second/foreign language contexts by exploring what it means to be able to speak and understand a language, the complex processes involved in listening and speaking, the English phonological system, current research on oral skills acquisition, and a variety of instructional activities.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

AM101 - Introduction to American Studies

General

Course Title
Introduction to American Studies

Course Description
Using a case study approach, this course exposes students to a sample of the broad range of sources and methods that are to be found in the history, literature, politics, religion, art, and popular culture of America. Possible course themes include the 1930s, 1950s, 1960s, slavery, the Civil Rights Movement, women's rights, and the frontier.

CORE: History & Society

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

AM201 - Topics in American Studies

General

Course Title
Topics in American Studies

Course Description
This course provides a case study in interdisciplinary approaches to a single topic related to American culture, past or present.

CORE: Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

AM227 - Foundations of US Latinx Lit & Culture Culture

General

Course Title
Foundations of US Latinx Lit & Culture Culture

Course Description
Concepts, themes, genre conventions, and major historical events and figures significant in Latinx literature and cultures of the United States.

CORE: Literature & The Arts AND Engaging Diverse Identities

Crosslisted with HI-227

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
HI227 - Foundations of US Latinx Literature and Culture

AM499 - (INT) Internship

General

Course Title
(INT) Internship

Course Description
Qualified majors may apply for academic internships at a variety of off-campus sites including non-profit organizations, government agencies, healthcare practices and businesses.

Requirements may include selected readings, written reports, and an oral presentation.

Registration is through the Career Education Center and will require an appointment with a Career Coach. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several
weeks and needs to be completed prior to the start of the semester.

Restrictions: Minimum 2.0 GPA.

May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

ANT109 - Introduction to Cultural Anthropology

General

Course Title
Introduction to Cultural Anthropology

Course Description
An introduction to the principles and processes of cultural anthropology. The course not only provides students with basic insights into facts and theories, but also, most importantly, the anthropological attitude of a commitment to understanding and tolerating other cultural traditions.

CORE: History & Society AND Engaging Diverse Identities

No credit given for ANT-109 if credit has been given for ANT-110.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
ANT109H - Intro to Cultural Anthropology (HON)

ANT109H - Intro to Cultural Anthropology (HON)

General

Course Title
Intro to Cultural Anthropology (HON)

Course Description
An introduction to the principles and processes of cultural anthropology. The course not only provides students with basic insights into facts and theories, but also, most importantly, the anthropological attitude of a commitment to understanding and tolerating other cultural traditions.

Honors Students Only

CORE: History & Society AND Engaging Diverse Identities

No credit given for ANT-109 if credit has been given for ANT-110.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
ANT109 - Introduction to Cultural Anthropology

ANT205 - Culture and Addiction

General

Course Title
Culture and Addiction

Course Description
In this class, we consider the sociocultural roots of addiction and the varying ways addiction is conceptualized and treated cross culturally. We will explore addiction from a neuroanthropological perspective and how different cultures define addiction, whether it is stigmatized and how it should be healed. How do the metaphors and stories used to talk and think about addiction shape the onset and outcome, resilience and recovery? Levels of stigma? How do these culturally shaped stories intertwine with cultural conceptions and practices of gender?

CORE: History & Society AND Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

ANT109 or SO101 Prerequisite

Type
Prerequisite

ANT109 or SO101

Complete at least 1 of the following courses:

- ANT109 - Introduction to Cultural Anthropology
- ANT109H - Intro to Cultural Anthropology (HON)
- SO101 - Introduction to Sociology
- SO101H - Introduction to Sociology (HON)

ANT209 - Research Methods of Anthropology

General

Course Title
Research Methods of Anthropology

Course Description
This course introduces students to the research methods used by anthropologists and sociologists when conducting qualitative research. The course will provide an overview of qualitative research, and students will gain practice in gathering data by means of interviews, ethnographic strategies, historical and oral histories. The course will also examine a variety of films and books that have used qualitative approaches.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

ANT109 Prerequisite

Type
Prerequisite

ANT109

Complete at least 1 of the following courses:
- ANT109 - Introduction to Cultural Anthropology
- ANT109H - Intro to Cultural Anthropology (HON)

ANT210 - Creative Writing: Exploring Subtleties Of Culture

General

Course Title
Creative Writing: Exploring Subtleties Of Culture

Course Description
A creative writing workshop in creative nonfiction encouraging students to write about culture, class, race, gender, ethnicity and larger cultural themes based on personal and meaningful experiences they have had in the US or abroad. Some field trips will be required that students will be asked to reflect/write about. Select writings on the power and importance of creative writing to adequately reflect and capture the true subtleties and complexities of our social worlds will be explored.

CORE: Literature & The Arts
AND Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

ANT109 or SO101 Prerequisite

Type
Prerequisite

ANT109 or SO101

Complete at least 1 of the following courses:
- ANT109 - Introduction to Cultural Anthropology
- ANT109H - Intro to Cultural Anthropology (HON)
- SO101 - Introduction to Sociology
- SO101H - Introduction to Sociology (HON)

ANT215 - Climate Change, Social Transformation, and Transformation of the Self

General

Course Title
Climate Change, Social Transformation, and Transformation of the Self

Course Description
Have you been avoiding thinking about climate change, or feeling angst about it? Maybe it's time to face it. Come do it with support from the wisdom of great thinkers, and from regenerative practices in nature and within the self. We'll do a heart-filling exploration of responses to climate change already in motion, ask probing questions about how we may need to change to enact them, and learn how to take transformative action.

CORE: History & Society

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

ANT217 - Global Social Inequalities

General

Course Title
Global Social Inequalities

Course Description
A cross cultural exploration of inequalities in wealth, power and privilege globally. Focus will be on the way various cultures legitimate, explain, rationalize and give meaning to inequality.

CORE: History & Society
AND Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

ANT250 - The Self Across Cultures

General

Course Title
The Self Across Cultures

Course Description
How do people in different cultures experience and conceptualize the self? What are your own deeply held assumptions about identity, self, mind and human nature and how can these be challenged and complemented by a cross-cultural and global exploration? We will explore through anthropological ethnographies (stories of experiences in other cultures) how our minds, emotions, and identities are very deeply shaped by - and in turn shape - the cultures we live in.

CORE: Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

ANT109 or SO101 Prerequisite

Type
Prerequisite

ANT109 or SO101

Complete at least 1 of the following courses:

- ANT109 - Introduction to Cultural Anthropology
- ANT109H - Intro to Cultural Anthropology (HON)
- SO101 - Introduction to Sociology
- SO101H - Introduction to Sociology (HON)

ANT301 - Anthropology of Yoga/Meditation

General

Course Title
Anthropology of Yoga/Meditation

Course Description
This course considers the American social and cultural forces that shape the experience, practice and teaching of yoga and mindfulness meditation practices and philosophies that originated in the East. Inequality and the democratization of yoga and mindfulness, understandings of Tibetan, Buddhist and Hindu yoga and meditation concepts will be explored.

CORE: Engaging Diverse Identities

Not open to students who have completed ANT-310-B: Anthropology of Mindfulness/Yoga

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

ANT109 or SO101 Prerequisite

Type
Prerequisite

ANT109 or SO101

Complete at least 1 of the following courses:

- ANT109 - Introduction to Cultural Anthropology
- ANT109H - Intro to Cultural Anthropology (HON)
- SO101 - Introduction to Sociology
- SO101H - Introduction to Sociology (HON)

ANT301H - Anthropology of Yoga/Meditation (HON)

General

Course Title
Anthropology of Yoga/Meditation (HON)

Course Description
This course considers the American social and cultural forces that shape the experience, practice and teaching of yoga and mindfulness meditation practices and philosophies that originated in the East. Inequality and the democratization of yoga and mindfulness, understandings of Tibetan, Buddhist and Hindu yoga and meditation concepts will be explored.

CORE: Engaging Diverse Identities

Honors Students Only

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

ANT310 - Advanced Topics in Anthropology

General

Course Title
Advanced Topics in Anthropology

Course Description
This course enables students to explore a contemporary anthropological issue through the utilization of ethnography and ethnology. Past topics have included: Indigenous Knowledge; The Refugee Experience in America, and Applied Anthropology. Topics vary based on current research interests of the professor.

May be repeatable if the topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

Course Requisites

Simple Requirements

ANT109 or SO101 Prerequisite

Type
Prerequisite

ANT109 or SO101

Complete at least 1 of the following courses:

- ANT109 - Introduction to Cultural Anthropology
- ANT109H - Intro to Cultural Anthropology (HON)
- SO101 - Introduction to Sociology
- SO101H - Introduction to Sociology (HON)

ANT333 - Anthropology of Refugees

General

Course Title
Anthropology of Refugees

Course Description
An exploration of the cultural, economic and political conditions that lead refugees and internally displaced people to leave their country of origin. We will examine the quality of life, tensions and social issues that arise in refugee camps and the "receiving" communities effected by displacement processes, as well as issues around repatriation in various countries. We will also explore issues around refugee health and the assumptions social service providers make in trying to heal refugees.

CORE: Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

ANT109 or SO101 Prerequisite

Type
Prerequisite

ANT109 or SO101

Complete at least 1 of the following courses:

- ANT109 - Introduction to Cultural Anthropology
- ANT109H - Intro to Cultural Anthropology (HON)
- SO101 - Introduction to Sociology
- SO101H - Introduction to Sociology (HON)

ANT341 - Culture and Mental Health/Illness

General

Course Title
Culture and Mental Health/Illness

Course Description
In this course we apply an anthropological perspective to the study of illness, health and healing cross-culturally. We explore how different cultures decide what are normal and abnormal states of mind and body and how they "should" be healed. This is also a course within the fields of psychological and anthropology of religion. In the process of exploring other cultural conceptions of health and healing, we critically examine American assumptions about health, healing, the self and sickness.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

ANT109 or SO101 Prerequisite

Type
Prerequisite

ANT109 or SO101

Complete at least 1 of the following courses:

- ANT109 - Introduction to Cultural Anthropology
- ANT109H - Intro to Cultural Anthropology (HON)
- SO101 - Introduction to Sociology
- SO101H - Introduction to Sociology (HON)

ANT499 - (INT) Internship

General

Course Title
(INT) Internship

Course Description
Qualified majors may apply for academic internships at a variety of off-campus sites including non-profit organizations, government agencies, healthcare practices and businesses.

Requirements may include selected readings, written reports, and an oral presentation.

Registration is through the Career Education Center and will require an appointment with a Career Coach. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several
weeks and needs to be completed prior to the start of the semester.

Restrictions: Minimum 2.0 GPA.

May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

AR101 - Foundations in Art & Design

General

Course Title
Foundations in Art & Design

Course Description
Foundations in Art & Design introduces basic contemporary art practices in two and three dimensions. Students will explore the making, presenting, and analyzing of art works in a variety of media including drawing, sculpture, and photography.

CORE: Literature & The Arts

This course is not open to Seniors.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

AR102 - Exploring Art & Design: Gender

General

Course Title
Exploring Art & Design: Gender

Course Description
This course is an introduction to creating and analyzing art and graphic design. It is for anyone interested in the methods and materials used in a wide range of creative production. Students will be shown examples and gain experience creating original drawings, paintings, sculptures, graphic design, and digital media through the lens of gender.

CORE: Literature & The Arts AND Engaging Diverse Identities

This course is not open to Seniors except by Permission of Instructor

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

AR204 - Introduction to Graphic Design

General

Course Title
Introduction to Graphic Design

Course Description
This course lays the groundwork for visual communications and design literacy, guiding students to understand how meaning is formed and expressed. We explore creativity and visual expression through the foundations of art & design while introducing key practices in the professional field of graphic design. We learn to create conceptually-rich pieces of design through ideation and creative thinking, using the design process.

Restrictions: Art Majors and Minors Only (Open to all students during open registration)

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

AR205 - Drawing I

General

Course Title
Drawing I

Course Description
Students will develop skills in mark making, formal visual principles, and abstract thought through assignments that survey different approaches to Drawing.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

AR206 - Typography

General

Course Title
Typography

Course Description
Each of us uses type everyday (you're reading this typeset description!), learning to use it for effective and evocative communications is a valuable skill that can benefit anyone in any career path. The class examines the intricacies of letterforms and their semantic use; we go through creating letterforms, using type as expressive images, developing effective hierarchy to enhance readability and legibility, and writing and designing a short publication.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

AR208 - Mixed Media

General

Course Title
Mixed Media

Course Description
Mixed Media explores making art with a variety of materials. Students will experiment with non-digital art making techniques: pencil/ink drawing, stenciling, screen-printing, acrylic transfers, and paper marbling. In the second half of the semester students will make a body of work using multiple technical and conceptual approaches.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

AR209 - Painting with Oil

General

Course Title
Painting with Oil

Course Description
In this course students develop skills working with paint, two dimensional formal principles, and abstract thought through assignments that survey different approaches to oil painting.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

AR210 - Interaction With Color

General

Course Title
Interaction With Color

Course Description
This course will investigate the relativity of color through eight exercises and one final project. In addition to thebasic elements of color theory, the perceptual, symbolic, and cultural significance of color are considered.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

AR211 - Portraits

General

Course Title
Portraits

Course Description
Students will use a variety of drawing materials to experiment with three approaches to portraiture: anatomical, psychological,and conceptual. The semester will end with a self-directed final project. Students are required to purchase a list of art supplies.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

AR214 - Digital Animation and Activism

General

Course Title
Digital Animation and Activism

Course Description
This course explores animation as a powerful tool for media activism and social impact. Students learn to use Adobe After Effects and contemporary digital design workflows to create short animated works that communicate urgent ideas about culture, justice, identity, politics, and the environment. Through hands-on projects, you'll experiment with kinetic typography, collage, image-based animation, data visualization, and sound-driven motion. No prior animation experience is required - just curiosity, creativity, and a willingness to experiment.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

AR215 - Digital Imaging

General

Course Title
Digital Imaging

Course Description
An introduction to basic techniques and strategies for using digital imaging hardware and software for the production of both screen-based and printed artworks.

Restrictions: Art Majors and Minors Only or Permission of Instructor.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

AR216 - Special Topics in Art & Design

General

Course Title
Special Topics in Art & Design

Course Description
An examination of a topic at the 200-level not offered by the department on a regular basis. Topics will vary depending on the interest of the faculty.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

AR217 - Introduction to Web Design

General

Course Title
Introduction to Web Design

Course Description
This course sets a foundation of current trends, history, techniques and tools used for the web. A mix of coding demonstrations and design critiques fuels investigation of design principles and practices. In order to gain a strong understanding of the medium, the course focuses on learning to write HTML/CSS code from scratch and creating original designs exploring online experiences of different sizes: from a single-page microsite to a systemized, multipage experience.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

AR219 - Painting with Acrylic

General

Course Title
Painting with Acrylic

Course Description
Students will develop skills working with paint, two-dimensional form principles, and abstract thought through assignments that survey different approaches to acrylic painting. Students are required to purchase a package of art supplies either online or through the Saint Michael's Bookstore.

CORE:
Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

AR221 - Silkscreen Printmaking

General

Course Title
Silkscreen Printmaking

Course Description
Our exploration of creativity and visual expression will center around exercises and applied projects that introduce basic silkscreen techniques. Students will experiment with stencil making tools, learn to create color separations, and register multi-color prints through a series of guided exercises and projects. The final weeks of the semester will be devoted to a project that asks students to create their own content, develop their own style, and express their own point of view.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

AR225 - Sculpture: Objects & Sites

General

Course Title
Sculpture: Objects & Sites

Course Description
This course is an introduction to essential sculptural materials, techniques, and foundational formal concepts specific to contemporary sculpture making.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

AR235 - Sculpture:Site & Installation

General

Course Title
Sculpture:Site & Installation

Course Description
This course is an introduction to creating site-based, three-dimensional artworks using a wide range of sculptural techniques and materials. The course will focus on instructing students how to make artworks outside the confines of the studio and gallery.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

AR250 - Data-Driven Storytelling

General

Course Title
Data-Driven Storytelling

Course Description
Focusing on the communication of quantitative data, this course will teach students to look at and analyze data, and to combine these approaches with accessible narrative framing and graphic representations to tell engaging stories.

CORE: Quantitative Reasoning

Crosslisted with DS-150

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

AR261 - Kyoto: Aesthetics of Place

General

Course Title
Kyoto: Aesthetics of Place

Course Description
This half course offers students both background on the unique aesthetic quality that permeates Japanese art, design, architecture, sense of place, education, and spirituality as well as engagement in the creative process and artistic activities in media that will be experienced in the winter study program to Japan. Students enrolled in this course are expected to enroll in AR-262 Kyoto: Winter Study Trip.

Restrictions: Permission of Instructor

CORE: Literature & The Arts (Students must also complete AR-262 to earn CORE credit).

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
2

AR262 - Kyoto: Summer Study Trip

General

Course Title
Kyoto: Summer Study Trip

Course Description
In this two- week course based in Kyoto students will be immersed in the rich aesthetics of Japan. By visiting temples, gardens, schools, and arts studios, sampling sense of place and cuisine, and witnessing contrasts between tradition and modernity students will be inspired to engage in their own creative process.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

AR261 Prerequisite

Type
Prerequisite

AR261

Complete ALL of the following Courses:

- AR261 - Kyoto: Aesthetics of Place

AR301 - Wood Furniture Dsgn & Constr

General

Course Title
Wood Furniture Dsgn & Constr

Course Description
An introduction to foundational design principals and fine woodworking techniques relevant to the production of custom, heirloom quality wood furniture. Students will be instructed in the safe use of a range of tools and techniques used for fine woodworking.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

AR225, AR235 or TH161 Prerequisite

Type
Prerequisite

AR225, AR235 or TH161

Complete at least 1 of the following courses:

- AR225 - Sculpture: Objects & Sites
- AR235 - Sculpture:Site & Installation
- TH161 - Theatre Lab: Scenery, Lights, Painting

AR315 - Digital Video Art

General

Course Title
Digital Video Art

Course Description
This course is an introduction to basic techniques and strategies for using digital video cameras and professional digital video editing software for the production of video art.

CORE:
Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

AR320 - Brand Design

General

Course Title
Brand Design

Course Description
Brand Design is an exploration of graphically representing an entity or campaign. We first learn how to thoroughly explore a topic visually, then dive into logo creation, and on into expanding a visual voice across different applications (business card, social graphics, posters...). Through this exploration and application we start to not only understand but manipulate the meaning-making of images and typography.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
AR320H - Brand Design (HON)

Course Requisites

Simple Requirements

AR204, AR206, AR215, AR217 or DMC110 Prerequisite

Type
Prerequisite

AR204, AR206, AR215, AR217 or DMC110

Complete at least 1 of the following courses:

- AR204 - Introduction to Graphic Design
- AR206 - Typography
- AR215 - Digital Imaging
- AR217 - Introduction to Web Design
- DMC110 - Digital Media: Arts, Culture, & Theory

AR320H - Brand Design (HON)

General

Course Title
Brand Design (HON)

Course Description
Brand Design is an exploration of graphically representing an entity or campaign. We first learn how to thoroughly explore a topic visually, then dive into logo creation, and on into expanding a visual voice across different applications (business card, social graphics, posters...). Through this exploration and application we start to not only understand but manipulate the meaning-making of images and typography.

CORE: Literature & The Arts

Honors Students Only

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
AR320 - Brand Design

Course Requisites

Simple Requirements

AR204, AR206, AR215, AR217 or DMC110 Prerequisite

Type
Prerequisite

AR204, AR206, AR215, AR217 or DMC110

Complete at least 1 of the following courses:

- AR204 - Introduction to Graphic Design
- AR206 - Typography
- AR215 - Digital Imaging
- AR217 - Introduction to Web Design
- DMC110 - Digital Media: Arts, Culture, & Theory

AR321 - Brand Design II

General

Course Title
Brand Design II

Course Description
Brand Design II expands skills and concepts learned in Brand Design (AR320) to create works suitable for a design portfolio. We dive deeper into creating a design system over a series of connected pieces. Projects are student-driven, using prompts or creative briefs as the starting points.

CORE: Literature & The Arts

Meets with AR-320

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

AR320 Prerequisite

Type
Prerequisite

AR320

Complete at least 1 of the following courses:

- AR320 - Brand Design
- AR320H - Brand Design (HON)

AR330 - Introduction to Darkroom Photography

General

Course Title
Introduction to Darkroom Photography

Course Description
This course is designed as an introduction to the black-and-white photographic process as a means of visual expression. Students will learn to use the manual functions for a 35mm camera, process their own film, make prints in the darkroom and present their work in an art critique setting.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

AR332 - Art & Ecology

General

Course Title
Art & Ecology

Course Description
This course will lead students to an understanding of interdisciplinary artwork that can be defined as EcoArt or Environmental Art through creative production, research, and analysis. These terms describe artworks created over the past 40 years that focus primarily on ecological or environmental issues.

CORE: Literature & The Arts

Crosslisted: ES-332

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
ES332 - Art & Ecology

AR335 - Introduction to Digital Photography

General

Course Title
Introduction to Digital Photography

Course Description
This course is designed as an introduction to digital photography as a means of visual expression. Students will learn to use the manual functions of a DSLR camera, shoot in RAW, upload images using Adobe Bridge, edit files with Photoshop, make digital prints and present work in an art critique setting.

CORE:
Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

AR340 - Intermediate Photography

General

Course Title
Intermediate Photography

Course Description
This course is designed as a continuation of the introductory photography course, with an emphasis on the crossover between traditional film processes and digital technology. Students will be exposed to new photographic formats, alternative darkroom techniques, and will be challenged to develop and refine their individual voices as art photographers. The culmination of the course will be an in-depth final portfolio that will be presented in an art gallery setting.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

AR330 or AR-335 Prerequisite

Type
Prerequisite

AR330 or AR-335

Complete at least 1 of the following courses:

- AR330 - Introduction to Darkroom Photography
- AR335 - Introduction to Digital Photography

AR382 - Topics in Studio Art

General

Course Title
Topics in Studio Art

Course Description
Examines in-depth topics selected from various areas of studio art. Course description and credit count for sections will be announced prior to registration.

May be repeatable if the topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

AR405 - Professional Practices in Art & Design

General

Course Title
Professional Practices in Art & Design

Course Description
This course is designed to provide Seniors with skills to pursue a career in visual art and design. Students will learn how to assemble a portfolio, get their work online, give a public artist lecture, write an artist statement, an artist resume and an artist bio and apply for professional opportunities.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

AR415 Prerequisite

Type
Prerequisite

AR415

Complete ALL of the following Courses:
- AR415 - Senior Studio

AR408 - Junior Studio

General

Course Title
Junior Studio

Course Description
This course will guide students toward developing an independent studio art practice. Specific projects will be based on individual student interests with directed guidance and thematically relevant assignments from faculty. Students will also learn to develop research and professional practices in connection with the production of their art.

Restrictions: Art Majors Only

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Junior Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

AR415 - Senior Studio

General

Course Title
Senior Studio

Course Description
An individually planned studio program resulting in a thesis exhibition of a significant body of related works. Exhibitions will be in the McCarthy art gallery or another appropriate space on campus to be decided in consultation with faculty.

Restrictions: Art Majors Only

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Senior Class Standing Requirement

Type
Prerequisite

Minimum Senior Standing

Earn at least 89 credits

AR499 - (INT) Internship

General

Course Title
(INT) Internship

Course Description
Qualified majors may apply for academic internships at a variety of off-campus sites including non-profit organizations, government agencies, healthcare practices and businesses.

Requirements may include selected readings, written reports, and an oral presentation.

Registration is through the Career Education Center and will require an appointment with a Career Coach. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several
weeks and needs to be completed prior to the start of the semester.

Restrictions: Minimum 2.0 GPA.

May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

BI106 - Topics in Cellular and Molecular Biology

General

Course Title
Topics in Cellular and Molecular Biology

Course Description
This lecture and laboratory course will focus on topics pertaining to the cellular level of
This lecture and laboratory course will focus on topics pertaining to the cellular level of biological organization. Examples of specific topics that may be explored in a given semester are: the cellular basis of health and disease; human genetics and inheritance; cancer; biotechnology, including the study of the moral implications of the rapidly evolving technology; the immune system; origin of life; reproduction and development.

Restrictions: Not open to Biology/Biochemistry/Environmental Science/Neuroscience/Pre-Pharmacy Majors or Biology Minors (Restriction will be released for Open Registration period)

CORE: Scientific Inquiry

This course is a laboratory course designed for students who are not science majors and may not be counted toward the biology major or minor.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

BI108 - Topics in Organismal Biology

General

Course Title
Topics in Organismal Biology

Course Description
This lecture and laboratory course will emphasize scientific modes of inquiry through the study of topics pertaining to the organismal level of biological organization. Examples of specific topics that may be explored in a given semester are: human biology; animal behavior; embryology of plants and animals; physiological responses of plants and animals to the environment; the biology of a particular group of organisms, for example, plants, invertebrates, microorganisms, and human parasites.

Restrictions: Not open to Biology/Biochemistry/Environmental Science/Neuroscience/Pre-Pharmacy Majors or Biology Minors (Restriction will be released for Open Registration period)

CORE: Scientific Inquiry

This course is a laboratory course designed for students who are not science majors and may not be counted toward the biology major or minor.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

BI110 - Topics in Evolutionary Or Ecosystem Biology

General

Course Title
Topics in Evolutionary Or Ecosystem Biology

Course Description
This lecture and laboratory course will emphasize scientific modes of inquiry through the study of topics pertaining to the population level of biological organization. Examples of specific topics that may be explored in a given semester are: evolution; conservation biology; endangered species and the loss of biodiversity; climate change; food and energy resources; types of pollution and their impact on various ecosystems; human population growth; natural history of Vermont.

Restrictions: Not open to Biology/Biochemistry/Environmental Science/Pre-Pharmacy Majors or Biology Minors (Restriction will be released for Open Registration period).

CORE: Scientific Inquiry

This course is a laboratory course designed for students who are not science majors and may not be counted toward the biology major or minor.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

BI151 - Introduction to Ecology and Evolution

General

Course Title
Introduction to Ecology and Evolution

Course Description
This course introduces ecology and evolution. Our approach is problem- and inquiry-based. Lectures, case studies, and discussions present biological concepts relevant to real world problems.

Restrictions: Open to (Biology, Biochemistry, Environmental Science, Environmental Studies, Neuroscience and Pre-Pharmacy Majors) and Biology/Aquatic & Marine Biology Minors Only

CORE: Scientific Inquiry

When Offered: Fall

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

BI151L Corequisite

Type
Corequisite

BI151L

Enroll in the following Courses:

- BI151L - Introduction to Ecology & Evolution Lab

BI151L - Introduction to Ecology & Evolution Lab

General

Course Title
Introduction to Ecology & Evolution Lab

Course Description
The Intro to Ecology and Evolution laboratory promotes hypothesis testing and experimental design during semester-long projects. Students develop proficiency with scientific reasoning and learn the importance of biological principles in the natural world.

Restrictions: Open to (Biology, Biochemistry, Environmental Science, Environmental Studies, Neuroscience and Pre-Pharmacy Majors) and Biology / Aquatic & Marine Biology Minors Only

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
0

Course Requisites

Simple Requirements

BI151 Corequisite

Type
Corequisite

BI151

Enroll in the following Courses:
- BI151 - Introduction to Ecology and Evolution

BI152 - Introduction to Health Science

General

Course Title
Introduction to Health Science

Course Description
Introduces students to the study of human health, including the effects of stress on physiology, the ecology and evolution of infectious disease, the functions of the immune system, factors that impact the prevention and treatment of chronic disease, and contemporary issues in health sciences.

Restrictions: BC, BI, HS, NS or PB Majors and BI Minors Only (Restriction will be removed for incoming first year students).

CORE: Scientific Inquiry

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

BI152L Corequisite

Type
Corequisite

BI152L

Enroll in the following Courses:
- BI152L - Introduction to Health Science Lab

BI152L - Introduction to Health Science Lab

General

Course Title
Introduction to Health Science Lab

Course Description
The Intro to Health Science laboratory promotes proficiency with scientific reasoning and biological principles as they relate to human health and disease.

This course is designed for students interested in the following majors: Health Science, Biology, and Neuroscience.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
0

Course Requisites

Simple Requirements

BI152 Corequisite

Type
Corequisite

BI152

Enroll in the following Courses:
- BI152 - Introduction to Health Science

BI153 - Introductory Cell Biology and Genetics

General

Course Title
Introductory Cell Biology and Genetics

Course Description
Introduces the disciplines of cellular biology, genetics, and molecular biology. Our approach is problem- and inquiry-based. Lectures, case studies, and discussions present biological concepts relevant to real world problems. Labs promote hypothesis testing and experimental design. Students develop proficiency with scientific reasoning and learn the importance of biological principles in the natural world.

CORE: Scientific Inquiry

Required for biochemistry, biology and pre-health care career students; others by permission of the department.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

BI153L Corequisite

Type
Corequisite

BI153L

Enroll in the following Courses:
- BI153L - Introductory Cell Biology & Genetics Lab

BI153L - Introductory Cell Biology & Genetics Lab

General

Course Title
Introductory Cell Biology & Genetics Lab

Course Description
Introduces the disciplines of cellular biology, genetics, and molecular biology. Our approach is problem- and inquiry-based. Lectures, case studies, and discussions present biological concepts relevant to real world problems. Labs promote hypothesis testing and experimental design. Students develop proficiency with scientific reasoning and learn the importance of biological principles in the natural world.

Required for biochemistry, biology and pre-health care career students; others by permission of the department.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
0

Course Requisites

Simple Requirements

BI153 Corequisite

Type
Corequisite

BI153

Enroll in the following Courses:
- BI153 - Introductory Cell Biology and Genetics

BI205 - Communications in Biological Sciences

General

Course Title
Communications in Biological Sciences

Course Description
This course will help students (1) develop skills in locating, reading, and evaluating professional literature in the biological sciences ; (2) develop skills in presenting scientific research or other biological information orally and in writing; and (3) improve their ability to statistically evaluate, analyze, and present biological data.

Restrictions:
Biology/Neuroscience/Pre-Pharmacy Majors and Aquatic & Marine Biology Minors Only.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
BI205H - Communications in Biological Sciences (HON)

Course Requisites

Simple Requirements

(BI151 or BI152) and BI153 Prerequisites

Type
Prerequisite

BI151 or BI152

Complete at least 1 of the following courses:
- BI151 - Introduction to Ecology and Evolution
- BI152 - Introduction to Health Science

BI153

Complete ALL of the following Courses:
- BI153 - Introductory Cell Biology and Genetics

BI205H - Communications in Biological Sciences (HON)

General

Course Title
Communications in Biological Sciences (HON)

Course Description
This course will help students (1) develop skills in locating, reading, and evaluating professional literature in the biological sciences ; (2) develop skills in presenting scientific research or other biological information orally and in writing; and (3) improve their ability to statistically evaluate, analyze, and present biological data.

Restrictions:
Biology/Neuroscience/Pre-Pharmacy Majors and Aquatic & Marine Biology Minors Only. Honors Students Only.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
BI205 - Communications in Biological Sciences

Course Requisites

Simple Requirements

(BI151 or BI152) and BI153 Prerequisites

Type
Prerequisite

BI151 or BI152

Complete at least 1 of the following courses:
- BI151 - Introduction to Ecology and Evolution
- BI152 - Introduction to Health Science

BI153

Complete ALL of the following Courses:
- BI153 - Introductory Cell Biology and Genetics

BI207 - Human Anatomy and Physiology I

General

Course Title
Human Anatomy and Physiology I

Course Description
Students will study the structures of the vertebrate body and will also learn how vertebrate structure has been modified over evolutionary time. The primary focus will be on mammalian, including human, anatomy.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

(BI151 or BI152) and BI153 Prerequisites

Type
Prerequisite

BI151 or BI152

Complete at least 1 of the following courses:
- BI151 - Introduction to Ecology and Evolution
- BI152 - Introduction to Health Science

BI153

Complete ALL of the following Courses:
- BI153 - Introductory Cell Biology and Genetics

BI207L Corequisite

Type
Corequisite

BI207L

Enroll in the following Courses:
- BI207L - Human Anatomy and Physiology I Lab

BI207L - Human Anatomy and Physiology I Lab

General

Course Title
Human Anatomy and Physiology I Lab

Course Description
Students will study the structures of the vertebrate body and will also learn how vertebrate structure has been modified over evolutionary time. The primary focus will be on mammalian, including human, anatomy.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
0

Course Requisites

Simple Requirements

BI207 Corequisite

Type
Corequisite

BI207

Enroll in the following Courses:
- BI207 - Human Anatomy and Physiology I

BI215 - Epidemiology

General

Course Title
Epidemiology

Course Description
Epidemiology is the science of public health. Disease shapes local communities worldwide and our interconnected global community fosters the fast spread of worldwide pandemic disease. Topics include etiology of infectious and chronic disease, disease patterns and determinants, study designs, association and causation, and global public health issues.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisite & Sophomore Standing Requirement

Type
Prerequisite

BI151, BI152 or PB101

Complete at least 1 of the following courses:
- BI151 - Introduction to Ecology and Evolution
- BI152 - Introduction to Health Science
- PB101 - Introduction to Public Health

Minimum Sophomore Standing

Earn at least 24 credits

BI219 - Human Anatomy and Physiology II

General

Course Title
Human Anatomy and Physiology II

Course Description
A comprehensive study of human physiology that will include all major organ systems. The laboratory explores fundamental concepts of human physiology in a hands-on manner that includes data collection and analysis, a formal lab report including relevant literature, and a student-designed project.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

(BI151 or BI152), BI153 and CH110 Prerequisites

Type
Prerequisite

BI151 or BI152

Complete at least 1 of the following courses:
- BI151 - Introduction to Ecology and Evolution
- BI152 - Introduction to Health Science

BI153 and CH110

Complete ALL of the following Courses:
- BI153 - Introductory Cell Biology and Genetics
- CH110 - General Chemistry I

BI219L Corequisite

Type
Corequisite

BI219L

Enroll in the following Courses:
- BI219L - Human Anatomy and Physiology II Lab

BI219L - Human Anatomy and Physiology II Lab

General

Course Title
Human Anatomy and Physiology II Lab

Course Description
A comprehensive study of human physiology that will include all major organ systems. The laboratory explores fundamental concepts of human physiology in a hands-on manner that includes data collection and analysis, a formal lab report including relevant literature, and a student-designed project.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
0

Course Requisites

Simple Requirements

BI219 Corequisite

Type
Corequisite

BI219

Enroll in the following Courses:
- BI219 - Human Anatomy and Physiology II

BI220 - Neuroscience: Physiology/Behavior

General

Course Title
Neuroscience: Physiology/Behavior

Course Description
A comprehensive study of physiological processes underlying information processing in the brain, with an emphasis on humans. The lecture will consist of investigations of the electrophysiological properties of neurons, as well as the functional roles of important regions of the brain. The laboratory will include anatomy, modeling, and experiments.

Not open to students who completed BI-320.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisites

Type
Prerequisite

BI151 or BI152

Complete at least 1 of the following courses:
- BI151 - Introduction to Ecology and Evolution
- BI152 - Introduction to Health Science

BI153 & CH110

Complete ALL of the following Courses:
- BI153 - Introductory Cell Biology and Genetics
- CH110 - General Chemistry I

BI222 - Population and Evolutionary Genetics

General

Course Title
Population and Evolutionary Genetics

Course Description
Study of the principals of classical (Mendelian) genetics, population and evolutionary genetics, and human genetics. Topics will include the chromosomal and molecular basis of inheritance, transmission genetics, genetics of natural populations, evolutionary mechanisms (i.e. genetic drift, mutation, and selection), ecological genetics, and genetic analysis of human health and disease.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

BI153 and CH110 Prerequisites

Type
Prerequisite

BI153 and CH110

Complete ALL of the following Courses:
- BI153 - Introductory Cell Biology and Genetics
- CH110 - General Chemistry I

BI223 - Molecular Genetics

General

Course Title
Molecular Genetics

Course Description
The study of gene structure, function, and regulation. Lecture topics include chromosomes, transcription and translation, replication, gene regulation, genetic variation, epigenetics, recombinant DNA technologies, and the molecular processes that govern genome evolution. The laboratory explores how molecular techniques are used to answer questions in this field.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

(BI151 or BI152), BI153 & CH110 Prerequisites

Type
Prerequisite

BI151 or BI152

Complete at least 1 of the following courses:
- BI151 - Introduction to Ecology and Evolution
- BI152 - Introduction to Health Science

BI153 and CH110

Complete ALL of the following Courses:
- BI153 - Introductory Cell Biology and Genetics
- CH110 - General Chemistry I

BI225 - Cell Biology

General

Course Title
Cell Biology

Course Description
The study of cell structure and function. Topics include cellular biochemical processes, cell membranes, organelles, the cytoskeleton, nuclear function, cell division, and cell behavior. Lecture and laboratories will emphasize an experimental and quantitative approach.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisites and Sophomore Standing Requirement

Type
Prerequisite

BI153 and CH117

Complete ALL of the following Courses:
- BI153 - Introductory Cell Biology and Genetics
- CH117 - Organic Chemistry I

Minimum Sophomore Standing

Earn at least 24 credits

BI225L Corequisite

Type
Corequisite

BI225L

Enroll in the following Courses:
- BI225L - Cell Biology Lab

BI225L - Cell Biology Lab

General

Course Title
Cell Biology Lab

Course Description
The study of cell structure and function. Topics include cellular biochemical processes, cell membranes, organelles, the cytoskeleton, nuclear function, cell division, and cell behavior. Lecture and laboratories will emphasize an experimental and quantitative approach.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
0

Course Requisites

Simple Requirements

BI225 Corequisite

Type
Corequisite

BI225

Enroll in the following Courses:
- BI225 - Cell Biology

BI230 - General Microbiology

General

Course Title
General Microbiology

Course Description
BI 230 covers foundational microbiological topics in a comprehensive 200-level course. This course surveys the diverse microbial world, emphasizing the role of prokaryotes in health and disease, the environment, and biotechnology.

Credit cannot be granted for both BI 230 and BI 315

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisites

Type
Prerequisite

BI151 or BI152

Complete at least 1 of the following courses:
- BI151 - Introduction to Ecology and Evolution
- BI152 - Introduction to Health Science

BI153, CH110 & CH117

Complete ALL of the following Courses:
- BI153 - Introductory Cell Biology and Genetics
- CH110 - General Chemistry I
- CH117 - Organic Chemistry I

BI230L Corequisite

Type
Corequisite

BI230L

Enroll in the following Courses:
- BI230L - General Microbiology Lab

BI230L - General Microbiology Lab

General

Course Title
General Microbiology Lab

Course Description
General Microbiology laboratories focus on experimental design in bacteriology and provide a solid foundation in microbiological techniques.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
0

Course Requisites

Simple Requirements

BI230 Corequisite

Type
Corequisite

BI230

Enroll in the following Courses:
- BI230 - General Microbiology

BI235 - Topics in Biology

General

Course Title
Topics in Biology

Course Description
Different specific topics will be offered and all will be intended primarily for sophomore biology majors; specific topics will depend on program needs and faculty expertise.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

BI237 - Coastal Biology of Ireland Study Trip

General

Course Title
Coastal Biology of Ireland Study Trip

Course Description
This course explores biology of the Dingle Peninsula including rocky intertidal habitats, dunes, wind-swept hills, streams, and lakes. This combination of habitats shapes the flora and fauna presenting unique study opportunities. The cultural setting is dramatically different than that typically experienced by St. Michael's College students.

Enrollment by application, limited to space available. Admission is selective based upon academic performance and potential to be a responsible and contributing group member during the work in Ireland. Travel costs must be paid by students and are not covered by their financial aid packages.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

BI151, BI152 or ES107 Prerequisite

Type
Prerequisite

BI151, BI152 or ES107

Complete at least 1 of the following courses:
- BI151 - Introduction to Ecology and Evolution
- BI152 - Introduction to Health Science
- ES107 - Environmental Science

BI239 - Infectious Disease

General

Course Title
Infectious Disease

Course Description
This course examines the biological mechanisms of infectious diseases, emphasizing host-pathogen interactions, pathogenesis, and disease impact on individuals and society. Students will explore diagnostics, treatment, and prevention strategies and analyze emerging and re-emerging diseases through readings, case studies, and independent research. Important evolutionary and environmental factors will also be discussed.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

(BI151, BI152 or PB101) & BI153 Prerequisites

Type
Prerequisite

BI151, BI152 or PB101

Complete at least 1 of the following courses:
- BI151 - Introduction to Ecology and Evolution
- BI152 - Introduction to Health Science
- PB101 - Introduction to Public Health

BI153

Complete ALL of the following Courses:
- BI153 - Introductory Cell Biology and Genetics

BI240 - Aquatic Biology

General

Course Title
Aquatic Biology

Course Description
Aquatic Biology will cover marine biology and freshwater biology in both lecture and laboratory sessions. This course will require a weekend trip to visit marine habitats and a Saturday trip on Lake Champlain. Course content will include uniquely evolved adaptations to salt and fresh water.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

BI151, BI152 or ES107 Prerequisite

Type
Prerequisite

BI151, BI152 or ES107

Complete at least 1 of the following courses:
- BI151 - Introduction to Ecology and Evolution
- BI152 - Introduction to Health Science
- ES107 - Environmental Science

BI247 - Plant Science and Agriculture

General

Course Title
Plant Science and Agriculture

Course Description
This course focuses on the complex relationship between plant biology and agricultural practices. Crop yield, pathogens and pests, drought tolerance, breeding and genetic engineering, fertilizers and soil, and farm systems will be explored in both the lecture laboratory portions of this course with an emphasis on applied problem solving.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

BI151 Prerequisite

Type
Prerequisite

BI151

Complete ALL of the following Courses:
- BI151 - Introduction to Ecology and Evolution

BI249 - Tropical Ecology

General

Course Title
Tropical Ecology

Course Description
This course investigates the unique and complex structure of tropical ecosystems, which contain some of the highest biodiversity on the planet. We examine the evolutionary history of these ecosystems and the intricate interactions among flora and fauna. This course serves as a prerequisite to BI-250 Field Tropical Ecology.

CORE: Scientific Inquiry (only if combined with BI-250 Study Trip)

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
2

BI250 - Field Tropical Ecology Study Trip

General

Course Title
Field Tropical Ecology Study Trip

Course Description
Students will travel to the tropics to compare the ecology and biodiversity of various tropical ecosystems. The importance of these ecosystems for wildlife conservation and global climate regulation will be highlighted. Students will conduct group research projects while in the field.

CORE: Scientific Inquiry (Upon completion of both BI-249 and BI-250)

Enrollment by application, limited to space available. Admission is selective based upon academic performance and potential to be a responsible and contributing group member during the trip. Travel costs must be paid by students and are not covered by their financial aid packages.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

BI249 Prerequisite

Type
Prerequisite

BI249

Complete ALL of the following Courses:
- BI249 - Tropical Ecology

BI257 - Virology

General

Course Title
Virology

Course Description
Viruses impact all life on Earth. This course explores the viral diversity, viral structure, how they move from host to host, how they invade host cells, and the consequences of infection. In addition, we examine mammalian viral diseases, human anti-viral immune defenses, and strategies for protecting against viral pathogens.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

BI153 & CH110 Prerequisites

Type
Prerequisite

BI153 and CH110

Complete ALL of the following Courses:
- BI153 - Introductory Cell Biology and Genetics
- CH110 - General Chemistry I

BI260 - Behavorial Ecology

General

Course Title
Behavorial Ecology

Course Description
The study of ethology: animal behavior from an evolutionary perspective. Class sessions explore mechanisms of behavior, development of behavior, and behavioral ecology of animals from a wide range of taxa. The laboratory work involves development of strong observational skills and execution of analytical research. Field trips to off-campus locations are required.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

BI151 or BI152 Prerequisite

Type
Prerequisite

BI151 or BI152

Complete at least 1 of the following courses:
- BI151 - Introduction to Ecology and Evolution
- BI152 - Introduction to Health Science

BI275 - Techniques in Biotechnology

General

Course Title
Techniques in Biotechnology

Course Description
This is a laboratory-based course that is designed to prepare students for pursuing positions in biotechnology and research laboratories by providing them with the requisite skills. Specifically, students will learn DNA& RNA isolation, reverse transcription, primer design, PCR & qPCR, gel electrophoresis, sequence analysis, and how to prepare reagents and media.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

(BI151 or BI152) and BI153 Prerequisites

Type
Prerequisite

BI151 or BI152

Complete at least 1 of the following courses:
- BI151 - Introduction to Ecology and Evolution
- BI152 - Introduction to Health Science

BI153

Complete ALL of the following Courses:
- BI153 - Introductory Cell Biology and Genetics

BI319 - Toxicology

General

Course Title
Toxicology

Course Description
This course will explore the nature and cellular actions of toxins and venoms. We discuss their effects on living organisms, ecosystems, and global implications. We will explore biomedical relevance and social implications of toxins and drugs, and discuss mitigating actions to reduce toxic burdens on both living organisms and ecosystems.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisites

Type
Prerequisite

BI151 or BI152

Complete at least 1 of the following courses:
- BI151 - Introduction to Ecology and Evolution
- BI152 - Introduction to Health Science

BI-153 & CH110

Complete ALL of the following Courses:
- BI153 - Introductory Cell Biology and Genetics
- CH110 - General Chemistry I

BI323 - Molecular Genetics for Pre-Pharmacy

General

Course Title
Molecular Genetics for Pre-Pharmacy

Course Description
This course exposes students on the Pre-Pharmacy track to gene structure, function and regulation. Lecture topics include chromosomes, transcription and translation, replication, gene regulations, genetic variation, epigenetics, recombinant DNA technologies, and the molecular processes that govern genome evolution. The laboratory explores how molecular techniques are used to answer questions in this field.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisites

Type
Prerequisite

BI151 or BI152

Complete at least 1 of the following courses:
- BI151 - Introduction to Ecology and Evolution
- BI152 - Introduction to Health Science

BI153, CH110 & CH-117

Complete ALL of the following Courses:
- BI153 - Introductory Cell Biology and Genetics
- CH110 - General Chemistry I
- CH117 - Organic Chemistry I

BI335 - Advanced Topics in Biology

General

Course Title
Advanced Topics in Biology

Course Description
A course on a topic not offered on a regular basis. Different specific topics will be offered, and will be intended for junior and senior biology majors.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisites

Type
Prerequisite

BI151 and/or BI153

Complete at least 1 of the following courses:
- BI151 - Introduction to Ecology and Evolution
- BI153 - Introductory Cell Biology and Genetics

Topic-Specific Prerequisites

Complete any additional Topic-Specific Prerequisites

BI342 - Community Ecology

General

Course Title
Community Ecology

Course Description
This course covers the biology of ecological communities. The course emphasizes biological diversity measurement, preservation, and human influences on biological communities. Core concepts include keystone species, dominant species, disturbance effects, and species co-occurrence. Approach includes assigned readings with hands-on investigation in the field and laboratory.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

BI151, BI152 or ES107 Prerequisite

Type
Prerequisite

BI151, BI152 or ES107

Complete at least 1 of the following courses:
- BI151 - Introduction to Ecology and Evolution
- BI152 - Introduction to Health Science
- ES107 - Environmental Science

BI345 - Developmental Biology

General

Course Title
Developmental Biology

Course Description
The study of the progressive changes in gene expression and cell interactions that determine the form of an organism at all points of its life cycle. Lectures consider several topics, including embryology, cell differentiation, cell communication, and spatial organization. Laboratories explore selected topics considered in lecture.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisites

Type
Prerequisite

BI151 or BI152

Complete at least 1 of the following courses:
- BI151 - Introduction to Ecology and Evolution
- BI152 - Introduction to Health Science

BI153, CH110 and CH117

Complete ALL of the following Courses:
- BI153 - Introductory Cell Biology and Genetics
- CH110 - General Chemistry I
- CH117 - Organic Chemistry I

BI355 - Evolution

General

Course Title
Evolution

Course Description
An examination of the biological processes underlying evolution: adaptation and diversification, (both empirical and theoretical perspectives). We examine areas of current research like molecular phylogenetics and evolution of development. Related topics include historical development, evolutionary philosophy, and social relevance. Laboratory exercises illustrate techniques used to study evolution, including experiments and simulations.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisites & Sophomore Standing Requirement

Type
Prerequisite

BI151 or BI152

Complete at least 1 of the following courses:
- BI151 - Introduction to Ecology and Evolution
- BI152 - Introduction to Health Science

BI153 and CH110

Complete ALL of the following Courses:
- BI153 - Introductory Cell Biology and Genetics
- CH110 - General Chemistry I

Minimum Sophomore Standing

Earn at least 24 credits

BI356 - Human Evolution

General

Course Title
Human Evolution

Course Description
An introduction to human biological and cultural evolution. We will explore our relationships with other primates and trace the evolution of our lineage over the past several million years highlighting key points on our evolutionary path.

Restrictions: Biology and Sociology/Anthropology and Health Science Majors Only

CORE: Scientific Inquiry

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisite & Sophomore Standing Requirement

Type
Prerequisite

BI151 or BI152

Complete at least 1 of the following courses:
- BI151 - Introduction to Ecology and Evolution
- BI152 - Introduction to Health Science

Minimum Sophomore Standing

Earn at least 24 credits

BI365 - Immunology and Parasitology

General

Course Title
Immunology and Parasitology

Course Description
An introduction to the: i) biology of the human immune system and mechanisms used to protect against infection, and ii) diversity, biology, and significance of micro- and macro-parasites influencing human health and disease. Students learn about immune cells and molecules, mechanisms of innate and adaptive immunity, consequences of infection, parasite epidemiology, and patterns of host-parasite coevolution. Labs explore parasite diversity and life-cycles, and molecular- and antibody-based immune assays.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisites

Type
Prerequisite

BI151 or BI152

Complete at least 1 of the following courses:
- BI151 - Introduction to Ecology and Evolution
- BI152 - Introduction to Health Science

BI153 and CH110

Complete ALL of the following Courses:
- BI153 - Introductory Cell Biology and Genetics
- CH110 - General Chemistry I

BI380 - Cancer Biology

General

Course Title
Cancer Biology

Course Description
This course aims to provide a comprehensive overview of the biology and pathology of cancer. Emphasis is on the genetic and molecular basis of cancer, exploring the role of mutations in cancer cells, and how they lead to the dysregulation of essential biological properties like programmed cell death, gene expression, genome maintenance, cell proliferation and differentiation. Additional focus on the interface of cancer and medicine, discussing the recent advances in diagnosis and treatment.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

BI153 Prerequisite

Type
Prerequisite

BI 153

Complete ALL of the following Courses:

- BI153 - Introductory Cell Biology and Genetics

BI410 - Senior Seminar

General

Course Title
Senior Seminar

Course Description
This course provides a capstone experience for students to review biological literature, demonstrate oral and written communication skills, and discuss societal implications of biology, including moral and ethical dimensions of the practice and application of biology within the broader context of the liberal arts.

Restrictions: Biology, Health Science, and Public Health Majors Only.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Senior Standing Requirement

Type
Prerequisite

Minimum Senior Standing

Earn at least 89 credits

BI420 - Biological Research

General

Course Title
Biological Research

Course Description
Biological research provides an opportunity for students who have demonstrated good academic performance and strong motivation to undertake a laboratory or field investigation with a member of the biology faculty. The results must be reported in written form and presented in a seminar.

Restrictions: Permission of Instructor required.

Notes: One or two semesters.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

BI499 - (INT) Internship

General

Course Title
(INT) Internship

Course Description
Qualified majors may apply for academic internships at a variety of off-campus sites including non-profit organizations, government agencies, healthcare practices and businesses.

Requirements may include selected readings, written reports, and an oral presentation.

Registration is through the Career Education Center and will require an appointment with a Career Coach. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several
weeks and needs to be completed prior to the start of the semester.

Restrictions: Minimum 2.0 GPA.

May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

BU103 - Managerial Ethics

General

Course Title
Managerial Ethics

Course Description
Managerial ethics examines the ethical context in which managers operate. This course discusses the functional areas of business, ethical principles, and models of ethical decision-making. Sections covered include moral philosophy, ethical implications of government policies and markets, business ethics, and stakeholders. Students will apply ethical decision-making to situations that managers face.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

BU110 - Personal Financial Literacy

General

Course Title
Personal Financial Literacy

Course Description
This course covers key principles, processes, and techniques related to managing one's own personal finances. The goal is for students to make more informed personal finance decisions and be wiser money managers and consumers of financial services and products.

CORE: Quantitative Reasoning

Notes: Open to first-year and sophomore students only. Students cannot take both BU 110 and BU 310. This course does not satisfy BU elective.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

BU111 - Excel and Business Applications

General

Course Title
Excel and Business Applications

Course Description
Part one of this course introduces students to Microsoft Excel via an online platform of lessons and exams. The course prepares students for the MOS Excel 2019 Associate Certification, which is optional. There is a separate testing fee payable to Saint Michael's.

Part two explores information technology and trends in business application of technology. We will explore relevant and current research for management and leadership in today's data and thought-driven economy.

No credit given for BU-111 if credit has been given for BU-175.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

BU150 - Entrepreneurial Design

General

Course Title
Entrepreneurial Design

Course Description
Have you ever wanted to turn your design ideas into reality? This hands-on course introduces industrial design and 3D printing through a real-world challenge: creating a better water bottle holder for mountain bikes at the Adventure Sports Center. Apply the engineering design process, develop 3D models in Fusion 360, and test prototypes on actual bikes. Get ready to innovate, design, and build!

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
1

BU165 - (LCMC) Project Management Fundamentals

General

Course Title
(LCMC) Project Management Fundamentals

Course Description
Project Management is about executing ideas on time, in budget, and adapting to challenges along the way. All modern business professionals need to understand it. This course, which culminates in a final project, gives you the foundational tools to do that: Waterfall and Agile methodologies, the project management lifecycle, precise goal-setting, professional progress trackers, stakeholder engagement, and project analysis.

Project Management Minors Only.

This course is offered online through a consortium of accredited colleges and universities. Instruction is provided by faculty employed by partner institutions within the consortium, with technology and administrative support provided by Rize Education.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
3

BU175 - Microsoft Excel

General

Course Title
Microsoft Excel

Course Description
The course aims to develop skill in the core and advanced functions in Microsoft Excel software. Core Excel functions include create and manage worksheets and workbooks, create tables, and perform operations with formulas and functions. Advanced Excel functions include apply custom data formats and create advance charts and tables. This course provides a pathway to the MOS Excel Certification, an external test administered through a testing center for additional fee (not part of the course).

For Major: Counts toward the 6 elective credits required.

For Minor: Counts toward the 4 elective credits required.

No credit given for BU-175 if credit has been given for BU-111.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
2

BU190 - Topics in Business Administration

General

Course Title
Topics in Business Administration

Course Description
An examination of a topic at the introductory level not offered by the department on a regular basis. Topics will vary depending on the interests of the faculty.

May be repeatable if topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

BU205 - Principles of Business Communication

General

Course Title
Principles of Business Communication

Course Description
This course enhance students' understanding of communication theory and capability in multiple communication channels and situations. Also develops critical thinking skills and ethical integrity in discerning credible information and responding appropriately.

Restrictions: This class is not open to Seniors.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

BU206 - Project Management

General

Course Title
Project Management

Course Description
This course exposes students to the multifaceted discipline of project management, which involves goal-oriented action, responsibility and ethics, rational decision-making, leadership, and human relations. It also highlights the importance of meeting the project success criteria of timely completion, within budget, and accomplishing set goals. Students will collaborate to develop projects that will contribute to the betterment of humankind. This course provides a pathway to Project Management (PMP/CAPM) Certification Exams.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Sophomore Standing

Earn at least 24 credits

BU208 - Shaping Professional Identity

General

Course Title
Shaping Professional Identity

Course Description
This course merges two powerful ideas: how you show up (your personal brand) and how you practice (lead). You'll explore who you are, what you stand for, and how to authentically communicate your strengths, values, and purpose in academic, professional, and community settings. Through reflection, applied learning, and real-world conversations with professionals, you'll build an authentic personal brand while developing the confidence, presence, and awareness to lead with skill, professionalism, and empathy.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

BU209 - Legal Environment of Business

General

Course Title
Legal Environment of Business

Course Description
This course will explore the nature of the law and the judicial system, their relationship to consumers, ethical behaviors, and the business enterprise. It will introduce students to basic legal concepts governing business transactions, as well as to the constraints imposed and protections offered by the law. Students will also acquire an appreciation for how the contemporary American legal system operates.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisite & Sophomore Standing Requirement

Type
Prerequisite

BU103 or AC141

Complete at least 1 of the following courses:
- BU103 - Managerial Ethics
- AC141 - Financial Accounting

Minimum Sophomore Standing

Earn at least 24 credits

BU214 - Management

General

Course Title
Management

Course Description
This survey course covers the basic principles and management fundamentals of planning, organizing, leading, and controlling. Topics covered include leadership, group dynamics, team management, motivation, and communication skills.

Restrictions: Accounting, Business Administration, Cybersecurity, Information Systems, Human Resources, & Project Management Majors and Minors Only.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisites

Type
Prerequisite

BU103, AC141, or AC143

Complete at least 1 of the following courses:
- BU103 - Managerial Ethics
- AC141 - Financial Accounting
- AC143 - Managerial Accounting

BU215 - Marketing

General

Course Title
Marketing

Course Description
This course will provide a review of the fundamental topics in marketing management and allow students to engage with the main analytic and decision-making tools used by marketing managers. The focus of the course will be on how organizations must shape each of the elements of the marketing mix in response to various environmental factors in order to achieve competitive advantage.

Restrictions: Business Majors and Minors Only.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisites & Junior Standing Requirement

Type
Prerequisite

BU103 and AC143

Complete ALL of the following Courses:
- BU103 - Managerial Ethics
- AC143 - Managerial Accounting

Minimum Junior Standing

Earn at least 56 credits

BU216 - Finance

General

Course Title
Finance

Course Description
BU 216 is the required finance course for the Business Administration and Accounting programs. The course provides an overview of key finance principles and practices relevant to business decision-making and presents students with the finance tools necessary to develop the knowledge and skills currently in demand by employers.

Restrictions: Business Administration, Accounting, and Finance Majors and Minors only.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisites

Type
Prerequisite

AC141 or AC143 (AC141 Recommended)

Complete at least 1 of the following courses:
- AC141 - Financial Accounting
- AC143 - Managerial Accounting

EC101

Complete ALL of the following Courses:
- EC101 - Principles of Macroeconomics

ST120, ST140, ST251, ST252, or PS213

Complete at least 1 of the following courses:
- ST120 - Elementary Statistics
- ST140 - Biological Data & Statistics
- ST251 - Probability
- ST252 - Mathematical Statistics and Methods
- PS213 - Psychological Statistics

BU218 - Analytics in Operations

General

Course Title
Analytics in Operations

Course Description
Businesses leverage to gain and sustain competitive advantage through fact-based decisions that use business/data analytics techniques such as descriptive, predictive, and prescriptive analytics. Students will learn how to use application software (such as Microsoft Access and Excel, R-Studio, SPSS, Tableau, etc.) to analyze business key performance indicators (KPIs) and make fact-based decisions and recommendations. As part of this course requirement, students must conduct a gap analysis on a real company's KPIs.

Restrictions: BU/AC/IS Majors and BU Minors Only.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisites & Junior Standing Requirement

Type
Prerequisite

BU103 or AC141

Complete at least 1 of the following courses:
- BU103 - Managerial Ethics
- AC141 - Financial Accounting

AC143 and EC101

Complete ALL of the following Courses:
- AC143 - Managerial Accounting
- EC101 - Principles of Macroeconomics

BU214 or AC221

Complete at least 1 of the following courses:
- BU214 - Management
- AC221 - Intermediate Accounting I

ST120, ST140, ST251, or PS213

Complete at least 1 of the following courses:

- ST120 - Elementary Statistics
- ST140 - Biological Data & Statistics
- ST251 - Probability
- PS213 - Psychological Statistics

Minimum Junior Standing

Earn at least 56 credits

BU250 - Business, Government and Health Care The Danish Way

General

Course Title
Business, Government and Health Care The Danish Way

Course Description
This course explores institutions and policies of Denmark in three specific realms - business, politics and health care (broadly defined) - by examining their structures and functions, as well as the values and cultural institutions that inspired and maintain them. Our exploration will employ a comparative approach, using the corresponding institutions, policies and values of the United States.

This course is the prerequisite for BU/PO/PB 251, Business, Government, and Health Care the Danish Way Study Tour.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
2

Cross Listed Courses
PB250 - Business, Government and Health Care The Danish Way, PO250 - Business, Government & Health Care The Danish Way

BU251 - Business, Government and Health Care the Danish Way Study Trip

General

Course Title
Business, Government and Health Care the Danish Way Study Trip

Course Description
This 12-day study tour will visit Copenhagen to study Danish culture, business, government, and health care. We will visit with Danish businesses including Lego; government institutions including Parliament; and health care experts and practitioners to understand how Danish values inform and influence business and public policy. Visits to cultural sites such as the National Gallery of Denmark, Rosenborg Castle, and Tivoli Gardens will enable you to learn more about Denmark's history and culture.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
2

Cross Listed Courses
PB251 - Business, Government and Health Care The Danish Way Study Trip, PO251 - Business, Government and Health Care The Danish Way Study Trip

Course Requisites

Simple Requirements

Prerequisites

Type
Prerequisite

BU250, PO250, or PB250

Complete at least 1 of the following courses:

- BU250 - Business, Government and Health Care The Danish Way
- PO250 - Business, Government & Health Care The Danish Way
- PB250 - Business, Government and Health Care The Danish Way

BU255 - Arsenal of Democracy Study Trip

General

Course Title
Arsenal of Democracy Study Trip

Course Description
This study trip combines historical and contemporary perspectives to examine the role of American industry in helping to win WW II. Through readings and site visits, students will gain an appreciation for the challenges which America faced while building up its military capabilities in the years before and during the war. Students will also meet with organizations dealing with the supply chain challenges currently confronting the U.S. military in an increasingly challenging global security environment.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
2

Cross Listed Courses
HI255 - Arsenal of Democracy Study Trip

BU260 - Entrepreneurship

General

Course Title
Entrepreneurship

Course Description
This active and experiential course empowers students to develop an entrepreneurial mindset by transforming ideas into viable business models. Through teamwork and individual projects, students will explore key business disciplines through case studies, site visits, guest speakers, and design-thinking strategy sessions.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
BU260H - Entrepreneurship (HON)

BU260H - Entrepreneurship (HON)

General

Course Title
Entrepreneurship (HON)

Course Description
This active and experiential course empowers students to develop an entrepreneurial mindset by transforming ideas into viable business models. Through teamwork and individual projects, students will explore key business disciplines through case studies, site visits, guest speakers, and design-thinking strategy sessions.

Honors Students Only

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
BU260 - Entrepreneurship

BU265 - (LCMC) Managing Risk and Uncertainty

General

Course Title
(LCMC) Managing Risk and Uncertainty

Course Description
Imagine skydiving without a parachute-that's what it's like to run a project without a risk management plan. This course teaches you to see the storm coming and prepare, turning looming disasters into manageable challenges. You'll learn to cut through the noise, create clear action plans, and keep control even when the pressure is on. Be the manager who's ready for anything, who stays calm, steady, and ahead of the game when things get tough.

Project Management Minors Only.

This course is offered online through a consortium of accredited colleges and universities. Instruction is provided by faculty employed by partner institutions within the consortium, with technology and administrative support provided by Rize Education.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

BU165 Prerequisite

Type
Prerequisite

BU165

Complete ALL of the following Courses:

- BU165 - (LCMC) Project Management Fundamentals

BU271 - International Business

General

Course Title
International Business

Course Description
This course will concentrate on the main themes and issues facing internationally active firms today. Students will see how organizations must adapt to differing cultures, political and economic systems. The course will also review the role (both positive and negative) of governments, the operation of the global trade and monetary systems and the flow of foreign direct investment.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

BU290 - Topics in Business Administration

General

Course Title
Topics in Business Administration

Course Description
An examination of a topic at the introductory level not offered by the department on a regular basis. Topics will vary depending on the interests of the faculty.

May be repeatable if topic is different.

Fulfills a BU elective.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

BU291 - Topics in Business Administration (CIT)

General

Course Title
Topics in Business Administration (CIT)

Course Description
An examination of a topic at the 200-level that is not offered on a regular basis that meets the Catholic Intellectual Traditions Core requirement. Topics will vary depending on the interests of the faculty.

CORE: Catholic Intellectual Traditions

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Cross Listed Courses
BU291H - Topics in Business Administration (CIT) (HON)

BU291H - Topics in Business Administration (CIT) (HON)

General

Course Title
Topics in Business Administration (CIT) (HON)

Course Description
An examination of a topic at the 200-level that is not offered on a regular basis that meets the Catholic Intellectual Traditions Core requirement. Topics will vary depending on the interests of the faculty.

CORE: Catholic Intellectual Traditions

Honors Students Only

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Cross Listed Courses
BU291 - Topics in Business Administration (CIT)

BU292 - B Corp and Catholic Social Teaching: Doing Well, Doing Good

General

Course Title
B Corp and Catholic Social Teaching: Doing Well, Doing Good

Course Description
Central themes of Catholic Social Teaching and the Catholic Intellectual Tradition will explore contemporary organizational life, placing them in dialogue with the B Corp framework and related approaches to ethical and sustainable business. Through reflection, discussion, and applied analysis, students examine how Catholic thought contributes to discussions of stakeholder responsibility, ethical and just leadership, environmental stewardship (care for creation), and the role of organizations in promoting human dignity and the common good.

CORE: Catholic Intellectual Traditions

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 Level RS Course Prerequisite

Type
Prerequisite

100 Level RS Course

Complete at least 1 of the following courses:

- RS120 - Christianity: Past and Present
- RS120H - Christianity: Past and Present (HON)
- RS130 - Varieties of Christianity

BU310 - Personal Finance

General

Course Title
Personal Finance

Course Description
This course covers key topics of personal finance including investments, taxes, insurance, major purchases and retirement planning. After taking this course, you will be better informed and feel more prepared to make decisions about your financial future.

CORE: Quantitative Reasoning

Not Open to students who have completed BU-110.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

BU313 - Leadership

General

Course Title
Leadership

Course Description
Leadership introduces students to the skills and theories of leadership. Students will primarily study examples of leadership in films and the textbook. In addition, students will explore the ways people are influenced and develop their ability to influence others by analyzing their own style through cases and exercises.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

BU214 Prerequisite & Senior Standing Requirement

Type
Prerequisite

BU214 or Permission of Instructor

Complete ALL of the following Courses:
- BU214 - Management

Minimum Senior Standing

Earn at least 89 credits

BU319 - International Finance

General

Course Title
International Finance

Course Description
This course provides a framework for analyzing key financial decisions for a global firm and investor, particularly related to foreign exchange and markets. Students explore how world developments impact global equity and currency markets, how companies and investors manage foreign exchange risk, and how international financial markets are structured.

Optional Applied Language Component (2 Credits).

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

EC101 Prerequisite

Type
Prerequisite

EC101

Complete ALL of the following Courses:
- EC101 - Principles of Macroeconomics

BU321 - Human Resources Management

General

Course Title
Human Resources Management

Course Description
This course covers a broad range of human resource areas: job design and analysis, human resource planning, recruitment and selection, training, performance appraisal, compensation, health and safety, and employee and union relations. Also considered are government regulations and contemporary issues in HRM.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

BU214 or PS250 Prerequisite & Sophomore Standing Requirement

Type
Prerequisite

BU214 or PS250

Complete at least 1 of the following courses:

- BU214 - Management
- PS250 - Social Psychology

Minimum Sophomore Standing

Earn at least 24 credits

BU331 - Investments

General

Course Title
Investments

Course Description
This course presents fundamental theories and approaches to investment decisions. Covering both debt and equity markets, with primary focus on equity, it emphasizes hands-on assignments based on core concepts and typical "real-world" analysis. The prime objective is to help students become intelligent consumers of investment information.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

BU216 Prerequisite & Junior Standing Requirement

Type
Prerequisite

BU216

Complete ALL of the following Courses:

- BU216 - Finance

Minimum Sophomore Standing

Earn at least 56 credits

BU341 - (LCMC) Training and Development

General

Course Title
(LCMC) Training and Development

Course Description
Training & development are key to building an empowered and motivated workforce. This course will help you build knowledge and skill in the design, development, delivery, and evaluation of organizational training. You'll also learn how to create effective performance improvement programs, a vital resource in talent retention that is often overlooked. Lastly, you'll get hands on experience, by producing your own sample training plan.

Human Resource Management Minors Only.

This course is offered online through a consortium of accredited colleges and universities. Instruction is provided by faculty employed by partner institutions within the consortium, with technology and administrative support provided by Rize Education.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

BU321 Prerequisite

Type
Prerequisite

BU321

Complete ALL of the following Courses:
- BU321 - Human Resources Management

BU347 - (LCMC) Total Compensation Management

General

Course Title
(LCMC) Total Compensation Management

Course Description
Great people power great businesses, but attracting and retaining top talent requires companies to offer competitive compensation packages. This course will help you develop knowledge and skills in the development and evaluation of pay structures and benefits packages. You'll also learn how total compensation issues affect every manager in an organization and analyze processes and procedures to create effective compensation plans.

Human Resource Management Minors Only.

This course is offered online through a consortium of accredited colleges and universities. Instruction is provided by faculty employed by partner institutions within the consortium, with technology and administrative support provided by Rize Education.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

BU321 Prerequisite

Type
Prerequisite

BU321

Complete ALL of the following Courses:
- BU321 - Human Resources Management

BU355 - Operations Management

General

Course Title
Operations Management

Course Description
This course discusses the concepts and techniques involved in designing and managing production and service operations. It focuses on major operational challenges, decision-making, and problem-solving from product/service conception through planning and design to inventory and logistics while managing quality and improving operations. Students will learn about project management, forecasting, and upstream and downstream supply chain activities and will be expected to complete a supply-chain risk management project.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisites & Junior Standing Requirement

Type
Prerequisite

AC143 and BU214

Complete ALL of the following Courses:
- AC143 - Managerial Accounting
- BU214 - Management

PS213 or ST120

Complete at least 1 of the following courses:
- ST120 - Elementary Statistics
- PS213 - Psychological Statistics

Minimum Junior Standing

Earn at least 56 credits

BU361 - Business Strategy

General

Course Title
Business Strategy

Course Description
This course concentrates on the total business environment and how the various functional areas of business are integrated by managers. The course is based upon the study of strategy formulation and implementation. Using a combination of assignments, the course gives students the opportunity to see how managers can lead firms to attain organizational goals.

Restrictions: BU Majors and Minors and IS Majors Only.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisites & Senior Standing Requirement

Type
Prerequisite

AC143

Complete ALL of the following Courses:
- AC143 - Managerial Accounting

BU214, BU215, BU216

Complete at least 2 of the following courses:
- BU214 - Management
- BU215 - Marketing
- BU216 - Finance

Minimum Senior Standing

Earn at least 89 credits

BU365 - (LCMC) Agile Frameworks and Methodologies

General

Course Title
(LCMC) Agile Frameworks and Methodologies

Course Description
When change outpaces planning and requirements keep shifting, traditional project management falls short. That's where Agile comes in-designed to thrive in uncertainty and deliver value in fast-paced environments. Here, adaptability beats predictability, and customer satisfaction takes priority over rigid plans. In this course, you'll learn to pivot with purpose, keep your team aligned, and impress stakeholders, even when the ground is constantly shifting.

Project Management Minors Only.

This course is offered online through a consortium of accredited colleges and universities. Instruction is provided by faculty employed by partner institutions within the consortium, with technology and administrative support provided by Rize Education.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

BU165 Prerequisite

Type
Prerequisite

BU165

Complete ALL of the following Courses:
- BU165 - (LCMC) Project Management Fundamentals

BU407 - Sports Marketing

General

Course Title
Sports Marketing

Course Description
Provides the aspiring sport manager with an overview of the major marketing issues facing the sport industry. Course content focuses on developing basic knowledge and understanding of sport marketing and sponsorship for individuals and for educational, recreational, and professional settings. Attention is given to principles of marketing applied to the sport industry, sport consumer behavior, corporate sponsorship, athletes' rights to publicity, and evaluation of sport marketing programs.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

BU215 Prerequisite

Type
Prerequisite

BU215

Complete ALL of the following Courses:
- BU215 - Marketing

BU417 - (LCMC) Employment and Labor Law

General

Course Title
(LCMC) Employment and Labor Law

Course Description
This course is an overview of laws and regulations that determine the rights and obligations of employees and employers. You'll learn about the nature of the employment relationship, common law principles, prohibitions against discrimination, wage law, specific governmental acts, and other areas of labor and employment law. By the end of this course you will become familiar with the federal and state laws that govern employment.

Human Resource Management Minors Only.

This course is offered online through a consortium of accredited colleges and universities. Instruction is provided by faculty employed by partner institutions within the consortium, with technology and administrative support provided by Rize Education.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

BU103 and BU209 Prerequisites

Type
Prerequisite

BU103 & BU209

Complete ALL of the following Courses:

- BU103 - Managerial Ethics
- BU209 - Legal Environment of Business

BU421 - (LCMC) Human Resource Risk Management

General

Course Title
(LCMC) Human Resource Risk Management

Course Description
This course will examine the scope and role of HR in the occupational health and safety arena, the fundamental components of comprehensive programs and, more importantly, the interplay between these considerations and how important HR professionals are in their success. Topics covered include OSHA requirements, risk management and loss prevention, management of safety and workers' compensation, employee assistance plans, preventative health issues, emergency response and preparedness, and developing a culture of safety, amongst others. There will be focus on the fundamental components of a comprehensive health and safety program to protect the employees in an organization and costly liability.

Human Resource Management Minors Only.

This course is offered online through a consortium of accredited colleges and universities. Instruction is provided by faculty employed by partner institutions within the consortium, with technology and administrative support provided by Rize Education.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

BU321 and BU417 Prerequisites

Type
Prerequisite

BU321 & BU417

Complete ALL of the following Courses:

- BU321 - Human Resources Management
- BU417 - (LCMC) Employment and Labor Law

BU443 - International Marketing

General

Course Title
International Marketing

Course Description
This course is focused on the application of marketing techniques in the global marketplace. It will address the changing economic, social and political variables which a firm must deal with when it begins marketing its products or services outside of its home country and how these variables can impact marketing strategies.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

BU215 or BU271 Prerequisites

Type
Prerequisite

BU215 or BU271

Complete at least 1 of the following courses:
- BU215 - Marketing
- BU271 - International Business

BU462 - Advanced Topics in Finance

General

Course Title
Advanced Topics in Finance

Course Description
In this advanced topics course, contemporary issues in finance are addressed on a one-time basis. Specific information about a topic being offered in a given semester can be obtained from the faculty member offering the course or the department chair.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

BU216 Prerequisite

Type
Prerequisite

BU216, Minimum grade B-

Earn a minimum grade of B- in the following:
- BU216 - Finance

BU463 - Advanced Topics in Management

General

Course Title
Advanced Topics in Management

Course Description
In this advanced topics course, contemporary issues in management are addressed on a one-time basis. Specific information about a topic being offered in a given semester can be obtained from the faculty member offering the course or the department chair.

Restrictions: BU Majors and Minors Only (Restriction May be released for Open Registration)

May be repeatable if topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

Course Requisites

Simple Requirements

BU214 Prerequisite & Sophomore Standing Requirement

Type
Prerequisite

BU214

Complete ALL of the following Courses:
- BU214 - Management

Minimum Sophomore Standing

Earn at least 24 credits

BU464 - Advanced Topics in Marketing

General

Course Title
Advanced Topics in Marketing

Course Description
In this advanced topics course, contemporary issues in marketing are addressed on a one-time basis. Specific information about a topic being offered in a given semester can be obtained from the faculty member offering the course or the department chair.

Restrictions: BU and AC Majors Only

May be repeatable if topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

BU215 Prerequisite & Junior Standing Requirement

Type
Prerequisite

BU215

Complete ALL of the following Courses:
- BU215 - Marketing

Minimum Junior Standing

Earn at least 56 credits

BU465 - Advanced Topics in International Business

General

Course Title
Advanced Topics in International Business

Course Description
Business administration and accounting are constantly undergoing change and modernization. It is important, therefore, to be able to respond in the classroom. In this special topics course, contemporary issues in international business and topics of current interest are addressed on a one-time basis. Specific information about a topic being offered in a given semester can be obtained from the faculty member offering the course or the department chair.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

BU271 Prerequisite

Type
Prerequisite

BU271

Complete ALL of the following Courses:
- BU271 - International Business

BU496 - Organizational Problem Solving

General

Course Title
Organizational Problem Solving

Course Description
This course will give students the opportunity to work in teams and take on the role of external consultants. In this role, they will meet with representatives from an assigned client organization and then conduct research culminating in a presentation of recommendations to the client dealing with the assigned issue, challenge or problem. Students will also learn career-relevant competencies.

Restrictions: BU/AC Majors Only

No credit will be given for BU-496 if student has already received credit or is currently enrolled in ID-498.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisites & Senior Standing Requirement

Type
Prerequisite

(BU214 and BU215) or AC221

Complete at least 1 of the following:

BU214 and BU215

Complete ALL of the following Courses:
- BU214 - Management
- BU215 - Marketing

OR

AC221

Complete ALL of the following Courses:
- AC221 - Intermediate Accounting I

Minimum Senior Standing

Earn at least 89 credits

BU499 - (INT) Business Administration and Accounting Internship II

General

Course Title
(INT) Business Administration and Accounting Internship II

Course Description
This course is designed for a student's second internship experience. Upon registration for this course, you will need to make an appointment with a Career Coach in the Career Education Center. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several weeks and needs to be completed prior to the start of the semester.

Restrictions:Business and Accounting Majors and Minors only. 2.0 GPA or higher required.

Students must secure an approved internship site and complete the required forms before the start of the course, and they must make an appointment with a Career Coach in Handshake to ensure their internship is approved for academic credit. Registration is final AFTER this process has been completed.

May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

Course Requisites

Simple Requirements

ID498 Prerequisite and Junior Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

ID498

Complete at least 1 of the following courses:

- ID498 - Internship Practicum

CH101 - Concepts in Chemistry

General

Course Title
Concepts in Chemistry

Course Description
The classical principles of chemistry, applied to modern-day science and technology. Possible topics include nutrition, food additives, drugs, nuclear power, plastics, and environmental problems. The laboratories provide students with the fundamentals of chemical experimentation, observations, and instrumentation, with an emphasis on everyday materials and experiences.

CORE: Scientific Inquiry

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

CH103 - Chemistry Magic

General

Course Title
Chemistry Magic

Course Description
In this course, students train for and perform a chemistry magic show for local elementary school children. Additionally, fundamental chemistry principles are explored through the lens of history and the chemistry underlying student-selected topics is explored. Topics have included environmental technologies, athletics, nutrition, drugs, and modern materials.

CORE: Scientific Inquiry

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

CH108 - Topics in Chemistry

General

Course Title
Topics in Chemistry

Course Description
An examination of a topic at the introductory level not offered by the department on a regular basis. Topics will vary depending on the interests of the faculty.

May be repeatable if topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

CH110 - General Chemistry I

General

Course Title
General Chemistry I

Course Description
A comprehensive study of quantitative relationships in chemical reactions. Topics include stoichiometry, atomic structure and periodicity, gases and kinetic-molecular theory, bonding and molecular structure, and basic quantum theory.

CORE: Scientific Inquiry

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

CH110L Corequisite

Type
Corequisite

CH110L

Enroll in the following Courses:
- CH110L - General Chemistry I Lab

CH110L - General Chemistry I Lab

General

Course Title
General Chemistry I Lab

Course Description
The General Chemistry I laboratory focuses on qualitative and quantitative analytical methods, and gives an introduction to synthetic techniques.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
0

Course Requisites

Simple Requirements

CH110 Corequisite

Type
Corequisite

CH110

Enroll in the following Courses:
- CH110 - General Chemistry I

CH117 - Organic Chemistry I

General

Course Title
Organic Chemistry I

Course Description
A study of organic reactions with emphasis on functional groups, reactive intermediates, reaction mechanisms, and syntheses. The laboratory introduces students to organic laboratory techniques with emphasis on syntheses, qualitative analysis, and instrumental methods.

Note: Two-semester sequence.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

CH110 Prerequisite

Type
Prerequisite

CH110, Minimum Grade C

Earn a minimum Grade of C in the following:
- CH110 - General Chemistry I

CH117L Corequisite

Type
Corequisite

CH117L

Enroll in the following Courses:
- CH117L - Organic Chemistry I Lab

CH117L - Organic Chemistry I Lab

General

Course Title
Organic Chemistry I Lab

Course Description
A study of organic reactions with emphasis on functional groups, reactive intermediates, reaction mechanisms, and syntheses. The laboratory introduces students to organic laboratory techniques with emphasis on syntheses, qualitative analysis, and instrumental methods.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
0

Course Requisites

Simple Requirements

CH117 Corequisite

Type
Corequisite

CH117

Enroll in the following Courses:
- CH117 - Organic Chemistry I

CH207 - Organic Chemistry II

General

Course Title
Organic Chemistry II

Course Description
A study of organic reactions with emphasis on functional groups, reactive intermediates, reaction mechanisms, and syntheses.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

CH117 Prerequisite

Type
Prerequisite

CH117, Minimum Grade C

Earn a minimum Grade of C in the following:
- CH117 - Organic Chemistry I

CH207L Corequisite

Type
Corequisite

CH207L

Enroll in the following Courses:
- CH207L - Organic Chemistry II Lab

CH207L - Organic Chemistry II Lab

General

Course Title
Organic Chemistry II Lab

Course Description
The Organic Chemistry II laboratory introduces students to organic laboratory techniques with emphasis on syntheses, qualitative analysis, total synthesis and instrumental methods.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
0

Course Requisites

Simple Requirements

CH207 Corequisite

Type
Corequisite

CH207

Enroll in the following Courses:
- CH207 - Organic Chemistry II

CH208 - General Chemistry II

General

Course Title
General Chemistry II

Course Description
A comprehensive study of quantitative relationships in chemical reactions. Topics include basic thermodynamics relationships, reaction kinetics, equilibria, acid-base theory, electrochemistry, and descriptive chemistry. The laboratory focuses on qualitative and quantitative analytical methods, and total synthesis and analysis techniques.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

CH110 Prerequisite

Type
Prerequisite

CH110, Minimum Grade C

Earn a minimum Grade of C in the following:
- CH110 - General Chemistry I

CH208L Corequisite

Type
Corequisite

CH208L

Enroll in the following Courses:
- CH208L - General Chemistry II Lab

CH208L - General Chemistry II Lab

General

Course Title
General Chemistry II Lab

Course Description
A comprehensive study of quantitative relationships in chemical reactions. Topics include basic thermodynamics relationships, reaction kinetics, equilibria, acid-base theory, electrochemistry, and descriptive chemistry. The laboratory focuses on qualitative and quantitative analytical methods, and total synthesis and analysis techniques.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
0

Course Requisites

Simple Requirements

CH208 Corequisite

Type
Corequisite

CH208

Enroll in the following Courses:
- CH208 - General Chemistry II

CH301 - Integrated Chemical Analysis

General

Course Title
Integrated Chemical Analysis

Course Description
A laboratory-centered survey of selected methods of chemical analysis including classical "wet" techniques, basic chemical instrumentation, and analysis of various samples chosen to demonstrate the applicability of chemical analysis in fields such as water quality and food chemistry, to name a few. The use of MS-Excel, scientific writing, and statistical techniques for data analysis are emphasized. This class includes components of the ethics of scientific research (specifically in the fields of chemistry, environmental science, and medicine).

Restrictions: Chemistry, Biochemistry and Environmental Science Majors and Chemistry Minors Only.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

CH117 and CH208 Prerequisites

Type
Prerequisite

CH117 and CH208, Minimum Grade C

Earn a minimum Grade of C in the following:
- CH117 - Organic Chemistry I
- CH208 - General Chemistry II

CH302 - Chemical Thermodynamics and Kinetics

General

Course Title
Chemical Thermodynamics and Kinetics

Course Description
A detailed examination of classical equilibrium thermodynamics and chemical kinetics. The accompanying laboratory is structured to emphasize the topics covered in the lecture. This course covers topics traditionally covered in the first semester of physical chemistry.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisites

Type
Prerequisite

CH207 and CH208

Complete ALL of the following Courses:
- CH207 - Organic Chemistry II
- CH208 - General Chemistry II

MA160 or MA211

Complete at least 1 of the following courses:
- MA160 - Calculus II
- MA211 - Calculus III

PY211 or PY221

Complete at least 1 of the following courses:
- PY211 - College Physics II
- PY221 - General Physics II

CH304 - Quantum Chemistry and Spectroscopy

General

Course Title
Quantum Chemistry and Spectroscopy

Course Description
Treatment of elementary quantum mechanical theory with applications to atomic and molecular structure and spectroscopy. The accompanying laboratory emphasizes experimental applications of the theoretical ideas developed in lecture. This course covers topics traditionally covered in the second semester of physical chemistry; however, students may take it without completing the first semester, CH 302 Chemical Thermodynamics and Kinetics.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisites

Type
Prerequisite

CH207 and CH208

Complete ALL of the following Courses:
- CH207 - Organic Chemistry II
- CH208 - General Chemistry II

MA160 or MA211

Complete at least 1 of the following courses:
- MA160 - Calculus II
- MA211 - Calculus III

PY211 or PY221

Complete at least 1 of the following courses:
- PY211 - College Physics II
- PY221 - General Physics II

CH305 - Inorganic Chemistry

General

Course Title
Inorganic Chemistry

Course Description
A broad study of many aspects of inorganic chemistry. The use of periodic trends and fundamental principles of inorganic chemistry is emphasized to analyze the chemistry of the elements. Other topics include group theory, molecular orbital theory, solid state chemistry, and spectroscopy of inorganic and organometallic compounds. Applications of inorganic chemistry to catalysis, nanotechnology, biochemistry, and environmental chemistry are considered. The laboratory consists of the synthesis, purification, and characterization of inorganic and organometallic compounds.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisite

Type
Prerequisite

CH301, CH302 or CH304

Complete at least 1 of the following courses:
- CH301 - Integrated Chemical Analysis
- CH302 - Chemical Thermodynamics and Kinetics
- CH304 - Quantum Chemistry and Spectroscopy

CH308 - Environmental Chemistry

General

Course Title
Environmental Chemistry

Course Description
A study of the chemistry of current environmental problems, their impacts on the global community, and potential solutions. The actual topics for this course vary from semester to semester, but may include atmospheric chemistry, water chemistry, pollution, solid waste, and sedimentation, OR the chemistry of global warming, fossil fuels, and renewable forms of energy. Green chemistry and sustainability are also considered.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

CH208 and CH117 Prerequisites

Type
Prerequisite

CH208 and CH117

Complete ALL of the following Courses:
- CH208 - General Chemistry II
- CH117 - Organic Chemistry I

CH309 - A Synthetic CURE

General

Course Title
A Synthetic CURE

Course Description
This course-based undergraduate research experience (CURE) examines modern synthetic and analytical techniques. The course is centered on a collaborative research project and introduces students into project development, advanced literature searching, and experimental design.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

CH207 and CH208 Prerequisites

Type
Prerequisite

CH207 and CH208

Complete ALL of the following Courses:
- CH207 - Organic Chemistry II
- CH208 - General Chemistry II

CH321 - Comprehensive Biochemistry

General

Course Title
Comprehensive Biochemistry

Course Description
This is a one semester biochemistry course geared to students who are particularly interested in pursuing careers in medicine and health related fields. The course will cover the major categories of biomolecules (peptides/proteins, carbohydrates, nucleic acids, and lipids) and the major metabolic pathways, all with a focus on human health and medicine.

No credit given for CH-321 if credit has been given for CH-325.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

CH207, CH208 & BI153 Prerequisites

Type
Prerequisite

CH207 and CH208

Complete ALL of the following Courses:
- CH207 - Organic Chemistry II
- CH208 - General Chemistry II

BI153, minimum grade C

Earn a minimum grade of C in the following:
- BI153 - Introductory Cell Biology and Genetics

CH325 - Biochemistry I

General

Course Title
Biochemistry I

Course Description
All the major categories of biomolecules are introduced as follows: peptides/proteins (including enzymes), carbohydrates, nucleic acids, and lipids. Biological membrane structure and transport are also covered. Relationships between structure and function are emphasized. The laboratory employs qualitative and quantitative methods used in the study of biomolecules.

Restrictions: Biochemistry Majors, Chemistry Majors and Minors only.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

CH207 and CH208 Prerequisites

Type
Prerequisite

CH207 and CH208, Minimum Grade C

Earn a minimum Grade of C in the following:
- CH207 - Organic Chemistry II
- CH208 - General Chemistry II

CH327 - Biochemistry II

General

Course Title
Biochemistry II

Course Description
A continuation of Biochemistry I, this course covers topics in metabolism and its control, focusing on human carbohydrate and lipid metabolism. Human nutrition is also covered. Whenever possible, human health and medical connections are made. The course also covers photosynthesis and plant carbohydrate synthesis. The laboratory expands on concepts and techniques introduced in the first semester in CH 325 and includes techniques not covered previously.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

CH325 Prerequisite

Type
Prerequisite

CH325, Minimum Grade C

Earn a minimum Grade of C in the following:
- CH325 - Biochemistry I

CH410 - Senior Seminar Part I

General

Course Title
Senior Seminar Part I

Course Description
This is Part I in a two-course sequence. The goals of the Senior Seminar sequence are to enable students to read meaningfully the chemical research literature and present a series of seminars based on selected research articles. In addition, each student will write and defend a significant research project orally before the faculty. The project shall demonstrate a strong grounding in chemical concepts and an appreciation for applicable experimental and theoretical methods.

Restrictions: Chemistry/ Biochemistry/ Environmental Science Majors Only (Environmental Science Majors should consult with their advisors before enrolling in this course).

Students receive an interim grade (XT) after Part I of the two-course sequence. A final grade is awarded after Part II is completed.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Senior Standing

Earn at least 89 credits

CH411 - Senior Seminar Part II

General

Course Title
Senior Seminar Part II

Course Description
This is Part II in a two-course sequence. The goals of the Senior Seminar sequence are to enable students to read meaningfully the chemical research literature and present a series of seminars based on selected research articles. In addition, each student will write and defend a significant research project orally before the faculty. The project shall demonstrate a strong grounding in chemical concepts and an appreciation for applicable experimental and theoretical methods.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

CH410 Prerequisite

Type
Prerequisite

CH410

Complete ALL of the following Courses:
- CH410 - Senior Seminar Part I

CH417 - Chemical Instrumentation

General

Course Title
Chemical Instrumentation

Course Description
The theoretical and practical aspects of instrumental analysis. The laboratory consists of spectrometric, chromatographic, and electrochemical methods of analysis. Data processing of experimental results is emphasized.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisites

Type
Prerequisite

CH301, CH302, or CH304

Complete at least 1 of the following courses:
- CH301 - Integrated Chemical Analysis
- CH302 - Chemical Thermodynamics and Kinetics
- CH304 - Quantum Chemistry and Spectroscopy

CH435 - Advanced Topics in Chemistry

General

Course Title
Advanced Topics in Chemistry

Course Description
An examination of a topic at the advanced level not offered by the department on a regular basis. Topics will vary depending on the interests of the faculty.

May be repeatable if topic is different.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

CH499 - (INT) Internship

General

Course Title
(INT) Internship

Course Description
Qualified majors may apply for academic internships at a variety of off-campus sites including non-profit organizations, government agencies, healthcare practices and businesses.

Requirements may include selected readings, written reports, and an oral presentation.

Registration is through the Career Education Center and will require an appointment with a Career Coach. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several
weeks and needs to be completed prior to the start of the semester.

Restrictions: Minimum 2.0 GPA.

May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

CL118 - Ancient Medicine and the Greek and Latin Roots of Scientific Terminology

General

Course Title
Ancient Medicine and the Greek and Latin Roots of Scientific Terminology

Course Description
In this course you will study the origin and development of Western medicine in ancient Greece and Rome while you are learning to crack the international code of scientific language by studying the Greek and Latin roots of modern scientific terminology.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

CR201 - Theories of Crime, Justice, and Race

General

Course Title
Theories of Crime, Justice, and Race

Course Description
This course will introduce students to classic and contemporary theories of crime and justice while encouraging students to develop a grasp of the way race, ethnicity, gender, as well as other forms of historic inequality shape the way we understand crime and carry out justice in the US and beyond. Course materials include chapters, articles, and films. The instructor has developed community partnerships for students seeking career and internship opportunities.

CORE: Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
CR201H - Theories of Crime, Justice & Race (HON)

CR201H - Theories of Crime, Justice & Race (HON)

General

Course Title
Theories of Crime, Justice & Race (HON)

Course Description
This course will introduce students to classic and contemporary theories of crime and justice while encouraging students to develop a grasp of the way race, ethnicity, gender, as well as other forms of historic inequality shape the way we understand crime and carry out justice in the US and beyond. Course materials include chapters, articles, and films. The instructor has developed community partnerships for students seeking career and internship opportunities.

CORE: Engaging Diverse Identities

Honors Students Only

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
CR201 - Theories of Crime, Justice, and Race

CR210 - Topics in Criminology

General

Course Title
Topics in Criminology

Course Description
An examination of a topic at the introductory level not offered by the department on a regular basis. Topics will vary depending on the interests of the faculty.

May be repeatable if topic is different.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Max):
4

Credits (Min):
3

CR213 - Forensic Science

General

Course Title
Forensic Science

Course Description
This course examines the use of scientific evidence to solve crimes, focusing specifically on three types of such evidence: identifying individuals using DNA technology, identifying toxins and poisons, and identifying human remains and their associated pathology and trauma. Equal time will be dedicated to theory and practice.

CORE: Scientific Inquiry

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

CR218 - Issues in Contemporary Policing

General

Course Title
Issues in Contemporary Policing

Course Description
This course will explore a variety of factors that influence modern policing in the US. We will engage with issues of race and bias, economics, public health, technology and more to develop an understanding of interactions and effects of police and communities.

CORE: Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

CR318 - Victimology

General

Course Title
Victimology

Course Description
The US criminal justice system has historically paid little attention to the role of victims of crime, instead focusing on delivering justice through offender punishment. This tendency has begun to change as police, courts, and social service agencies have started to take increasing measures to address the needs of victims following a crime. In this course, students will examine victimization in the US and abroad, analyze justice mechanisms, and explore varied understandings of victim-centric practice.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

CR333 - Human Trafficking: From Awareness to Action

General

Course Title
Human Trafficking: From Awareness to Action

Course Description
This community-engaged course provides an in-depth exploration of human trafficking, delving into its historical context, evolving manifestations, and global reach. Students will examine underlying causes, regional trends, and the roles of key stakeholders- including government, international organizations, and civil society. Partnering with the non-profit Give Way to Freedom, the course incorporates fieldwork addressing sex and labor trafficking in Vermont. Students will also examine the impact of social media and contribute to meaningful action projects.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

CR201 Prerequisite

Type
Prerequisite

CR201

Complete at least 1 of the following courses:

- CR201 - Theories of Crime, Justice, and Race
- CR201H - Theories of Crime, Justice & Race (HON)

CR449 - Criminology Capstone

General

Course Title
Criminology Capstone

Course Description
This course is a senior-level seminar that will guide students to utilize the knowledge and skills they have gained through the Criminology Program to complete a research project and give an oral presentation.

Restrictions: Criminology majors only.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisite & Senior Standing Requirement

Type
Prerequisite

PO200 or SO209

Complete at least 1 of the following courses:

- SO209 - Research Methods of Sociology (Inactive)
- PO200 - Research Methods

Minimum Senior Standing

Earn at least 89 credits

CR499 - (INT) Internship

General

Course Title
(INT) Internship

Course Description
Qualified majors may apply for academic internships at a variety of off-campus sites including non-profit organizations, government agencies, healthcare practices and businesses.

Requirements may include selected readings, written reports, and an oral presentation.

Registration is through the Career Education Center and will require an appointment with a Career Coach. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several
weeks and needs to be completed prior to the start of the semester.

Restrictions: Minimum 2.0 GPA.

May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

CS109 - Computer Science for Engineering

General

Course Title
Computer Science for Engineering

Course Description
An introduction to problem solving and programming with Python. Students will be introduced to programming language constructs including primitive data types, variables, functions, control structures, lists, and dictionaries. The focus will be on using Python to solve science and engineering problems.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

MA150, MA160 or MA211 Corequisite (or Prerequisite)

Type
Corequisite

MA150, MA160 or MA211

Complete at least 1 of the following courses:

- MA150 - Calculus I
- MA160 - Calculus II
- MA211 - Calculus III

CS111 - Introduction to Computer Science I

General

Course Title
Introduction to Computer Science I

Course Description
Students are introduced to problem solving using a computer; they will be shown the software development process, and they will learn how to write programs in an object oriented language. Programming language constructs introduced include: primitive data types; classes and methods; control structures; and arrays. Students will be expected to implement many short programs. (Python is the programming language currently being used.)

CORE: Quantitative Reasoning

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

CS113 - Introduction to Computer Science II

General

Course Title
Introduction to Computer Science II

Course Description
A continuation of CS 111. Additional concepts about the engineering of software will be presented, with special emphasis on testing, debugging, and designing robust programs. General purpose objects will be designed and implemented, and the concepts of polymorphism and inheritance will be studied. Additional topics include interface design, recursion, and file/database processing. Students will design and implement several larger projects in Java.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

CS111 Prerequisite

Type
Prerequisite

CS111

Complete ALL of the following Courses:

- CS111 - Introduction to Computer Science I

CS205 - Topics in Computer Science

General

Course Title
Topics in Computer Science

Course Description
Subject matter will vary from semester to semester depending on staffing. Consult with the instructor before enrolling to determine topics to be studied. This course can be used for the independent study of advanced computer science topics, under the supervision of a computer science faculty member, as well as for other approved computer science projects.

May be repeatable as long as topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

CS211 - Data Structures and the Analysis of Algorithms

General

Course Title
Data Structures and the Analysis of Algorithms

Course Description
Topics include how data is stored in a computer (lists, stacks, queues, strings, arrays, trees, graphs, and other advanced data structures), a variety of techniques for common tasks such as hashing, sorting and searching, and the analysis of these algorithms to determine their complexity and efficiency.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

CS113 Prerequisite

Type
Prerequisite

CS113

Complete ALL of the following Courses:
- CS113 - Introduction to Computer Science II

CS213 - Machine Organization and Assembly Language

General

Course Title
Machine Organization and Assembly Language

Course Description
The goal of this course is to help students improve programming skills by learning how the hardware, operating system, and compiler affect the performance and correctness of programs. Topics include: assembly language programming, internal representation of instructions and data, instruction execution, addressing techniques, linking, and exceptions.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

CS113 Prerequisite

Type
Prerequisite

CS113

Complete ALL of the following Courses:
- CS113 - Introduction to Computer Science II

CS303 - Organization of Programming Languages

General

Course Title
Organization of Programming Languages

Course Description
The principles and programming styles that govern the design and implementation of contemporary programming languages. Topics include: language syntax, language processors (compilers, interpreters), language representations (data structures, control structures, binding, run-time environment) and language styles (procedural, functional, object, logic). Languages representing each style will be studied.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

CS211 Prerequisite

Type
Prerequisite

CS211

Complete ALL of the following Courses:
- CS211 - Data Structures and the Analysis of Algorithms

CS304 - Web Programming

General

Course Title
Web Programming

Course Description
This lab-based course covers a variety of client and server-side web programming tools. Students will create a database-driven site for the final project. Students will also reflect on ethical and societal concerns related to Internet technologies.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

CS113 Prerequisite

Type
Prerequisite

CS113

Complete ALL of the following Courses:
- CS113 - Introduction to Computer Science II

CS305 - Database Management

General

Course Title
Database Management

Course Description
Introduces database concepts, architecture, and normalization with emphasis on data representation, organization, and manipulation in the relational model. Topics include practical design considerations with focus on reliability, security, and integrity; structured query language (SQL); database administration; data independence; logical vs physical representations; and NoSQL paradigms such as document-centered databases, MapReduce, and key-value stores.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

CS113 Prerequisite

Type
Prerequisite

CS113

Complete ALL of the following Courses:
- CS113 - Introduction to Computer Science II

CS307 - Computer Networks

General

Course Title
Computer Networks

Course Description
Introduces the concepts and terminology of computer networks. Topics covered include: information encoding, error detecting codes, computer network routing techniques and congestive control. Emphasis will be placed on the physical, data link, network and transport layer protocols. Local area networks and TCP/IP are also covered.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

CS211 Prerequisite

Type
Prerequisite

CS211 (or CS113 and Permission of Instructor)

Complete ALL of the following Courses:
- CS211 - Data Structures and the Analysis of Algorithms

CS311 - Principles of Operating Systems

General

Course Title
Principles of Operating Systems

Course Description
Covers the basic components and techniques used within modern operating systems. Topics covered are primarily concerned with the management of the following: file systems stored on secondary memory; primary and virtual memory; and process scheduling. Internal details of Linux/UNIX and several other operating systems will be included. Concurrent programming techniques for synchronization and the safe sharing of data in a distributed system will be emphasized, with some discussion of the client-server model.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

CS211 and CS213 Prerequisites

Type
Prerequisite

CS211 and CS213

Complete ALL of the following Courses:
- CS211 - Data Structures and the Analysis of Algorithms
- CS213 - Machine Organization and Assembly Language

CS313 - Computer Architecture

General

Course Title
Computer Architecture

Course Description
Introduces the computer as a set of connected components. The CPU, ALU, and primary memory are studied individually and as integrated components. RISC and CISC designs will be compared and contrasted. Pipelined design will be stressed and new techniques in processor design are explained: superscalar machines, out-of-order instruction completion, precise interrupts, speculative execution, VLIW and EPIC. SIMD and MIMD parallel, multi-core computers will be investigated (as time permits).

Notes: Fulfills writing intensive requirement for the Computer Science major in combination with CS 303 and CS 311.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

CS311 and (MA207 or MA240) Prerequisites

Type
Prerequisite

CS311

Complete ALL of the following Courses:
- CS311 - Principles of Operating Systems

MA207 or MA240

Complete at least 1 of the following courses:
- MA207 - Discrete Mathematics
- MA240 - Proofs

CS317 - Computer and Information Security Topics

General

Course Title
Computer and Information Security Topics

Course Description
This course will study several different cryptosystems that can be used to "hide secrets in plain sight": mainly DES, RSA and AES. These techniques can also be applied to authenticating individuals over the Internet as well as maintaining confidentiality and guaranteeing the integrity of the information being communicated. Other topics concerning computer and network security will be addressed as time permits.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

CS213 Prerequisite

Type
Prerequisite

CS213 (or CS211 and Permission of Instructor)

Complete ALL of the following Courses:
- CS213 - Machine Organization and Assembly Language

CS407 - Software Engineering

General

Course Title
Software Engineering

Course Description
Introduces the discipline of software engineering, emphasizing analytical and practical methods useful to software designers and developers over the entire software life-cycle. Topics include: project management, software process models, requirements specification, design representation, extreme programming, code review and refactoring, testing methods, software metrics, quality assurance, and software maintenance.

Restrictions: CS/IS Majors Only.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Senior Standing

Earn at least 89 credits

CS411 - Advanced Topics in Computer Science

General

Course Title
Advanced Topics in Computer Science

Course Description
Subject matter will vary from semester to semester depending on staffing. Consult with the instructor before enrolling to determine topics to be studied. This course can be used for the independent study of advanced computer science topics, under the supervision of a computer science faculty member, as well as for other approved computer science projects.

May be repeatable as long as topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

Course Requisites

Simple Requirements

CS211 Prerequisite

Type
Prerequisite

CS211

Complete ALL of the following Courses:
- CS211 - Data Structures and the Analysis of Algorithms

CS415 - Artificial Intelligence

General

Course Title
Artificial Intelligence

Course Description
Introduces students to the foundations of artificial intelligence: its history, philosophy, accomplishments, and methodologies. Topics include informed search algorithms, genetic algorithms, knowledge representation and reasoning methods, expert systems, learning classifier systems, reinforcement learning, neural networks and machine learning. Extensive reading and programming projects are required.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

CS303 & (MA207 or MA240) Prerequisites

Type
Prerequisite

CS303

Complete ALL of the following Courses:
- CS303 - Organization of Programming Languages

MA207 or MA240

Complete at least 1 of the following courses:
- MA207 - Discrete Mathematics
- MA240 - Proofs

CS499 - (INT) Internship

General

Course Title
(INT) Internship

Course Description
Qualified majors may apply for academic internships at a variety of off-campus sites including non-profit organizations, government agencies, healthcare practices and businesses.

Requirements may include selected readings, written reports, and an oral presentation.

Registration is through the Career Education Center and will require an appointment with a Career Coach. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several
weeks and needs to be completed prior to the start of the semester.

Restrictions: Minimum 2.0 GPA.

May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

CY101 - (LCMC) Introduction to Cybersecurity

General

Course Title
(LCMC) Introduction to Cybersecurity

Course Description
In today's world, no one is safe from cyber-attacks, but everyone can be prepared. This course will teach you how malicious actors use social skills and technology to facilitate cyber attacks and provide you with the tools and information you need to defend against those attacks. Whether you pursue one of the many available jobs in cybersecurity or just want to secure your own privacy, you'll learn how to make the Internet safer. This online class has optional live sessions.

Cybersecurity Majors Only.

This course is offered online through a consortium of accredited colleges and universities. Instruction is provided by faculty employed by partner institutions within the consortium, with technology and administrative support provided by Rize Education.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
3

CY102 - (LCMC) Introduction to Information Technology Systems

General

Course Title
(LCMC) Introduction to Information Technology Systems

Course Description
Information Technology continues to be one of the most important topics in the modern workforce. This course will introduce you to the fundamentals of the field and teach you a range of valuable professional skills, including how to set up operating systems, how to troubleshoot problems, and how to build a computer. This online class has optional live sessions.

Cybersecurity Majors Only.

This course is offered online through a consortium of accredited colleges and universities. Instruction is provided by faculty employed by partner institutions within the consortium, with technology and administrative support provided by Rize Education.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
3

CY201 - (LCMC) Cybercrime and Governance

General

Course Title
(LCMC) Cybercrime and Governance

Course Description
This course explores the critical role of governance in mitigating cybercrime and ensuring the integrity of digital environments. You will learn how governments detect and stop cybercrimes, and become familiar with the laws and policies in place to deter cybercriminals. Develop and implement robust security policies procedures that align with legal and ethical standards and help create a resilient, compliant digital ecosystem. This online class has optional live sessions.

Cybersecurity Majors Only.

This course is offered online through a consortium of accredited colleges and universities. Instruction is provided by faculty employed by partner institutions within the consortium, with technology and administrative support provided by Rize Education.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
3

CY203 - (LCMC) Career Navigation & Exploration in Cybersecurity

General

Course Title
(LCMC) Career Navigation & Exploration in Cybersecurity

Course Description
This course will help you find a job in Cybersecurity upon graduation. Not just any job; one that meets your personal and financial needs and makes you excited about the future. In this course, you'll explore career paths in Cybersecurity potential salary outcomes, and different roles. Then, you'll pick target jobs an opportunities that are the best fit for you, and make a clear plan of action toward securing them.

Cybersecurity Majors Only.

This course is offered online through a consortium of accredited colleges and universities. Instruction is provided by faculty employed by partner institutions within the consortium, with technology and administrative support provided by Rize Education.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

Cybersecurity Course Prerequisite

Type
Prerequisite

Cybersecurity Course

Complete at least 1 Cybersecurity (CY) course

CY206 - (LCMC) Network and System Security

General

Course Title
(LCMC) Network and System Security

Course Description
Modern organizations know that even the strongest systems can be vulnerable to cyber-attacks. As a result, jobs in cybersecurity are rapidly expanding as companies look to secure their digital assets. This course will teach you how to secure those assets by identifying and fixing potential security vulnerabilities. By the end of the course, you will be able to identify and remedy common network and systems vulnerabilities.

Cybersecurity Majors Only.

This course is offered online through a consortium of accredited colleges and universities. Instruction is provided by faculty employed by partner institutions within the consortium, with technology and administrative support provided by Rize Education.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
3

CY301 - (LCMC) Security Operations

General

Course Title
(LCMC) Security Operations

Course Description
The moments after a breach can make or break an organization. When the unthinkable happens and a cybercrime is discovered, the actions taken by the security operations team can either contain the damage and restore order or lead to catastrophic consequences. This course examines the tools and techniques used to conduct investigations into cybercrimes and teaches the defensive skills necessary to ensure a breach doesn't occur in the first place.

Cybersecurity Majors Only.

This course is offered online through a consortium of accredited colleges and universities. Instruction is provided by faculty employed by partner institutions within the consortium, with technology and administrative support provided by Rize Education.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

Prerequisites

Type
Prerequisite

CY101, CY203, and CY206

Complete ALL of the following Courses:

- CY101 - (LCMC) Introduction to Cybersecurity
- CY203 - (LCMC) Career Navigation & Exploration in Cybersecurity
- CY206 - (LCMC) Network and System Security

CY310 - (LCMC) Ethical Hacking

General

Course Title
(LCMC) Ethical Hacking

Course Description
To stop a hacker, you need to be able to think like a hacker. In this course, you will learn hands-on techniques for attacking and penetrating networks and systems. You'll learn the tools to launch these offensive tactics, and then complete a hands-on project where you will be asked to ethically hack a real system. This online class has optional live sessions.

Cybersecurity Majors Only.

This course is offered online through a consortium of accredited colleges and universities. Instruction is provided by faculty employed by partner institutions within the consortium, with technology and administrative support provided by Rize Education.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

CY206 Prerequisite

Type
Prerequisite

CY206

Complete ALL of the following Courses:

- CY206 - (LCMC) Network and System Security

CY402 - (LCMC) The Future of Cybersecurity

General

Course Title
(LCMC) The Future of Cybersecurity

Course Description
Technology is racing forward, and cybersecurity must stay ahead to meet new challenges and threats. In this class, you will learn about the changing landscape of cybersecurity, emerging mobile technologies that are likely to be targeted, and new forms of cyber-attacks being launched. By the end of the course, you will be able to implement the most cutting-edge practices in cybersecurity in order to protect against attacks. This online class has optional live sessions.

Cybersecurity Majors Only.

This course is offered online through a consortium of accredited colleges and universities. Instruction is provided by faculty employed by partner institutions within the consortium, with technology and administrative support provided by Rize Education.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

CY206 Prerequisite

Type
Prerequisite

CY206

Complete ALL of the following Courses:
- CY206 - (LCMC) Network and System Security

CY405 - (LCMC) Cybersecurity Capstone

General

Course Title
(LCMC) Cybersecurity Capstone

Course Description
The Capstone course is the culmination of the Cybersecurity program, allowing students to apply their knowledge to real-world challenges. Students will undertake a comprehensive project integrating various aspects of cybersecurity, including log analysis, vulnerability assessment, incident response, ethical hacking, and cloud security. This project will develop critical thinking skills and prepare students for major cybersecurity certifications.

Cybersecurity Majors Only.

This course is offered online through a consortium of accredited colleges and universities. Instruction is provided by faculty employed by partner institutions within the consortium, with technology and administrative support provided by Rize Education.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

Prerequisites

Type
Prerequisite

CY101, CY201, CY206, CY301, CY310 & CY402

Complete ALL of the following Courses:
- CY101 - (LCMC) Introduction to Cybersecurity
- CY201 - (LCMC) Cybercrime and Governance
- CY206 - (LCMC) Network and System Security
- CY301 - (LCMC) Security Operations
- CY310 - (LCMC) Ethical Hacking
- CY402 - (LCMC) The Future of Cybersecurity

CY499 - (INT) Internship

General

Course Title
(INT) Internship

Course Description
Qualified majors may apply for academic internships at a variety of off-campus sites including non-profit organizations, government agencies, healthcare practices and businesses.

Requirements may include selected readings, written reports, and an oral presentation.

Registration is through the Career Education Center and will require an appointment with a Career Coach. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several weeks and needs to be completed prior to the start of the semester.

Restrictions: Minimum 2.0 GPA.

May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

DA102 - Ballet I

General

Course Title
Ballet I

Course Description
This class is an introduction to the basic movement vocabulary of classical ballet. The class consists of floor work, barre work and center floor with an emphasis on alignment and placement. This class is for students with no previous ballet experience or those who want to review the basics. Students will improve their flexibility, strength, balance and coordination while developing an appreciation for ballet as an expressive art.

CORE:
Literature & The Arts

May be repeated with permission of instructor.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
2

DA103 - Modern Dance I

General

Course Title
Modern Dance I

Course Description
A beginning dance course teaching the basics of Modern Dance. This class emphasizes the Fall and Recovery technique of Doris Humphrey, one of the four founders of American Modern Dance. This class begins with a thorough warm-up in preparation for a physical and fast paced class.

CORE:
Literature & The Arts

May be repeated with Permission of Instructor.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
2

DA105 - Jazz I

General

Course Title
Jazz I

Course Description
A beginning dance course in the jazz dance style. Students will learn basic dance technique with an emphasis on musicality and safe dance practices. This class explores a variety of styles of Jazz from swing to Latin utilizing a warm-up, across the floor and dance combinations structured class. Geared to the new dance - this class is a fast paced approach to dance.

CORE:
Literature & The Arts

May be repeated with permission of instructor.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
2

DA110 - Musical Theater Dance Styles

General

Course Title
Musical Theater Dance Styles

Course Description
A practical dance studio course exploring the foundational techniques, historical lineages, and iconic repertoire of American musical theater dance. Students will study the signature styles of master choreographers - including Agnes de Mille, Jerome Robbins, Bob Fosse, Michael Bennett, and modern contemporary innovators - focusing on stylistic accuracy, storytelling through movement, performance quality, and somatic safety.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
2

DA111 - Creative Dance

General

Course Title
Creative Dance

Course Description
Unlike the other dance classes, this is not a class in any particular technique. Instead, this creative dance course is designed to awaken an awareness of one's body through movement, breath, improvisational exercises, dance games, and choreographic studies. This is a studio-based, physical, in-person dance class. In-class experiences are designed for students to understand how space, shape, energy and time create, enhance, and define dance.

CORE:
Literature & The Arts

May be repeated with permission of instructor.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
2

DA201 - Body Awareness

General

Course Title
Body Awareness

Course Description
Designed to awaken an awareness of one's body through authentic movement, body care practices, yoga, meditation, energy flow, dance, massage techniques, sensory sharing and site-specific adventures.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

DA350 - Topics in Dance

General

Course Title
Topics in Dance

Course Description
A practical demonstration and exploration of theories and techniques of a Dance genre that is not normally offered at the College.

May be repeated with Permission of Instructor.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
2

DMC101 - Media Revolutions: Social, Political, & Psychological Issues

General

Course Title
Media Revolutions: Social, Political, & Psychological Issues

Course Description
Interdisciplinary in its focus, the course combines psychology, sociology, history, political science, and communication studies to challenge students to think critically about the mass media revolutions that are currently taking place. In addition to teaching the course in an interdisciplinary way, the professors encourage students from many majors to bring the expertise of their field to the class discussions, research essays, and class projects.

CORE: History & Society

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
DMC101H - Media Revolutions: Social, Political, & Psychological Issues (HON)

DMC101H - Media Revolutions: Social, Political, & Psychological Issues (HON)

General

Course Title
Media Revolutions: Social, Political, & Psychological Issues (HON)

Course Description
Interdisciplinary in its focus, the course combines psychology, sociology, history, political science, and communication studies to challenge students to think critically about the mass media revolutions that are currently taking place. In addition to teaching the course in an interdisciplinary way, the professors encourage students from many majors to bring the expertise of their field to the class discussions, research essays, and class projects.

Honors Students Only

CORE: History & Society

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
DMC101 - Media Revolutions: Social, Political, & Psychological Issues

DMC110 - Digital Media: Arts, Culture, & Theory

General

Course Title
Digital Media: Arts, Culture, & Theory

Course Description
This course takes a two-pronged approach to cultivating students' understandings of the current changes in digital media. First, students will be introduced to the critical examination of the digital revolution, including issues connected to creative expression, privacy and surveillance, consumerism, psychological distraction, and device addiction. Second, they will gain experience and skills in the processes and practices involved with digital art and graphic design.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

DMC180 - Introduction to Digital Photography and Visual Storytelling

General

Course Title
Introduction to Digital Photography and Visual Storytelling

Course Description
This course introduces students to the art and craft of digital photography as a means for visual storytelling. Students will create thoughtful images using whatever digital camera they have available and learn to edit images using Photoshop. While assignments span a range of genres, emphasis will be placed on documentary photography.

CORE: Literature & The Arts

Not Open to students who have completed DMC-209

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

DMC205 - Reporting for Media

General

Course Title
Reporting for Media

Course Description
Students will learn the art of storytelling, from story idea through interviewing, researching and writing and ultimately, over a series of weeks, publish their own stories in the student newspaper and online publication. The course is designed to be a broad, rigorous orientation for understanding basic elements of media writing as well as skills training in reporting, writing, editing and publication of news media.

Restrictions: This course requires a minimum sophomore standing in the fall when it is open to all majors. In the spring it is open to all class years but restricted to DMC majors/minors only.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

DMC210 - Photojournalism in the Digital Age

General

Course Title
Photojournalism in the Digital Age

Course Description
This digital-based photography course introduces students to the skills, theory and ethics of newspaper, magazine and Web-based photojournalism. Through in-class discussions and hands-on demonstrations, students learn manual camera techniques, and image editing using Photoshop software. Analyses of historical and contemporary photographic work help students apply techniques and theory to create storytelling photographs suitable for publication.

Restrictions: DMC and DMK Majors and Minors Only (Open to all students during open registration).

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

DMC110 Prerequisite & Sophomore Standing Requirement

Type
Prerequisite

DMC110

Complete ALL of the following Courses:

- DMC110 - Digital Media: Arts, Culture, & Theory

Minimum Sophomore Standing

Earn at least 24 credits

DMC213 - Media Law and Ethics in a Digital Age

General

Course Title
Media Law and Ethics in a Digital Age

Course Description
This course explores the political, historic and philosophical roots of the First Amendment. Particular emphasis is given to the legal and ethical problems of new communications technologies; other topics include libel, privacy, obscenity, copyright, and the free press/fair trial dilemma. After analyzing what the law says journalists can do, the course moves into the ethical component of what they should do. Using basic philosophical theories, students analyze ethical dilemmas through the use of case studies.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Sophomore Standing

Earn at least 24 credits

DMC215 - Photography and Tourism

General

Course Title
Photography and Tourism

Course Description
This digital-based photography course will explore the methods and artistry of outdoor and tourism photography. Through the analysis of historical and contemporary work, students will develop the technical skills and creative approaches necessary for documenting recreational, outdoor, and tourism related activities pursued in the state of Vermont. Additionally, students will be responsible for creating multimedia marketing presentations for Vermont Department of Tourism and Marketing. Students will become proficient in Adobe Photoshop, Illustrator and InDesign.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

DMC219 - Topics in Digital Media & Communications

General

Course Title
Topics in Digital Media & Communications

Course Description
Various topics, ranging from women in the mass media to advanced Web design and theory to literary journalism.

Course may be taken more than once in different topic areas.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

DMC223 - Nature, Outdoor & Environmental Writing

General

Course Title
Nature, Outdoor & Environmental Writing

Course Description
This is a course that combines two central elements: (1) reading and discussing provocative examples of nature writing to see how the authors craft their nonfiction stories and communicate their fascination with the outdoors; and (2) developing skills in writing feature-length articles about the outdoors and the natural world-cultivating a story idea, training powers of observation, conducting research that enhances your writing, the draft and revision process.

CORE: Literature & The Arts

Not Open to students who have completed DMC-303.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Sophomore Standing

Earn at least 24 credits

DMC233 - Adventure & Environmental Filmmaking

General

Course Title
Adventure & Environmental Filmmaking

Course Description
This course is an introduction to the art of filmmaking about the outdoors and the environment. Throughout the semester, we will be reading about, screening, and critiquing films which have been made in-and-about the natural world and environmental issues. Students learn digital film production skills for the field and studio and create their own films. This will include an introduction to the specific -and sometimes extreme -technical, logistical, and conceptual requirements associated with outdoor filmmaking.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

DMC243 - Media and American Politics

General

Course Title
Media and American Politics

Course Description
This course explores the confluence of media and politics in our democratic society. Students read political science and media studies texts, engage in class discussions, and take a field trip to New Hampshire to meet candidates (including "minor" ones), political science professors, journalists, and election workers. Students will study the changing relationship of politicians and reporters from the founding of the republic until modern times.

CORE: History & Society

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Sophomore Standing

Earn at least 24 credits

DMC250 - Global Communication

General

Course Title
Global Communication

Course Description
In this course we will be mapping-out world communication and the cross-cultural outlines of our so-called "global village." We will take a macro-look at the rise of international communication systems and the development of this thing we call "global culture." Finally, we will take a critical look at the future-of global mass audiences; issues of inter-and-cross cultural media ethics, privacy, global policy, and intersections between science and science fiction.

Restrictions: DMC & DMK Majors and Minors Only.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Sophomore Standing

Earn at least 24 credits

DMC255 - South Africa: Apartheid - Resistance, Revolution and Representation

General

Course Title
South Africa: Apartheid - Resistance, Revolution and Representation

Course Description
This course analyses the ways in which media was used to promote, maintain and then dismantle apartheid in South Africa. What role did media play in influencing people's views of the systemic injustices and how was media utilized in the fight against apartheid? How does media shape post-apartheid South Africa?

CORE:Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

DMC266 - Digital Film and Television

General

Course Title
Digital Film and Television

Course Description
Students take a critical, in-depth look at methods and artistry of digital filmmaking in two complementary ways. Analysis: students will screen and critically deconstruct a wide range of film and television programs with an eye towards analyzing the languages with which these media communicate as art forms and as social and political products. Production: students will conceive, storyboard, script, shoot, edit and present a series of their own digital film/TV productions throughout the term.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

DMC305 - Persuasive Writing

General

Course Title
Persuasive Writing

Course Description
Effective persuasion has tremendous power within society, often swaying elections, public policy and individual behavior. With it comes big responsibility. Students will critique a broad spectrum of persuasive writing including op-eds, reviews, fundraising letters, and campaign rhetoric. They will deconstruct effective approaches and techniques, and apply them to their own writing.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

DMC311 - Digital Media 2: Advanced Graphic Design

General

Course Title
Digital Media 2: Advanced Graphic Design

Course Description
In this course, students gain experience and skills in the processes and practices involved with digital art and graphic design. Through projects and exercises, they will develop their understandings of fundamental graphic design principles and how to employ them in design solutions and in their own artworks. Students explore topics like brainstorming strategies to enhance the creative process, problem-solving using time-boxing, the role of research in good design, and the role of critique and analysis.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerquisites

Type
Prerequisite

DMC110, AR204, or AR215

Complete at least 1 of the following courses:

- DMC110 - Digital Media: Arts, Culture, & Theory
- AR204 - Introduction to Graphic Design
- AR215 - Digital Imaging

DMC319 - Advanced Topics in Digital Media and Communications

General

Course Title
Advanced Topics in Digital Media and Communications

Course Description
This course provides the opportunity for faculty and students to explore a particular academic topic not offered by the department on a regular basis.

Course may be taken more than once in different topic areas.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

DMC219 or DMC266 Prerequisite

Type
Prerequisite

DMC219 or DMC266

Complete at least 1 of the following courses:

- DMC219 - Topics in Digital Media & Communications
- DMC266 - Digital Film and Television

DMC323 - Race, Gender and Ethnicity in Media

General

Course Title
Race, Gender and Ethnicity in Media

Course Description
This course is an introduction to analysis of representations of identities such as race, gender, sexual orientation, and ethnicity in the mass media. We view, read about, analyze and discuss mass media like television, film, print, radio, music, sports, news, advertising, and the web to determine if and how race, gender and ethnicity are depicted. An underlying understanding within the course is recognition of the inextricable intersectionality of gender, race, ethnicity, class, sexual orientation, etc.

CORE: History & Society AND Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

DMC101 Prerequisite & Sophomore Standing Requirement

Type
Prerequisite

DMC101

Complete at least 1 of the following courses:

- DMC101 - Media Revolutions: Social, Political, & Psychological Issues
- DMC101H - Media Revolutions: Social, Political, & Psychological Issues (HON)

Minimum Sophomore Standing

Earn at least 24 credits

DMC333 - Publication Visual Storytelling and Design

General

Course Title
Publication Visual Storytelling and Design

Course Description
This course explores the historical, ethical and structural foundations of news writing and reporting, visual storytelling and graphic design for print and online publications. Through both the analysis and production of news writing, feature writing, photographs, illustrations, info graphics, video and page design students will manage and create the student publication, The Defender (both print and online).

May be repeated with permission of instructor.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Sophomore Standing

Earn at least 24 credits

DMC363 - Study Abroad Re-Entry: Travel Writing

General

Course Title
Study Abroad Re-Entry: Travel Writing

Course Description
This interdisciplinary course is designed for students returning from study abroad and looking for ways to integrate their international experiences back into their "home" cultures. Students will read provocative examples of travel literature and research on cross-cultural issues and will be writing their own travel pieces. Together, we will be engaging with ideas from communication and media studies, anthropology, sociology, and psychology in order to better understand human behavior and identity within and across cultures.

Prerequisites: Students must have studied abroad.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

DMC450 - Senior Research Proposal Seminar

General

Course Title
Senior Research Proposal Seminar

Course Description
The research proposal seminar for the senior capstone experience for Digital Media and Communications. This class will focus on a variety of research methods and on the completion of a research proposal for students' senior seminar projects. The capstone project, which will be completed during the following semester, is a high-quality media critique and analysis project (a documentary film, book, or web documentary) which examines a socially significant topic through a variety of interdisciplinary angles.

Restrictions: DMC and DMK Majors Only

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Max):
4

Credits (Min):
2

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

DMC460 - Senior Seminar in Digital Media, Marketing, and Communications

General

Course Title
Senior Seminar in Digital Media, Marketing, and Communications

Course Description
This is the capstone course. It's an opportunity to develop, research, and produce a professional-quality media project (a documentary film, book, or web documentary) which explores a socially significant topic through a variety of interdisciplinary angles.

Restrictions: DMC and DMK Majors Only.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

DMC450 Prerequisite & Senior Standing Requirement

Type
Prerequisite

DMC450

Complete ALL of the following Courses:

- DMC450 - Senior Research Proposal Seminar

Minimum Senior Standing

Earn at least 89 credits

DMC499 - (INT) Internship

General

Course Title
(INT) Internship

Course Description
Qualified majors may apply for academic internships at a variety of off-campus sites including non-profit organizations, government agencies, healthcare practices and businesses.

Requirements may include selected readings, written reports, and an oral presentation.

Registration is through the Career Education Center and will require an appointment with a Career Coach. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several weeks and needs to be completed prior to the start of the semester.

Restrictions: Minimum 2.0 GPA.

May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

DMK150 - Introduction to Marketing Communications and Social Responsibility

General

Course Title
Introduction to Marketing Communications and Social Responsibility

Course Description
This class helps students navigate the contemporary marketing landscape through the application of critical theories of communication. Introducing a range of promotional techniques and tools to communicate with consumers about brands, students will increase their sensitivity to the role of integrated marketing communications in local and global societies.

Restrictions: Not Open to Students who have completed BU-215

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

DMK150H - Introduction to Marketing Communications and Social Responsibility (HON)

General

Course Title
Introduction to Marketing Communications and Social Responsibility (HON)

Course Description
This class helps students navigate the contemporary marketing landscape through the application of critical theories of communication. Introducing a range of promotional techniques and tools to communicate with consumers about brands, students will increase their sensitivity to the role of integrated marketing communications in local and global societies.

Restrictions: Honors Studnets Only. Not Open to Students who have completed BU-215

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

DMK201 - Digital Marketing Strategy and Analytics

General

Course Title
Digital Marketing Strategy and Analytics

Course Description
To help clients reach their target audiences, convey their strategic messages, and reach their economic, social, and cultural goals and objectives, this course teaches students the histories and contexts of marketing theory and how to craft actionable marketing tactics that can be implemented across mercurial digital platforms, websites, and services.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

DMK219 - Special Topics in Marketing: Intermediate

General

Course Title
Special Topics in Marketing: Intermediate

Course Description
An examination of a topic at the 200-level not offered by the department on a regular basis. Courses are based on topics of current interest and are offered on a rotating basis. Topics will vary depending on the interest and expertise of the faculty.

Course may be taken more than once in different topic areas.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

DMK220 - Global Marketing: International Entertainment, Emerging Technologies, & Cross-Cultural Branding

General

Course Title
Global Marketing: International Entertainment, Emerging Technologies, & Cross-Cultural Branding

Course Description
The international marketing landscape is mercurial, and the execution of successful strategic campaigns across borders requires a thorough understanding of the cross-cultural histories, contexts, and evolutions of local, regional, and national markets. Students will learn how to craft marketing tactics that can be implemented across global platforms, websites, and services.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

DMK245 - Big Data Analytics and Visualization for Digital Marketing

General

Course Title
Big Data Analytics and Visualization for Digital Marketing

Course Description
This course examines the roles of large data sets in digital marketing. It focuses on how analysts assess mass amounts of information that defy individual analysis, strategic communication professionals increasingly turn to "Big Data" analytics to predict consumer behavior, engage online customers, and optimize their search engine visibility. By embracing their responsibility as interpreters and storytellers, digital marketers can make raw data resonate with stakeholders.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

DMK150 or BU215 Prerequisites

Type
Prerequisite

DMK150 or BU215

Complete at least 1 of the following courses:

- DMK150 - Introduction to Marketing Communications and Social Responsibility
- DMK150H - Introduction to Marketing Communications and Social Responsibility (HON)
- BU215 - Marketing

DMK275 - Race, Gender, and (in)Equity in Marketing Communications

General

Course Title
Race, Gender, and (in)Equity in Marketing Communications

Course Description
People are social actors and create meaning through their symbolic interactions, and the raced and gendered expectations of marketing communications affect all people. Marketing creates, maintains, and challenges diverse categorizations of identities, and we will explore how raced and gendered communications in advertising can be sources of liberation and subordination.

CORE: Engaging Diverse Identities

Not open to students who completed DMC-219-D: Gender in Marketing Comms in Spring 2024.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

DMK319 - Special Topics in Marketing: Advanced

General

Course Title
Special Topics in Marketing: Advanced

Course Description
An examination of a topic at the 300-level not offered by the department on a regular basis. Courses are based on topics of current interest and are offered on a rotating basis. Topics will vary depending on the interest and expertise of the faculty.

Course may be taken more than once in different topic areas.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

DMK323 - Social Media Marketing

General

Course Title
Social Media Marketing

Course Description
This course introduces the foundations and methodologies of building, analyzing, and maintaining social media marketing initiatives for individuals and organizations, investigating critical considerations concerning communities, cultures, forms of communication, and (potentially harmful) content to foster continued growth and audience engagement within this volatile dimension of the marketing landscape.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

DMC110 Prerequisite

Type
Prerequisite

DMC110

Complete ALL of the following Courses:
- DMC110 - Digital Media: Arts, Culture, & Theory

DMK333 - Artificial Intelligence in Digital Marketing and Communications: Applications, Strategies, and Ethics

General

Course Title
Artificial Intelligence in Digital Marketing and Communications: Applications, Strategies, and Ethics

Course Description
The accelerated development and widespread adoption of artificial intelligence applications across the business world is rapidly changing marketers' practices. To craft data-driven strategies and manage (generative) artificial intelligence-based market intelligence and audience insights effectively, ethically, and responsibly, marketers need to recognize and evaluate promising changes in existing processes and services.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

DMK150, DMK201, or BU215 Prerequisite

Type
Prerequisite

DMK150, DMK201 or BU215

Complete at least 1 of the following courses:
- DMK150 - Introduction to Marketing Communications and Social Responsibility
- DMK150H - Introduction to Marketing Communications and Social Responsibility (HON)
- DMK201 - Digital Marketing Strategy and Analytics
- BU215 - Marketing

DMK465 - Digital Marketing Senior Seminar

General

Course Title
Digital Marketing Senior Seminar

Course Description
Building upon the theories and methodologies honed over the course of their academic program, students will conceptualize, create, and propose digital marketing initiatives for socially significant organizations, investigating critical considerations concerning communities, cultures, and forms of communication to foster continued growth and audience engagement within the mercurial digital marketing landscape.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisites & Senior Standing Requirement

Type
Prerequisite

DMK150 or BU215

Complete at least 1 of the following courses:
- DMK150 - Introduction to Marketing Communications and Social Responsibility
- DMK150H - Introduction to Marketing Communications and Social Responsibility (HON)
- BU215 - Marketing

DMK201, DMK323, and ST-120

Complete ALL of the following Courses:
- DMK201 - Digital Marketing Strategy and Analytics
- DMK323 - Social Media Marketing
- ST120 - Elementary Statistics

Minimum Senior Standing

Earn at least 89 credits

DMK499 - (INT) Internship

General

Course Title
(INT) Internship

Course Description
Qualified majors may apply for academic internships at a variety of off-campus sites including non-profit organizations, government agencies, healthcare practices and businesses.

Requirements may include selected readings, written reports, and an oral presentation.

Registration is through the Career Education Center and will require an appointment with a Career Coach. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several weeks and needs to be completed prior to the start of the semester.

Restrictions: Minimum 2.0 GPA.

May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

DS112 - Topics in Data Science

General

Course Title
Topics in Data Science

Course Description
An examination of a topic not offered by the department on a regular basis. Topics will vary depending on the interests of the faculty.

May be repeated with Permission of Instructor.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

DS150 - Data-Driven Storytelling

General

Course Title
Data-Driven Storytelling

Course Description
Focusing on the communication of quantitative data, this course will teach students to look at and analyze data, and to combine these approaches with accessible narrative framing and graphic representations to tell engaging stories.

CORE: Quantitative Reasoning

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

DS202 - Computational Methods for Data Science

General

Course Title
Computational Methods for Data Science

Course Description
This course will introduce the Python language basics needed for data analytics including collection, manipulation, and analysis of data. Topics will include: descriptive statistics, data visualization, clustering, regression, decision trees, and ethical concerns related to 'big data'.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

CS109 or CS111 Prerequisites

Type
Prerequisite

CS109 or CS111

Complete at least 1 of the following courses:

- CS109 - Computer Science for Engineering
- CS111 - Introduction to Computer Science I

DS203 - Introduction to Data Science

General

Course Title
Introduction to Data Science

Course Description
Importing, cleaning, and merging datasets from a variety of sources; explanatory data analysis; data visualization; descriptive data analysis; predictive data analysis; communication of results. Most of these steps are performed using open source software such as R and open source database systems such as PostgreSQL.

CORE: Quantitative Reasoning

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisite

Type
Prerequisite

ST120, ST140, ST251, ST252, EC205, PO200 or PS213

Complete at least 1 of the following courses:

- ST120 - Elementary Statistics
- ST140 - Biological Data & Statistics
- ST251 - Probability
- ST252 - Mathematical Statistics and Methods
- PO200 - Research Methods
- PS213 - Psychological Statistics

DS211 - Data and Algorithmic Ethics

General

Course Title
Data and Algorithmic Ethics

Course Description
Data-driven systems increasingly shape consequential decisions in hiring, healthcare, education, and beyond. This course introduces key ethical challenges that arise across the data analytics pipeline, from problem formulation and data collection to application deployment. Students examine competing definitions of algorithmic fairness, assess privacy risks and privacy-preserving techniques, and evaluate claims about transparency, interpretability, and explainability in modern data systems.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

DS303 - Statistical Learning

General

Course Title
Statistical Learning

Course Description
The topics that are discussed in this course are: Basic statistical learning methods such as linear regression and classification; resampling methods such as cross-validation and bootstrapping; model selection methods such as subset selection, ridge and lasso regression, and principle component analysis; tree-based methods such as decision trees and random forests; additional topics may include support vector machines and deep learning. Appropriate R packages are used for the aforementioned methods.

CORE: Quantitative Reasoning

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

DS203 or ST201 Prerequisite

Type
Prerequisite

DS203 or ST201

Complete at least 1 of the following courses:

- DS203 - Introduction to Data Science
- ST201 - Intermediate Statistics

DS380 - Advanced Topics in Data Science

General

Course Title
Advanced Topics in Data Science

Course Description
Topics of current interest in data science not covered in the standard courses.

May be repeatable if topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

Course Requisites

Simple Requirements

ST201, ST252 or DS203 Prerequisite

Type
Prerequisite

ST201, ST252 or DS203

Complete at least 1 of the following courses:

- ST201 - Intermediate Statistics
- ST252 - Mathematical Statistics and Methods
- DS203 - Introduction to Data Science

DS410 - Seminar in Data Science

General

Course Title
Seminar in Data Science

Course Description
Exposes students to a variety of topics in current data science, including research, career, and ethics-related issues. Students will write a paper and present on selected topics.

Restrictions: Senior Data Science Majors Only or by Permission of Instructor.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Senior Standing

Earn at least 89 credits

DS499 - (INT) Internship

General

Course Title
(INT) Internship

Course Description
Qualified majors may apply for academic internships at a variety of off-campus sites including non-profit organizations, government agencies, healthcare practices and businesses.

Requirements may include selected readings, written reports, and an oral presentation.

Registration is through the Career Education Center and will require an appointment with a Career Coach. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several
weeks and needs to be completed prior to the start of the semester.

Restrictions: Minimum 2.0 GPA.

May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

EC101 - Principles of Macroeconomics

General

Course Title
Principles of Macroeconomics

Course Description
An introduction to the macroeconomic approach to economic analysis. Students learn how to measure and interpret: Gross Domestic Product (GDP), unemployment and price levels through a discussion of fundamental economic concepts and the role of markets. We examine macroeconomic instability through a study of causes and policy prescriptions from two major opposing schools of thought: Classical and Keynesian. We continue with a study of money, interest rates and the Federal Reserve.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

EC103 - Principles of Microeconomics

General

Course Title
Principles of Microeconomics

Course Description
Introduction to how economists interpret the everyday decisions of consumers, businesses, and workers. Develops concepts and models that explain what is produced, how it is produced, and how output is distributed. Applies the insights of economic analysis to real-world questions such as minimum wage, business profits, taxes, outsourcing, and environmental policies.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

EC225 - Economics of Health Care

General

Course Title
Economics of Health Care

Course Description
Study of economic aspects of health care, weighing cost, quality and access. Topics include theory and evidence on access problems; the applicability of competition models to health care; the efficacy of health care in improving health; causes for high costs and wasted care; an international comparison of health care systems; and an exploration of the effects of the new healthcare reform law.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisites

Type
Prerequisite

EC101 or EC103

Complete at least 1 of the following courses:
- EC101 - Principles of Macroeconomics
- EC103 - Principles of Microeconomics

EC303 - Public Economics

General

Course Title
Public Economics

Course Description
This course explores the criteria for government involvement in the economy, discusses intended and unintended effects of this involvement, and studies the effects of the taxes. We consider market failures like pollution, public goods, and tragedies of the commons, and survey government involvement in Welfare, Social Security, education, and healthcare.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

EC101 or EC103 Prerequisites

Type
Prerequisite

EC101 or EC103

Complete at least 1 of the following courses:
- EC101 - Principles of Macroeconomics
- EC103 - Principles of Microeconomics

EC311 - Macroeconomic Theory

General

Course Title
Macroeconomic Theory

Course Description
Examination of classical, neoclassical, Keynesian, monetarist, new classical, and post-Keynesian economics, with particular focus on various theories and policies that relate to the determination of national (aggregate) income and price level, the determination and role of interest rates, and the part played by monetary and fiscal authorities in stabilizing the economy.

Restrictions: EC Majors and Minors Only (Major/Minor Only Restriction will be Released for Open Registration period).

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

EC101 Prerequisite

Type
Prerequisite

EC101

Complete ALL of the following Courses:
- EC101 - Principles of Macroeconomics

EC312 - Microeconomic Theory

General

Course Title
Microeconomic Theory

Course Description
This course builds rigorously on micro principles. It develops neoclassical theoretical explanations for different market structures & outcomes, using stylized facts, deductive reasoning, and mathematical techniques. Major topics: consumer & producer theory, market structures, game theory, market failures & factor markets. Students should be comfortable with algebraic operations. This course is a foundation for electives such as development, labor, international and environmental economics.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

EC103 & (MA130 or MA150) Prerequisites

Type
Prerequisite

EC103 and (MA130 or MA150)

Complete ALL of the following Courses:
- EC103 - Principles of Microeconomics
- MA130 - Elements of Calculus
  OR MA150 - Calculus I

EC317 - International Economics

General

Course Title
International Economics

Course Description
An overview of the nature of and reasons for international movements of merchandise and factors of production, the measurement of balance of payments transactions, the determination of exchange rates, and other topics. This course includes theoretical analysis, brief historical background, and coverage of contemporary issues in policy coordination and trade negotiation.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

EC101 or EC103 Prerequisites

Type
Prerequisite

EC101 or EC103

Complete at least 1 of the following courses:

- EC101 - Principles of Macroeconomics
- EC103 - Principles of Microeconomics

EC321 - Economics of Development and Poverty

General

Course Title
Economics of Development and Poverty

Course Description
Study of theories that explain the economics of growth, development, poverty; dimensions of the development problematic faced by middle and low income regions. Policies related to industrialization, environment, health, education, population, and poverty will be examined; focus on development in an era of rapid globalization. The course will use development theories to examine specific socioeconomic issues of vulnerable populations in developing regions. Examples: child labor, international migration, trade in dirty industries.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

EC327 - Advanced Topics in Economics

General

Course Title
Advanced Topics in Economics

Course Description
Intermediate seminar, the subject matter of which will vary from year to year.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

EC101 or EC103 Prerequisites

Type
Prerequisite

EC101 or EC103

Complete at least 1 of the following courses:

- EC101 - Principles of Macroeconomics
- EC103 - Principles of Microeconomics

EC331 - Economics of Labor Markets and Income Distribution

General

Course Title
Economics of Labor Markets and Income Distribution

Course Description
Analysis of current labor market theories, problems and trends. Topics include the changing characteristics of the U.S. labor force, labor supply and demand, alternate compensation systems, human capital development, labor market signaling, discrimination, immigration, income inequality, poverty and unemployment. Also included is an appraisal of the effects of unions and of various government policies that impact the labor market such as the minimum wage, welfare programs, affirmative action and workforce development programs.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

EC101 or EC103 Prerequisites

Type
Prerequisite

EC101 or EC103

Complete at least 1 of the following courses:

- EC101 - Principles of Macroeconomics
- EC103 - Principles of Microeconomics

EC332 - Family and Gender in the Economy

General

Course Title
Family and Gender in the Economy

Course Description
This course uses economic theory and empirical evidence to examine the causes and consequences of gender differences in earnings, labor force participation, occupational choice, and the division of labor within the household alongside government policies targeting those decisions.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

EC335 - Money and Banking

General

Course Title
Money and Banking

Course Description
Develops an understanding of the roles and functions of financial markets, financial intermediaries, and financial instruments from an economic perspective. Discusses risk management, capital formation, and the advantages and disadvantages of various forms of finance. Reviews recent financial crises and reforms. Examines the function role of money, and contrasts these with popular notions of money.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

EC101 or EC 103 Prerequisite

Type
Prerequisite

EC101 or EC103

Complete at least 1 of the following courses:

- EC101 - Principles of Macroeconomics
- EC103 - Principles of Microeconomics

EC351 - Environmental Economics

General

Course Title
Environmental Economics

Course Description
Study of the role of natural resources in the economy and the role of government in dealing with environmental problems. The course examines various environmental policy instruments and the application of benefit-cost and cost-effectiveness analysis in policy decision making. Current U.S. environmental policies are evaluated.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

EC391 - Introduction to Econometrics

General

Course Title
Introduction to Econometrics

Course Description
A survey of econometrics which is devoted to the statistical testing of propositions derived from economic theory. Both the derivation and application of such tests will be covered, in an applied multiple regression analysis context. Students will have numerous opportunities to develop and tests their own econometric models.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

(EC101 or EC103) and ST120 Prerequisites

Type
Prerequisite

EC101 or EC103

Complete at least 1 of the following courses:
- EC101 - Principles of Macroeconomics
- EC103 - Principles of Microeconomics

ST120 (or equivalent course)

Complete at least 1 of the following courses:
- ST120 - Elementary Statistics
- ST140 - Biological Data & Statistics
- PS213 - Psychological Statistics

EC410 - Senior Seminar

General

Course Title
Senior Seminar

Course Description
Students will prepare original research on a topic of their choice. Close guidance will be provided by the instructor.

Restrictions: EC Majors Only

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Senior Standing

Earn at least 89 credits

EC497 - (IS) Indep Study/Research

General

Course Title
(IS) Indep Study/Research

Course Description
Independent Study/Research courses are allowed by the college as a complement to regular class work for qualified students. These are variable credit experiences open to qualified sophomores, juniors, or seniors with a minimum 3.0 Cumulative GPA. It is the student's responsibility to coordinate with the faculty member who will supervise the Independent Study/Research. Independent Study/Research does not include Internships.

Proposals are submitted via the online "Undergrad Independent Study Application" form found on the Registrar's portal page and must be approved by the end of the first two weeks of the semester in which the course is taken.

Contact the Office of the Undergraduate Dean of the
College with any questions.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
1

EC499 - (INT) Internship

General

Course Title
(INT) Internship

Course Description
Qualified majors may apply for academic internships at a variety of off-campus sites including non-profit organizations, government agencies, healthcare practices and businesses.

Requirements may include selected readings, written reports, and an oral presentation.

Registration is through the Career Education Center and will require an appointment with a Career Coach. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several
weeks and needs to be completed prior to the start of the semester.

Restrictions: Minimum 2.0 GPA.

May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

ED120 - Topics in Education

General

Course Title
Topics in Education

Course Description
An examination of a topic at the introductory level not offered by the department on a regular basis. Topics will vary depending on the interests of the faculty.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

ED220 - The Sports Coach As Educator

General

Course Title
The Sports Coach As Educator

Course Description
This course will explore the discipline of sports pedagogy and the role of coach as educator. Sports pedagogy is an academic field of study concerned with learning, teaching, and instruction in sport and physical education. Students in this course will gain invaluable knowledge and experience on the many dimensions of coaching sports.

Note: This class counts as an Elective in the Education Studies Major.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

ED231 - Education in the 21st Century: Inquiry and Innovation

General

Course Title
Education in the 21st Century: Inquiry and Innovation

Course Description
This course invites you to explore some of the diverse approaches to teaching and learning with an intentional focus on equity and structural inequity in schools as well as other educational settings. Innovative programs investigated include environmental education, museum studies, linguistics, special education, STEAM, and technical education. Over the course of the semester, students visit a variety of schools and other educational organizations to help you create your educational vision for the future.

Restrictions: Education Majors/Minors Only (Open to all students during Open Registration period).

CORE: History & Society

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

ED239 - Antiracism & Collective Liberation

General

Course Title
Antiracism & Collective Liberation

Course Description
Antiracist educators must reveal and disrupt oppressive and inequitable systems, policies, and ideologies embedded across institutions. We explore course themes, antiracism and collective liberation, personally and reflexively, drawing connections between historical and contemporary movements, and expand our social and critical consciousness and capacity to embrace antiracism in
theory and practice.

CORE: Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

ED241 - Literature for Children and Adolescents

General

Course Title
Literature for Children and Adolescents

Course Description
This is a survey course introducing literature for children and adolescents with emphasis on criteria for identifying high quality fiction, nonfiction, and poetry. Students will develop familiarity with a broad range of books for all ages and the implications of developmental characteristics for book selection. Theory and research about reader response, gender, and multiculturalism will be examined. Students are expected to read a substantial number of books for children and adolescents.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

ED251 - Child Development and Education

General

Course Title
Child Development and Education

Course Description
In this course students explore theories about child development from conception through early adolescence, and consider the practical application in educational settings. Students also examine current cultural contexts and other factors that can influence children's development at different ages and stages and the implications for educators in responding to individual differences and creating an inclusive learning environment.

Restrictions: Education Majors/Minors Only

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

ED231 Corequisite (or Prerequisite)

Type
Corequisite

ED231

Enroll in the following Courses:

- ED231 - Education in the 21st Century: Inquiry and Innovation

ED271 - Adolescent Development in a Culturally Responsive Classroom

General

Course Title
Adolescent Development in a Culturally Responsive Classroom

Course Description
Provides an analysis of early, middle, and late adolescence through an exploration of cognitive, social, emotional, moral, physical, and language development from a cultural perspective. It emphasizes diverse cultural contexts that impact development and learning, and teaching methods which are responsive to both individuals and the learning communities.

Restrictions: Education Major/Minor/Licensure Students Only

CORE: Engaging Diverse Identities

Notes: Includes a weekly field placement with an English language learner.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

ED231 Prerequisite

Type
Prerequisite

ED231

Complete ALL of the following Courses:
- ED231 - Education in the 21st Century: Inquiry and Innovation

ED300 - Teaching Social Studies and the Arts, PK-6

General

Course Title
Teaching Social Studies and the Arts, PK-6

Course Description
Students explore creative ways to approach interdisciplinary, standards-based curriculum development in a variety of educational settings. Literature, digital media, visual art, drama, and our own experiences are the tools to investigate our understanding of history and art through an equity and social justice lens. Students learn to design and teach lessons that integrate various issues grounded in culturally sustaining pedagogies for PreK-6 classrooms.

Restrictions: Education Majors/Minors Only.

CORE: Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

ED231 Prerequisite

Type
Prerequisite

ED231

Complete ALL of the following Courses:
- ED231 - Education in the 21st Century: Inquiry and Innovation

ED325 - Teaching Elementary Mathematics, PK-6

General

Course Title
Teaching Elementary Mathematics, PK-6

Course Description
Explores the nature of learning and teaching math and science with an emphasis on developing student understanding through active involvement and inquiry. Using experiences with a variety of instructional materials, classroom activities with children, and innovative and diverse teaching strategies, students develop an understanding of mathematical concepts and pedagogies.

Restrictions:
Education Majors/Minors Only.

Includes opportunities for observation in a public school, a personalized learning plan in mathematics, and integrated technology applications related to math instruction.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisites

Type
Prerequisite

ED231

Complete ALL of the following Courses:
- ED231 - Education in the 21st Century: Inquiry and Innovation

ED251 or ED271

Complete at least 1 of the following courses:
- ED251 - Child Development and Education
- ED271 - Adolescent Development in a Culturally Responsive Classroom

ED327 - Teaching Elementary School Science and Engineering, PK-6

General

Course Title
Teaching Elementary School Science and Engineering, PK-6

Course Description
This course will enhance a student's ability to teach science and help students meet the Next Generation Science Standards through active involvement and inquiry. In class students will gain knowledge of scientific content, concepts, and skills in science pedagogy. In a two hour school placement, students will gain practical experience.

Restrictions:
Education Majors/Minors Only.

CORE: Scientific Inquiry

Required for all elementary education majors.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisites

Type
Prerequisite

ED231

Complete ALL of the following Courses:
- ED231 - Education in the 21st Century: Inquiry and Innovation

ED251 or ED271

Complete at least 1 of the following courses:
- ED251 - Child Development and Education
- ED271 - Adolescent Development in a Culturally Responsive Classroom

ED335 - Literacy in the PK-6 Classroom

General

Course Title
Literacy in the PK-6 Classroom

Course Description
This interactive course will introduce students to the continuum of literacy development and research-based best practices in literacy instruction with a particular emphasis on six literacy essentials: word structure, fluency, vocabulary, comprehension, writing, and motivation. Coursework will include visits to local elementary classrooms to observe master teachers and to work with elementary students.

Restrictions: Elementary Education, Art Education and Secondary Education Majors Only (Education Studies Majors and Education Minors by Permission of Instructor).

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisites

Type
Prerequisite

ED231

Complete ALL of the following Courses:
- ED231 - Education in the 21st Century: Inquiry and Innovation

ED251 or ED271

Complete at least 1 of the following courses:
- ED251 - Child Development and Education
- ED271 - Adolescent Development in a Culturally Responsive Classroom

ED300 Corequisite (or Prerequisite)

Type
Corequisite

ED300

Enroll in the following Courses:

ED339 - Making Meaning: Content-Area Literacy, PK-6

General

Course Title
Making Meaning: Content-Area Literacy, PK-6

Course Description
Building on ED 335, this course deepens students' understanding of reading and writing instruction, specifically nonfiction, visual literacy, content area literacy, and the writing process in elementary classrooms. Coursework will include visits to local elementary classrooms to observe master teachers and to work with elementary students.

Restrictions: Elementary Education, Art Education and Secondary Education Majors Only (Education Studies Majors and Education Minors by Permission of Instructor).

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisites

Type
Prerequisite

ED231 and ED335

Complete ALL of the following Courses:
- ED231 - Education in the 21st Century: Inquiry and Innovation
- ED335 - Literacy in the PK-6 Classroom

ED251 or ED271

Complete at least 1 of the following courses:
- ED251 - Child Development and Education
- ED271 - Adolescent Development in a Culturally Responsive Classroom

ED300 Corequisite (or Prerequisite)

Type
Corequisite

ED300

Enroll in the following Courses:

- ED300 - Teaching Social Studies and the Arts, PK-6

ED340 - Teaching in Inclusive PK-6 Classrooms

General

Course Title
Teaching in Inclusive PK-6 Classrooms

Course Description
The purpose of this course is to provide participants with research-based strategies to support and honor all learners. Defining what it means to "include" students as well as what it means to "honor" them are ethical constructs that guide this course. Students develop a nuanced understanding of inclusive practices while honing pedagogical skills to assess and educate all learners. Topics of study include: disability awareness, special education law and practices, and social-emotional learning strategies.

Restrictions: Education Majors and Minors Only.

Includes a weekly field placement in a local school.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisites

Type
Prerequisite

ED231

Complete ALL of the following Courses:
- ED231 - Education in the 21st Century: Inquiry and Innovation

ED251 or ED271

Complete at least 1 of the following courses:
- ED251 - Child Development and Education
- ED271 - Adolescent Development in a Culturally Responsive Classroom

Classroom

ED343 - Literacy in Middle and High Schools

General

Course Title
Literacy in Middle and High Schools

Course Description
This course considers reading as a thinking process, and examines its connection to the acquisition of concepts in middle and high schools. Topics include the relationship between literacy and equity, the range of reading readiness in classrooms, the deficiencies of textbook presentations, content and disciplinary strategies, and the significance of multiple literacies. Students reflect on personal experience, determine the readability of disciplinary resources, construct lesson plans, and develop curriculum in their content area.

Restrictions: Education Majors & Minors Only (Secondary Education Majors must have a minimum GPA of 3.0).

Includes a 3 hour weekly field placement in a public middle or high school.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
ED343H - Literacy in Middle & High Schools (HON)

Course Requisites

Simple Requirements

ED231 & (ED251 or ED271) Prerequisites

Type
Prerequisite

ED231

Complete ALL of the following Courses:
- ED231 - Education in the 21st Century: Inquiry and Innovation

ED251 or ED271

Complete at least 1 of the following courses:
- ED251 - Child Development and Education
- ED271 - Adolescent Development in a Culturally Responsive

ED343H - Literacy in Middle & High Schools (HON)

General

Course Title
Literacy in Middle & High Schools (HON)

Course Description
This course considers reading as a thinking process, and examines its connection to the acquisition of concepts in middle and high schools. Topics include the relationship between literacy and equity, the range of reading readiness in classrooms, the deficiencies of textbook presentations, content and disciplinary strategies, and the significance of multiple literacies. Students reflect on personal experience, determine the readability of disciplinary resources, construct lesson plans, and develop curriculum in their content area.

Restrictions: Honors Education Majors & Minors Only (Secondary Education Majors must have a minimum GPA of 3.0).

Includes a 3 hour weekly field placement in a public middle or high school.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
ED343 - Literacy in Middle and High Schools

Course Requisites

Simple Requirements

ED231 & (ED251 or ED271) Prerequisites

Type
Prerequisite

ED231

Complete ALL of the following Courses:
- ED231 - Education in the 21st Century: Inquiry and Innovation

ED251 or ED271

Complete at least 1 of the following courses:
- ED251 - Child Development and Education
- ED271 - Adolescent Development in a Culturally Responsive Classroom

ED350 - Trauma-Informed Educational Practice

General

Course Title
Trauma-Informed Educational Practice

Course Description
In this course students explore the nature of trauma and the impact this can have on the learning, development and behavior of children. Students also examine a range of strategies for supporting children, including recognizing signs of trauma, specific triggers for individual children, early intervention and coping strategies. In addition, students will reflect on the role of the educator and guidance counselor in supporting children and young people within the school community.

Restrictions: Education and Equity Studies Majors/Minors Only

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Sophomore Standing

Earn at least 24 credits

ED357 - Early Childhood Education

General

Course Title
Early Childhood Education

Course Description
This course introduces the field of early childhood education. It provides an overview of: major historical and contemporary program models; current research on early child development and education; policy and advocacy issues; family and community perspectives; and the Vermont Early Learning Standards. Students develop skills to observe, contrast and analyze a variety of programs through required observations.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisite & Sophomore Standing Requirement

Type
Prerequisite

Prerequisite

Complete at least 1 of the following courses:

- ED251 - Child Development and Education
- HS110 - Lifespan Development
- PS252 - Child Development
- PS252H - Child Development (HON)

Minimum Sophomore Standing

Earn at least 24 credits

ED359 - Early Childhood Education: Methods and Practice

General

Course Title
Early Childhood Education: Methods and Practice

Course Description
This course introduces students to all aspects of an early childhood curriculum. It provides an in-depth exploration of the theory and application of early literacy, math, science and the arts in addition to developmentally appropriate practice as outlined in the Vermont Early Learning Standards. Students are also required to complete 50 hours of placement in an early childhood setting.

Crosslisted with GED-524

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
GED524 - Early Childhood Education: Methods and Practice

Course Requisites

Simple Requirements

Human Development Course Prerequisite

Type
Prerequisite

Human Development Course (Child and/or Adolescent)

Complete at least 1 of the following courses:

- ED251 - Child Development and Education
- ED271 - Adolescent Development in a Culturally Responsive Classroom
- PS252 - Child Development
- PS252H - Child Development (HON)
- PS253 - Adolescent Development
- PS317 - The Thinking Child
- GED520 - Child and Adolescent Development

ED357 Recommended

Type
Recommended

ED357 (or GED521)

Complete at least 1 of the following courses:

- ED357 - Early Childhood Education
- GED521 - Early Childhood Education: Foundations

ED361 - Curriculum in Middle and High School

General

Course Title
Curriculum in Middle and High School

Course Description
This course offers theory and practice in curriculum, instruction, and assessment for future middle and high school teachers. You will spend your time in content specific classrooms while learning the latest teaching techniques using technology and proficiency based education. You will develop your understanding of diverse learners, design curriculum and assessments, and create inclusive classroom communities for students.

Restrictions: Education Majors & Minors Only (Secondary Education Majors must have minimum 3.0 GPA)

Includes a 3 hour weekly field placement in a middle or high school classroom.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

ED231 & (ED251 or ED271) Prerequisites

Type
Prerequisite

ED231

Complete ALL of the following Courses:

- ED231 - Education in the 21st Century: Inquiry and Innovation

ED251 or ED271

Complete at least 1 of the following courses:

- ED251 - Child Development and Education
- ED271 - Adolescent Development in a Culturally Responsive Classroom

ED365 - Approaches to Teaching and Learning

General

Course Title
Approaches to Teaching and Learning

Course Description
For individuals interested in teaching at middle and high schools, this course allows students to investigate the practical realities of teaching at the classroom, school, and community level while learning the policies, practices and tools of culturally sustaining pedagogy and personalized learning. The nexus of the course is how content areas intersect with education and society. Includes at least 60 hours of focused field work in an educational setting.

Restrictions: Education Majors or Minors Only (Secondary Education Majors must have minimum 3.0 GPA)

Includes a 3 hour weekly field placement in a local school (during school hours).

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisites

Type
Prerequisite

ED231 and ED271

Complete ALL of the following Courses:
- ED231 - Education in the 21st Century: Inquiry and Innovation
- ED271 - Adolescent Development in a Culturally Responsive Classroom

ED343 or ED361

Complete at least 1 of the following courses:
- ED343 - Literacy in Middle and High Schools
- ED343H - Literacy in Middle & High Schools (HON)
- ED361 - Curriculum in Middle and High School

ED369 - Integrated Curriculum in a Culturally Sustainable Classroom

General

Course Title
Integrated Curriculum in a Culturally Sustainable Classroom

Course Description
In the first half of the semester, students will learn about proactive and responsive strategies to classroom management through a relationship-building lens. During the second half of the semester, students will explore the benefits of integrated learning and the process of developing an interdisciplinary unit using personalized pedagogies to better engage students.

Restrictions: Elementary Education Majors Only.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

ED370 - Teaching in an Inclusive Middle and High School

General

Course Title
Teaching in an Inclusive Middle and High School

Course Description
This course allows students to apply critical thinking skills in understanding human behavior as it relates to the social construction of disability. We examine social, political and historical influences from a societal perspective, as well as our lived experiences. Students learn how to plan instruction to support students with disabilities in general education classes.

Restrictions: Education Majors & Minors Only (Secondary Education Majors must have minimum 3.0 GPA)

Includes a required 2.5 hours per week practicum.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

ED380 - Topics in Education

General

Course Title
Topics in Education

Course Description
This course focuses on current issues in education from a local, national or international perspective. The topics are grounded in emerging trends and needs within the field.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

ED426 - Education Studies Seminar Part I

General

Course Title
Education Studies Seminar Part I

Course Description
This course is for students who are currently completing their Education Studies major and participating in an internship in their education studies concentration (e.g., early child education, education policy, special education, etc.). We collaboratively examine issues raised through the internship experience; support each other as we design implement, and complete an action research project; and prepare for a professional career in education.

Restrictions: Education Studies Major Students Only.

To be taken concurrently with ED-499.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

Prerequisites & Senior Standing Requirement

Type
Prerequisite

ED231

Complete ALL of the following Courses:
- ED231 - Education in the 21st Century: Inquiry and Innovation

ED251 or ED271

Complete at least 1 of the following courses:
- ED251 - Child Development and Education
- ED271 - Adolescent Development in a Culturally Responsive Classroom

ED300, ED343 or ED361

Complete at least 1 of the following courses:
- ED300 - Teaching Social Studies and the Arts, PK-6
- ED343 - Literacy in Middle and High Schools
- ED343H - Literacy in Middle & High Schools (HON)
- ED361 - Curriculum in Middle and High School

ED340, ED350 or ED370

Complete at least 1 of the following courses:
- ED340 - Teaching in Inclusive PK-6 Classrooms
- ED350 - Trauma-Informed Educational Practice
- ED370 - Teaching in an Inclusive Middle and High School

Minimum Senior Standing

Earn at least 89 credits

ED427 - Education Studies Seminar Part II

General

Course Title
Education Studies Seminar Part II

Course Description
This course is for students who are currently completing their Education Studies major and participating in an internship in their education studies concentration (e.g., early child education, education policy, special education, etc.). We collaboratively examine issues raised through the internship experience; support each other as we design implement, and complete an action research project; and prepare for a professional career in education.

Restrictions: Education Studies Majors Only.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

Prerequisites & Senior Standing Requirement

Type
Prerequisite

ED231

Complete ALL of the following Courses:
- ED231 - Education in the 21st Century: Inquiry and Innovation

ED251 or ED271

Complete at least 1 of the following courses:
- ED251 - Child Development and Education
- ED251 - Child Development and Education

ED300, ED-343 or ED361

Complete at least 1 of the following courses:
- ED300 - Teaching Social Studies and the Arts, PK-6
- ED343 - Literacy in Middle and High Schools
- ED343H - Literacy in Middle & High Schools (HON)
- ED361 - Curriculum in Middle and High School

ED340, ED350 or ED370

Complete at least 1 of the following courses:
- ED340 - Teaching in Inclusive PK-6 Classrooms
- ED350 - Trauma-Informed Educational Practice
- ED370 - Teaching in an Inclusive Middle and High School

Minimum Senior Standing

Earn at least 89 credits

ED499 Corequisite

Type
Corequisite

ED499

Enroll in the following Courses:
- ED499 - (INT) Education Internship

ED428 - Student Teaching Seminar

General

Course Title
Student Teaching Seminar

Course Description
This course examines issues raised through the student teaching experience, supports the construction of the professional portfolio required for Vermont teacher licensure, and bridges the transition from student teacher to professional practitioner. As a community of learners, students address the theme of equity through topics such as culturally sustaining pedagogy, antiracist education, trauma-informed practice, and teacher self care. Students develop skills collaboratively to successfully enter the teaching profession and create a professional development trajectory.

Restrictions: By Permission of Instructor Only. Education Majors Only. Must successfully pass Praxis I & II, Overall & Education GPA of 3.0, Liberal Arts Major GPA of 3.0; and Departmental approval.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
GED555 - Student Teaching Seminar

Course Requisites

Simple Requirements

ED475 Corequisite

Type
Corequisite

ED475

Enroll in the following Courses:
- ED475 - Student Teaching Internship

Prerequisites & Senior Standing Requirement

Type
Prerequisite

Minimum Senior Standing

Earn at least 89 credits

Prerequisites (Based on Major)

Complete at least 1 of the following:

Elementary Education Prerequisites:

Complete ALL of the following Courses:
- ED231 - Education in the 21st Century: Inquiry and Innovation
- ED251 - Child Development and Education
- ED300 - Teaching Social Studies and the Arts, PK-6
- ED327 - Teaching Elementary School Science and Engineering, PK-6
- ED335 - Literacy in the PK-6 Classroom
- ED339 - Making Meaning: Content-Area Literacy, PK-6
- ED340 - Teaching in Inclusive PK-6 Classrooms

OR

Secondary Education Prerequisites:

Complete ALL of the following Courses:
- ED231 - Education in the 21st Century: Inquiry and Innovation
- ED271 - Adolescent Development in a Culturally Responsive Classroom
- ED343 - Literacy in Middle and High Schools
  OR ED343H - Literacy in Middle & High Schools (HON)
- ED361 - Curriculum in Middle and High School
- ED370 - Teaching in an Inclusive Middle and High School
- ED365 - Approaches to Teaching and Learning
  OR GED580 - Approaches to Teaching & Learning

ED450 - Middle Grades Philosophy and School Organization

General

Course Title
Middle Grades Philosophy and School Organization

Course Description
This course explores the design of structures that support developmentally appropriate educational experiences for young adolescents - block scheduling, shared governance/ leadership, interdisciplinary curriculum and teacher teaming, transitions, teacher advisories, among others.

Restrictions: Education Majors & Minors (or Licensure Students) Only.

Misc. Notes: This course is an elective for the Secondary Education major, and a requirement for the Middle Level Licensure, as Middle Grades Philosophy and Practice.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

ED231 Prerequisite

Type
Prerequisite

ED231

Complete ALL of the following Courses:
- ED231 - Education in the 21st Century: Inquiry and Innovation

Prerequisite or Corequisite

Type
Corequisite

ED251 or ED271 Prerequisite or Corequisite

Enroll in the following Courses:
- ED251 - Child Development and Education
- ED271 - Adolescent Development in a Culturally Responsive Classroom

ED475 - Student Teaching Internship

General

Course Title
Student Teaching Internship

Course Description
This internship provides art, elementary, middle, and secondary students, who are earning an education major/license, the opportunity to design, implement, and evaluate instruction under the direct supervision of a licensed teacher. This internship is the equivalent of three full courses and is taken concurrently with ED 428.

Restrictions: Education Majors Only; Must successfully pass Praxis I & II; Overall & Education GPA of 3.0; Liberal Arts Major GPA of 3.0; and Departmental approval.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
12

Course Requisites

Simple Requirements

ED428 Corequisite

Type
Corequisite

ED428

Complete ALL of the following Courses:
- ED428 - Student Teaching Seminar

Prerequisites & Senior Standing Requirement

Type
Prerequisite

Minimum Senior Standing

Earn at least 89 credits

Prerequisites (Based on Major)

Complete at least 1 of the following:

Elementary Education Prerequisites:

Complete ALL of the following Courses:

- ED231 - Education in the 21st Century: Inquiry and Innovation
- ED251 - Child Development and Education
- ED300 - Teaching Social Studies and the Arts, PK-6
- ED327 - Teaching Elementary School Science and Engineering, PK-6
- ED335 - Literacy in the PK-6 Classroom
- ED339 - Making Meaning: Content-Area Literacy, PK-6
- ED340 - Teaching in Inclusive PK-6 Classrooms

OR

Secondary Education Prerequisites:

Complete ALL of the following Courses:

- ED231 - Education in the 21st Century: Inquiry and Innovation
- ED271 - Adolescent Development in a Culturally Responsive Classroom
- ED343 - Literacy in Middle and High Schools
  OR ED343H - Literacy in Middle & High Schools (HON)
- ED361 - Curriculum in Middle and High School
- ED370 - Teaching in an Inclusive Middle and High School
- ED365 - Approaches to Teaching and Learning
  OR GED580 - Approaches to Teaching & Learning

ED499 - (INT) Education Internship

General

Course Title
(INT) Education Internship

Course Description
This course offers opportunities for supervised internship experience for seniors majoring in Education Studies. Interns focus on integrating theory and practice while developing skills required for success in a professional environment. Optional in the fall semester for 4 credits, is required spring semester for either 4 credits or 8 credits (see advisor).

To register for this course, you will need to make an appointment with a Career Coach in the Career Education Center to receive internship approval and complete the forms necessary to do your internship for academic credit. The process will take several weeks and needs to be completed prior to the start of the semester.

Minimum 2.0 GPA

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
8

Credits (Min):
4

EG100 - Introduction to Engineering

General

Course Title
Introduction to Engineering

Course Description
This course for first year engineering students exposes them to the variety of engineering disciplines and their professional practices. The course will introduce basic principles of engineering design through hands-on experiences that emphasize interdisciplinary teamwork and technical communication. The course culminates with an end of semester design project incorporating technical problem solving and engineering design, ethical decision-making, teamwork, and communicating to diverse audiences.

Facility with Algebra and basic Trigonometry expected.

Matches UVM for transfer purposes.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
2

EG220 - Statics

General

Course Title
Statics

Course Description
Fundamentals of statics; composition and resolution of forces; the analysis of force systems in two and three dimensions; and centroids and moments of inertia.

Note: Matches UVM for transfer purposes.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

(MA160 or MA211) and PY210 Prerequisite

Type
Prerequisite

MA160 or MA211

Complete at least 1 of the following courses:
- MA160 - Calculus II
- MA211 - Calculus III

PY210

Complete ALL of the following Courses:
- PY210 - College Physics I

EG499 - (INT) Internship

General

Course Title
(INT) Internship

Course Description
Qualified majors may apply for academic internships at a variety of off-campus sites including non-profit organizations, government agencies, healthcare practices and businesses.

Requirements may include selected readings, written reports, and an oral presentation.

Registration is through the Career Education Center and will require an appointment with a Career Coach. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several
weeks and needs to be completed prior to the start of the semester.

Restrictions: Minimum 2.0 GPA.

May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

EM101 - Fundamentals of Emergency Management

General

Course Title
Fundamentals of Emergency Management

Course Description
Fundamentals of Emergency Management and command systems including the Vermont Local Emergency Management Director's course, Red Cross shelters and other federal and state courses. This program is mostly online with discussions and deliverables each week and three in person weekends throughout the semester.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
2

EM102 - Emergency Mgmt and Government

General

Course Title
Emergency Mgmt and Government

Course Description
This course builds on EM principles, discusses government and community relations and public information, hazard assessment and culminates in a nationally recognized program in emergency management exercise evaluation and control. This program is mostly online with discussions and deliverables each week and three in person weekends throughout the semester.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

EM 101 Prerequisite

Type
Prerequisite

EM 101

Complete ALL of the following Courses:
- EM101 - Fundamentals of Emergency Management

EM103 - Foundations of Emergency Management

General

Course Title
Foundations of Emergency Management

Course Description
Foundations of Emergency Management includes knowledge of command systems including the Vermont Local Emergency Management Director's course, Red Cross shelters and other federal and state courses. This course builds on EM principles, discusses government and community relations and public information, hazard assessment and culminates in a nationally recognized program in emergency management exercise evaluation and control. Note: this course combines EM 101 and EM 102 content into 4 credits.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

EM110 - SMC Ready: Fire & Life Safety

General

Course Title
SMC Ready: Fire & Life Safety

Course Description
This course provides students with fundamental knowledge of life safety systems and policies, as well as basic skills in fire safety and BLS CPR/Stop the Bleed certifications.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
1

EM140 - Backcountry Skills and Leadership Training

General

Course Title
Backcountry Skills and Leadership Training

Course Description
Learn and implement the skills and knowledge to plan and execute single and multi-day outdoor programs in spring, summer and fall. Develop essential skills for anyone interested in trip-leading, field-based lab work, or personal outdoor recreation and it is the pre-requisite to become an Adventure Sports Center Instructor. EM 140 includes both a SOLO Wilderness First Aid certificate and Leave-No-Trace 101 course.

Restrictions: Students must meet Essential Eligibility Criteria for participant in Adventure Sports Center programming including the ability to hike up to 10 miles with a 45-pound (20 kilogram) pack and communicate clearly. This course includes 4 weekend course days consisting of a 2-day overnight, a single day hike and a single Wilderness First Aid skills day.

There is a $100 fee associated with this course that must be paid to the Adventure Sports Center. Students will work directly with the course instructor regarding payment.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
2

EM150 - Topics in Emergency Management

General

Course Title
Topics in Emergency Management

Course Description
An examination of a topic at the introductory level not offered by the department on a regular basis. Topics will vary depending on the interests of the faculty.

May be repeatable if topic is different.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

EM160 - (VFA) Firefighter 1

General

Course Title
(VFA) Firefighter 1

Course Description
The Firefighter I course provides an introduction to firefighting based on the NFPA Standard 1001, Standard for Fire Fighter Professional Qualifications. The course is delivered through the Vermont Fire Academy. Topics include safety, personal protective equipment, self-contained breathing apparatus, communications, incident command system, traffic incident management, fire behavior, building construction, fire extinguishers, tools/equipment, ropes/knots, forcible entry, ladders, search/rescue, ventilation, water supply, fire attack/foam, firefighter survival, salvage/overhaul, wildland fires, fire suppression, and CPR/first aid.

Restrictions: Open to members of St. Michael's College Fire & Rescue only.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
4

EM201 - Emergency Management Field Study

General

Course Title
Emergency Management Field Study

Course Description
This Independent Study engages the student to work and research the intersection of emergency management and their major or area of study. Work and deliverables will be determined and evaluated by the EM program coordinator and an appropriate professor in the academic area. This requirement can be met by certain preapproved 2- or 4-credit courses relevant to and including sufficient connection with emergency management such as ES310 Environmental Hazards; approved on a case by case basis.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

EM102 Prerequisite

Type
Prerequisite

EM102, Minimum Grade C

Earn a minimum Grade of C in the following:

- EM102 - Emergency Mgmt and Government

EM210 - Emergency Management Exercise Capstone

General

Course Title
Emergency Management Exercise Capstone

Course Description
As a team students will conduct a needs assessment for an emergency exercise, assess emergency plans and resources, develop, conduct and evaluate a functional or full scale exercise according to Homeland Security (HSEEP) standards.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

EM102 Prerequisite

Type
Prerequisite

EM102, Minimum Grade C

Earn a minimum Grade of C in the following:
- EM102 - Emergency Mgmt and Government

EM220 - History of Emergency Management in the U.S.

General

Course Title
History of Emergency Management in the U.S.

Course Description
This course traces the historical evolution of U.S. emergency management, from charitable relief to a powerful system shaping where and how we live. Examining disasters as spatial, political, and social processes, students explore hazard governance through critical geography and political ecology. Analyzing legislation such as the Stafford Act and case studies of floods and wildfires, students will understand how past decisions shape present risk.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

EM240 - Backcountry Skills and Leadership Training in a Winter Environment

General

Course Title
Backcountry Skills and Leadership Training in a Winter Environment

Course Description
Extend the skills and knowledge of EM 140 into a winter environment through classroom and field time. This course provides the basis of knowledge for planning and executing single and multi-day winter programming.

Restrictions: Requires Permission of Instructor. Students must meet Essential Eligibility Criteria for participant in Adventure Sports Center programming including the ability to hike up to 10 miles with a 45-pound (20 kilogram) pack and communicate clearly.

In addition to the classroom schedule, his course involves 5 full day commitments. Students will participate in a single winter day hike, a single day of mountaineering, and a 3 day/2 night overnight hiking program. The exact dates will be determined based on the academic calendar but will utilize either the mid-February long weekend or the start of Spring Break for the overnight session.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

EM140 Prerequisite

Type
Prerequisite

EM140

Complete ALL of the following Courses:

- EM140 - Backcountry Skills and Leadership Training

EM250 - Advanced Topics in Emergency Management

General

Course Title
Advanced Topics in Emergency Management

Course Description
An examination of a topic at the advanced level not offered by the department on a regular basis. Topics will vary depending on the interests of the faculty.

May be repeatable if topic is different.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

EM260 - (VFA) Firefighter 2

General

Course Title
(VFA) Firefighter 2

Course Description
Firefighter II is based on the Firefighter II objectives from NFPA Standard 1001, Standard for Fire Fighter Professional Qualifications. This program builds upon the knowledge and skills obtained during Firefighter I. Students will develop knowledge, skills and abilities for the following: incident reporting, foam & flammable liquids fires, pre-incident planning, fire prevention & public education, vehicle rescue/extrication, assisting special rescue teams, fire protection systems, fire cause determination awareness, and coordinated fire attack.

Restrictions: Open to members of St. Michael's College Fire & Rescue only. Current Firefighter I and Hazardous Materials Operations Certifications Required.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
4

EM340 - Search and Rescue

General

Course Title
Search and Rescue

Course Description
EM 340 Search and Rescue provides an overview of all aspects of search and rescue procedures and equipment. Students will apply concepts to real-world case studies and practical scenarios. Many sessions will include outdoor activities.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

EM103 and ES260 Prerequisites

Type
Prerequisite

EM103 and ES260

Complete ALL of the following Courses:

- EM103 - Foundations of Emergency Management
- ES260 - Geographic Information Systems

EM499 - (INT) Internship

General

Course Title
(INT) Internship

Course Description
Qualified majors may apply for academic internships at a variety of off-campus sites including non-profit organizations, government agencies, healthcare practices and businesses.

Requirements may include selected readings, written reports, and an oral presentation.

Registration is through the Career Education Center and will require an appointment with a Career Coach. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several
weeks and needs to be completed prior to the start of the semester.

Restrictions: Minimum 2.0 GPA.

May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

EN101 - College Writing

General

Course Title
College Writing

Course Description
In this workshop course, constant writing allows students to develop ease in writing, practice academic writing, and experience all aspects of the writing process: considering and understanding purpose and audience; generating ideas; gathering and organizing material; finding and sustaining a focus; developing a thesis; making arguments; using evidence; citing sources; doing multiple revisions; and editing for clarity, style, and correctness.

Restrictions: Permission of Instructor Required.

This course does not count towards the English major, although majors may take it.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
4

EN103 - Literature & Composition

General

Course Title
Literature & Composition

Course Description
This course introduces students to college-level skills in reading, interpreting, and writing about literary texts, and the reasons it is important to practice those skills in college in the 21st century.

This course may not apply towards the English Major or Minor.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

EN110 - Writing, Literature, Life

General

Course Title
Writing, Literature, Life

Course Description
This course provides an introduction to literary studies through the lens of a particular topic. It aims to make students more aware of their aesthetic experience through reading of primary texts, discussion of interpretive strategies, and writing about the process of paying attention to literature and life. All sections of EN110 emphasize active engagement in reading and writing.

CORE: Literature & The Arts

May be repeatable as long as topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Cross Listed Courses
EN110H - Writing, Literature, Life (HON)

EN110H - Writing, Literature, Life (HON)

General

Course Title
Writing, Literature, Life (HON)

Course Description
This course provides an introduction to literary studies through the lens of a particular topic. It aims to make students more aware of their aesthetic experience through reading of primary texts, discussion of interpretive strategies, and writing about the process of paying attention to literature and life. All sections of EN110 emphasize active engagement in reading and writing.

CORE: Literature & The Arts

Honors Students Only.

May be repeatable as long as topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Cross Listed Courses
EN110 - Writing, Literature, Life

EN130 - Writer's Toolkit

General

Course Title
Writer's Toolkit

Course Description
In EN 130, students at all levels and in all fields will gain confidence and develop facility in the fundamentals of good writing. The writing and editing strategies honed in this course will serve you in a broad range of academic and professional settings.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

EN135 - Introduction to Creative Writing

General

Course Title
Introduction to Creative Writing

Course Description
This course invites students to experiment with writing fiction, poetry, and creative nonfiction in a supportive community of writers and readers.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

EN200 - British Literature to 1789

General

Course Title
British Literature to 1789

Course Description
A survey of British Literature from the Old English Period to 1789.

CORE: Literature & The Arts and Catholic Intellectual Traditions

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

EN220 - British Literature after 1789

General

Course Title
British Literature after 1789

Course Description
A survey of British Literature from 1789 to the present.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

EN225 - On Looking

General

Course Title
On Looking

Course Description
Starting from the premise that ways of seeing are historically and culturally situated, this course will explore fields of vision in nineteenth-century America. How did new photographic technologies and advances in the field of optics change the ways Americans viewed their bodies and surroundings? How does literature register and theorize shifts in attention and perspective?

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
EN225H - On Looking (HON)

EN225H - On Looking (HON)

General

Course Title
On Looking (HON)

Course Description
Starting from the premise that ways of seeing are historically and culturally situated, this course will explore fields of vision in nineteenth-century America. How did new photographic technologies and advances in the field of optics change the ways Americans viewed their bodies and surroundings? How does literature register and theorize shifts in attention and perspective?

CORE: Literature & The Arts

Honors Students Only

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
EN225 - On Looking

EN228 - American Childhood

General

Course Title
American Childhood

Course Description
This course examines literary, visual, and material cultures of childhood in order to theorize and historicize representations and experiences of children in the United States, past and present. We will pay particular attention to the ways in which the categories of race, gender, sexuality, and class are mapped onto the bodies of children and inflect ideas about them.

CORE: (History & Society or Literature & The Arts) AND Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

EN230 - American Literature After 1865

General

Course Title
American Literature After 1865

Course Description
This is a chronological survey of diverse texts and traditions in American literature from 1865 to the present.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

EN231 - Modern American Poetry

General

Course Title
Modern American Poetry

Course Description
Study of the stylistic innovations of twentieth-century American poetry in relation to relevant historical and cultural backgrounds.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

EN235 - African American Literature

General

Course Title
African American Literature

Course Description
This course contributes to the "Literary Timelines" category in the English major. It is a survey of African American Literature structured according to historical moments and matrices rather than chronological development. This will allow for more depth and focus on the historical contexts affecting this evolving intertextual tradition.

CORE: Literature & The Arts AND Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
EN235H - African American Literature (HON)

EN235H - African American Literature (HON)

General

Course Title
African American Literature (HON)

Course Description
This course contributes to the "Literary Timelines" category in the English major. It is a survey of African American Literature structured according to historical moments and matrices rather than chronological development. This will allow for more depth and focus on the historical contexts affecting this evolving intertextual tradition.

Honors Students Only.

CORE: Literature & The Arts AND Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
EN235 - African American Literature

EN236 - Asian American Literatures

General

Course Title
Asian American Literatures

Course Description
This course introduces students to a sampling of works by Asian American writers in the 20th and 21st centuries. Throughout the semester, we will question the use of the umbrella-term "Asian American" to encompass a wide variety of very different cultural and literary traditions in the United States.

CORE: Literature & The Arts AND Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

EN243 - Queer Lives, Queer Forms

General

Course Title
Queer Lives, Queer Forms

Course Description
This course offers an introduction to LGBTQIA+ literature. Throughout the semester we will consider how representation of queer identity and experience might require the implementation of experimental or disruptive methods of storytelling.

CORE: Literature & The Arts AND Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

EN247 - American Literature and Buddhism, 1950 - Present

General

Course Title
American Literature and Buddhism, 1950 - Present

Course Description
This course considers the ways in which Buddhism has shaped American literature since 1950. We will attend to literary movements (notably the Beats), environmental writing, cultural history, and contemporary social justice issues, but our primary focus will be on the ways in which writers use poetic devices and startling imagery to "spring" the mind.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

EN250 - Book Club

General

Course Title
Book Club

Course Description
This course introduces students to a constellation of major authors and great literary works, a shared "literary commons" to be read both in their historical context and for their aesthetic magic. Along the way, we will consider how communities of readers shape literary traditions - and how they are in turn shaped by those traditions.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

EN260 - Authors

General

Course Title
Authors

Course Description
Ways of Reading courses introduce basic critical frameworks for analyzing texts and offer students ample opportunities to hone interpretative practices and advance their writing skills. Courses in this subcategory theorize authorship as they introduce students to individual writers and their work.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

EN261 - Authors (CIT)

General

Course Title
Authors (CIT)

Course Description
Ways of Reading courses introduce basic critical frameworks for analyzing texts and offer students ample opportunities to hone interpretative practices and advance their writing skills. Courses
in this subcategory theorize authorship as they introduce students to individual writers and their work in the context of the Catholic Intellectual Tradition.

CORE: Literature & The Arts AND Catholic Intellectual Traditions

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

EN270 - Readers

General

Course Title
Readers

Course Description
Ways of Reading courses introduce basic critical frameworks for analyzing texts and offer students ample opportunities to hone interpretative practices and advance their writing skills. Courses in this subcategory are interested in the reception of texts and the ways in which readers determine the meanings and legacies of literature.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

EN280 - Texts

General

Course Title
Texts

Course Description
Ways of Reading courses introduce basic critical frameworks for analyzing texts and offer students ample opportunities to hone interpretative practices and advance their writing skills. This subcategory considers the elements of literary forms (plot, character, voice, perspective) as well as their different functions (aesthetic, social, cognitive).

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Cross Listed Courses
EN280H - Texts (HON)

EN280H - Texts (HON)

General

Course Title
Texts (HON)

Course Description
Ways of Reading courses introduce basic critical frameworks for analyzing texts and offer students ample opportunities to hone interpretative practices and advance their writing skills. This subcategory considers the elements of literary forms (plot, character, voice, perspective) as well as their different functions (aesthetic, social, cognitive).

Honors Students Only

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Cross Listed Courses
EN280 - Texts

EN290 - Cultures

General

Course Title
Cultures

Course Description
Ways of Reading courses introduce basic critical frameworks for analyzing texts and offer students ample opportunities to hone interpretative practices and advance their writing skills. This subcategory explores the worlds that surround texts, both inside and outside the narrative.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

EN301 - Poetry Writing Workshop

General

Course Title
Poetry Writing Workshop

Course Description
We will read and write a range of poems based on the technical aspects of poetry. All the poems students write will be discussed by the whole class, and revised and edited for final presentation in portfolio form. Even if you never write another poem after this workshop you will have a much better understanding of poetry and how it can add to your life. You will learn about poetry from the inside out.

CORE: Literature & The Arts

Writing workshops are repeatable, and may be taken up to three times.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

EN303 - Fiction Writing Workshop

General

Course Title
Fiction Writing Workshop

Course Description
A small workshop in which students write two short stories or one longer one, present this material for discussion by their peers and the instructor, and revise and edit it for final presentation (20-30 pages of finished work). Discussions of contemporary fiction and theory complement the workshops.

CORE: Literature & The Arts

Writing workshops are repeatable, and may be taken up to three times.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

EN305 - Creative Nonfiction Writing Workshop

General

Course Title
Creative Nonfiction Writing Workshop

Course Description
A small workshop in which students write one or two substantial pieces of creative nonfiction, present this material for discussion by their peers and the instructor, and revise and edit it for final presentation (20-30 pages of finished work). Discussions of contemporary and historical examples of creative nonfiction complement the workshops.

CORE: Literature & The Arts

Repeatable. Can be taken up to three times.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

EN309 - Writing Matters

General

Course Title
Writing Matters

Course Description
This course puts creative writing into conversation with critical thinking and literary interpretation. We will consider how to how to read like a writer, how to recognize and develop a writer's voice, and how to write in ways that are compelling and imaginative.

CORE: Literature & The Arts

Repeatable - Can be taken 2 times if topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

EN320 - Cultures of Print

General

Course Title
Cultures of Print

Course Description
This course focuses on the creation, reception, and circulation of texts within various communities of readers.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

EN325 - Critical Theory

General

Course Title
Critical Theory

Course Description
An introduction to ways of reading literature, emphasizing a wide range of interpretive strategies. We will study such schools of critical theory as deconstruction, feminism, reader response, poststructuralism, aesthetics, ecocriticism, and queer theory.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

EN326 - Old English

General

Course Title
Old English

Course Description
This class teaches students to read and translate Old English texts. Beginning with basic grammar, the course moves into translation, first of prose and eventually poetry. The semester culminates in a full-scale study of Beowulf. The course covers literary and cultural issues in addition to language.

Prerequisites: EN-200 Recommended

CORE:Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

EN330 - Tolkien and Medievalism

General

Course Title
Tolkien and Medievalism

Course Description
In this course we will explore the major works of J.R.R. Tolkien (The Hobbit, The Lord of the Rings and The Silmarillion) in light of the medieval texts that influenced him, including Beowulf, Old English elegiac poetry, the European romance tradition, and Old Norse sagas.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Sophomore Standing

Earn at least 24 credits

EN335 - Shakespeare

General

Course Title
Shakespeare

Course Description
Emphasis in this course is on the study of several representative plays by Shakespeare, including comedies, tragedies, a history play, and a late romance. Principal attention will be given to the published texts as literature and as scripts on which productions have been based. Performance matters will be relevant as they relate to and affect interpretation.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

EN336 - Shakespeare in Performance: on Screen

General

Course Title
Shakespeare in Performance: on Screen

Course Description
This course will focus on five of Shakespeare plays recorded in at least two different video versions, from silent films to studio recordings, from filmed stage performances to major motion pictures. Critical analysis of screen interpretations of the printed texts will be enhanced by animated discussion, writing, and research, including reviews as well as scholarly commentaries.

Restrictions: Permission of Instructor only

CORE:Literature & The Arts (Upon completion of both EN-336 and EN-337).

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
2

EN337 - Shakespeare in Performance: on Stage Study Trip

General

Course Title
Shakespeare in Performance: on Stage Study Trip

Course Description
This intensive two week study abroad course will focus on four plays performed by the Royal Shakespeare Company in Stratford-upon-Avon, England and another performance by a different company in London. Critical analysis of both text and performance will be enhanced by animated discussion, writing, and research at Wroxton College, in addition to a broader cultural analysis of both contemporary and historic Shakespeare in performance. Travel, cultural field studies, and on-site guest lectures will complement our coursework.

CORE: Literature & The Arts (Upon completion of both EN-336 and EN-337)

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

EN335 or EN336 Prerequisites

Type
Prerequisite

EN335 or EN336

Complete at least 1 of the following courses:

- EN335 - Shakespeare
- EN336 - Shakespeare in Performance: on Screen

EN345 - American Renaissance

General

Course Title
American Renaissance

Course Description
A study of the flowering of the prose and poetry in the mid-nineteenth century, with special attention to the major works of Emerson, Thoreau, Hawthorne, Melville, Dickinson, and Whitman.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

EN351 - The Victorian Novel

General

Course Title
The Victorian Novel

Course Description
Readings will include novels by Austen, Scott, Eliot, Dickens, the Brontes, Thackeray, Hardy, Conrad and others.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

EN368 - Contemporary Multiethnic Literature

General

Course Title
Contemporary Multiethnic Literature

Course Description
This course offers a comparative approach to significant contemporary literature by authors writing in one or more ethnic traditions. Students will encounter texts written by African American, Asian American, Latinx, Indigenous, and/or Jewish authors and will engage complex questions about identity, belonging, history, and racial discrimination.

CORE: Literature & The Arts AND Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

EN370 - Major British Writers

General

Course Title
Major British Writers

Course Description
Emphasizes the work of one to four British writers.

CORE: Literature & The Arts

May be repeatable as long as the topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

EN376 - Topics in African-American Literature

General

Course Title
Topics in African-American Literature

Course Description
This course explores how the tradition of African American literature has evolved in response to historical and cultural conditions, with particular focus on the relations between oral, musical, and vernacular expression and written texts. Special topics may include: autobiography, blues and jazz in literature, visionary improvisation in black poetry.

CORE: Literature & The Arts AND Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

EN380 - Women's Literature

General

Course Title
Women's Literature

Course Description
Explores selected works by women writers. Students discuss themes and topics that are of particular interest to female authors including patriarchy, access to political power, finding a voice, women's biology, the environment, language and, especially, historical and cultural contexts.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

EN382 - Nature, Perception and Imagination

General

Course Title
Nature, Perception and Imagination

Course Description
This course examines the Romantic tradition of nature study from the European Romantic movement through the Transcendentalists to contemporary writers, with particular focus on Goethe, Wordsworth, Emerson, Thoreau, Frost, Oliver, Coetzee and Calvino.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

EN390 - Topics in Literature

General

Course Title
Topics in Literature

Course Description
A course on a topic not offered by the department in a given semester or not customarily offered on a regular basis.

May be repeatable as long as different topic.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

EN391 - Topics in Film

General

Course Title
Topics in Film

Course Description
Designed to give students an opportunity to engage in the study of film and film criticism beyond the introductory level. Focuses on a variety of possible issues and genres, including film noir; women's film; documentary; New German cinema; horror film; silent film; Third World film; and specific directors (Welles, Wenders, Hitchcock, Truffault, Kurosawa).

May be repeatable as long as topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

EN396 - Teaching Writing

General

Course Title
Teaching Writing

Course Description
Open to all majors, this writing-intensive course trains students to work as coaches in the Writing Center and helps prepare them to become editors, writers, or teachers at the elementary, secondary, or college level. Readings focus on the process of learning to write, tutoring methods, the writing process, writing across the curriculum, and style. Coursework is supplemented by two hours per week experience in the Writing Center.

Restrictions: Permission of Instructor.

This course does not count toward the EN major or minor.

Students interested in taking EN-396 should contact the instructor 2 weeks prior to registration.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
4

EN410 - Senior Seminar

General

Course Title
Senior Seminar

Course Description
Designed to be an English major's most important course, the one in which students most fully demonstrate the skills acquired in the previous years of reading, writing, and studying. The course culminates in a senior thesis and presentation. As far as possible, student choice of subject matter will be honored.

Restrictions: EN/AM Majors Only

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Senior Standing

Earn at least 89 credits

EN499 - (INT) Internship

General

Course Title
(INT) Internship

Course Description
Qualified majors may apply for academic internships at a variety of off-campus sites including non-profit organizations, government agencies, healthcare practices and businesses.

Requirements may include selected readings, written reports, and an oral presentation.

Registration is through the Career Education Center and will require an appointment with a Career Coach. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several
weeks and needs to be completed prior to the start of the semester.

Restrictions: Minimum 2.0 GPA.

May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

EQ301 - Topics - Equity Studies

General

Course Title
Topics - Equity Studies

Course Description
This course offers students an experience in exploring and discussing equity or inequity topics or issues. Topics will vary depending on the interests of the faculty instructor.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

EQ320 - Liberation, Leadership, & Revolution

General

Course Title
Liberation, Leadership, & Revolution

Course Description
How do systems of hierarchy, oppression, and domination come to exist? What makes people go along with them? How is propaganda used to control our thinking and influence our actions? How do we free our minds to become critical thinkers, seeking liberation, equity, justice? How does inner, personal freedom relate to outward-facing leadership for social change? What can we learn from leaders of liberation movements? What forms can leadership take? Music, art, speech, protest, education?

CORE: Engaging Diverse Identities (only if combined with EQ-321 Study Trip)

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
2

EQ321 - Liberation, Leadership, & Revolution in South Africa - Study Trip

General

Course Title
Liberation, Leadership, & Revolution in South Africa - Study Trip

Course Description
How do systems of hierarchy, oppression, and domination come to exist? What makes people go along with them? How is propaganda used to control our thinking and influence our actions? How do we free our minds to become critical thinkers, seeking liberation, equity, justice? How does inner, personal freedom relate to outward-facing leadership for social change? What can we learn from leaders of liberation movements? What forms can leadership take? Music, art, speech, protest, education?

CORE: Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

EQ320 Prerequisite

Type
Prerequisite

EQ320

Complete ALL of the following Courses:

- EQ320 - Liberation, Leadership, & Revolution

EQ333 - Southern Border, The Migrant Journey

General

Course Title
Southern Border, The Migrant Journey

Course Description
In this course focused on the US-Mexico border, students will gain a foundational understanding of the complex circumstances that cause migration, the lived experiences of migrants, and evolving policies that define those experiences.
Students will explore individual and community stories that bring a human lens to the statistics that often define our politics and policies.

Registration requires permission of instructor.

CORE: Engaging Diverse Identities and Catholic Intellectual Traditions (only if combined with EQ-334 Study Trip)

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
2

EQ334 - Mexico/Arizona: the Migrant Journey - Study Trip

General

Course Title
Mexico/Arizona: the Migrant Journey - Study Trip

Course Description
Students will travel to Tucson, Arizona and Nogales, Mexico to explore immigration, and understand what defines the migrant journey. We will focus on the Sonoran desert, asylum policies, cultural heritage of migrants, and the community that lives on the border. We will talk with humanitarian groups, migrant justice organizations, response teams, artist-activists, land owners, and indigenous leaders. We will study surveillance and enforcement, the border wall, and serve at a shelter for migrants.

Registration requires permission of instructor

CORE: Engaging Diverse Identities and Catholic Intellectual Traditions (with EQ 333)

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

EQ333 Prerequisite

Type
Prerequisite

EQ333

Complete ALL of the following Courses:
- EQ333 - Southern Border, The Migrant Journey

EQ410 - Advanced Integrations

General

Course Title
Advanced Integrations

Course Description
This is the capstone course for the Equity Studies major and the Peace and Justice minor. Students will have the opportunity to synthesize theoretical material from this and previous courses, and apply it to cases and issues relevant to their respective major or minors. Students will be expected to use research, writing, and presentation skills to complete Community-Engaged Learning projects related to their topical areas of interest.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Senior Standing

Earn at least 89 credits

EQJ322 - Liberation & the Art of Resistance

General

Course Title
Liberation & the Art of Resistance

Course Description
Liberation, revolution, and the expressive arts are interrelated phenomena that play essential roles in social change. They represent mechanisms that oppressed or marginalized groups use to transform their circumstances to achieve greater freedom, justice, and equality. In this course, we will explore philosophical understandings of power, resistance, revolution, liberation, and freedom, with an emphasis on the significant contributions of music and visual art as agents of change and their ability to bear witness.

CORE: Engaging Diverse Identities (only if combined with EQJ-323 Study Trip)

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
2

EQJ401 - Advanced Integrations Capstone

General

Course Title
Advanced Integrations Capstone

Course Description
This is the capstone course for the Equity and Justice major. Students will have the opportunity to synthesize theoretical material from this and previous courses, reflect on their internship and /or experiential learning, and apply their knowledge to cases and issues relevant to their major(s). Students will be expected to conduct research, engage in dialogue and project collaboration with their classmates, write a capstone paper, and deliver a formal presentation.

Restrictions: Equity and Justice Majors Only

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

Senior Class Standing Requirement

Type
Prerequisite

Minimum Senior Standing

Earn at least 89 credits

ES105 - Nature and Culture

General

Course Title
Nature and Culture

Course Description
This course explores our understanding of the natural world from the perspective of the humanities. Through the study of such concepts as wilderness, biophilia, the Anthropocene, deep ecology, environmental aesthetics, and multi-species ethnography, this course asks how we can productively transform our own thinking to become more thoughtful contributors to cultural and environmental debates by becoming sophisticated and generous interpreters of texts, the world, and our own experience.

CORE: History & Society

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

ES106 - Environment and Society

General

Course Title
Environment and Society

Course Description
This course is a social science based investigation of the complex relationship between humans and their environment, with emphasis on the impact people have on the environment in relation to the social, economic, and political contexts in which they take place. Important concepts such as environmental ethics, resource use, sustainable development, climate change adaptation/mitigation are overviewed as well as political economy, institutions for environmental governance, and issues of environmental economics.

CORE: History & Society

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

ES107 - Environmental Science

General

Course Title
Environmental Science

Course Description
This course is a science-based investigation of the Earth as a system, with application to understanding many issues in contemporary environmental policy. Science is an attempt to discover how nature works. Through careful observation, measurements, experimentation, and modeling, students will explore issues in contemporary environmental science. These include climate change, biodiversity, deforestation, ecosystem structure and function, population, biogeochemical cycling, energy, as well as investigations of environmental problems, their causes, and solutions.

CORE: Scientific Inquiry

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

ES107L Corequisite

Type
Corequisite

ES107L

Enroll in the following Courses:

- ES107L - Environmental Science Lab

ES107L - Environmental Science Lab

General

Course Title
Environmental Science Lab

Course Description
This course is a science-based investigation of the Earth as a system, with application to understanding many issues in contemporary environmental policy. Science is an attempt to discover how nature works. Through careful observation, measurements, experimentation, and modeling, students will explore issues in contemporary environmental science. These include climate change, biodiversity, deforestation, ecosystem structure and function, population, biogeochemical cycling, energy, as well as investigations of environmental problems, their causes, and solutions.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
0

Course Requisites

Simple Requirements

ES107 Corequisite

Type
Corequisite

ES107

Enroll in the following Courses:
- ES107 - Environmental Science

ES201 - Environmental Research Methods

General

Course Title
Environmental Research Methods

Course Description
Research methods applied to study of environmental problems. Methods and skills to be developed may include qualitative research, policy analysis, rapid assessment of development, ecosystem services valuation, cost-benefit analysis, approaches to conflict resolution and negotiation, scientific analyses of water, soil and biodiversity, investigative journalism, as well as more general skills of map work, field note-taking, data analysis, technical report writing and oral presentation. Pathways to learning about environment and career choices will be discussed.

Restrictions: Environmental Science and Environmental Studies Majors Only.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

ES106 & ES107 Prerequisites & Sophomore Standing Requirement

Type
Prerequisite

ES106 and ES107

Complete ALL of the following Courses:
- ES106 - Environment and Society
- ES107 - Environmental Science

Minimum Sophomore Standing

Earn at least 24 credits

ES211 - Water Resources

General

Course Title
Water Resources

Course Description
A geographical examination of human-environment relations in the context of water. Built on a foundation of hydrology/water resource management, the course examines the development and resolution of conflict over this critical natural resource. Topics may include the hydrological cycle, surface and groundwater processes, the distribution and development of water resources at a variety of spatial scales; water quality and human health; water law; globalization and the commodification of drinking water supplies; international conflict over water supplies; water and human rights.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

ES213 - Earth Systems and Processes

General

Course Title
Earth Systems and Processes

Course Description
A systematic examination of the Earth's physical systems and processes: landforms, geology, vegetation, soil, and weather/climate. The emphasis of the course is on these processes, but human-Earth interactions are also examined. Labs promote hypothesis testing, sampling, and experimentation on processes occurring in the lithosphere, hydrosphere, atmosphere, and biosphere.

CORE: Scientific Inquiry

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

ES107 Prerequisite

Type
Prerequisite

ES107

Complete ALL of the following Courses:

- ES107 - Environmental Science

ES215 - Introduction to Climate Change

General

Course Title
Introduction to Climate Change

Course Description
This course examines the ecological, social, and economic consequences of the planet's changing climate system, exploring how to live sustainably in today's world. Topics include the science of Earth's climate system, the historical patterns of climate change, the role of human activity, the impacts on socio-ecological systems, and projections of future effects. This course focuses as well on responses to climate change, including adaptation, mitigation, climate policy, climate justice, ecological grief, and climate activism.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

ES225 - Food Systems & Sustainable Agriculture

General

Course Title
Food Systems & Sustainable Agriculture

Course Description
Students will explore the structure and function of the contemporary food system with a focus on Vermont, a small rural agricultural state, and compare it to historical models before launching into a rich investigation of ecological agricultural practices. The Permaculture Site and field visits to local farms will serve as a living classroom as we study sustainable agriculture through the lens of agroecology. This approach will inform students about the role that ecology and systems thinking must play in the designing and managing of sustainable food systems.

Crosslisted with GED-537

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
GED537 - Food Systems & Sustainable Agriculture

ES243 - Sustainability, Place and Community

General

Course Title
Sustainability, Place and Community

Course Description
This course explores how communities understand and pursue sustainability within particular places. Through cultural, ecological, political, geographic, and artistic lenses, students examine the relationships among people, communities, landscapes, and the environment. Emphasizing experiential and place-based learning, the course considers how local identities, institutions, and practices shape responses to environmental challenges and efforts to create more sustainable and resilient communities.

Permission of Instructor only

Crosslisted: PO-243

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
2

Cross Listed Courses
PO243 - Sustainability, Place and Community

ES244 - Sustainability, Place and Community-Wales Study Trip

General

Course Title
Sustainability, Place and Community-Wales Study Trip

Course Description
This two-week academic study course in May emphasizes experiential field study and place-based learning, exploring how local identities, institutions, and practices in Wales, UK shape responses to environmental challenges and efforts to create more sustainable and resilient communities. On-site guest lectures, outdoor exploration of the Welsh natural environment, and exchange of research and artistic projects with University of Wales students and faculty will complement coursework.

Crosslisted: PO-244

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

ES243 Prerequisite

Type
Prerequisite

ES243

Complete ALL of the following Courses:

- ES243 - Sustainability, Place and Community

ES248 - Trees, Shrines, and Temples: Sustainable Forestry in the Japanese Context

General

Course Title
Trees, Shrines, and Temples: Sustainable Forestry in the Japanese Context

Course Description
Spring enrolment prepares students for a two-week Japan study trip. Students will study Japanese sustainable forestry and reverence for trees with forestry experts, a Shinto scholar, and by conducting research in Japanese forests. Students will read Japanese environmental literature and respond to hands-on experiences using Japanese literary forms. Japanese culture will be introduced by working with Japanese students.

Registration requires permission of instructor.

CORE: Literature & The Arts and Engaging Diverse Identities (when combined with Study Trip)

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

Prerequisite

Type
Prerequisite

BI or ES Prerequisite

Complete at least 1 of the following courses:

- BI151 - Introduction to Ecology and Evolution
- BI152 - Introduction to Health Science
- ES105 - Nature and Culture
- ES106 - Environment and Society
- ES107 - Environmental Science

ES249 - Study Trip: Trees, Shrines, and Temples: Sustainable Forestry in the Japanese Context

General

Course Title
Study Trip: Trees, Shrines, and Temples: Sustainable Forestry in the Japanese Context

Course Description
This course builds from ES 248. Students will study Japanese sustainable forestry and reverence for trees with forestry experts, a Shinto scholar, and by conducting research in Japanese forests. Students will read Japanese environmental literature and respond to hands-on experiences using Japanese literary forms. Japanese culture will be introduced by working with Japanese students.

Registration requires permission of instructor.

CORE: Scientific Inquiry and Engaging Diverse Identities (when combined with ES 248)

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

ES248 Prerequisite

Type
Prerequisite

ES248

Complete ALL of the following Courses:

- ES248 - Trees, Shrines, and Temples: Sustainable Forestry in the Japanese Context

ES260 - Geographic Information Systems

General

Course Title
Geographic Information Systems

Course Description
This course provides an introduction to the field of Geographic Information Systems, including cartography, visualization, and analyses of geospatial data. Students will learn the basics of mapping/cartography (e.g. scale, projections, map design), create maps with commonly used digital
data (e.g., aerial photographs, census boundaries, digital elevation models), and master basic methods of spatial analyses. Both concepts and hands-on techniques will be taught in this course.

Restrictions: Environmental Studies Majors/Minors, Environmental Science Majors, Public Health (BS) Majors, & Emergency Services Majors Only.

Note: This course may require a full day field trip on the weekend or during regular classes.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

ES301 - Advanced Topics in Environmental Studies

General

Course Title
Advanced Topics in Environmental Studies

Course Description
A course on an advanced topic in Environmental Studies, not offered on a regular basis. Consult with the instructor before enrolling to determine topics to be studied.

Restrictions vary by topic

May be repeatable if topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

ES305 - US Environmental History

General

Course Title
US Environmental History

Course Description
An examination of the relationship between humans and the environment in US history, from the Colonial Period to the present. Topics include, but are not limited to, colonial perspectives on nature, popular environmental movements, commodification of the natural world, and environmental justice.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

ES306 - Environmental Justice

General

Course Title
Environmental Justice

Course Description
An examination of environmental justice as a movement of resistance to the environmental risks experienced by economically and politically marginalized communities. Students consider the ways systemic inequalities, driven by race/ethnicity, class, or gender, lead to disproportionate environmental and health risks, and how communities respond to them.

Course will count towards Justice and Sustainability as a foundation course in that track. Will count as elective for other tracks.

CORE: Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

ES201 Prerequisite

Type
Prerequisite

ES201

Complete ALL of the following Courses:

- ES201 - Environmental Research Methods

ES307 - The Environmental Humanities

General

Course Title
The Environmental Humanities

Course Description
The Environmental Humanities is an emerging transdisciplinary field that seeks to reimagine what it means to be human in a shared, endangered world. This course examines the field's critical theories and their applications to such topics as ecological grief, the environmental arts, ecological spiritualities, interspecies ethics, techno-utopianism, and ecotourism.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

ES308 - Environmental Education

General

Course Title
Environmental Education

Course Description
An introduction to the field of Environmental Education. Topics include the role of nature in the classroom and the idea of a 'nature deficit disorder'; environmentally-centered pedagogies and teaching practices; and professional opportunities in environmental education. Field visits and campus natural spaces - forest, farm, gardens & natural area - will become the classroom.

Crosslisted with GED-539

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
GED539 - Environmental Education

ES310 - Environmental Hazards

General

Course Title
Environmental Hazards

Course Description
The course focus lies at the intersection of natural systems and human interactions. Environmental Hazards include both natural hazards (extreme geophysical and biologic events) and technological hazards (disasters originating from industrial processes or infrastructure). Emphasis will be placed on both the geography, description, frequency of physical characteristics as well as understanding human dimensions (risk, vulnerability, mitigation).

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

ES201 Prerequisite

Type
Prerequisite

ES201

Complete ALL of the following Courses:
- ES201 - Environmental Research Methods

ES311 - Community and Environmental Planning

General

Course Title
Community and Environmental Planning

Course Description
An introduction to community and environmental planning from an applied geography perspective. Foundational topics include the evolution of the American urban system and the internal structure of cities; the evolution of planning as a legal and regulatory facet of American society; planning techniques and tools; approaches to environmental problem solving at local and regional scales. The class has a fieldwork component. Students are introduced to the use of Geographic Information Systems (GIS) software.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

ES312 - Energy and Climate Change

General

Course Title
Energy and Climate Change

Course Description
The students will learn about the connections between the production and distribution of energy, and their respective impacts on the environment (local and global) as well as their links to climate change. The course provides students with an understanding of the complex issues related to Energy and Climate Change.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

ES314 - Biogeochemistry of Global Change

General

Course Title
Biogeochemistry of Global Change

Course Description
An exploration of the biological and chemical conditions of the earth and how they have changed in the past and are changing in the present. We focus on global change and biogeochemical cycles of the atmosphere, hydrosphere, ocean, and terrestrial systems caused by both natural processes and human actions.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisites & Sophomore Standing Requirement

Type
Prerequisite

ES107 or BI151 or (CH110 and CH117)

Complete at least 1 of the following:

ES107

Complete ALL of the following Courses:
- ES107 - Environmental Science

OR

BI151

Complete ALL of the following Courses:
- BI151 - Introduction to Ecology and Evolution

OR

CH110 & CH117

Complete ALL of the following Courses:
- CH110 - General Chemistry I
- CH117 - Organic Chemistry I

Minimum Sophomore Standing

Earn at least 24 credits

ES325 - The Politics of Food

General

Course Title
The Politics of Food

Course Description
Investigates the connections between food choices and political and cultural power; considers decisions about production and distribution as economic, environmental, and social, from farms to restaurants, slaughter houses to home kitchens; explores the paradox of abundance and famine side-by-side in the world, revealing day-to-day politics as well as alternatives approaches.

CORE: Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
PO325 - The Politics of Food

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

ES327 - Environmental Policy

General

Course Title
Environmental Policy

Course Description
An examination of the key drivers of environmental policy at a variety of geographic scales. Course themes may include policies related to endangered species, environmental impact analysis, air and water pollution; toxic and nuclear waste; environmental justice; and energy policy and its externalities.
Supplementary emphases may include: globalization and environmental policy through treaty and protocol; the evolving role of non-governmental organizations and social movements in environmental policy.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
PO327 - Environmental Policy

ES332 - Art & Ecology

General

Course Title
Art & Ecology

Course Description
This course will lead students to an understanding of interdisciplinary artwork that can be defined as EcoArt or Environmental Art through creative production, research, and analysis. These terms describe artworks created over the past 40 years that focus primarily on ecological or environmental issues.

CORE: Literature & The Arts

Crosslisted: AR-332

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
AR332 - Art & Ecology

ES337 - Introduction to Farm & Food

General

Course Title
Introduction to Farm & Food

Course Description
Introduction to Farm & Food mixes grounded studies of plant biology, entomology, and soil science with applied exploration of crop planning and season extension to shed light on the science and skill of regenerative farming systems. This course should be completed prior to Farm & Food Practicum although the courses may be completed out of order with instructor permission.

Requires Permission of Instructor

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
4

ES339 - Farm and Food Practicum

General

Course Title
Farm and Food Practicum

Course Description
Farm & Food Practicum mixes grounded studies of plant biology, entomology, and soil science with applied exploration of harvest practices and food safety to shed light on the science and skill of regenerative farming systems. This course should be taken after the completion of Introduction to Farm & Food, but the course may be completed out of order with instructor permission.

Requires Permission of Instructor

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

ES337 or ES225 Corequisite (or Prerequisite)

Type
Corequisite

ES225 or ES337

Complete at least 1 of the following courses:
- ES225 - Food Systems & Sustainable Agriculture
- ES337 - Introduction to Farm & Food

ES351 - American Wilderness

General

Course Title
American Wilderness

Course Description
Among all the tenets of American environmentalism, nothing has been more formative, and controversial, than society's evolving views on Wilderness. This course offers an opportunity to examine Wilderness through a wide variety of texts, perspectives, and experiences. The approach in the course will mirror the interdisciplinary nature of Wilderness thought, policy, geography, and politics.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

ES201 Prerequisite

Type
Prerequisite

ES201

Complete ALL of the following Courses:
- ES201 - Environmental Research Methods

ES355 - Animal Studies

General

Course Title
Animal Studies

Course Description
An introduction to the field of Animal Studies, the interdisciplinary study of the relationship between humans and other animals. Traversing the humanities and social sciences, we will consider such topics as animal rights, animality, zoos, movies and cartoons, children's literature, animals and the law, and the ethics of animal ownership.

Restrictions: ES/ENV Majors/Minors Only or by Permission of Instructor.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

ES357 - Environmental Restoration

General

Course Title
Environmental Restoration

Course Description
An exploration of the interdisciplinary and cross-cutting field of Environmental Restoration. Students will develop and apply insights from the social and natural sciences and humanities to historic and contemporary examples of restoration. They will examine the philosophical and ethical bases, science, and motivation behind environmental restoration in current and historical literatures using a project-based and mini-seminar format.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

ES201 Prerequisite

Type
Prerequisite

ES201

Complete ALL of the following Courses:

- ES201 - Environmental Research Methods

ES360 - Living in Place

General

Course Title
Living in Place

Course Description
This course introduces students to ecological design, sustainable architecture, and environmental building practices. Topics include green urbanism, architectural regionalism, renewable energy, water and waste systems, and biophilic design, with special attention to types of structures, including Tiny Houses, yurts, vans, treehouses, and cabins.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

ES410 - Senior Seminar in Environmental Studies/Science

General

Course Title
Senior Seminar in Environmental Studies/Science

Course Description
A capstone course bringing Environmental Studies and Science seniors with different foci in the major together to examine a topic in depth and from an interdisciplinary perspective.

Restrictions: ES & ENV Majors Only.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

ES201 Prerequisite & Senior Standing Requirement

Type
Prerequisite

ES201

Complete ALL of the following Courses:

- ES201 - Environmental Research Methods

Minimum Senior Standing

Earn at least 89 credits

ES420 - Senior (Honors) Research

General

Course Title
Senior (Honors) Research

Course Description
Senior (Honors) Research provides an opportunity for students who have demonstrated excellent academic performance to undertake an original thesis project, a laboratory or a field investigation with a faculty mentor. The results must be reported in written form and presented orally or as a poster.

Restrictions: Permission of Instructor required.

Notes: One or two semesters.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

ES497 - (IS) Independent Study/Research

General

Course Title
(IS) Independent Study/Research

Course Description
Independent Study/Research courses are allowed by the college as a complement to regular class work for qualified students. These are variable credit experiences open to qualified sophomores, juniors, or seniors with a minimum 3.0 Cumulative GPA. It is the student's responsibility to coordinate with the faculty member who will supervise the Independent Study/Research. Independent Study/Research does not include Internships.

Proposals are submitted via the online "Undergrad Independent Study Application" form found on the Registrar's portal page and must be approved by the end of the first two weeks of the semester in which the course is taken.

Contact the Office of the Undergraduate Dean of the College with any questions.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
1

Course Requisites

Simple Requirements

ES201 Prerequisite

Type
Prerequisite

ES201

Complete ALL of the following Courses:

- ES201 - Environmental Research Methods

ES499 - (INT) Internship

General

Course Title
(INT) Internship

Course Description
Qualified majors may apply for academic internships at a variety of off-campus sites including non-profit organizations, government agencies, healthcare practices and businesses.

Requirements may include selected readings, written reports, and an oral presentation.

Registration is through the Career Education Center and will require an appointment with a Career Coach. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several
weeks and needs to be completed prior to the start of the semester.

Restrictions: Minimum 2.0 GPA.

May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

FI335 - Fixed Income Portfolio Management

General

Course Title
Fixed Income Portfolio Management

Course Description
This course provides a comprehensive introduction to the fundamental characteristics, valuation, and risk management associated with fixed-income securities. Topics include bonds, repos, CDOs, and mortgage- and asset-backed securities. Building on BU 216 - Finance, it emphasizes the valuation of fixed-income instruments and their application in portfolio management, and ethical considerations involved in the structuring, marketing, and management of complex fixed income products.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

BU216 Prerequisite & Junior Standing Requirement

Type
Prerequisite

BU216

Complete ALL of the following Courses:
- BU216 - Finance

Minimum Junior Standing

Earn at least 56 credits

FI340 - Derivatives and Risk Management

General

Course Title
Derivatives and Risk Management

Course Description
This upper-level Investments course explores active portfolio management, performance evaluation, and the use of derivatives (e.g., options, futures, forwards, and swaps) for risk management. Ethical considerations and regulatory compliance are emphasized throughout. Students will also gain foundational coding skills in Python and use Jupyter Notebook to develop and present data-driven financial analyses, preparing them for applications in machine learning, AI, and big data within the context of modern finance.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

BU216 Prerequisite & Junior Standing Requirement

Type
Prerequisite

BU216

Complete ALL of the following Courses:
- BU216 - Finance

Minimum Junior Standing

Earn at least 56 credits

FI345 - (LCMC) Financial Modeling and Valuation

General

Course Title
(LCMC) Financial Modeling and Valuation

Course Description
Financial modeling is a fundamental skill for finance professionals. Effective models consolidate and analyze complex financial data to support informed investment and business decisions. This course provides students with hands-on experience in developing and implementing quantitative financial models using Microsoft Excel. Core topics include valuation modeling, forecasting analysis, and foundational techniques widely utilized in the finance industry. Ethical considerations (transparency, integrity in assumptions, responsible model use) are emphasized to promote sound professional judgment and accountability.

Finance Majors & Minors only

This course is offered online through a consortium of accredited colleges and universities. Instruction is provided by faculty employed by partner institutions within the consortium, with technology and administrative support provided by Rize Education.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

Prerequisites & Class Standing Requirement

Type
Prerequisite

AC141, AC143 & BU216

Complete ALL of the following Courses:
- AC141 - Financial Accounting

- AC143 - Managerial Accounting
- BU216 - Finance

Minimum Junior Standing

Earn at least 56 credits

FI375 - CFA Research Challenge I

General

Course Title
CFA Research Challenge I

Course Description
This two-part course supports students in the CFA Institute Research Challenge, a global competition in equity research and financial analysis. Part I (fall, 1 credit) focuses on developing a professional equity research report. Part II (spring, 1 credit) prepares students for presentations to industry experts. Running from fall through spring, the competition offers hands-on experience that enhances financial analysis, research skills, and presentation abilities in a real-world investment context.

Requires Permission of Instructor

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
1

Course Requisites

Simple Requirements

BU216 Prerequisite & Junior Standing Requirement

Type
Prerequisite

BU216

Complete ALL of the following Courses:

- BU216 - Finance

Minimum Junior Standing

Earn at least 56 credits

FI376 - CFA Research Challenge II

General

Course Title
CFA Research Challenge II

Course Description
This two-part course supports students in the CFA Institute Research Challenge, a global competition in equity research and financial analysis. Part I (fall, 1 credit) focuses on developing a professional equity research report. Part II (spring, 1 credit) prepares students for presentations to industry experts. Running from fall through spring, the competition offers hands-on experience that enhances financial analysis, research skills, and presentation abilities in a real-world investment context.

Requires Permission of Instructor

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
1

Course Requisites

Simple Requirements

BU216 & FI375 Prerequisites & Junior Standing Requirement

Type
Prerequisite

BU216 and FI375

Complete ALL of the following Courses:

- BU216 - Finance
- FI375 - CFA Research Challenge I

Minimum Junior Standing

Earn at least 56 credits

FR101 - Elementary French 1

General

Course Title
Elementary French 1

Course Description
A course designed to develop basic language skills and introduce students to the cultures of the French-speaking world.

CORE: Second Language for B.A.

No credit given for FR-101 if credit has been given for a higher level of French.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

FR102 - Elementary French 2

General

Course Title
Elementary French 2

Course Description
This course follows FR 101 and continues the development of students' basic language skills in all areas. Some course material will be based on French and Francophone culture.

CORE: Second Language for B.A.

No credit given for FR-102 if credit has been given for a higher level of French.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

FR101 Prerequisite

Type
Prerequisite

FR101 or Placement

Complete ALL of the following Courses:

- FR101 - Elementary French 1

FR200 - Applied Language Component

General

Course Title
Applied Language Component

Course Description
Students may develop their proficiency in French through an applied language component (ALC) attached to a course taught in English from another department. Students will read and discuss, in French, selected texts or other materials pertinent to the subject matter of the associated course. The ALC meets once per week and counts as a half course (beyond the course to which it is tied).

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

FR341 Corequisite

Type
Corequisite

FR341

Enroll in the following Courses:
- FR341 - Readings in French Lit (CIT)

FR102 or Higher Prerequisite

Type
Prerequisite

FR102 (or Higher) or Placement

Earn a minimum grade of C in the following:
- FR102 - Elementary French 2

FR202 - French for Health Professions

General

Course Title
French for Health Professions

Course Description
This course seeks to help students become more fluent overall and ready to work in a French-speaking context, particularly in a health-related professional setting. Students will also learn about different cultural perspectives on health and medicine in the French-speaking world, as well as different public health and healthcare systems.

CORE: Second Language for B.A

Counts as elective for FR Major/Minor

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

FR102 Prerequisite

Type
Prerequisite

FR102 or Placement at or beyond FR203

Complete ALL of the following Courses:
- FR102 - Elementary French 2

FR203 - Intermediate French 1

General

Course Title
Intermediate French 1

Course Description
This course follows 102 and offers further development in all language skills. Some course material will be based on French and Francophone literature and culture.

No credit will be given for FR-203 if credit has been given for a higher level of French.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

FR102 Prerequisite

Type
Prerequisite

FR102, Minimum Grade C or Placement

Earn a minimum grade of C in the following:
- FR102 - Elementary French 2

FR206 - Intermediate French 2

General

Course Title
Intermediate French 2

Course Description
This course follows FR 203 and offers further development of students' intermediate language skills in all areas. Some course material will be based on French and Francophone culture.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

FR203 Prerequisite

Type
Prerequisite

FR203, Minimum Grade C or Placement

Earn a minimum grade of C in the following:
- FR203 - Intermediate French 1

FR208 - Conversation in French

General

Course Title
Conversation in French

Course Description
This intermediate-level conversation course emphasizes speaking skills: vocabulary, pronunciation, accuracy of expression, confidence, and fluency. Students will also practice listening, reading, and writing skills through class discussion and assignments. Course topics will focus on current affairs and contemporary social, political, and cultural issues in France and the Francophone world.

May be repeated.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

FR206 Prerequisite

Type
Prerequisite

FR206, Minimum Grade C or Placement

Earn a minimum grade of C in the following:

- FR206 - Intermediate French 2

FR290 - Light and Fog: Paris & London in the 19th Century

General

Course Title
Light and Fog: Paris & London in the 19th Century

Course Description
Imperial capitals London and Paris were hubs of culture, power, industry, and ideas in the 19th century. The tales of these two cities are ones of upheaval - distant, yet not so very different, from our own: dizzying environmental and technological change; rising gaps between affluence and poverty; corruption and injustice; immense social change; revolutionary ideologies. Using insights from literature and history, students will explore these cities and the forces which continue to shape our world.

CORE: Literature & The Arts OR History & Society

Crosslisted: HI 290

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
HI290 - Light and Fog: Paris & London in the 19th Century

FR308 - Advanced Conversation

General

Course Title
Advanced Conversation

Course Description
The study and practice of oral expression. Class activities are related to different aspects of French and Francophone culture.

May be repeated.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

FR206 Prerequisite

Type
Prerequisite

FR206, Minimum Grade C or Placement

Earn a minimum grade of C in the following:
- FR206 - Intermediate French 2

FR310 - Advanced Communication & Culture

General

Course Title
Advanced Communication & Culture

Course Description
This course is designed to help students consolidate their grammar and vocabulary skills as they develop their writing skills. The goal is to foster students' critical reflection and self-correction, thereby increasing their independence in the craft of writing.

Students may take FR 310 and FR 343 concurrently.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

FR206 Prerequisite

Type
Prerequisite

FR206, Minimum Grade C or Placement

Earn a minimum grade of C in the following:
- FR206 - Intermediate French 2

FR311 - Advanced Communication & Culture 2

General

Course Title
Advanced Communication & Culture 2

Course Description
This course is designed to help students consolidate their grammar and vocabulary skills as they develop their writing skills. The goal is to foster students' critical reflection and self-correction, thereby increasing their independence in the craft of writing.

Note: FR-310 and FR-311 are a non-sequential pair of courses that cover different grammar and cultural topics while developing and practicing the same essential writing skills in the target language; they may be taken in any order.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

FR206 Prerequisite

Type
Prerequisite

FR206, Minimum Grade C or Placement

Earn a minimum grade of C in the following:
- FR206 - Intermediate French 2

FR313 - Topics in Francophone Culture

General

Course Title
Topics in Francophone Culture

Course Description
Explores cultures of French-speaking countries and regions outside France (Québec, Africa, the Caribbean, New England, etc.). Courses could cover such topics as: the culture of Québec; Haitian culture through its art; sub-Saharan Francophone literature; New England's Franco-Americans; or the oral tradition in Francophone culture.

CORE: Engaging Diverse Identities

May be repeated for credit barring duplication of materials. If the course is offered in French, it may be applied to major/minor credit. If offered in English, an ALC in French may be available.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

FR310 Prerequisite

Type
Prerequisite

FR310, Minimum Grade C (when offered in French)

Earn a minimum grade of C in the following:
- FR310 - Advanced Communication & Culture

FR315 - Topics in French Culture

General

Course Title
Topics in French Culture

Course Description
Explores the cultures of France. Courses could cover such topics as Paris as a center of French culture, medieval France, the Enlightenment, or women in France.

May be repeated for credit barring duplication of materials. If the course is offered in French, it may be applied to major/minor credit. If offered in English, an ALC in French may be available.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

FR310 Prerequisite

Type
Prerequisite

FR310, Minimum Grade C (when offered in French)

Earn a minimum grade of C in the following:
- FR310 - Advanced Communication & Culture

FR318 - Humor in French

General

Course Title
Humor in French

Course Description
This course explores diverse expressions of humor - from farce, parody, and satire to humor of the absurd - in a variety of periods and forms (various literary genres, visual art, film, etc.).

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

FR310 or FR311 Prerequisite

Type
Prerequisite

FR310 or FR311

Complete at least 1 of the following courses:
- FR310 - Advanced Communication & Culture
- FR311 - Advanced Communication & Culture 2

FR335 - Readings in Francophone Literature

General

Course Title
Readings in Francophone Literature

Course Description
Readings in Francophone literature from outside France (Quebec, Africa, the Caribbean, etc.). Courses could cover such topics as: French-Canadian women authors, Haitian literature of the diaspora, literature of the Negritude movement in Africa and the Caribbean.

CORE: Literature & The Arts

May be repeatable if no duplication of materials.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

300 Level FR Course Prerequisite

Type
Prerequisite

300 Level French Course

Complete 1 Course beyond FR310 (when offered in French), Minimum Grade C

FR340 - Readings in French Literature

General

Course Title
Readings in French Literature

Course Description
The course may be based on a single author, work or movement or may be of a topical nature. Past courses include "Medieval Literature" and the "Nineteenth-Century Novel."

May be repeatable as long as topic is different.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

300 Level FR Course Prerequisite

Type
Prerequisite

300 Level French Course

Complete 1 Course beyond FR310 (when offered in French), Minimum Grade C

FR341 - Readings in French Lit (CIT)

General

Course Title
Readings in French Lit (CIT)

Course Description
This course will explore literary works that participate in, reflect on, or respond to the Catholic cultural, intellectual, and spiritual tradition in France and/or the Francophone world-over a range of historical periods or through a specific author, work, movement, or period. It may be offered in French or English (with works studied in translation).

Prerequisites: When offered in French, one course beyond FR 310. When offered in English, none.

CORE: Literature & The Arts AND Catholic Intellectual Traditions

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

FR343 - Literary Studies in French

General

Course Title
Literary Studies in French

Course Description
Familiarizes students with different literary genres and styles and introduces them to the principal literary movements and authors of French and Francophone literature.

CORE: Literature & The Arts

Notes: In French

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

FR310 Prerequisite

Type
Prerequisite

FR310, Minimum Grade C

Earn a minimum Grade of C in the following:

- FR310 - Advanced Communication & Culture

FR345 - Poetry in French

General

Course Title
Poetry in French

Course Description
An exploration of poetry leading to an appreciation of its uniqueness as a genre. The course will discuss what makes poetry different from other literary forms and will provide the student with a better understanding of poetry, authors, and traditions and with the tools of poetic analysis.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

300 Level FR Course Prerequisite

Type
Prerequisite

300 Level French Course

Complete 1 Course beyond FR310 (when offered in French), Minimum Grade C

FR460 - Senior Seminar

General

Course Title
Senior Seminar

Course Description
In the capstone course for majors, students use the skills and knowledge gained over the course of their studies on campus and abroad to produce a substantial academic essay written in the language of the major. The theme of the essay depends on the particular year, professor, and student.

Restrictions: Majors Only

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisite & Senior Standing Requirement

Type
Prerequisite

300-Level French Course

Complete at least 1 French course at the 300 Level

Minimum Senior Standing

Earn at least 89 credits

FR499 - (INT) Internship

General

Course Title
(INT) Internship

Course Description
Qualified majors may apply for academic internships at a variety of off-campus sites including non-profit organizations, government agencies, healthcare practices and businesses.

Requirements may include selected readings, written reports, and an oral presentation.

Registration is through the Career Education Center and will require an appointment with a Career Coach. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several
weeks and needs to be completed prior to the start of the semester.

Restrictions: Minimum 2.0 GPA.

May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

FS102 - The Afterlife

General

Course Title
The Afterlife

Course Description
This seminar explores how cultures in different times and places have imagined what happens to human beings after death. It will also examine how beliefs about the afterlife are related to questions of power, authority, and ethics in this life. All major world religions, and some localized indigenous traditions will be covered.

Restrictions: First-Year Students Only

CORE: First-Year Seminar.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
FS102H - The Afterlife (HON)

FS102H - The Afterlife (HON)

General

Course Title
The Afterlife (HON)

Course Description
This seminar explores how cultures in different times and places have imagined what happens to human beings after death. It will also examine how beliefs about the afterlife are related to questions of power, authority, and ethics in this life. All major world religions, and some localized indigenous traditions will be covered.

Restrictions: First-Year Students Only.
Honors Students Only.

CORE: First-Year Seminar.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
FS102 - The Afterlife

FS109 - Shapeshifting Through Words

General

Course Title
Shapeshifting Through Words

Course Description
We learn how to become shape-changers through the study of poetry, as well as literature in general. We will become other people - even the dead of centuries past - then other animals, and plants. We do this through reading, writing and research.

Restrictions: First-Year Students Only

CORE: First-Year Seminar

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

FS111 - The Examined Life

General

Course Title
The Examined Life

Course Description
In this course we will examine our lives by writing about them, using "lenses" from various fields (literature, history, philosophy, or psychology, for instance) to see ourselves from different angles. We will write personal narratives/memoirs of our own, using what we have learned to further explore the writing process and examine our own lives.

Restrictions: First-Year Students Only

CORE: First-Year Seminar

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
FS111H - The Examined Life (HON)

FS111H - The Examined Life (HON)

General

Course Title
The Examined Life (HON)

Course Description
In this course we will examine our lives by writing about them, using "lenses" from various fields (literature, history, philosophy, or psychology, for instance) to see ourselves from different angles. We will write personal narratives/memoirs of our own, using what we have learned to further explore the writing process and examine our own lives.

Restrictions: First-Year Students Only.
Honors Students Only.

CORE: First-Year Seminar

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
FS111 - The Examined Life

FS112 - Drama and Culture: Text and Performance

General

Course Title
Drama and Culture: Text and Performance

Course Description
This course will introduce students to plays from classical times to the present. Through reading, watching, discussion, and regular writing assignments, students will be challenged to understand the relationships between the theatrical worlds that playwrights have fashioned and the world in which we live. Live performances during the semester may be included as they become available.

Restrictions: First-Year Students Only

CORE: First-Year Seminar.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

FS113 - Tries: Creative Writing

General

Course Title
Tries: Creative Writing

Course Description
This is a course in creative writing. An essay (from the French essayer, to try) is a try, an attempt to articulate a world. We will read models in a variety of genres and then write our own tries, in a workshop format. No previous experience in creative writing is required.

Restrictions: First-Year Students Only

CORE: First-Year Seminar

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

FS114 - Worlds in Translation

General

Course Title
Worlds in Translation

Course Description
This seminar examines a place outside the U.S. from many angles, drawing from fields such as history, society, culture, literature, politics, and geography. Places vary among sections, allowing students to benefit from instructor specialties. Each world may even be a place on the move, translated across time or through global migration. The course is taught in English; no second language skills are required. Individual sections may offer moments to witness other languages in action.

Restrictions: First-Year Students Only

CORE: First-Year Seminar

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

FS115 - The American Environmental Imagination

General

Course Title
The American Environmental Imagination

Course Description
This course is designed to introduce students to American literary and cultural representations of the natural environment, examining a variety of writings that have shaped the way that we understand and treat nature. We will consider a number of relevant disciplines, including environmental philosophy, politics, aesthetics, and ethics.

Restrictions: First-Year Students Only

CORE: First-Year Seminar

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

FS116 - Snow: The Art and Science of Alpine Crystals

General

Course Title
Snow: The Art and Science of Alpine Crystals

Course Description
This course offers an introduction to the literature, science, and technology of alpine crystals, as well as an exploration of "winter mountaintop sublimity." Our focus will be on reading, writing, and animated discussion about snow and ice crystals as they are featured in prose, poetry, and scientific experiments. Coursework requirements include four formal essays, a longer essay with a research component, an oral presentation, and a field trip.

Restrictions: First-Year Students Only

CORE: First-Year Seminar

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

FS118 - Performance, Art and Social Justice

General

Course Title
Performance, Art and Social Justice

Course Description
This course examines how various forms of artistic performance and visual art are uniquely equipped to engage us in dialogue about divisive issues and lead us toward action to fight social injustice.

Restrictions: First-Year Students Only

CORE: First-Year Seminar

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

FS119 - Questions of Justice

General

Course Title
Questions of Justice

Course Description
What is justice? How might our individual identities inform understandings, visions, and aspirations around justice? Together we will explore questions of human dignity alongside the role of systems and institutions. Seminar questions will explore both current and historical events with legal, ethical, philosophical and religious implications that directly affect student's daily lives.

Restrictions: First-Year Students Only

CORE: First-Year Seminar.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

FS119H - Questions of Justice (HON)

General

Course Title
Questions of Justice (HON)

Course Description
What is justice? How might our individual identities inform understandings, visions, and aspirations around justice? Together we will explore questions of human dignity alongside the role of systems and institutions. Seminar questions will explore both current and historical events with legal, ethical, philosophical and religious implications that directly affect student's daily lives.

Restrictions: First-Year Honors Students Only

CORE: First-Year Seminar.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
FS119 - Questions of Justice

FS120 - How the Arts Transform Us

General

Course Title
How the Arts Transform Us

Course Description
We will use award-winning picture books to explore the benefits of art through the lens of cognition. Using hands-on experience, writing, and discussion, we explore how art can support emotional regulation, creativity, and cognitive performance, thereby benefiting health, wellness, and learning. This class will take the visual and written languages of children's literature as our focal point, reflecting on picture books that have won awards for distinguished illustration styles or techniques.

Restrictions: First-Year Students Only

CORE: First Year Seminar

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

FS120H - How the Arts Transform Us (HON)

General

Course Title
How the Arts Transform Us (HON)

Course Description
We will use award-winning picture books to explore the benefits of art through the lens of cognition. Using hands-on experience, writing, and discussion, we explore how art can support emotional regulation, creativity, and cognitive performance, thereby benefiting health, wellness, and learning. This class will take the visual and written languages of children's literature as our focal point, reflecting on picture books that have won awards for distinguished illustration styles or techniques.

Restrictions: First-Year Honors Students Only.

CORE: First Year Seminar

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

FS122 - Music and the Human Experience

General

Course Title
Music and the Human Experience

Course Description
This First Year Seminar explores the power of song as it relates to the human condition. The class will examine music's many dimensions - cultural, social, political, etc. - and how music can address and engage in issues from gender, identity, healing, and spirituality to stereotypes, oppression, solidarity, and the "other."

Restrictions: First-Year Students Only

CORE: First-Year Seminar

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

FS123 - On Memory

General

Course Title
On Memory

Course Description
What is memory? Why do we remember? What role does memory play in constructions of self and society? Can we exist without memory? This course will explore such questions on memory, which have been posed and debated since antiquity. Our study will be interdisciplinary, considering these problems through the lenses of psychology, sociology, neuroscience, and history.

Restrictions: First-Year Students Only

CORE: First-Year Seminar.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

FS124 - Native Voices Across Media: Stories from Indian Country

General

Course Title
Native Voices Across Media: Stories from Indian Country

Course Description
Storytelling takes many forms. They can mesh with cultural and familial practices, as well as historical documentation. We'll ask how a variety of stories by Native American creators take shape through literature, photography, film, and other media. How do stories, and their formats, support perceptions of nature, community, family, self - and vice versa? Since broad terms like "Native" are often seen as less meaningful than specific tribal affiliation, we examine language used in these examples.

Restrictions: First-Year Students Only

CORE: First-Year Seminar

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

FS125 - Talking Music

General

Course Title
Talking Music

Course Description
Music has the capacity to imagine and represent worlds. This class will explore how our culture talks about musical worlds and converses with musicians, composers, archivists, producers, and fans. We'll ask how genres, works, and debates can spark critical thinking and writing centered on music's cultural, social, political, and aesthetic potential. Topics may include community-building, interventions in public dialogue, music and the natural environment, music and technology, and lyrics as poetry.

Restrictions: First-Year Students Only

CORE: First-Year Seminar

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

FS126 - Sports Stories

General

Course Title
Sports Stories

Course Description
This course focuses on sports-centered stories, novels, nonfiction books, and films and explore what these works teach us about honesty, fairness, endurance, faith, solidarity, disappointment, pain, and other essential facts of life.

Restrictions: First-Year Students Only

CORE: First-Year Seminar

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

FS128 - Journey Stories

General

Course Title
Journey Stories

Course Description
We use stories to make sense of our world and to share that understanding with others. This seminar reads, examines, and listens to the stories people tell. Students will tell their own stories, attend a Moth Story Slam, and interview other people to give them an opportunity to tell their own story. We will use these stories to develop a common language and understand both the inner and outer landscapes of our lives.

Restrictions: First-Year Students Only

CORE: First-Year Seminar

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

FS129 - From Dungeons to Dragons: D&D

General

Course Title
From Dungeons to Dragons: D&D

Course Description
Welcome, adventurers, to Dungeons and Dragons! This course will harness the imaginative creativity inspired by the fantasy tabletop game D&D to provide students with the tools to create their own stories. We will explore the lore of the game, create characters within its expansive fictional universe, and reflect on connections to contemporary issues (race, politics, interpretations of history, etc.). Students will unleash their creative side while developing their skills in collaboration, discussion, storytelling, and writing.

Restrictions: First-Year Students Only

CORE: First-Year Seminar

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

FS130 - Comedy, Discomfort, and Dissent

General

Course Title
Comedy, Discomfort, and Dissent

Course Description
Laughter does serious work: it can build community; it can undermine authority; it can make us uncomfortable. This course will examine how humor fosters resistance and connection, through studies of fiction, memoir, and film. Some examples come from the United States, while others emerge from one or more other societies and cultures, to set up a more global reflection on humor.

Restrictions: First-Year Students Only

CORE: First-Year Seminar

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

FS139 - Resistance and Empowerment

General

Course Title
Resistance and Empowerment

Course Description
This seminar will explore the theme of resistance and empowerment from a range of different sources to better understand how words and images can be used as artistic, social, and political tools to give voice to those who are otherwise forgotten, ignored, discriminated against, or excluded.

Restrictions: First-Year Students Only

CORE: First-Year Seminar

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

FS140 - Place and Placelessness

General

Course Title
Place and Placelessness

Course Description
This seminar examines conceptions and experiences of place. We live in a world of distinct, memorable and meaning-infused places. By exploring spaces and places which seem to resonate with meaning, we will probe how the essence of the meaning of place can be imposed and maintained (or resisted and denied?), and how we define ourselves and others through and within places.

Restrictions: First-Year Students Only

CORE: First-Year Seminar

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
FS140H - Place and Placelessness (HON)

FS140H - Place and Placelessness (HON)

General

Course Title
Place and Placelessness (HON)

Course Description
This seminar examines conceptions and experiences of place. We live in a world of distinct, memorable and meaning-infused places. By exploring spaces and places which seem to resonate with meaning, we will probe how the essence of the meaning of place can be imposed and maintained (or resisted and denied?), and how we define ourselves and others through and within places.

Restrictions: First-Year Students Only.
Honors Students Only.

CORE: First-Year Seminar

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
FS140 - Place and Placelessness

FS150 - Black Voices of Democracy

General

Course Title
Black Voices of Democracy

Course Description
African American writing and music are fundamentally American traditions that express the gaps between democratic ideals and social realities. From the time of slavery to the present, Black writers have used the prophetic power of voice-spoken, sung, and written-to move the nation towards transformation, freedom, and equality. This course explores examples from these traditions.

Restrictions: First-Year Students Only

CORE: First-Year Seminar

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

FS153 - Peace and Justice

General

Course Title
Peace and Justice

Course Description
This course is designed as an introduction to the subject of social justice through the study of social justice issues in the context of the lives of individuals who envision(ed) a more just society and endeavor(ed) to live by that vision. We will study issues such as nonviolence, racism, and social and economic inequality, and individuals such as Gandhi, Martin Luther King, Jr., and Paul Farmer. This course includes a community service component.

Restrictions: First-Year Students Only

CORE: First-Year Seminar

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
FS153H - Peace and Justice (HON)

FS153H - Peace and Justice (HON)

General

Course Title
Peace and Justice (HON)

Course Description
This course is designed as an introduction to the subject of social justice through the study of social justice issues in the context of the lives of individuals who envision(ed) a more just society and endeavor(ed) to live by that vision. We will study issues such as nonviolence, racism, and social and economic inequality, and individuals such as Gandhi, Martin Luther King, Jr., and Paul Farmer. **This course includes a community service component.**

Restrictions: First-Year Students Only.
Honors Students Only.

CORE: First-Year Seminar

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
FS153 - Peace and Justice

FS155 - Race/Gender/Sexuality in Film

General

Course Title
Race/Gender/Sexuality in Film

Course Description
This course explores stories about democracy and diversity in film, looking to the cultural and political contestation over race, gender, and sexuality in important works from countries around the world. Students will examine different ways democracy and identity are explored, paying close attention to who tells stories and how they are told. Assignments include a variety of styles of reflection and analysis.

Restrictions: First-Year Students Only

CORE: First-Year Seminar

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

FS156 - Memoir: LGBTQI Authors

General

Course Title
Memoir: LGBTQI Authors

Course Description
Through critical life stories by LGBTQI authors from around the world, this course explores racism, misogyny, and homophobia in individual memories of self-discovery and resistance. Grounded in comparative reflections on identity in text and film, the course builds knowledge from the experience of what it means to be different and to act politically.

Restrictions: First-Year Students Only

CORE: First-Year Seminar

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

FS158 - Society, Identity, and Race

General

Course Title
Society, Identity, and Race

Course Description
This course examines race, power dynamics in society, the creation of identity, and the nature of racial injustice. We will explore the formation of racial identity and the power of radical critique in response to powerful external forces and the inherent human drive to shape and determine one's own self.

Restrictions: First-Year Students Only

CORE: First-Year Seminar.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

FS161 - Technology and Ethics in Society

General

Course Title
Technology and Ethics in Society

Course Description
This seminar investigates the interplay of technology and ethics. The impact of technological innovations on human society and the ethical challenges which have arisen because of them will also be discussed. Readings may include selections from fields such as philosophy and the social sciences as well as topics related to biotechnology and genetic engineering, artificial intelligence, surveillance and security, and the consequences of social media. (Topics will vary every semester.)

Restrictions: First-Year Students Only

CORE: First-Year Seminar

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
FS161H - Technology and Ethics in Society (HON)

FS161H - Technology and Ethics in Society (HON)

General

Course Title
Technology and Ethics in Society (HON)

Course Description
This seminar investigates the interplay of technology and ethics. The impact of technological innovations on human society and the ethical challenges which have arisen because of them will also be discussed. Readings may include selections from fields such as philosophy and the social sciences as well as topics related to biotechnology and genetic engineering, artificial intelligence, surveillance and security, and the consequences of social media. (Topics will vary every semester.)

Restrictions: First-Year Students Only.
Honors Students Only.

CORE: First-Year Seminar

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
FS161 - Technology and Ethics in Society

FS162 - Science and Technology that Changed History and You

General

Course Title
Science and Technology that Changed History and You

Course Description
From ancient history to today's technological age, fundamental scientific discoveries and new technologies have impacted all aspects of change in human society. Through readings, writings, discussions, and hands-on experiments, we will examine the discoveries and inventions that have affected some of the major turning points of history as well as the science hidden behind many social, economic, and political changes.

Restrictions: First-Year Students Only

CORE: First-Year Seminar

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

FS163 - Climate Crisis: Visions of Sustainability and Justice

General

Course Title
Climate Crisis: Visions of Sustainability and Justice

Course Description
In this course, we will analyze the deep roots of the climate crisis, understanding what has brought it about. We will ask, then, what it would take to change our ways of living in response to its demands. To do this, we will engage a visionary horizon - imagining radically different ways of living that might not only avert the worst of climate change, but create far more just and more satisfying societies as well.

Restrictions: First-Year Students Only

CORE: First-Year Seminar

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

FS164 - Birds of the World Sustainability and Justice

General

Course Title
Birds of the World Sustainability and Justice

Course Description
This seminar explores the stunning diversity of the world's birds. We will learn about bird biology, behavior, evolutionary history, ecological roles, artistic and cultural significance, and conservation challenges. Through a combination of classroom discussions and field explorations, students will gain a holistic understanding of birds in both natural and human contexts.

Restrictions: First-Year Students Only

CORE: First-Year Seminar

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

FS165 - Math and Social Justice

General

Course Title
Math and Social Justice

Course Description
In this course we will analyze how math can be used to assess problems pertaining to social justice and what it means to use mathematics ethically. We will consider political topics like gerrymandering and will discuss how big data and algorithms can amplify social inequalities. There are no specific math skill requirements for this course.

Restrictions: First-Year Students Only

CORE: First-Year Seminar

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

FS168 - Envisioning Environments: School & the Natural World

General

Course Title
Envisioning Environments: School & the Natural World

Course Description
Throughout the history of public education, the natural world has been framed using a certain lens, or not taught at all. How were you taught about the environment in school? Through classroom discussions and field explorations, we ask how to pursue a holistic understanding of the natural world, and we investigate how schools today prepare students to think about the environment.

Restrictions: First-Year Students Only

CORE: First-Year Seminar

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

FS182 - The Social Construction of Humanness

General

Course Title
The Social Construction of Humanness

Course Description
This course will introduce students to the questions: What makes us human? To what extent do variations in characteristics (e.g., sex, gender, dis/ability, stature, body morphology, and race) impact our perceptions of humanness? To what extent is being human biologically determined, socially constructed, or an emergent property of both? Have notions of what it means to be human been fixed or have they varied throughout history?

Restrictions: First-Year Students Only

CORE: First-Year Seminar

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

GED501 - Transforming Teaching and Learning Through Holistic Restorative Education

General

Course Title
Transforming Teaching and Learning Through Holistic Restorative Education

Course Description
Creating the conditions for ALL learners to thrive is not only about developing the awareness, knowledge and skills around a broad set of factors that influence the learning environment, it is also about developing an awareness of the systems of oppression that sustain and perpetuate injustice. As we interrogate and disrupt these systems it is essential that we acknowledge our own biases and limiting belief systems. This course asks participants to not only work to acquire the knowledge and skills necessary, but to engage in mindful awareness practices to uncover the ways we unconsciously underserve and create harm for students. Central to the course are weaving together social justice education, trauma informed practices, restorative and transformative practices, and mindfulness as pathways for creating equitable and healing centered learning environments within ourselves and in the spaces we share with others.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED502 - Developing Sustainable Practices Toward Equity & Healing in School Systems

General

Course Title
Developing Sustainable Practices Toward Equity & Healing in School Systems

Course Description
The purpose of this course is both to challenge you and to expand your awareness of how systems of oppression operate within you, schools, and the broader society in order to be more equipped to disrupt harm at all levels. Creating the conditions for students and educators to thrive requires both self and system reflection. Youth of color, disabled youth, queer and trans youth have been persistently and consistently harmed and made invisible by systems of oppression. We cannot change systems if we are not aware of how we uphold practices, patterns, and habits that perpetuate harm. In this course, participants will engage in contemplative practices, small group discussions, and will develop a plan of action to bring with them after the course is over. Daily mindfulness and/or contemplative practices and a slow pedagogical pace are core components of this course. We will also explore the origins of mindfulness and restorative practices.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED503 - Restorative Responses to Harm - in Schools and Society

General

Course Title
Restorative Responses to Harm - in Schools and Society

Course Description
The restorative approach to culture and curriculum in schools is a relationally based, non-exclusionary approach rooted in the principles of voluntary participation, meaningful engagement, active responsibility, courageous and collaborative problem-solving. This approach informs work and relationships in all sectors of the school, from the classroom to faculty meetings, from student discipline to curriculum development. In this course you will not only experience the restorative practices associated with this approach-restorative chat, restorative conference, class circle, and community circle-you will also explore the nature of harm and healing as they are experienced by individuals and entire groups, in contemporary and historical contexts. Universal restorative practices, such as classroom circles, will be understood in relationship to more intensive restorative interventions, such as circles to repair specific harm. And the relationship between restorative practice and traditional discipline, such as suspensions, will be considered. The harm schooling can do to people by replicating colonialist, racist and misogynist structures and attitudes will be intentionally confronted. Understanding of and/or dedicated interest in equity, mindfulness, and trauma informed practices is required.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED504 - Holistic Restorative Education Practicum

General

Course Title
Holistic Restorative Education Practicum

Course Description
The HRE Practicum provides an opportunity to engage in a focused cycle of inquiry around developing a more holistic restorative approach to teaching and/or leading with the direct support of an advisor and cohort. In addition, you will have the opportunity to earn micro credentials in discrete restorative skills.

Registration requires permission of instructor.

Academic Level
Graduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
3

GED508 - Fostering Achievement: Research-Based Strategies That Promote Equity, Engagement, and Collaborative Problem- Solving

General

Course Title
Fostering Achievement: Research-Based Strategies That Promote Equity, Engagement, and Collaborative Problem- Solving

Course Description
This course is designed for general educators, special educators, social workers, paraprofessionals, or any adults supporting students who struggle in school. Participants will design strategic plans, lessons, and learning opportunities for individual students in regular education settings. The course will focus on: effective strategies for keeping struggling students engaged in learning, the profound way trauma impacts student learning, how to collaboratively problem solve with students, systems to keep students in classrooms including safety and transition plans, and ways to involve parents and families in the learning process. Together we will explore the best approaches for working with students who have a variety of needs including students with ADHD, ASD, emotional disturbance, who display oppositional behaviors, and students who have experienced trauma.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED509 - Integrative Curriculum

General

Course Title
Integrative Curriculum

Course Description
This courses places integrative curriculum design into dialogue with the theoretical and philosophical frameworks which enable us to examine teaching and learning through an equity lens. Grounded in an holistic developmental perspective, this course considers the intellectual, emotional, social, and ethical dimensions of curriculum development, specifically the ways in which pedagogical practices and curricular applications may enable us to disrupt inequitable systems and patterns in school. In an interactive learning environment, we will explore the integral role curriculum plays in both educational systems and within one's own work to foster engagement, learning and growth.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED510 - Becoming a Literacy Leader: Tools and Strategies for Success

General

Course Title
Becoming a Literacy Leader: Tools and Strategies for Success

Course Description
This interactive and student-centered course is designed to provide students with the knowledge and skills necessary to lead improvements in literacy instruction and student achievement in their schools or districts. Various models of literacy leadership, professional development, literacy instruction and literacy intervention will be examined. This course is highly recommended for students in the M.Ed. and C.A.G.S. Reading Concentrations. It is open to all graduate education students interested in leading improvements in literacy instruction and intervention.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED511 - Fundamentals of Curriculum

General

Course Title
Fundamentals of Curriculum

Course Description
This course focuses on definitions and diverse perspectives on curriculum for curriculum leaders. Participants examine major theoretical frameworks of curriculum; become familiar with varying approaches to curriculum planning, development, design, implementation, and evaluation; articulate their own perspectives on curriculum; examine the link between curriculum, instruction, and assessment, as well as the connection of these to budgeting and finance; and learn to critique curriculum from a variety of different perspectives, including how schools should examine and critique their own curricula.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED516 - Educational Foundations: Understanding The Past and Creating the Future

General

Course Title
Educational Foundations: Understanding The Past and Creating the Future

Course Description
This course is designed as an introductory course for people considering careers as teachers. The course begins by exploring schools and schooling in the United States, including an examination of motives for teaching, the functions and purposes of schools, and what life is like in schools today. We will then look at the diversity of students who populate our schools, and how various societal factors affect schools. Next, the course focuses on teachers, including what constitutes effective teaching, what teachers should know about teaching with technology, and what subjects are taught as part of a school's curriculum. We will then examine the foundations of education (philosophy, history, legal and ethical considerations, and governance and finance issues) that provide the intellectual underpinnings of educational practice. We will also examine current reform efforts in education. We will finish the course by looking at career issues, including the job options in education, salary expectations, and what it means to be a professional teacher.

Required: Five hours per week school placement during school hours.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED517 - Teaching Nonfiction in the PK-8 Classroom

General

Course Title
Teaching Nonfiction in the PK-8 Classroom

Course Description
Nonfiction has come into its own. New standards in literacy and science require students to appreciate, read, and write this genre. These expectations dovetail with the recent publishing trend of compelling and engaging nonfiction books for children. Become familiar with outstanding nonfiction and authors, and methods and materials for exploring literacy across the curriculum with elementary readers and writers. Topics will also include visual and critical literacies, multimodal representation, expanding definitions of text, the development of text-sets, and consideration of the role that nonfiction plays in the CCSS and NGSS. Participants will have an opportunity to create curriculum relevant to their teaching settings.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED520 - Child and Adolescent Development

General

Course Title
Child and Adolescent Development

Course Description
This course provides an interdisciplinary analysis of child and adolescent development through an exploration of varied theories, including contemporary cultural influences. It examines physical, cognitive, emotional, social, moral, and spiritual dimensions and stages of development, along with implications for learning.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED521 - Early Childhood Education: Foundations

General

Course Title
Early Childhood Education: Foundations

Course Description
This course introduces students to the field of early childhood education. It provides an overview of different program models, policy and advocacy issues, current research on early child development and education and state and national program standards. A course in human development is a prerequisite.

This course aims to prepare early education graduates who are committed to the provision of quality early childhood education for each and every child and their family. Using evidence-based practice, this course emphasizes the values of equity and inclusion in supporting students to develop skills that will prepare them to work in diverse early education learning environments.

Students will spend a minimum of 15 hours visiting different early childhood settings.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

Human Development Course Prerequisite

Type
Prerequisite

Course in Human Development

Complete at least 1 of the following courses:

- GED520 - Child and Adolescent Development
- ED251 - Child Development and Education
- ED271 - Adolescent Development in a Culturally Responsive Classroom
- PS252 - Child Development
- PS252H - Child Development (HON)
- PS253 - Adolescent Development
- PS317 - The Thinking Child

GED522 - Teaching Literacy in the PK-6 Classroom

General

Course Title
Teaching Literacy in the PK-6 Classroom

Course Description
This course is designed to provide pre-licensure students, novice teachers, and those returning to the field with an overview of literacy development and instruction. The components of a balanced literacy curriculum will be introduced, including: shared reading, read aloud, word study and the reading and writing workshop. The framework of the workshop will be discussed in depth, including: mini lessons, small group instruction (guided reading, strategy groups and discussion groups), conferring, partnerships and writing about reading. Class sessions will combine whole group and small group instruction, book discussions, video snippets and an offsite classroom visit. This course is practical in nature and will build an understanding of how to use a variety of assessment to drive effective instruction for all students. It is a requirement in the Elementary Education Licensure Program. (Practicing teachers are encouraged to take GED 606- Literacy Development and Instruction PreK-8).

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED524 - Early Childhood Education: Methods and Practice

General

Course Title
Early Childhood Education: Methods and Practice

Course Description
This course introduces students to all aspects of an early childhood curriculum. It provides an in-depth exploration of the theory and application of early literacy, math, science and the arts in addition to developmentally appropriate practice as outlined in the Vermont Early Learning Standards. Students are also required to complete 50 hours of placement in an early childhood setting.

Crosslisted with ED-359

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

Cross Listed Courses
ED359 - Early Childhood Education: Methods and Practice

Course Requisites

Simple Requirements

Human Development Course Prerequisite

Type
Prerequisite

Human Development Course

Complete at least 1 of the following courses:

- GED520 - Child and Adolescent Development
- ED251 - Child Development and Education
- ED271 - Adolescent Development in a Culturally Responsive Classroom
- PS252 - Child Development
- PS252H - Child Development (HON)
- PS253 - Adolescent Development
- PS317 - The Thinking Child

GED521 Corequisite or Prerequisite (Recommended Only)

Type
Pre- or Corequisite

GED521 (Recommended Only)

Enroll in the following Courses:

- GED521 - Early Childhood Education: Foundations

GED526 - Special Topics

General

Course Title
Special Topics

Course Description
Courses are based on topics of current interest. Some past courses have been: Literacy Technology Connections: Reflective Essays and Multimedia; Contemporary Public School Administration and Leadership Roles; and Educating Mind, Body and Spirit, Neuroscience, Mindfulness & Sustainability: Implications for the K-12 classroom.

Academic Level
Graduate

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

GED528 - Pre-K-6 Curriculum, Assessment And Management

General

Course Title
Pre-K-6 Curriculum, Assessment And Management

Course Description
This course will focus on curriculum in the Pre-K-6 classroom. Vermont's Core Teaching and Learning Standards and the NAEYC Standards will guide this course. Using Common Core and content-specific standards students will develop a comprehensive, integrated unit of study through the multiple lenses of place-based education, equity, and sustainability. Diversity in student populations and 21st century challenges in teaching and learning will be explored as will classroom management and assessment as foundations for student success.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

GED516 Prerequisite

Type
Prerequisite

GED516

Complete ALL of the following Courses:

- GED516 - Educational Foundations: Understanding The Past and Creating the Future

GED529 - Personalized Learning

General

Course Title
Personalized Learning

Course Description
Personalized learning has a long history in education. When students are well known by their teachers, when their interests, motivations and aspirations are used to plan curriculum, instruction, and assessment, and when their journeys toward post-secondary opportunities are well-structured, students are more successful. In 2014, the State of Vermont passed Act 77 with a focus on personal learning plans, proficiency-based learning, and flexible pathways. This course will research, analyze, and explore the implementation of Act 77, the development of equitable opportunities for all students, and the challenges of moving to a student-driven learning community. Participants in the course will create their own personalized learning plan for the course and propose a plan for personalized learning in their classroom, school, and/or district. Additionally, participants will address issues of technology, digital citizenship, and the development of professional learning networks.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED530 - Disciplinary Literacy: Making Meaning In Equity-Centered Middle & Secondary Classrooms

General

Course Title
Disciplinary Literacy: Making Meaning In Equity-Centered Middle & Secondary Classrooms

Course Description
Multiple literacies are essential for deep content understanding and engagement. They empower us to create equitable communities. GED 530 will examine how explicit, discipline-specific literacy instruction provides students with tools to access, analyze, and communicate information in our world. Scientific data, historical photographs, multimodal texts, and mathematical problems will be explored. As readers, writers, thinkers, and educators, we'll consider how to prioritize equity, evolving definitions of literacy and texts, relationships between digital technology and literacy, diverse literacy needs and corresponding pedagogical strategies, and techniques for evaluating resources.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED531 - Digital Animation and Motion Graphics

General

Course Title
Digital Animation and Motion Graphics

Course Description
Digital Animation & Motion Graphics moves students with little or no knowledge of digital image creation and manipulation through the steps necessary to create animation, motion graphics, and video composites useful in web, television, gallery, mobile, and cinematic applications.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

Cross Listed Courses
AR214 - Digital Animation and Activism

GED534 - Literacy Assessment, Instruction, and Intervention in Reading

General

Course Title
Literacy Assessment, Instruction, and Intervention in Reading

Course Description
This course is designed to help licensed teachers deepen their understanding of assessment, instruction, and intervention in reading. Together, we will explore a wide variety of formative and summative literacy assessments, as well as examine the relationship between assessment and instruction/intervention. Using assessment data, students will determine students' strengths and needs, and make recommendations for instruction and intervention. **Participants must have access to an individual student for a minimum of 60 minutes per week** in order to complete the requirements for the case study assignment.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

GED606 Prerequisite

Type
Prerequisite

GED606

Complete ALL of the following Courses:

- GED606 - Literacy Development and Instruction for Diverse Learners

GED535 - Multicultural Literature for Children And Adolescents

General

Course Title
Multicultural Literature for Children And Adolescents

Course Description
This survey course focuses on criteria for identifying high-quality fiction, nonfiction, poetry, and multimodal texts for children and adolescents to support reading and writing. Theory and research on reader response, developmental characteristics, gender, and diversity will be examined. Instructional strategies to use texts from culturally diverse backgrounds will be introduced. Students will build inclusive and equitable learning environments by examining classroom and school libraries, organizing student-led book clubs, and creating book responses that use multimodality.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED537 - Food Systems & Sustainable Agriculture

General

Course Title
Food Systems & Sustainable Agriculture

Course Description
Students will explore the structure and function of the contemporary food system with a focus on Vermont, a small rural agricultural state, and compare it to historical models before launching into a rich investigation of ecological agricultural practices. The Permaculture Site and field visits to local farms will serve as a living classroom as we study sustainable agriculture through the lens of agroecology. This approach will inform students about the role that ecology and systems thinking must play in the designing and managing of sustainable food systems.

Crosslisted with ES-225

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

Cross Listed Courses
ES225 - Food Systems & Sustainable Agriculture

GED539 - Environmental Education

General

Course Title
Environmental Education

Course Description
An introduction to the field of Environmental Education. Topics include the role of nature in the classroom and the idea of a 'nature deficit disorder'; environmentally-centered pedagogies and teaching practices; and professional opportunities in environmental education. Field visits and campus natural spaces - forest, farm, gardens & natural area - will become the classroom. **Practicum hours required.**

Crosslisted with ES-308

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

Cross Listed Courses
ES308 - Environmental Education

GED542 - Pre-K-12 Curriculum and Assessment

General

Course Title
Pre-K-12 Curriculum and Assessment

Course Description
Students will come to a deeper understanding of community and how it relates to classroom culture and curriculum. Through the lenses of place-based education, sustainability, and equity, we will critically examine and apply curriculum theory, instructional and assessment strategies, content knowledge, and the Vermont and national standards to develop a comprehensive, integrated unit of study. Diversity in student populations will be explored as we consider the integral role of curriculum and assessment in fostering student learning and growth.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
4

GED547 - Middle and Secondary Curriculum and Assessment

General

Course Title
Middle and Secondary Curriculum and Assessment

Course Description
This course offers current and prospective middle and secondary educators the opportunity to increase their knowledge of content area curriculum and assessment design. We will critically examine and apply curriculum theory, instructional and assessment strategies, content knowledge, and Vermont's Core Teaching and Learning Standards while constructing lesson plans, assessment tasks and tools, and content area units. Together, in an interactive learning environment emphasizing reflective thinking, writing, dialogue, and collaboration, we will explore the integral role of curriculum and assessment in fostering student learning and growth through an equity lens.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
4

GED550 - Student Teaching Internship

General

Course Title
Student Teaching Internship

Course Description
As the culminating experience for licensure candidates, the student teaching internship provides students the opportunity to work under the mentorship of a cooperating teaching in a K-12 classroom to apply theory in practice in their licensure area. Over the course of the semester, candidates gradually take on the responsibilities of the classroom teacher and complete a required solo teaching experience. GED 555 is taken concurrently and supports students in completing the required Vermont Licensure Portfolio.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
6

Course Requisites

Simple Requirements

GED555 Corequisite

Type
Corequisite

GED555

Enroll in the following Courses:

- GED555 - Student Teaching Seminar

GED555 - Student Teaching Seminar

General

Course Title
Student Teaching Seminar

Course Description
Taken concurrently with the student teaching internship (GED 550), this course bridges theory and practice and focuses on classroom culture, management techniques, standards-based lesson and unit planning, instructional strategies, and assessment. Through collaboration with faculty and peers, students engage in problem solving ethical questions and reflect on their teaching in light of student learning. The seminar is designed to provide support for student teachers in the field and students complete their required portfolio for licensure during this course.

Academic Level
Graduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
3

Cross Listed Courses
ED428 - Student Teaching Seminar

GED558 - Educator As Researcher

General

Course Title
Educator As Researcher

Course Description
This course introduces students to the world of educational research so that they are able to intelligently read qualitative and quantitative studies, and design and conduct qualitatively oriented research projects. Beginning with an overview of different research approaches the course explores various research designs, methods, and analyses. Students read and critique educational research articles in their chosen field. Finally, students design a research proposal to be implemented over the following semester.

This course should be taken at the end of the M.Ed. program and two semesters prior to GED 699 - Capstone Seminar so that students have at least one semester to collect data.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED563 - Aesthetic Development in Childhood: Nurturing Holistic Growth Through Creativity & Play, Birth to Adolescence

General

Course Title
Aesthetic Development in Childhood: Nurturing Holistic Growth Through Creativity & Play, Birth to Adolescence

Course Description
This course celebrates the expansive dimensions of aesthetic development, our uniquely human capacity to perceive, appreciate, and respond to beauty and sensory experience. Theoretical frameworks inform analyses of children's and adolescent's creative work over time as evidence for emerging skills, meaning-making processes, and holistic developmental milestones. Participants reflexively explore their own creativity as they build capacity to nurture every student's innate drive to explore, represent, and make sense of their world through play and self-expression.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED567 - Legal & Financial Management of Schools

General

Course Title
Legal & Financial Management of Schools

Course Description
This course will explore the legal and financial context in which today's schools operate from the perspective of building-level school leaders. This course will provide both a theoretical understanding and a practical overview of these concepts with a focus on the Vermont public education system. A central theme of this course is the consideration of law as the foundation for both social justice and equity of opportunity in education.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
4

GED571 - Antiracism: Critical Theory and Praxis

General

Course Title
Antiracism: Critical Theory and Praxis

Course Description
This course employs racial reflexivity to explore the ways in which we are all stakeholders in the advancement of antiracist policies, ideologies, and social ways of being. We will employ critical reflexivity to intentionally attend to the context of knowledge construction, confront our own assumptions, and consider how social positionality affects one's analysis of inequity and racism. Drawing upon critical consciousness theory (Friere, 1973) this course examines the dynamics of marginalization and oppression in creating and sustaining social inequity. Antiracist educators must reveal and disrupt racist and inequitable systems, policies, behaviors, language, and ideologies in the name of collective liberation. To this end, we will read and discuss the work of critical theorists, scholars, and authors to explore the fundamental questions they ask and address, and how they are relevant to antiracism in our own lives and pedagogical practice.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED572 - School Leadership

General

Course Title
School Leadership

Course Description
In this course students examine the relationship of the leader, the led, and the context as they develop skills as facilitators of individual and organizational growth. Students will reflect upon values and draw upon experiences as they explore theories and practice the behavior of effective leadership. Topics include: principles of leadership; leadership styles, resource management; instructional leadership; school culture; visioning; facilitating change; effective communication; and, ethical decision making. This course is relevant for any educator in, or aspiring to a leadership position.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED573 - African American History for Teachers

General

Course Title
African American History for Teachers

Course Description
African American History for Teachers provides a deep dive into Black history from Ancient Africa through the present. This course explores the ways in which African Americans have contributed to ideas of American democracy and centers the role of Black resistance in response to institutional oppression. Model lessons will be provided on lesser-known Black history topics so that students can develop pedagogical and facilitative skills as they deepen their own content knowledge throughout this practitioner-focused course.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED575 - Indigenous Perspectives: Culturally Sustaining Pedagogies, Curriculum & the Arts

General

Course Title
Indigenous Perspectives: Culturally Sustaining Pedagogies, Curriculum & the Arts

Course Description
This course explores theories and applications of culturally sustaining pedagogies and integrative approaches through an Indigenous lens grounded in Native American identity, culture, intersectionality, and the arts. Concepts addressed include institutional culture, culturally sustaining teaching and learning, decolonization of land, minds, bodies, and curriculum, art and storytelling as pedagogy, cultural traditions, representation and normalization throughout curricula, cultural erasure, and the dynamics of social dominance and marginalization.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED577 - Inquiry Into Racial Equity and Educational Justice

General

Course Title
Inquiry Into Racial Equity and Educational Justice

Course Description
This course serves as the capstone experience in the Racial Equity and Educational Justice (REEJ) Graduate Certificate Program, and is designed to support the synthesis of your work to date, and apply your learning in transformative ways through a cycle of inquiry that you engage throughout this course.

Permission of Instructor required.

Academic Level
Graduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
3

GED579 - Ethical Leadership and Disability Policy

General

Course Title
Ethical Leadership and Disability Policy

Course Description
This course is designed to empower effective leaders (working with different groups of people including people with disabilities) with an ethical leadership lens that values disability as a positive attribute. Students will analyze, synthesize, and apply research and theory derived from educational and disability policies/laws. Through exploring the voices of disability rights advocates globally students will broaden their views of ethical issues and sharpen their communication skills to make systemic changes in their own environments.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED580 - Approaches to Teaching & Learning

General

Course Title
Approaches to Teaching & Learning

Course Description
This course will explore the backwards design framework for curriculum planning and critical components of differentiated instruction in order to help us develop a range of instructional strategies to meet the needs of all learners. We will build our repertoire of instructional strategies through research, observation, workshops and reflection. We will consider the range of diverse learners who fill our classrooms and how we attend to their development of academic skills and learning habits.
As part of the licensure program, this course, in combination with the other licensure courses taken in the fall semester, requires a 6 hour per week field placement. In most cases this will be in the same classroom in which the candidate will be student teaching in the spring.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED581 - Social/Emotional Development and Individual Differences

General

Course Title
Social/Emotional Development and Individual Differences

Course Description
This course examines commonly occurring emotional and behavioral disorders of childhood and how they influence student learning. Research supported interventions and strategies to support students with social/emotional issues will be explored. Emphasis will be placed on structuring learning environments for students with social/emotional needs, serving students who have experienced trauma, completing a functional behavioral assessment, and creating a behavior plan. General educators will gain skills and knowledge to incorporate into their classrooms while special educators will expand their base of knowledge to support their consultation to general education personnel.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED595 - Nurturing K-8 Writers Through Integrated Storytelling, Workshops, and the Arts

General

Course Title
Nurturing K-8 Writers Through Integrated Storytelling, Workshops, and the Arts

Course Description
As Katie Wood Ray states, *"No matter what, let them write."* Even our youngest writers are ready to write and create books. In this class, we will discuss the use of mentor text to help students envision possibilities in their writing, spend time examining the workshop and all its components and practice how to use student work to drive instruction. Participants will design a variety of lessons and a unit of study that is ready for the classroom.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED596 - Digital Media: Imagine the Possibilities

General

Course Title
Digital Media: Imagine the Possibilities

Course Description
With a focus on creative application of technology, this class will expand on participants' proficiency with various digital media. Through this hands-on course, educators will build technical and creative skills to develop their own digital media projects as well as explore practical ways to integrate digital media into their individual curriculum. Topics include digital photography, photo editing, web publishing and animation. This course fulfills the technology requirement for Arts licensure candidates and is an elective in the Arts in Education and Curriculum MEd concentrations. There are no expectations of previous experience.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED599 - Internship

General

Course Title
Internship

Course Description
Internship experience for Graduate students. Topics and sites vary per internship.

Academic Level
Graduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
6

Credits (Min):
2

GED606 - Literacy Development and Instruction for Diverse Learners

General

Course Title
Literacy Development and Instruction for Diverse Learners

Course Description
This course focuses on literacy development and instruction for diverse learners, including multilingual learners, readers who are reluctant/struggling, and students from culturally and linguistically diverse backgrounds. The candidates will explore the research and "best practices" in literacy instruction with a particular emphasis on the importance of differentiation and culturally responsive pedagogy. The candidates will plan, implement, and reflect on standard-based literacy lessons and assessments.

Cross-listed with GSL-546

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

Cross Listed Courses
GSL546 - Literacy Development and Instruction for Diverse Learners

GED607 - Literacy Instruction for Adolescents with Reading Difficulties: Intervention & Instruction

General

Course Title
Literacy Instruction for Adolescents with Reading Difficulties: Intervention & Instruction

Course Description
The What Works Clearinghouse, the International Reading Association, and the National Council of Teachers of English have all examined research on effective classroom and intervention practices for struggling adolescents. This course is designed to build on this knowledge base as we explore ways to assess and adjust literacy instruction to the strengths and needs of adolescent students.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED612 - Math and Diversity

General

Course Title
Math and Diversity

Course Description
This course will explore theories, ideas and practices for teaching math to students with diverse characteristics at the PK-8 levels. Students will investigate current literature on cultural, pedagogical and developmental issues related to how children learn mathematics in the four selected areas of diversity: math and students with special needs, math and students with math disabilities, math and students in poverty, and math and students who are multilingual learners.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED613 - Mathematics in the PreK-6 Classroom

General

Course Title
Mathematics in the PreK-6 Classroom

Course Description
This course is designed to explore the many wonderful aspects of helping pre-kindergarten and elementary students discover the mathematical nature of the world in which we live. The focus will be on developing course participants' understanding of the mathematics we expect students to learn, as well as an understanding of the way they learn during their pre-kindergarten and elementary years. The course will focus on creating an accessible math culture, the application of manipulative materials in the development of students' conceptual and procedural knowledge, and relational understanding of mathematics. The course will focus on K-6 learning progressions and the Common Core Standards for math content and practices.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED618 - From Assessment to Action: Using Data to Improve Student Learning

General

Course Title
From Assessment to Action: Using Data to Improve Student Learning

Course Description
This course will examine the use of data as a strategy for improving schools and school systems. Participants will examine the strategic uses of data at different organizational levels to develop a systemic approach for continuous school improvement. The course begins with an examination of school-level data teams as a best practice and then reviews MTSS-RTII as the state model for organizing this work. The course concludes with the consideration of program evaluation including the evaluation of curriculum development and professional development initiatives.

Students without a teacher license require instructor approval. The course syllabus and reading
materials will be available for participants, prior to the beginning of the course, through Canvas.
Participants in the class will need to access this
information and complete prior reading assignments before the first class meeting date.

Access to some element of student performance data (class, grade, school-wide) required or otherwise arranged with instructor prior to initial class).

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED621 - Supervision, Evaluation, and Teacher Development

General

Course Title
Supervision, Evaluation, and Teacher Development

Course Description
In this course students will look at, from a systems perspective, the main functions of the administrator as supervisor, coach and evaluator. Students will examine effective pedagogy and theories of adult and teacher development as the foundation for meaningful supervision, growth and evaluation of staff. Students will explore mentoring, coaching, and supervision in the context of the professional learning community. Throughout the semester they will develop and practice the skills needed to effectively supervise, promote growth and evaluate staff, from novice to expert, incompetent to competent.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED624 - The Art of the Book

General

Course Title
The Art of the Book

Course Description
Educators and students are invited to explore and create in this studio course addressing the art of the book. Participants will experiment with forms, structures, materials, and concepts as we investigate the limitless possibilities of the Book. By surveying the historical need to record and contain knowledge and by examining the work of contemporary book artist students will gain a foundation for their own creative expression of ideas and meaning. Students will make a working portfolio of paper treatments, book models and altered structures then create their own individual art books.

The class will be a working model of a 21st century collaborative community supporting the creative process through practice, constructive criticism, reflecting, and refining technique. The Common Core anchor standards of Craft and Structure and Integration of Knowledge and Ideas will be addressed.

No previous bookmaking or art experience required. *Students who have previously taken GED 671 The Art of Bookmaking and/or GED 673 Science, Art and Bookmaking: Making Connections, are welcome in this class.* **A $50.00 materials fee is required and due at registration.**

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED631 - Learning, Development, and Individual Differences

General

Course Title
Learning, Development, and Individual Differences

Course Description
This course will engage students in examining learning theories from birth through early adulthood. Students will examine how language, culture, and family background influence learning. Students will consider how development impacts learning at all stages and implications for effective instruction for children with exceptionalities. Students will participate by attending class and engaging in learning activities online. Activities will include opportunities designing lessons, rubrics, concept maps, and strategy logs related to course content. Students will also engage in self-directed learning by selecting a relevant topic to explore and present, to further engage and expand their learning and that of their classmates. All activities throughout the course are designed to provide students with an opportunity to apply course content to current or prospective practice. Students will also be required to write up a reflection and synthesis of their learning throughout the course.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED632 - Assessment of Students within General and Special Education

General

Course Title
Assessment of Students within General and Special Education

Course Description
Participants with become familiar with assessment procedures associated with establishing the existence of the IDEA eligible disabilities. In addition, an emphasis will been placed on the assessment of student progress and functioning relative to current student learning standards and relevant state and national education initiatives. Participants will use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. An emphasis will be placed on the use of technically sound formal and informal assessments that minimize bias and the engagement in professional ethical principles and professional standards to guide assessment practices.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED633 - Legal and Professional Issues in Special Education

General

Course Title
Legal and Professional Issues in Special Education

Course Description
In this course students will focus on the legal and ethical issues involved in developing, implementing and overseeing educational programming for students with disabilities. The course is organized around critical elements of special education and disability law, and aims to develop an understanding not only of the legal implications of such laws but also how those laws impact the delivery of high quality, effective educational programming for all students.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED635 - Middle Grades Organization

General

Course Title
Middle Grades Organization

Course Description
Middle schools have evolved from the traditional "junior" version of high schools into institutions dedicated to providing developmentally responsive pedagogy for early adolescents. As such, these schools have specific structures that directly address the unique physical, cognitive, emotional, cultural, and social needs of students ages 10-14. Participants in this course will explore the design of these approaches, including interdisciplinary team development, teacher advisory, transitions, community service learning, multi-age grouping, flexible scheduling, and family involvement.

The Middle Grades Collaborative offers an annual intensive week-long institute for middle-level educators. The major goal of the institute is to foster young adolescent development where every student becomes an intellectually reflective
person, a person en route to a lifetime of meaningful work, a good citizen, and a caring and ethical individual. The Organizational Strand is a required course for all SMC Middle Level licensure students.

This course is required for SMC Middle Level Licensure students.

Registration and payment through MGI at www.middlegradescollaborative.org

For information, contact James Nagle at jnagle2@smcvt.edu

Academic Level
Graduate

Repeatable:
Yes

Credit Hours

Credits (Min):
3

GED636 - Middle Grades Curriculum

General

Course Title
Middle Grades Curriculum

Course Description
Based on the developmental, intellectual, social, cultural nature of a diverse population of young adolescents, this course addresses curriculum design that is equity based, integrative, inquiry-based, and student negotiated. By experiencing and reflecting on this approach to curriculum and pedagogy, middle level educators acknowledge student voice and multiple learning approaches in the education process.

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person, a person en route to a lifetime of meaningful work, a good citizen, and a caring and ethical individual. The Organizational Strand is a required course for all SMC Middle Level licensure students.

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Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED637 - Young Adolescent Growth and Development

General

Course Title
Young Adolescent Growth and Development

Course Description
The middle school concept is based on the developmental traits of young adolescents. Participants will explore the social, cultural, emotional, physical, moral, and intellectual development of 10-15 year-olds and understand school structures, policies, and learning environments that support such needs.

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Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED638 - Middle Grades Instruction & Assessment

General

Course Title
Middle Grades Instruction & Assessment

Course Description
By collaborating with colleagues to understand and assess proficiency, participants will develop strategies and use technologies to assist students in personalized learning to engage all students using a student-centered pedagogy that includes anytime, anywhere learning and multiple pathways for student success.

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person, a person en route to a lifetime of meaningful work, a good citizen, and a caring and ethical individual. The Organizational Strand is a required course for all SMC Middle Level licensure students.

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For information, contact James Nagle at jnagle2@smcvt.edu

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED639 - Special Topics in Middle Grades Education

General

Course Title
Special Topics in Middle Grades Education

Course Description
Using the Vermont Middle Grades Competencies and learning frameworks which address equity, antiracist education, and social justice, participants develop curriculum units, work on organizational issues, create assessment plans, design family engagement systems and ways to involve the community while developing the capacity to collaborate and investigate middle level philosophy and practice. Individuals, teams of teachers, and administrators are invited to participate in this weeklong course.

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person, a person en route to a lifetime of meaningful work, a good citizen, and a caring and ethical individual. The Organizational Strand is a required course for all SMC Middle Level licensure students.

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Academic Level
Graduate

Repeatable:
Yes

Credit Hours

Credits (Min):
3

GED640 - Language and Learning

General

Course Title
Language and Learning

Course Description
The teaching of language is vast and often feels amorphous. Language transcends every area of culture and our experiences. In this course, students will fine-tune their lens on language development (from birth to adulthood) and its impact on learning. Rather than teaching language using isolated, disjointed methods, participants will learn to weave language instruction seamlessly into their current curricula. Early identification of weaknesses and well as strategies to determine the area of language that is challenging for the student will be studied. Participants will reflect on the massive implications of language weakness on a student's overall academic experience. Areas of language disorder, the assessment process and tools, and the criteria for a language impairment will be reviewed. Strategies for providing support, accommodation, and modification within the general and special education setting will be illuminated. Participants will employ the creative process of designing language-rich curricula that utilizes the accommodations and modifications necessary for students with language deficits to enrich the content for all learners. This exploration will include the use of assistive technology.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED641 - Teaching in the Inclusive Classroom Pre-K-12

General

Course Title
Teaching in the Inclusive Classroom Pre-K-12

Course Description
In this course participants will learn how to teach and accommodate students with disabilities in any general education classroom. Basic special education history and laws will be examined. Participants will explore the complex nature of serving students with special needs and discover specific strategies for making inclusion work. Participants must have access to groups of students in a public school setting in order to complete course requirements.

Note: As part of the licensure program, this course, in combination with the other licensure courses taken in the fall semester, requires a 6 hour per week field placement. In most cases this will be in the same classroom in which the candidate will be student teaching in the spring.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

GED516 & GED520 Prerequisites

Type
Prerequisite

GED516 and GED520

Complete ALL of the following Courses:

- GED516 - Educational Foundations: Understanding The Past and Creating the Future
- GED520 - Child and Adolescent Development

GED643 - Structured Literacy Instruction for Students with Disabilities, Pre-K-Grade 8

General

Course Title
Structured Literacy Instruction for Students with Disabilities, Pre-K-Grade 8

Course Description
This course provides an in-depth study of research-based practices and materials to be implemented when working with students with reading and writing difficulties. Participants will develop sound assessment skills that will inform and guide their practice with struggling learners, including those with dyslexia. Participants will learn to develop comprehensive learning profiles of students to target areas of relative weakness and to build upon areas of relative strength and interest during instruction. Methods used to teach phonemic awareness, decoding, comprehension, vocabulary development, spelling, fluency, study skills, and written expression will be covered. The emphasis of the course is on pre-k through elementary level practices. Course times include practicum experience with elementary students.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

Prerequisite

Type
Prerequisite

Prerequisite

Complete at least 1 of the following courses:

- GED522 - Teaching Literacy in the PK-6 Classroom
- GED530 - Disciplinary Literacy: Making Meaning In Equity-Centered Middle & Secondary Classrooms
- GED606 - Literacy Development and Instruction for Diverse Learners
- GED640 - Language and Learning
- ED335 - Literacy in the PK-6 Classroom
- ED339 - Making Meaning: Content-Area Literacy, PK-6
- ED343 - Literacy in Middle and High Schools
- ED343H - Literacy in Middle & High Schools (HON)

GED644 - Advanced Structured Literacy: Scope, Sequence, and High-Leverage, Evidence-Based Practices

General

Course Title
Advanced Structured Literacy: Scope, Sequence, and High-Leverage, Evidence-Based Practices

Course Description
Designed for educators with a foundational knowledge of structured literacy, this course will integrate active, accelerated learning that extends beyond the implementation of a program to elevate the efficacy of participants' diagnostic and instructional skills. Participants will also connect the five pillars of literacy to the use of approved universal screening tools as required by Act 139.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED649 - Arts: The Creative Process

General

Course Title
Arts: The Creative Process

Course Description
Through projects, inspiration from literature, performances, and exhibits, participants awaken their imagination, reflect on making art, discover new venues of expression, and affirm creativity as an integral part of human development. Using different art forms such as drawing, writing, drama, movement, music, storytelling, digital, and poetry, participants actively investigate the creative process. A supportive and reflective community encourages those who identify as artists and those who do not. By enhancing artistic skills and engaging actively in projects educators will expand their palette for curriculum and gain confidence when integrating the arts.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED651 - Integrated Teaching: Learning in and Through the Visual Arts

General

Course Title
Integrated Teaching: Learning in and Through the Visual Arts

Course Description
Classroom teachers and arts teachers are invited to explore and celebrate the power of the visual arts. Through hands-on activities, participants will experience art making in a variety of mediums, learn to compose and integrate standards-based lessons with authentic assessment, and make connections to interdisciplinary themes to address 21st Century learning. Through a dynamic and supportive studio environment, participants will work on techique and vision. Projects will be applicable to both the classroom and to one's growth and enrichment as an artist as students consider how their creative endeavors inspire and inform both their own personal growth and their teaching practice. **A $50.00 materials fee is required and due at registration.**

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED661 - Special Education Student Teaching Internship

General

Course Title
Special Education Student Teaching Internship

Course Description
This course is a companion course to GED 662. In this practicum, graduate students work as special education student teachers providing direct instruction and case management to students with varying abilities in a public school setting. Participants will be provided supervision and guidance from both a cooperating teacher (located on site) as well as a St. Michael's College supervisor who will make frequent visits to the school throughout the practicum. Participants will design, implement and evaluate instructional programs for students with disabilities. Participants will be responsible for conducting comprehensive evaluations, developing Individual Education Programs (IEPs), designing weekly lesson plans, monitoring progress and functioning as a collaborative member of their students' educational support teams. This is a school-based program limited to graduate students completing the Licensure Program for Special Education. Students will be expected to be present in a local school full-time for 13 weeks.

Permission of instructor required.

Academic Level
Graduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
6

GED662 - Special Education Seminar

General

Course Title
Special Education Seminar

Course Description
This course is a companion course to GED 661 Practicum. In this seminar, participants will meet weekly to fine-tune their understanding and application of research-based practices in the field of special education. Graduate students will work to complete their Vermont Licensure Portfolio, weekly standards-based lesson plans, comprehensive evaluations and IEPs, as well as participate in a professional learning community with their peers to deepen their knowledge of educational topics of their choice.

Academic Level
Graduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

GED661 or GED694 Corequisite

Type
Corequisite

GED661 or GED694

Enroll in the following Courses:

- GED661 - Special Education Student Teaching Internship **OR** GED694 - Special Education Additional Endorsement Practicum

GED668 - Administration and Interpretation of Woodcock-Johnson IV

General

Course Title
Administration and Interpretation of Woodcock-Johnson IV

Course Description
The Woodcock-Johnson Psycho-Educational Battery - Fourth Edition (WJ-IV) is a wide-range, comprehensive set of individually administered tests for measuring cognitive abilities, academic achievement, and oral language development. The WJ-IV has been updated to reflect the contemporary research on cognitive abilities, to increase utility relative to determining special education eligibility, to provide greater diagnostic capabilities to inform instruction, and to reflect the research regarding language development and overall academic achievement. Through participation in this course, participants will learn about the tests, factors, and scoring options that result from the administration of this test battery. Students will also learn to administer, score, and interpret the WJ-IV. Classroom discussions, demonstrations, and activities will be supplemented by three complete administrations of the battery. Students who successfully complete this course will have met the training criteria recommended by the authors and publisher of the WJ-IV. The course will also include a discussion of a variety of essential related topics such as Vermont's special education eligibility criteria as they relate to tests and scoring options. The WJ-IV will also be thoroughly examined in regard to its use within Responsiveness to Intervention (RtI) model of student support.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED673 - Special Topics in Arts Education

General

Course Title
Special Topics in Arts Education

Course Description
Courses are based on topics of current interest and are offered on a rotating basis. These courses may be offered in collaboration with programs like the Flynn Center for the Performing Arts and The Summer Book Arts Institute. Examples include Art History for the Classroom, Thinking Like DaVinci: Bringing Innovation to Interdisciplinary Curriculum and Common Core, and Exploring World Cultures Through Bookmaking.

A materials fee may be due upon registration.

Academic Level
Graduate

Repeatable:
Yes

Credit Hours

Credits (Max):
3

Credits (Min):
1

GED674 - Critical Multicultural Arts in the Classroom

General

Course Title
Critical Multicultural Arts in the Classroom

Course Description
This course will combine the discipline of visual arts with the concept of multicultural studies. By engaging in hands-on projects, using artifacts, going on field trips, and discussing professional readings, participants will learn to integrate multicultural studies into their curriculum. The major themes of the course come from world cultures and folk art. This course fulfills the integrated arts requirement in the Arts in Education concentration.

A $50.00 materials fee is due upon registration.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED678 - Social Justice and the Arts: Aesthetic Perspectives

General

Course Title
Social Justice and the Arts: Aesthetic Perspectives

Course Description
From defiance to expression, this course examines broad perspectives on education through the lens of heroes, the arts, and social justice. With the help of literature, paintings, performances, and memoirs we will juxtapose our stories with stories of those who have influenced our evolving understanding of beauty and truth. We will critique our visual and material culture to understand current habits and values of local and global societies. Through critical discourse, collaborative projects, and artistic interpretations of current issues we ideally will expand our aesthetic, social, and spiritual consciousness for the future.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED680 - School Leadership Practicum I

General

Course Title
School Leadership Practicum I

Course Description
The School Leadership Practicum is designed for students enrolled in the Principal, Director of Special Education, and Director of Curriculum endorsement programs. It requires a full-year commitment including three courses, GED 680, 681, and 682, which must be taken in sequence during one academic year. Students complete a 300-hour internship beginning in the summer, a professional portfolio, and additional study in leadership. GED 680 is the first course in the year-long sequence.

Registration requires instructor permission. To be eligible to complete the practicum, which begins in May, students must be matriculated (admitted and enrolled) in the M.Ed. or C.A.G.S. School Leadership program by the start of the spring semester. Therefore, students must apply to the program by the preceding November 1, two semesters prior to staring the practicum. Students will earn grades of Pass/Fail for GED 680 and 681 and a final letter grade in GED 682.

Academic Level
Graduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
2

GED681 - School Leadership Practicum II

General

Course Title
School Leadership Practicum II

Course Description
This is the second course of the year-long School Leadership Practicum required for the Principal, Director of Special Education, and Director of Curriculum endorsement.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

GED680 Prerequisite

Type
Prerequisite

GED680

Complete ALL of the following Courses:
- GED680 - School Leadership Practicum I

GED682 - School Leadership Practicum III

General

Course Title
School Leadership Practicum III

Course Description
This is the third course of the year-long School Leadership Practicum required for the Principal, Director of Special Education, and Director of Curriculum endorsement.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

GED681 Prerequisite

Type
Prerequisite

GED681

Complete ALL of the following Courses:
- GED681 - School Leadership Practicum II

GED684 - School and Community

General

Course Title
School and Community

Course Description
This course introduces current and prospective educators and administrators to the ever-changing, but closely coupled, relationship between school and community. Emphasis will be placed on how the community informs what happens in schools, and how the schools, in turn, influence the community. The course will also look closely at the role played by economic and social forces.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED686 - Independent Research

General

Course Title
Independent Research

Course Description
This course allows **matriculated** students to study special topics in depth. The student and instructor submit a proposed course description and an "Independent Study Learning Contract" to the Academic Advisor using guidelines provided by Graduate Programs in Education. After approval by the academic advisor, the course proposal must also be approved by the Director of Graduate Programs in Education. **Registration must be completed by the third week of the semester.**

Academic Level
Graduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
6

Credits (Min):
1

GED687 - Directed Readings

General

Course Title
Directed Readings

Course Description
This course allows matriculated students to study special topics in depth. The student and instructor submit a proposed course description and an "Independent Study Learning Contract" to the Academic Advisor using guidelines provided by Graduate Programs in Education. After approval by the academic advisor, the course proposal must also be approved by the Director of Graduate Education. Registration must be completed by the third week of the semester.

Academic Level
Graduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
6

Credits (Min):
1

GED691 - Personalized Inquiry: Finding Your Why

General

Course Title
Personalized Inquiry: Finding Your Why

Course Description
This mission-driven seminar will run concurrently with the student teaching seminar and conclude with an immersion in a personalized inquiry project. Conducting research that includes literature, observations and interviews with teacher-leaders and educational change agents, students will investigate an area of passion that will provide a foundation for their professional vision. The course will emphasize professional learning, ethical practice, leadership, and collaboration, as students dig deeply into a question or topic that sparked their interest during student teaching. This intensive seminar will culminate in a "Finding Your Why" Summit where students will share their findings in a variety of formats including TED Talks, digital storytelling, visual arts, multimedia exhibits, and creative writing.

Registration requires permission of instructor.

Academic Level
Graduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
3

GED692 - Additional Endorsement Practicum

General

Course Title
Additional Endorsement Practicum

Course Description
This practicum is designed for candidates pursuing an additional endorsement in art, elementary, middle, modern language, multilingual learner, and/or secondary education. Candidates work under the guidance of a school-based cooperating teacher and a Saint Michael's College supervisor to provide direct instruction in a public school setting. Candidates are expected to be present in their practicum placement at least 3 full days/week for 13 weeks.

Permission of Instructor Required.

Academic Level
Graduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
4

GED693 - Integrating Art, Social Studies, and Language Arts: Pre-K-8

General

Course Title
Integrating Art, Social Studies, and Language Arts: Pre-K-8

Course Description
In this condensed summer course, we will explore effective and creative ways to approach interdisciplinary, standards-based curriculum development with an intentional focus on the current socio-political climate in the U.S. As we consider and perhaps reconsider our own approaches to integrated social studies instruction, it is imperative we address racial inequity and racism head on. Literature, digital media, visual art, drama, theory, primary sources, and our own experiences are the "texts" to bridge our understanding of history with the social and civic issues of today. This course embraces equity pedagogies with a specific interest in the teaching strategies and dispositions needed to empower and affirm students marginalized by social inequity; equally important, to guide those with more privilege to counter stereotypes, question ingrained biases, and unlearn the deficit ideologies that serve to sustain social inequity.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED694 - Special Education Additional Endorsement Practicum

General

Course Title
Special Education Additional Endorsement Practicum

Course Description
This practicum is designed for candidates pursuing an additional endorsement in special education. Working under the guidance of a school-based cooperating teacher and a Saint Michael's supervisor, candidates provide direct instruction and case management to students with varying abilities in a public school. Candidates design, implement, and evaluate instructional programs for students with disabilities. Requirements include conducting comprehensive evaluations and developing Individual Education Programs. The practicum is at minimum 3 full days/week for 13 weeks.

Permission of Instructor Required

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

GED662 Corequisite

Type
Corequisite

GED662

Enroll in the following Courses:

- GED662 - Special Education Seminar

GED695 - Teaching Pre-K-6 Science and Engineering

General

Course Title
Teaching Pre-K-6 Science and Engineering

Course Description
This course is designed to explore the many facets of teaching science and engineering at the Pre-K-6 levels. Course participants will explore Inquiry-Centered Science and Engineering concepts and skills through a variety of hands-on, minds-on activities. Course topics will include an exploration of the Next Generation Science Standards, effecting instructional approaches, instructional resource materials, the application of technology in science and engineering education as well as ways students construct a meaningful understanding of science and engineering concepts while increasing access to STEM fields and futures.

A $25.00 materials fee is required and due at registration.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GED696 - Specialized Literacy Professional Practicum

General

Course Title
Specialized Literacy Professional Practicum

Course Description
The Reading Specialist Practicum allows for the student to demonstrate the Standards for the Specialized Literacy Professional Endorsement under the supervision of a college supervisor. Briefly, the Practicum requires students to identify professional goals related to the teaching of reading and language arts, develop two in-depth case studies based on children or adolescents who struggle with reading/literacy, and address the Knowledge and Performance Standards in a successful way. The practicum may take place in the graduate student's own classroom provided sufficient time can be given to the extra demands of the demonstration of the Standards found in Code 5440-76. It is estimated that this practicum requires approximately 150 hours to successfully complete.

Registration requires advisor approval. Candidates are eligible for the practicum after successfully completing 18 credits in literacy with a "B" or better and with their advisor's approval. Three years of prior teaching experience are also required. Candidates must notify the Coordinator of the M.Ed. Literacy Program of their intention to take this practicum by October 15th for the spring practicum and by February 15th for the fall practicum.

Academic Level
Graduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
3

GED699 - Capstone Seminar

General

Course Title
Capstone Seminar

Course Description
Capstone Seminar is the culmination of the M.Ed. program. Once students have collected data for their Capstone research project, they can enroll in the Capstone Seminar. In the Seminar students complete data analysis, write an article-length paper, and present their findings in a public forum.

Restrictions: An accepted research proposal and approved IRB application.

Note: GED 558 and GED 699 are required for the Master's in Education.

Registration requires advisor approval.

Academic Level
Graduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

GED558 Prerequisite

Type
Prerequisite

GED558

Complete ALL of the following Courses:

- GED558 - Educator As Researcher

GPS504 - Cognition & Emotion

General

Course Title
Cognition & Emotion

Course Description
Cognition and Emotion explores the current research basis related to how humans process information and organize emotional experience. Theories related to network processing and cognitive appraisal will be examined along with major theories of emotion. Implications for clinical practice and theories of personality will be considered.

Degree students only or permission of director.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GPS505 - Physiological Psychology and Psychopharmacological Agents

General

Course Title
Physiological Psychology and Psychopharmacological Agents

Course Description
This course will review the biological underpinnings of behavior including neural, physiological, anatomical, and genetic aspects of behavior. The effects of psychoactive drugs such as sedatives, stimulants, opiates, antidepressants, alcohol, and hallucinogens on the brain will be reviewed, as will the use of psychoactive drugs in treatment of a variety of mental and physical disorders in both adults and children.

Degree students only or permission of director.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GPS507 - Psychological Assessment I

General

Course Title
Psychological Assessment I

Course Description
This course is an introduction to the administration and interpretation of psychological tests. Emphasis during the first semester will be on the assessment of cognitive functions and abilities. Students will have an opportunity to practice and administer individual cognitive measures under supervision.

Degree students only or permission of director.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

GPS514, GPS515 & GPS516 Prerequisites

Type
Prerequisite

GPS514, GPS515 & GPS516

Complete ALL of the following Courses:

- GPS514 - Tests and Measures
- GPS515 - Psychopathology I: Children & Adolescents
- GPS516 - Psychopathology II: Adults

GPS508 - Psychological Assessment: Personality

General

Course Title
Psychological Assessment: Personality

Course Description
This course emphasizes objective and projective personality tests. Administration and scoring procedures, underlying theoretical principles, and clinical application of tests will be reviewed in detail. Over the course of the semester students will learn how test data is used to enhance diagnostic decision-making and case conceptualization through the creation of a comprehensive assessment report.

Degree students only or permission of director.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- GPS514 - Tests and Measures
- GPS515 - Psychopathology I: Children & Adolescents
- GPS516 - Psychopathology II: Adults
- GPS525 - Psychotherapy I: Counseling Skills
- GPS526 - Psychotherapy II: Counseling Theories

GPS510 - Research Methods & Statistics

General

Course Title
Research Methods & Statistics

Course Description
Research Methods and Statistics encourages students to become skilled consumers of psychological research by fostering their ability to critically evaluate and use empirical research to inform clinical practice.

Degree students only or permission of director.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GPS512 - Ethics & Professional Issues

General

Course Title
Ethics & Professional Issues

Course Description
This course provides students with an orientation to professional practice in psychology and mental health counseling, including examination of ethical codes and relevant laws, regulations, and policies at the organizational, local, state, regional, and federal levels.

Degree students only or permission of director.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GPS513 - Advanced Developmental Psychology

General

Course Title
Advanced Developmental Psychology

Course Description
Advanced Developmental Psychology is designed to provide you with an opportunity for in-depth exploration of major topics in human development throughout the life span. Topics include genetics, brain & motor development, cognition, language, attachment, and parenting & family. Within each area of study, we will consider the hereditary, psychological, and social influences on development, and discuss a variety of theoretical and experimental approaches. The culminating project of the course is a comprehensive study of a specific developmental disorder, including its etiology, effects across domains and throughout the lifespan, impacts on parenting and family life, and implications for clinical practice.

Degree students only or permission of director.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GPS514 - Tests and Measures

General

Course Title
Tests and Measures

Course Description
This course prepares students to be informed consumers of psychological tests as test users and test takers with an emphasis on the basic concepts, issues, and tools used in psychological testing.

Degree students only or permission of director.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

GPS510 Prerequisite

Type
Prerequisite

GPS510

Complete ALL of the following Courses:

- GPS510 - Research Methods & Statistics

GPS515 - Psychopathology I: Children & Adolescents

General

Course Title
Psychopathology I: Children & Adolescents

Course Description
This course examines the diagnosis of mental disorders in children and adolescents through review of the current editions of the Diagnostic & Statistical Manual (DSM) and the International Classification of Diseases (ICD). It serves as a foundation for understanding the principles and practices related to psychopathology, diagnosis, etiology, clinical assessment, and treatment planning grounded in evidence-based practice. Students will learn how to conduct a structured clinical assessment interview and Mental Status Exam.

Degree students only or permission of director.

Please note, this course is offered at the same day/time as GPS 507 Psychological Assessment.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GPS516 - Psychopathology II: Adults

General

Course Title
Psychopathology II: Adults

Course Description
This course examines the diagnosis of mental disorders in adults through review of the current editions of the Diagnostic & Statistical Manual (DSM) and the International Classification of Diseases (ICD). It serves as a foundation for understanding the principles and practices related to psychopathology, diagnosis, etiology, clinical assessment, and treatment planning grounded in evidence-based practice. Students will learn how to conduct a structured clinical assessment interview and Mental Status Exam.

Degree students only or permission of director.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

GPS515 Prerequisite

Type
Prerequisite

GPS515, Minimum Grade B

Earn a minimum Grade of B in the following:

- GPS515 - Psychopathology I: Children & Adolescents

GPS520 - Multicultural and Social Psychology

General

Course Title
Multicultural and Social Psychology

Course Description
This course examines the fundamental social and interdependent nature of human behavior. Multicultural psychology and social psychology will be reviewed with an emphasis on exploring clinical applications and developing an increased understanding of living in a complex world.

Degree students only or permission of director.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GPS525 - Psychotherapy I: Counseling Skills

General

Course Title
Psychotherapy I: Counseling Skills

Course Description
This course introduces students to microcounseling skills that serve as a foundation for the therapeutic relationship. Students will video record their practice using professional helping skills to foster self-awareness and reflection.

Degree students only or permission of director.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GPS526 - Psychotherapy II: Counseling Theories

General

Course Title
Psychotherapy II: Counseling Theories

Course Description
This course covers foundational theories associated with the practice of counseling and psychotherapy, including a survey of Humanistic, Psychodynamic, Existential, Behavioral, Cognitive, and Feminist theories. Students will examine their own beliefs about human behavior as these relate to the major theories of counseling to inform their future work with clients.

Degree students only or permission of director.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

GPS525 Prerequisite

Type
Prerequisite

GPS525, Minimum Grade B

Earn a minimum Grade of B in the following:

- GPS525 - Psychotherapy I: Counseling Skills

GPS535 - Career Counseling

General

Course Title
Career Counseling

Course Description
Through an experiential learning process of self-assessment and theoretical exploration, this course will offer the foundations of career and lifestyle counseling. Students will engage with the material through the lens of their own experiences of career development as they are introduced to the major theoretical frameworks, ethical and inter/multicultural factors, and applications of career counseling skills and practice.

Degree students only or permission of director.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GPS601 - Group Psychotherapy

General

Course Title
Group Psychotherapy

Course Description
This course provides an overview of theory, research, practice and a basic appreciation for Group Psychotherapy. Topics include: history, contrasting approaches, group development, role of the therapist, special issues, and organizational and ethical concerns. Didactic and experiential learning activities are part of the student's experience.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

GPS525 & GPS526 Prerequisites

Type
Prerequisite

GPS525 & GPS526, Minimum Grade C

Earn a minimum grade of C in the following:

- GPS525 - Psychotherapy I: Counseling Skills
- GPS526 - Psychotherapy II: Counseling Theories

GPS605 - Counseling & Psychotherapy With Children

General

Course Title
Counseling & Psychotherapy With Children

Course Description
This course will introduce a variety of evidence-based psychotherapies for children and adolescents, and may include play therapy, DBT, cognitive-behavioral, and interpersonal therapy. Students will identify how client characteristics may impact the implementation of therapy, learn how to formulate treatment plans, and assess treatment progress. Techniques for prevention and intervention will be presented along with strategies for collaboration with families and other professionals.

Degree students only or permission of director.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

Prerequisites

Type
Prerequisite

GPS525, GPS526, GPS608, and GPS609

Complete ALL of the following Courses:
- GPS525 - Psychotherapy I: Counseling Skills
- GPS526 - Psychotherapy II: Counseling Theories
- GPS608 - Practicum I
- GPS609 - Practicum II

GPS606 - Advanced Topics in Adult Psychotherapy

General

Course Title
Advanced Topics in Adult Psychotherapy

Course Description
This course will explore advanced therapeutic approaches in adult psychotherapy with an emphasis on culturally-competent care. Topics may include relational-cultural therapy, dialectical behavior therapy, mindfulness-based cognitive therapy, and emerging evidence-based approaches.

Degree students only or permission of director.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

GPS525 and GPS526 Prerequisite

Type
Prerequisite

GPS525 and GPS526, Minimum Grade C

Earn a minimum grade of C in the following:
- GPS525 - Psychotherapy I: Counseling Skills
- GPS526 - Psychotherapy II: Counseling Theories

GPS608 - Practicum I

General

Course Title
Practicum I

Course Description
This course provides supervision, clinical training, and support for students participating in their first practicum experience. The course includes at a minimum 8 hours per week of clinical experience during the fall semester. Course continues in spring term as GPS 609.

Degree students only or permission of director.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

GPS525 Corequisite (or Prerequisite)

Type
Corequisite

GPS525

Enroll in the following Courses:
- GPS525 - Psychotherapy I: Counseling Skills

GPS609 - Practicum II

General

Course Title
Practicum II

Course Description
This course is a continuation of First Year Practicum I. Practicum II provides supervision, clinical training, and support for students in their continuing applied clinical psychology training experience. The course includes 8 hours per week of clinical experience.

Degree students only or permission of director.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

GPS608 Prerequisite

Type
Prerequisite

GPS608

Complete ALL of the following Courses:
- GPS608 - Practicum I

GPS526 Corequisite (or Prerequisite)

Type
Corequisite

GPS526

Enroll in the following Courses:
- GPS526 - Psychotherapy II: Counseling Theories

GPS610 - Internship I

General

Course Title
Internship I

Course Description
This seminar is for students completing their clinical internship at a site approved by GPS program faculty. Students will provide counseling and psychological services for a minimum of 20 hours per week supervised, on site, by a licensed provider who offers weekly individual supervision to the student. Evaluation of students will be based, in part, on direct observation of the clinical training experience, either live or electronically. Students attend weekly internship seminar class to discuss ethics and legal issues, clinical concerns, and professional development. Seminar topics include monitoring and documenting treatment progress through approaches such as qualitative inquiry, single-case design, client-focused research, and the use of standardized outcome measures. Course continues in the spring term as GPS 611. Over the two semesters of internship, students will obtain a minimum of 600 hours of on-site experience.

Degree students only or permission of director.

Academic Level
Graduate

Repeatable:
Yes

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

Prerequisites

Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- GPS512 - Ethics & Professional Issues
- GPS514 - Tests and Measures
- GPS515 - Psychopathology I: Children & Adolescents
- GPS516 - Psychopathology II: Adults
- GPS525 - Psychotherapy I: Counseling Skills
- GPS526 - Psychotherapy II: Counseling Theories
- GPS608 - Practicum I
- GPS609 - Practicum II

GPS611 - Internship II

General

Course Title
Internship II

Course Description
This course is a continuation of GPS 610. The seminar is for students completing their clinical internship at a site approved by GPS program faculty. Students will provide counseling and psychological services for 20 hours per week, supervised, on site by a licensed provider who offers weekly individual supervision to the student. Evaluation of students will be based, in part, on direct observation of the clinical training experience, either live or electronically. Students attend weekly internship seminar class to discuss ethics and legal issues, clinical concerns, and professional development. Seminar topics include monitoring and documenting treatment progress through approaches such as qualitative inquiry, single-case design, client-focused research, and the use of standardized outcome measures. Over the two semesters of internship (GPS 610 and GPS 611), students will obtain a minimum of 600 hours of on-site experience.

Degree students only or permission of director.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

GPS610 Prerequisite

Type
Prerequisite

GPS610

Complete ALL of the following Courses:

- GPS610 - Internship I

GPS612 - Couple & Family Therapy

General

Course Title
Couple & Family Therapy

Course Description
This course involves a critical and in-depth examination of theory and empirical research regarding the functioning of couples and family systems. The course is designed to provide relatively equal emphasis on (1) foundational information about the challenges and rewards of intimate relating and (2) practical information about models of couples and family therapy.

Degree students only or permission of director.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

GPS525 and GPS526 Prerequisites

Type
Prerequisite

GPS525 and GPS526

Complete ALL of the following Courses:

- GPS525 - Psychotherapy I: Counseling Skills
- GPS526 - Psychotherapy II: Counseling Theories

GPS613 - Internship Continuation

General

Course Title
Internship Continuation

Course Description
This course provides an opportunity for students to obtain additional needed hours to complete their internship.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Max):
3

Credits (Min):
1

Course Requisites

Simple Requirements

GPS611 Prerequisite

Type
Prerequisite

GPS611

Complete ALL of the following Courses:

- GPS611 - Internship II

GPS686 - Independent Study

General

Course Title
Independent Study

Course Description
Under special circumstances, when a course is not offered during a given semester, or when there is an irresolvable scheduling conflict, a student may complete some course work on an independent basis. The student must have the approval of a faculty sponsor and the program director. Requests must be completed by the last day of the course change period. The student, with the supervisor, would outline in proposal form the objectives, topics, evaluation mechanisms, and outside source material. The form must be signed by both student and advisor and submitted to the director. The director will then submit it to the Dean for final approval.

Academic Level
Graduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Min):
3

GPS687 - Directed Readings

General

Course Title
Directed Readings

Course Description
This option provides the student with an opportunity to undertake a study in a specific area not covered in the regular course offerings. The student must have the approval of a faculty sponsor and the program director. Requests must be completed by the last day of the course change period. The student, with the supervisor, would outline in proposal form the objectives, topics, evaluation mechanisms and outside source material. The form must be signed by both student and advisor and submitted to the director. The director will then submit the proposal and the Directed Readings form to the Dean for final approval.

Academic Level
Graduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Min):
3

GS101 - Gender Studies: Foundations

General

Course Title
Gender Studies: Foundations

Course Description
This course introduces students to the history, theories, methodologies, vocabulary, and classic readings in gender studies, usually with concentration on one theme such as health, labor, or suffrage. The course materials have broad applicability to other courses and will provide a useful foundation for students who plan to major or minor in Gender and Sexuality Studies.

CORE: History & Society AND Engaging Diverse Identities

Restrictions: Current first-Year/Sophomore Students Only or Permission of Instructor

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

GS203 - Gender Issues in Society

General

Course Title
Gender Issues in Society

Course Description
Explores the significance and intelligibility of gender by examining, from an interdisciplinary and global perspective, how gender differentiation is experienced, understood, expressed, valued, and lived out in cultures.

CORE: History & Society AND Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

GS204 - Men and Masculinities

General

Course Title
Men and Masculinities

Course Description
Explore the myriad definitions, pre-conceived notions, constructions and consequences of both our subjective and objective "experiences" of the two vastly misunderstood terms - men AND masculinities. Global, national and local interpretations of these terms will be explored through the use of texts, discussions, lectures, videos and guest speakers.

CORE: History & Society AND Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

GS208 - Topics in Gender Studies

General

Course Title
Topics in Gender Studies

Course Description
This topics course may change from year to year as professors offer introductory level courses on a topic related to the study of gender. These courses are designed to include all undergraduates, not just Gender & Sexuality Studies minors,
who are interested in the particular special topic relating to gender offered that year.

CORE: Engaging Diverse Identities

May be repeatable as long as topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

GS308 - Advanced Topics in Gender Studies

General

Course Title
Advanced Topics in Gender Studies

Course Description
This advanced topics course may change from year to year as professors offer advanced level, theoretical courses that reflect current work in the discipline of Gender and Sexuality Studies. A current
special topic course is, for example, Feminist Theory and the Body. A past course was Sex and Sexuality from a Gender Perspective. These courses are designed to help Gender and Sexuality Studies minors
do advanced reading and work in the field.

CORE: Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

GS410 - Senior Capstone

General

Course Title
Senior Capstone

Course Description
Each student designs a senior project by working with the director of the program and a Gender and Sexuality Studies advisor. It must include a research
thesis or project and an internship or community-based learning component linking theory and praxis. Students will give a presentation of their work at a symposium in the Women's Center at year's end.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
4

GS499 - (INT) Internship

General

Course Title
(INT) Internship

Course Description
Qualified majors may apply for academic internships at a variety of off-campus sites including non-profit organizations, government agencies, healthcare practices and businesses.

Requirements may include selected readings, written reports, and an oral presentation.

Registration is through the Career Education Center and will require an appointment with a Career Coach. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several
weeks and needs to be completed prior to the start of the semester.

Restrictions: Minimum 2.0 GPA.

May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

GSL500 - Foundations of Linguistics

General

Course Title
Foundations of Linguistics

Course Description
This course provides an overview of topics and issues in language and linguistics. It covers basic concepts and terminology in the major areas of phonology and phonetics, morphology, syntax, semantics, sociolinguistics, pragmatics, psychology of language, and language acquisition.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GSL502 - Pedagogical Grammar

General

Course Title
Pedagogical Grammar

Course Description
This course provides an introduction to the study of grammar, with a functional, text-based approach and with special attention to difficult areas for writers of English as a second or foreign language. A comprehensive overview of the structure of English is presented.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GSL520 - Computer-Assisted Language Learning (Online)

General

Course Title
Computer-Assisted Language Learning (Online)

Course Description
Participants learn how to incorporate computer and mobile technology into flipped classroom lessons that enhance the skills of English language learners (K-12, adult) through project-based activities, including newsletters, animated slide shows, and free Web-based multimedia and assessment tools. Participants construct an interactive/collaborative portfolio Web space (Wiki) for teaching and learning, review current research, and follow the professional dialogue about technology in the classroom. They discuss the effectiveness of technological media through peer reviews and critical evaluation of Web sites and/or courseware.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GSL542 - Introduction to Language Teaching

General

Course Title
Introduction to Language Teaching

Course Description
This course provides an overview of the historical development of language teaching, as well as an introduction to the underlying principles that inform classroom practice. The course presents practical aspects of language teaching, such as activity and assessment design, lesson planning, classroom management, and differentiated instruction. Students are engaged in creative and critical reflection as they connect practice to theory, adapt teaching for various contexts and learner populations, and provide feedback to peers during teaching observations. This course entails a mandatory 10-hour practicum component (5 hours of observation and 5 hours of independent teaching).

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GSL543 - Teaching of Oral Skills to Multilingual Learners

General

Course Title
Teaching of Oral Skills to Multilingual Learners

Course Description
This course addresses theoretical issues related to teaching oral skills to multilingual learners of English and includes demonstration and discussion of materials and techniques for teaching the skills of listening, speaking, and pronunciation to all levels and all ages in various environments.

Required for Pre-K-12 Multilingual Learner Licensure and Endorsement.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GSL546 - Literacy Development and Instruction for Diverse Learners

General

Course Title
Literacy Development and Instruction for Diverse Learners

Course Description
This course focuses on literacy development and instruction for diverse learners, including multilingual learners, readers who are reluctant/struggling, and students from culturally and linguistically diverse backgrounds. The candidates will explore the research and "best practices" in literacy instruction with a particular emphasis on the importance of differentiation and culturally responsive pedagogy. The candidates will plan, implement, and reflect on standard-based literacy lessons and assessments.

Required for Pre-K-12 Multilingual Learner Licensure and Endorsement programs. (Cross-listed with GED-606)

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

Cross Listed Courses
GED606 - Literacy Development and Instruction for Diverse Learners

GSL602 - Intercultural Communication

General

Course Title
Intercultural Communication

Course Description
Lectures, readings, case studies, films, and cross-cultural simulation exercises form the basis of discussions on the following topics: theories of communication, culture and perception, stereotyping, prejudice, ethnocentricism, culture shock, and nonverbal communication.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GSL604 - Second Language Acquisition

General

Course Title
Second Language Acquisition

Course Description
This course introduces language teachers to the relationship between the acquisition of one's native language and languages learned after childhood, and to the social constraints on second language acquisition. Contending models of second language acquisition are evaluated, and applications to language instruction are demonstrated with examples from language learners.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GSL606 - Curriculum and Syllabus Design

General

Course Title
Curriculum and Syllabus Design

Course Description
This course introduces students to core principles of curriculum design for TESOL programs. Students collaboratively reflect on weekly course readings, analyze sample curricular materials, and apply design principles by carrying out a curriculum design project for a local teaching context.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GSL612 - Multilingualism and Culturally and Linguistically Sustaining Pedagogies

General

Course Title
Multilingualism and Culturally and Linguistically Sustaining Pedagogies

Course Description
This course explores multilingualism first as a worldwide phenomenon, including its acquisition by children and adults. It then moves to bilingual and multilingual development in education with special reference to linguistically and culturally diverse multilingual learners in U.S. schools, focusing on the cognitive, political, and socio-cultural issues involved in educating them. Finally, the course addresses how acculturation affects learning, the home cultures of multilingual learners, culturally sustaining pedagogies, and outreach connections with the families and communities of local multilingual learners. *Partially online.*

Required for Pre-K-12 Multilingual Learner Licensure and Endorsement programs.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GSL620 - Principles of Testing and Assessment In Language Teaching

General

Course Title
Principles of Testing and Assessment In Language Teaching

Course Description
This course introduces students to core principles of language assessment within ESL and EFL contexts. Students develop the abilities to critique and adapt a variety of assessment measures and to design and create their own classroom assessment materials.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GSL670 - Independent Study

General

Course Title
Independent Study

Academic Level
Graduate

Repeatable:
Yes

Credit Hours

Credits (Min):
3

GSL689 - Special Topics in TESOL

General

Course Title
Special Topics in TESOL

Course Description
Topics and readings vary for this course, centering on issues and best practices in TESOL.

Academic Level
Graduate

Repeatable:
Yes

Credit Hours

Credits (Min):
3

GSL690 - Research Methods in Applied Linguistics

General

Course Title
Research Methods in Applied Linguistics

Course Description
This course surveys common research methodologies employed in the field of Applied Linguistics and supports students as they develop detailed research proposals on topics of their choice.

Academic Level
Graduate

Repeatable:
No

Credit Hours

Credits (Min):
3

GSL691 - Thesis

General

Course Title
Thesis

Course Description
The scope of the thesis may involve either literature-based research or an empirical study. Accordingly, the following skills will be developed: framing an introduction; writing a literature review; designing an appropriate methodology; presenting, analyzing and evaluating the results; and writing a suitable conclusion. Students will follow the required thesis format, including abstract, table of contents, and bibliography. They will defend their thesis before their chosen committee.

Academic Level
Graduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

GSL690 Prerequisite

Type
Prerequisite

GSL690

Complete ALL of the following Courses:

- GSL690 - Research Methods in Applied Linguistics

HI101 - U.S. History to 1865

General

Course Title
U.S. History to 1865

Course Description
This course presents an overview early American history, from the sixteenth century to the end of the American Civil War, including the colonial era, the American Revolution, Jacksonian Democracy, slavery, expansionism, and other diverse themes. The course examines trends in American social relations, economics, politics and culture, and explores the lives of ordinary people as well national leaders. By learning how past generations lived and acted, students will deepen their own perspectives on contemporary America.

CORE: History & Society

No credit given for HI-101 if credit has been given for AP U.S. History.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

HI101H - U.S. History to 1865 (HON)

General

Course Title
U.S. History to 1865 (HON)

Course Description
This course presents an overview early American history, from the sixteenth century to the end of the American Civil War, including the colonial era, the American Revolution, Jacksonian Democracy, slavery, expansionism, and other diverse themes. The course examines trends in American social relations, economics, politics and culture, and explores the lives of ordinary people as well national leaders. By learning how past generations lived and acted, students will deepen their own perspectives on contemporary America.

CORE: History & Society

Honors Program Students Only

No credit given for HI-101 if credit has been given for AP U.S. History.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

HI103 - U.S. History Since 1865

General

Course Title
U.S. History Since 1865

Course Description
A survey of American history from the end of the Civil War to the present.

CORE: History & Society

No credit given for HI-103 if credit has been given for AP U.S. History.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

HI105 - Early Modern Europe

General

Course Title
Early Modern Europe

Course Description
A survey of the social, economic, political, intellectual, and cultural history of Europe from the end of the Hundred Years' War in the fifteenth century to the eve of the French Revolution in the eighteenth century.

CORE:
History & Society AND Catholic Intellectual Traditions

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

HI107 - Modern Europe

General

Course Title
Modern Europe

Course Description
This course is a survey of political, economic, social and cultural forces that have changed the course of European and western civilization since the French Revolution. This course will investigate the people and events that shaped European landscapes, boundaries, and economics, as well as the European mindset over the period.

CORE: History & Society

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

HI108 - Medieval World

General

Course Title
Medieval World

Course Description
An interdisciplinary survey of significant developments in the history of Europe, Islam, and Byzantium from the fifth through the fifteenth century (from the collapse of the Roman Empire through the Hundred Years War and the rise of the Ottoman Empire).

CORE: History & Society AND Catholic Intellectual Traditions

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

HI113 - History of Rome

General

Course Title
History of Rome

Course Description
The goal of this course is to survey the richness and complexity of all of Roman history. The major focus will be to consider the Roman Empire from the settlement of Augustus in the first century B.C. to the fall of the Western half of the Empire in the fifth century A.D.

CORE: History & Society

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

HI121 - The Modern Middle East

General

Course Title
The Modern Middle East

Course Description
A survey of the history of the Middle East, from the rise of Islam in the seventh century to the twentieth century, with particular emphasis on the nineteenth and twentieth centuries.

CORE: History & Society

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

HI143 - Modern East Asia

General

Course Title
Modern East Asia

Course Description
A survey of the global and interconnected histories of China, Taiwan, Japan, and Korea from the eighteenth century to the present. We will examine the cultural foundations and common linguistic, religious, philosophical, and political roots of contemporary East Asia. In doing so, we will encounter socioeconomic and ideological disruptions, imperialism, the specter of nationalism, and the ways history itself has been a tool used to shape the region.

CORE: History & Society

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

HI161 - Early Latin America

General

Course Title
Early Latin America

Course Description
A survey of Latin American history from the emergence of pre-Columbian societies to independence, with an emphasis on the effects of "empire" on pre-Columbian and Latin American societies and on Indian-European relations after 1492.

CORE: History & Society AND Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

HI163 - Modern Latin America

General

Course Title
Modern Latin America

Course Description
A survey of Latin America since 1810, with emphasis on state-making and national consolidation in the nineteenth century, its impact on society, culture and economics, and the origins and course of major revolutionary and reform movements of the twentieth century.

CORE: History & Society AND Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

HI171 - African Europeans, Antiquity to Present

General

Course Title
African Europeans, Antiquity to Present

Course Description
This thematic survey presents a history of African-European encounters and experiences from antiquity to present. Disrupting notions of racial exclusivity and separateness, this course seeks to consider the exchanges between Africa and Europe since antiquity and reimagine the history of Europe through the experiences of Africans and African Europeans.

CORE: History & Society AND Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

HI175 - World History I: Beginnings to 1500

General

Course Title
World History I: Beginnings to 1500

Course Description
A survey providing a global perspective of the history of human cultures and institutions from earliest times to 1500 CE, focusing on Europe, Asia, and Africa.

CORE: History & Society

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

HI177 - World History II: 1450 to Present

General

Course Title
World History II: 1450 to Present

Course Description
A survey providing a global perspective of the history of human cultures and institutions from 1450 CE to present, focusing on Europe, Latin America, Asia, and Africa.

CORE: History & Society

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

HI180 - African American History

General

Course Title
African American History

Course Description
The content of the course spans the history of African-Americans in America from colonial times to the present day. Its aim is to write into the historical discourse of all Americans the contributions and experiences of African-Americans which have shaped, and continue to shape, this country.

CORE: History & Society AND Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

HI215 - Women in American Society

General

Course Title
Women in American Society

Course Description
An introductory course for students to explore the major themes and experiences of American women from the colonial period to the present.

CORE: History & Society AND Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

HI216 - Native Peoples of North America

General

Course Title
Native Peoples of North America

Course Description
A survey of indigenous people of North America from 1400 to the present day, with emphasis on cultural diversity among native groups, the impact of colonization, rebirth of social and cultural identity/ political sovereignty in the twentieth century, and present day issues.

CORE: History & Society AND Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

HI222 - Topics in American History

General

Course Title
Topics in American History

Course Description
A topical survey of issues or institutions in American history from prehistory to the modern period. Topics may include (but are not limited to): gender and power in colonial America, constitutional history, slavery on film, the Civil War, or the Civil Rights Movement.

CORE: History & Society

May be repeatable as long as topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

Cross Listed Courses
HI222H - Topics in American History (HON)

HI222H - Topics in American History (HON)

General

Course Title
Topics in American History (HON)

Course Description
A topical survey of issues or institutions in American history from prehistory to the modern period. Topics may include (but are not limited to): gender and power in colonial America, constitutional history, slavery on film, the Civil War, or the Civil Rights Movement.

CORE: History & Society

Honors Students Only

May be repeatable as long as topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

Cross Listed Courses
HI222 - Topics in American History

HI227 - Foundations of US Latinx Literature and Culture

General

Course Title
Foundations of US Latinx Literature and Culture

Course Description
Concepts, themes, genre conventions, and major historical events and figures significant in Latinx literature and cultures of the United States.

CORE: Literature & The Arts AND Engaging Diverse Identities

Crosslisted with AM-227

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
AM227 - Foundations of US Latinx Lit & Culture Culture

HI255 - Arsenal of Democracy Study Trip

General

Course Title
Arsenal of Democracy Study Trip

Course Description
This study trip combines historical and contemporary perspectives to examine the role of American industry in helping to win WW II. Through readings and site visits, students will gain an appreciation for the challenges which America faced while building up its military capabilities in the years before and during the war. Students will also meet with organizations dealing with the supply chain challenges currently confronting the U.S. military in an increasingly challenging global security environment.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
2

Cross Listed Courses
BU255 - Arsenal of Democracy Study Trip

HI290 - Light and Fog: Paris & London in the 19th Century

General

Course Title
Light and Fog: Paris & London in the 19th Century

Course Description
Imperial capitals London and Paris were hubs of culture, power, industry, and ideas in the 19th century. The tales of these two cities are ones of upheaval - distant, yet not so very different, from our own: dizzying environmental and technological change; rising gaps between affluence and poverty; corruption and injustice; immense social change; revolutionary ideologies. Using insights from literature and history, students will explore these cities and the forces which continue to shape our world.

CORE: Literature & The Arts OR History & Society

Crosslisted: FR 290

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
FR290 - Light and Fog: Paris & London in the 19th Century

HI293 - Understanding the Past: Topics

General

Course Title
Understanding the Past: Topics

Course Description
History is not a collection of facts and dates, but rather a thoughtful and rigorous examination of the past through evidence. Historians employ many different methods and theories to make sense of the past, and debates arise as new evidence comes to light. In this course, we will examine the major historical questions and debates surrounding the topic listed in the course title.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

HI Course Prerequisite

Type
Prerequisite

HI Course

Complete at least 1 History course from ANY Level

HI297 - Topics in European History

General

Course Title
Topics in European History

Course Description
A topical survey of issues or institutions in European history from early medieval to the modern period. Topics may include (but are not limited to): gender and power in medieval societies, British monarchy, revolutions, the European Union or race and racism in European societies.

CORE: History & Society

May be repeatable if topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

Cross Listed Courses
HI297H - Topics in European History (HON)

HI297H - Topics in European History (HON)

General

Course Title
Topics in European History (HON)

Course Description
A topical survey of issues or institutions in European history from early medieval to the modern period. Topics may include (but are not limited to): gender and power in medieval societies, British monarchy, revolutions, the European Union or race and racism in European societies.

CORE: History & Society

May be repeatable if topic is different.

Honors Students Only

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

Cross Listed Courses
HI297 - Topics in European History

HI315 - The Art of Historical Storytelling

General

Course Title
The Art of Historical Storytelling

Course Description
Stories are powerful. Historians seek answers about the past through documentary evidence and share what they found with others in many forms: through documentary, nonfiction, fiction, theatre, even animation. In this class, you will practice research, writing and presentation skills which will make you a more effective and interesting storyteller.

This course is not open to students who have already taken JS-350-A: The Art of Storytelling

CORE: History & Society

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

HI341 - Advanced Topics in East Asian History

General

Course Title
Advanced Topics in East Asian History

Course Description
Critical inquiry of social and political issues in the history of China or Japan. Topics will vary but may include Tiananmen in History and Memory, The Cultural Revolution, and Human Rights in China.

CORE: History & Society

May be repeatable if topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

HI343 - Advanced Topics in Medieval History

General

Course Title
Advanced Topics in Medieval History

Course Description
A topical examination of a selected historical problem or issue in medieval European history from 300 to 1500. Possible topics may include women and gender, medieval heresy and dissent, or the medieval economy.

CORE: History & Society

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

HI345 - The Black Death

General

Course Title
The Black Death

Course Description
An interdisciplinary study of disease in Europe before, during, and after the outbreak of the plague pandemic in the mid-fourteenth century. Among the topics examined are the causes and spread of the contagion throughout Europe and Asia in the fourteenth century, the outbreak of peasant revolts, the effect of the plague on painting and literature, and the role of disease in history.

CORE: History & Society

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

HI351 - Advanced Topics: History of Race and Ethnicity (EDI)

General

Course Title
Advanced Topics: History of Race and Ethnicity (EDI)

Course Description
The examination of historical topics exploring the issues of Race and Ethnicity from a local and/or global perspective. Topics may include histories of BIPOC communities, civil rights and resistance movements, history of Race and Ethnicity in US or abroad. Topics will vary depending on the interests of the faculty.

CORE: History & Society AND Engaging Diverse Identities

Notes: May be repeatable as long as the topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

HI352 - The Edmundites and Black Civil Rights

General

Course Title
The Edmundites and Black Civil Rights

Course Description
This course examines the history of civil rights and social justice work of the Edmundite Priests by tracing their migration from France to Canada to Vermont to Selma, Alabama. This course will use the SMC Archive and other sources to guide students toward an understanding of the Catholic faith, traditions, and Edmundite mission.

CORE: Engaging Diverse Identities AND Catholic Intellectual Traditions

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

HI353 - Presidential Elections

General

Course Title
Presidential Elections

Course Description
A seminar that views US history through the lens of presidencies and presidential elections. It explores a number of topics related to running for and serving as president, including the evolution of campaign styles, the rise and decline of parties; the spread of democracy; the effect of questions about character, personality, peace, and the economy; the growth of television, the airplane, and the internet; and the role of the mass media.

CORE: History & Society

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

HI357 - Advanced Topics: Global History

General

Course Title
Advanced Topics: Global History

Course Description
A topical examination of issues in global, non-western history, ranging from ancient history to the present and cover regions such as Africa, India, and the Middle East. Topics can include explorations of gender, class and/or race in these regions or social, cultural, or political histories of particular countries or regions.

CORE: History & Society AND Engaging Diverse Identities

Notes: May be repeatable as long as the topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

HI363 - Race, Class, and Gender in the Atlantic World

General

Course Title
Race, Class, and Gender in the Atlantic World

Course Description
Historical and contemporary study of gender, class, and racial/ethnic relations as distinct, but linked dimensions of social inequality in multiple Atlantic World communities. Intersections of these identities contributed to both diversity and discord. Examines historic underpinnings of discrimination by race, class, gender and explores the present status of these issues.

CORE: History & Society AND Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

HI365 - Public History

General

Course Title
Public History

Course Description
Public history is a broad category that refers to the study and presentation of history to a non-academic public. Public historians work in a variety of areas including, but not limited to, libraries, museums, historic sites, historic houses, for federal and state governments, and corporations. This course explores the broad scope of public history, the value of public history, and provides a basis for a career path that explores history outside of the traditional classroom.

CORE: History & Society

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

HI367 - Advanced Topics in Public History

General

Course Title
Advanced Topics in Public History

Course Description
A topical examination of issues and/or methods in Public History. Topics may include (but are not limited to) Oral History, Historic Preservation, Research Methods, Paleography, Museums, Historic Houses, Commemorations and memorials, archives and libraries.

CORE: History & Society

Restrictions: At least Sophomore standing required.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

HI374 - Witches, Indians, and Swashbucklers: The Remaking of the New World, 1607-1763

General

Course Title
Witches, Indians, and Swashbucklers: The Remaking of the New World, 1607-1763

Course Description
This course will explore the political, social, economic and intellectual life of the American colonial period. Topics may include, but not be limited to, Puritanism, Indian-white relations, slavery, western expansion, and religious movements.

CORE: History & Society

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

HI395 - Crime & Society in Britain

General

Course Title
Crime & Society in Britain

Course Description
This seminar explores the rise of modern policing and considers the impact of gender, class, sexuality and race on definitions of crime and the treatment of offenders at home and in the Empire. It will also examine popular representations of crime, policing, trial and punishment in Victorian society.

CORE: History & Society

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

HI397 - Advanced Topics in Modern European History

General

Course Title
Advanced Topics in Modern European History

Course Description
A topical examination of issues in modern European history from the French Revolution to the present. Topics may include (but are not limited to) the French Revolution, gender issues in European history, poverty and welfare in European history, World War I, or Europe since 1945.

CORE: History & Society

May be repeatable if topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

HI410 - Senior Seminar

General

Course Title
Senior Seminar

Course Description
This course requires students to prepare a senior thesis in a selected area of history under the close supervision of a faculty member in the Department of History. All students will also be members of a seminar that will assist them to complete their theses.

Restrictions: History Majors Only

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Senior Standing

Earn at least 89 credits

HI414 - African Slavery in the Atlantic World

General

Course Title
African Slavery in the Atlantic World

Course Description
An examination of the intricacies of the Atlantic slave trade from the arrival of the first slaves in Santo Domingo until 1888 and the final abolition of slavery in the Western Hemisphere.

CORE: History & Society AND Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

HI422 - Advanced Topics in American History

General

Course Title
Advanced Topics in American History

Course Description
The examination of a particular topic in American history. Topics will vary but may include higher education, the Cold War, the Civil Rights movement, and Vermont.

Counts towards the American Studies Minor.

CORE: History & Society

May be repeatable as long as topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

HI425 - Europe During World War II

General

Course Title
Europe During World War II

Course Description
A social, cultural, and political study of the Second World War in Europe. Focusing primarily on Germany, France, Britain, and the Soviet Union, this course will consider the origins of the conflict, the experience of war and reconstruction in Europe, and the war's global impact on the rest of the 20th century.

CORE: History & Society

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

HI457 - Advanced Topics in Ancient History

General

Course Title
Advanced Topics in Ancient History

Course Description
A topical examination of a selected historical problem or issue in ancient history. Possible topics include Ancient Greece, the Age of Alexander, Roman Republic, Roman Empire or the Fall of Rome., but could include non-western regions such as Asia.

CORE: History & Society

Notes: May be repeatable as long as the topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

HI461 - Society and Culture in Medieval Italy

General

Course Title
Society and Culture in Medieval Italy

Course Description
An exploration of the relationship between culture (literature, law, philosophy, and the visual arts) and society (politics, economy) in medieval Italy before, during, and after the age of the communes (with particular attention to the achievements of Dante, Giotto, and Boccaccio).

CORE: History & Society

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

HI465 - Advanced Topics in Modern Latin American History

General

Course Title
Advanced Topics in Modern Latin American History

Course Description
A topical examination of issues such as the Cuban and Nicaraguan revolutions, military dictatorship in Chile and Argentina, Hispanic immigration to the United States, slavery, and the human condition in Latin America today.

CORE: History & Society

May be repeatable if topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

HI497 - (IS) Independent Study/Research

General

Course Title
(IS) Independent Study/Research

Course Description
Independent Study/Research courses are allowed by the college as a complement to regular class work for qualified students. These are variable credit experiences open to qualified sophomores, juniors, or seniors with a minimum 3.0 Cumulative GPA. It is the student's responsibility to coordinate with the faculty member who will supervise the Independent Study/Research. Independent Study/Research does not include Internships.

Proposals are submitted via the online "Undergrad Independent Study Application" form found on the Registrar's portal page and must be approved by the end of the first two weeks of the semester in which the course is taken.

Contact the Office of the Undergraduate Dean of the College with any questions.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
1

HI499 - (INT) Internship

General

Course Title
(INT) Internship

Course Description
Qualified majors may apply for academic internships at a variety of off-campus sites including non-profit organizations, government agencies, healthcare practices and businesses.

Requirements may include selected readings, written reports, and an oral presentation.

Registration is through the Career Education Center and will require an appointment with a Career Coach. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several
weeks and needs to be completed prior to the start of the semester.

Restrictions: Minimum 2.0 GPA.

May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

HO301 - Honors Colloquium

General

Course Title
Honors Colloquium

Course Description
A multidisciplinary seminar designed to engage Honors Program students in readings and discussion with peers, some based on arts and academic events offered in the greater Burlington area.

Restrictions: Honors Program Students Only

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

HO401 - Honors Capstone

General

Course Title
Honors Capstone

Course Description
Add-on for Honors students taking a program capstone intended to fulfill the Honors capstone requirement.

Restrictions: Honors Program Students Only.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
1

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Senior Standing

Earn at least 89 credits

HS110 - Lifespan Development

General

Course Title
Lifespan Development

Course Description
Students will gain understanding of the development of human individuals through physical, cognitive, and socioemotional components from conception to death. Theoretical and experimental approaches will be examined, and emphasis will be placed on applying these principles to relationships and situations across one's lifespan. The nature-nurture debate will also be addressed.

Restriction: This course is not open to students who have completed PS-110.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

HS135 - Topics in Health Science

General

Course Title
Topics in Health Science

Course Description
An examination of a topic at the introductory level not offered on a regular basis. Topics will vary depending on the interests of the faculty.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

HS140 - Wilderness First Responder

General

Course Title
Wilderness First Responder

Course Description
The Wilderness First Responder course utilizes a blend of classroom instruction and hands on practice to address patient assessment, traumatic, environmental, and medical emergencies. It is the recognized industry standard for those who work in a position of leadership in outdoor settings including trip leaders, camp counselors, mountain and river guides. It is also applicable to those that engage in fieldwork or extended personal backcountry travel.

Registration requires permission of instructor.

There is a $190 fee associated with this course that must be paid to the Adventure Sports Center. Students should plan to work with the course instructor regarding this payment.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
4

HS160 - Emergency Medical Technician

General

Course Title
Emergency Medical Technician

Course Description
Emergency Medical Technicians (EMTs) provide most pre-hospital emergency medical care. This course is designed to provide students with the skills necessary to provide emergency medical care at a basic life support level and prepare them for certification by the National Registry of EMTs.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

HS250 - Exercise Physiology

General

Course Title
Exercise Physiology

Course Description
This course offers a comprehensive study of exercise physiology and nutrition, focusing on their critical roles in health, fitness, and disease prevention. This course covers the physiological adaptations of the body to exercise, along with the essential role of nutrition in optimizing performance, recovery, and overall well-being.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

HS260 - Advanced Emergency Medical Technician

General

Course Title
Advanced Emergency Medical Technician

Course Description
Follows the national EMS Scope of Practice Model to expand the Emergency Medical Technician's knowledge and skills in preparation for licensure as an Advanced Emergency Medical Technician. Includes advanced assessment, airway/ventilation skills, establishing vascular access, and medication administration.

Restrictions: Permission of Instructor Required (and licensed Vermont EMT affiliated with Vermont EMS agency licensed at ALS level).

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

HS160 Prerequisite

Type
Prerequisite

HS160

Complete ALL of the following Courses:
- HS160 - Emergency Medical Technician

HS499 - (INT) Internship

General

Course Title
(INT) Internship

Course Description
Qualified majors may apply for academic internships at a variety of off-campus sites including non-profit organizations, government agencies, healthcare practices and businesses.

Requirements may include selected readings, written reports, and an oral presentation.

Registration is through the Career Education Center and will require an appointment with a Career Coach. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several weeks and needs to be completed prior to the start of the semester.

Restrictions: Minimum 2.0 GPA.

May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

HU101 - Ancient & Medieval Civilization

General

Course Title
Ancient & Medieval Civilization

Course Description
A chronological and interdisciplinary study of significant texts from Antiquity and the Middle Ages, primarily in the Western tradition but not excluding the non-Western. Readings may include Virgil's Aeneid, Saint Augustine's Confessions, the Rule of Saint Benedict, the Lays of Marie de France, an Arthurian romance, and Dante's Inferno.

CORE: (History & Society or Literature & The Arts) AND Catholic Intellectual Traditions

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

HU102 - The Modernizing World

General

Course Title
The Modernizing World

Course Description
This survey course will examine works of literature, philosophy and religion as responses to events of the 16th through 20th centuries. Students will consider texts through the lens of how societies and individuals of differing identities came into contact and conflict from the Age of Discovery through the immediate postcolonial era. There are no prerequisites for this class.

CORE: History & Society or Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

HU207 - The Nineteenth Century

General

Course Title
The Nineteenth Century

Course Description
The Nineteenth Century is an interdisciplinary study of the main intellectual and literary currents in nineteenth century thought. Readings include Darwin, Marx, and Nietzsche as well as representative English, French and Russian novels.

CORE: History & Society or Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

ID100 - Pop-Up Topics Course

General

Course Title
Pop-Up Topics Course

Course Description
The purpose of a pop-up course is to create an opportunity for a short-term learning experience in response to a current, unfolding event or an identified need or interest that isn't being accommodated in the traditional curriculum.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Min):
1

ID101 - Introduction to Purposeful Learning

General

Course Title
Introduction to Purposeful Learning

Course Description
This one credit course is designed to support new students in their transition to college. Students will be introduced to campus systems and resources and develop skills to allow for success both in and out of the classroom. Through presentations and small group discussions, students will begin to take personal responsibility for their learning and better understand what it means to be an engaged member of the Saint Michael's community.

Restrictions: First-Year Students Only

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
1

ID103 - Defender - News Production

General

Course Title
Defender - News Production

Course Description
This 1-credit pop-up class will introduce students to print and online news production skills. Students will develop these skills through readings, class discussions and hands on assignments and will directly apply these skills to assisting with the production of the Defender, the student-run news publication.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
1

ID150 - Be Well

General

Course Title
Be Well

Course Description
The Be Well course is created around the 21 Day WELL Challenge. It is designed to help you expand your understanding of NWI's Six Dimensions of Wellness through a multicultural lens. Students will be able to apply skills and strategies learned to create a balanced lifestyle of wellness.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
1

ID151 - Video Editing in Adobe Premiere | In The Media Creation Studio

General

Course Title
Video Editing in Adobe Premiere | In The Media Creation Studio

Course Description
"Video Editing with Adobe Premiere" offers students a comprehensive introduction to video editing. Over eight weeks, students will learn the fundamentals of planning a video project, video editing techniques, and final video output. Students will gain hands-on experience with Adobe Premiere within the Media Creation Studio and the Mac Lab spaces on campus.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
1

ID153 - GenAI: In the Real World

General

Course Title
GenAI: In the Real World

Course Description
This course introduces students to Generative AI tools and how they're used in a work environment to be successful after graduation. Through lectures, seminars, and hands-on lab activities, students will explore real-world applications of GenAI in fields like business, marketing, and content creation. Emphasis is placed on developing practical, workforce-ready skills and thinking beyond using GenAI to simply write papers.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
1

ID155 - Career Goals that Matter

General

Course Title
Career Goals that Matter

Course Description
This course supports students in identifying purpose in their academics and campus activities to generate momentum towards a post-graduation employment goal. It focuses on uncovering the things that matter to them. Students supplement their academics with exploration exercises, a structure to establish their objectives, and a timeline (including activities) to achieve. Additionally, students develop a resume and a LinkedIn presence that speaks to their true value, job searching strategies, networking ideas, and interview preparation.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
1

ID198 - Internship Practicum

General

Course Title
Internship Practicum

Course Description
This course offers opportunities for supervised work experience. Interns focus on integrating theory and practice while developing skills required for success in a business environment. This course is designed for a student's first internship experience.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
4

ID200 - Leadership: Professional Practice in a Global Workplace

General

Course Title
Leadership: Professional Practice in a Global Workplace

Course Description
This course introduces learners to the foundational theory and fundamental practices contributing to success as a leader and manager. Learners will explore how equity and inclusion, teamwork, communication and conflict resolution, self-awareness and development, integrity, critical thinking, reflective practice, professionalism, and other core competencies shape leaders and position them as change agents in a global workplace.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
2

ID220 - Peer Tutoring Practicum

General

Course Title
Peer Tutoring Practicum

Course Description
The Peer Tutoring Practicum is a 2-credit hybrid course that enhances a tutor's skills. Student tutors are expected to work concurrently as peer tutors while taking this course. Course topics include: tutoring techniques, learning theory, learning styles, handling difficult situations, setting goals, active listening and paraphrasing, using probing questions, study skills, metacognition, and strategies for tutoring ELL students and students with learning differences. This will be taught as a hybrid course, with some of the content offered online.

Restrictions: Permission of Instructor Required (Contact instructor 2 weeks prior to registration)

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
2

ID300 - Professional Endorsement Portfolio

General

Course Title
Professional Endorsement Portfolio

Course Description
This course provides learners with the opportunity to engage in focused professional practicum, reflective practice, and the development of a professional portfolio. This course is required for the completion of an Undergraduate Professional Endorsement.

Requires Permission of Instructor

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
2

ID496 - Internship Practicum (2 credit)

General

Course Title
Internship Practicum (2 credit)

Course Description
This course offers a 2-credit opportunity for supervised work experience. Interns complete 65 hours of work with a business or organization. Students focus on integrating theory and practice while developing skills required for success in a workplace environment.

Students must have an internship in place by the second week of the semester.

Make an appointment with a Career Coach via Handshake for help securing an internship and to have it approved for academic credit.

Completed Handshake forms required after meeting with a Career Coach.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
2

ID498 - Internship Practicum

General

Course Title
Internship Practicum

Course Description
This course offers opportunities for supervised work experience. Interns focus on integrating theory and practice while developing skills required for success in a business environment. This course is designed for a student's first internship experience.

Students must have an internship in place by the second week of the semester. They can contact the instructor for guidelines, or the Career Education Office by making an appointment in Handshake.

Make an appointment with a Career Coach via Handshake for help securing an internship and to have it approved for academic credit.

Completed Handshake forms required after meeting with a Career Coach.

Restrictions: 2.0 GPA or higher. Not open to student who have already completed an academic internship, ID-498. Students who have completed or are currently enrolled in ID-498 should meet with a Career Coach to learn alternatives to receive credit for an additional internship.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Sophomore Standing.

Earn at least 24 credits

ID499 - (INT) Internship

General

Course Title
(INT) Internship

Course Description
Qualified majors may apply for academic internships at a variety of off-campus sites including non-profit organizations, government agencies, healthcare practices and businesses.

Requirements may include selected readings, written reports, and an oral presentation.

Registration is through the Career Education Center and will require an appointment with a Career Coach. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several weeks and needs to be completed prior to the start of the semester.

Restrictions: Minimum 2.0 GPA.

Notes: May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

JS300 - Media, Technology, Health & Happiness

General

Course Title
Media, Technology, Health & Happiness

Course Description
In this junior seminar, interdisciplinary approaches are used to explore the rapid and far-reaching influences which new digital media systems and new technological networks are having on humans' mental and physical health in the 21st century.

CORE: Junior Seminar

Junior Seminars must be completed during Junior Year.

Counts as Major/Minor Elective in: Sociology & Anthropology, Public Health (BS)

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

JS301 - Land, Sea, Sky

General

Course Title
Land, Sea, Sky

Course Description
This course highlights cultural works dedicated to land, sea, and sky, in a seminar format. Internationally prominent creators have used Chile's striking geography to explore topics -- and tensions -- of multidimensional interest. Shorter readings give students access to introductory historical, social, and political contexts for use in projects. The course is taught in English translation; however, students with Spanish competence are encouraged to draw on it for some assignments.

CORE: Junior Seminar

Junior Seminars must be completed during Junior Year.

Counts as Major/Minor Elective in: Equity & Justice, History, International Relations, and Global Health.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
JS301H - Land, Sea, Sky (HON)

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

JS301H - Land, Sea, Sky (HON)

General

Course Title
Land, Sea, Sky (HON)

Course Description
This course highlights cultural works dedicated to land, sea, and sky, in a seminar format. Internationally prominent creators have used Chile's striking geography to explore topics -- and tensions -- of multidimensional interest. Shorter readings give students access to introductory historical, social, and political contexts for use in projects. The course is taught in English translation; however, students with Spanish competence are encouraged to draw on it for some assignments.

CORE: Junior Seminar

Honors Students Only. Junior Seminars must be completed during Junior Year.

Counts as Major/Minor Elective in: Equity & Justice, History, International Relations, and Global Health.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
JS301 - Land, Sea, Sky

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

JS302 - The Art of Living, Aging, and Dying

General

Course Title
The Art of Living, Aging, and Dying

Course Description
How do our societal and personal beliefs/values regarding age & aging impact our sense of self? Why do we fear aging? How might our relationship with death impact the way we live? Do we have a responsibility to change the way elders are treated? How do Western and Buddhist ideas about aging differ? This course includes a semester-long Community-Engaged Learning project (CEL) with St. Joseph's Residential Care Home, an assisted-living facility for elders in Burlington.

CORE: Junior Seminar

Junior Seminars must be completed during Junior Year.

Counts as Major/Minor Elective in: Ethics, Philosophy & Religion, Philosophy & Ethics, and Emergency Services

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

PH103 Prerequisite & Junior Standing Requirement

Type
Prerequisite

PH103

Complete at least 1 of the following courses:
- PH103 - Philosophy and the Good Life
- PH103H - Philosophy and the Good Life (HON)

Minimum Junior Standing

Earn at least 56 credits

JS303 - A Nation Inside and Out

General

Course Title
A Nation Inside and Out

Course Description
In this seminar, we will use a general introduction to Cuba as a backdrop for student explorations of cultural themes, works, and makers. In the United States, Cuba tends to be represented in clashing images of a tourist pleasure mecca and/or a mysterious political universe where time has come to a stop. Becoming informed about Cuba's complex culture and history makes it possible to develop more thoughtful, useful commentaries.

CORE: Junior Seminar

Junior Seminars must be completed during Junior Year.

Counts as Major/Minor Elective in: American Studies, Equity and Justice, History, International Relations, and Global Health.

This course is not open to students who have taken AM-229.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

JS304 - Data Visualization

General

Course Title
Data Visualization

Course Description
Techniques for creating effective visualizations of data based on principles from design, psychology, and statistics. Topics include basic and descriptive statistics; statistical graphics and information graphics (or infovis) for univariate and multivariate data; exploratory data analysis; visualization software; graphical perception; color; high-dimensional data; and cartography and spatial data.

CORE: Junior Seminar

Junior Seminars must be completed during Junior Year.

Counts as Major/Minor Elective in: Equity & Justice, Public Health, Analytics, Computing & Data Science, and Statistics.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

JS305 - The Politics of Queer Cinema

General

Course Title
The Politics of Queer Cinema

Course Description
This course examines queer politics as radical and intersectional through key films over the course of 100 years that are critical of their societies. More than lesbian and/or gay, queer is an understanding of sexuality and gender identity that seeks to disrupt structures that enforce race, gender, sexual, and class differences. In film, this might be done through stories normalizing queer love, fantasizing a radical equality, dismantling normalcy, or celebrating violence and disruption.

CORE: Junior Seminar AND Engaging Diverse Identities

Junior Seminars must be completed during Junior Year.

Counts as Major/Minor Elective in:
Equity & Justice, Gender & Sexuality Studies, International Relations, Political Science, and Photography, Film & TV.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

JS307 - Rhetorics of Craft

General

Course Title
Rhetorics of Craft

Course Description
This course explores the politics and rhetorics of craft in an industrial and post-industrial age. By what means and methods does craft intervene in contemporary discourse? A central goal of our inquiry will be to map the radical potential of aesthetics in the service of revolt, remediation, attention, and identity formation, especially when practiced and received by otherwise underrepresented or overlooked individuals and groups. This course is interdisciplinary in approach and active in its method.

CORE: Junior Seminar

Junior Seminars must be completed during Junior Year.

Counts as Major/Minor Elective in:
American Studies, Gender and Sexuality Studies, English

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

JS308 - Ethics, Science and Technology

General

Course Title
Ethics, Science and Technology

Course Description
This seminar will investigate the impact of science and technology on our society. The ethical challenges that come with many technological innovations such as biotechnology and genetic engineering, artificial intelligence, surveillance and security, social media as well as the production of energy may be addressed.

CORE: Junior Seminar

Junior Seminars must be completed during Junior Year.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

JS310 - A Case for Reparations?

General

Course Title
A Case for Reparations?

Course Description
This course will analyze, explore, discuss, and debate the broad topic of reparations from a variety of interdisciplinary perspectives (historical, sociological, economic, political, etc.). Should the United States make reparations for slavery, Jim Crow segregation, and subsequent racist policies and practices? Why or why not? What domestic and international precedents exist? What factors should be considered? If reparations were to be made, what form might they or should they take?

CORE: Junior Seminar AND Engaging Diverse Identities

Junior Seminars must be completed during Junior Year.

Counts as Major/Minor Elective in: Equity & Justice and International Relations.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

JS311 - 21st Century Broadway Musical

General

Course Title
21st Century Broadway Musical

Course Description
This Seminar examines recent Broadway musicals that address disturbing or offensive topics, violate norms of theatrical representation, or expand the topical range of musical theater. We examine the interaction between complex social issues and popular commercial entertainment. To what extent should theater break taboos or offend? How can music, song, and staging change the way cultural messages and even activism are delivered and received?

CORE: Junior Seminar

Junior Seminars must be completed during Junior Year.

Counts as Major/Minor Elective in:
Music

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

JS314 - Radical Love, Liberation, & Justice

General

Course Title
Radical Love, Liberation, & Justice

Course Description
What does it mean to radically love yourself, with compassion? How can we find radical freedom/liberation for ourselves? How might we radically love others, and create freedom and equity in the midst of suffering? This course explores mindfulness and engaged Buddhism, investigating the power of these practices for personal and social/collective liberation and transformation. We will examine impacts on justice/equity work, and students can explore connections to mental health, sports, business, education, health/medicine, environment, etc.

CORE: Junior Seminar

Junior Seminars must be completed during Junior Year.

Counts as Major/Minor Elective in:
Equity & Justice, Ethics, Philosophy & Religion, International Relations, and Philosophy & Ethics.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

JS315 - Project Censored: Fake News and Real Journalism in the Digital World

General

Course Title
Project Censored: Fake News and Real Journalism in the Digital World

Course Description
This junior seminar is a hands-on research-based interdisciplinary course working with the annual Project Censored "Validated Independent News" initiative network of colleges and universities across North America. Weekly, students read and reflect on cutting edge scholarly works on news, journalism and censorship in the Digital Age, including Shoshana Zuboff's AGE OF SURVEILLANCE CAPITALISM, and conduct independent research on current news stories of social import.

CORE: Junior Seminar

Junior Seminars must be completed during Junior Year.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

JS316 - Medicine, Environment, and the Body

General

Course Title
Medicine, Environment, and the Body

Course Description
What is a body? How does it interface with the world? And what happens when that body-or the world around it-is suffering? In this course, we examine what healers, doctors, activists and scholars of medicine say about the relationship between, and politics of, human bodies and natural environments.

CORE: Junior Seminar

Junior Seminars must be completed during Junior Year.

Counts as Major/Minor Elective in: International Relations and Public Health (BS).

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

JS317 - America on Film: Race, Class, Gender and Sexuality At the Movies

General

Course Title
America on Film: Race, Class, Gender and Sexuality At the Movies

Course Description
Using Benshoff and Griffin's 'America on Film: Representing Race, Class, Gender and Sexuality at the Movies' (3rd edition) as the course template, this junior seminar will examine the politics of representation in movies, i.e., how Hollywood depicts gender issues, social class and race relations, Latin/x, African- and Asian-Americans, ability/disability, etc.

CORE: Junior Seminar AND Engaging Diverse Identities

Junior Seminars must be completed during Junior Year.

Counts as Major/Minor Elective in:
Gender & Sexuality Studies and Photography, Film & TV.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

JS318 - CAN Research and Action Practicum

General

Course Title
CAN Research and Action Practicum

Course Description
This is a hands-on, practical course using the Community Health Action Network (CAN+) as a vehicle to combine information about community and public health challenges with opportunities and skills developments to address these challenges. This course will also involve significant research, writing, and seeking to understand multiple, often competing perspectives, of various actors concerned about community health. Much of the course will be conducted within Working Groups, which will implement community-engaged projects during the semester.

CORE: Junior Seminar

Junior Seminars must be completed during Junior Year.

Counts as Major/Minor Elective in:
Equity & Justice and Public Health.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

JS319 - Troubled Democracy

General

Course Title
Troubled Democracy

Course Description
Populism, polarization, nationalism, gridlock...from Brazil to India, the Philippines to Turkey and Europe to America, democracy is in the doldrums. Are these passing troubles or is democracy in long-term decay? This course explores the full range of challenges besetting democracies and asks if there is light at the end of the tunnel.

CORE: Junior Seminar

Junior Seminars must be completed during Junior Year.

Counts as Major/Minor Elective in:
Political Science and International Relations.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

JS320 - Race/ Gender/ Sexuality/ Plays

General

Course Title
Race/ Gender/ Sexuality/ Plays

Course Description
This course examines plays to demonstrate that Theatre is a potent means to discuss race, gender, and sexuality, often in ways that overlap or intersect. We study works by authors from non-dominant groups and consider power dynamics and inequities, as well as our own identities and positions.

CORE: Junior Seminar AND Engaging Diverse Identities

Junior Seminars must be completed during Junior Year.

Counts as Major/Minor Elective in:
Equity & Justice and Gender & Sexuality Studies.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

JS321 - Maple: Food, Energy, Culture

General

Course Title
Maple: Food, Energy, Culture

Course Description
Maples are central to Vermont's culture and economy and host more than 280 moth and butterfly species forming the base of the food web. Vermont's $50 million maple syrup industry has out-produced every other state since 1926. This course will explore the literature, science, and economics of the iconic maple.

CORE: Junior Seminar

Junior Seminars must be completed during Junior Year.

Counts as Major/Minor Elective in: Environmental Studies & Environmental Science

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

JS322 - The Arts & Disability

General

Course Title
The Arts & Disability

Course Description
This Junior Seminar focuses on musicians and visual artists as well as those in dance, film, and other types of creative expression whose work is at the intersection of artistic endeavor and disability, often innovatively so. The course will unpack terminology and frameworks; look at how various cultures through time have historically addressed and depicted disability in the arts; and consider how artists today are at the vanguard of societal change in our understanding and acceptance of disability.

CORE: Junior Seminar AND Engaging Diverse Identities

Junior Seminars must be completed during Junior Year.

Counts as Major/Minor Elective in: Equity & Justice

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

JS323 - Design Thinking

General

Course Title
Design Thinking

Course Description
This course examines experience design and the design thinking process, addressing ways of creating meaning and change through interaction. It is an exploration of what we, as creative problem solvers, can do to make a difference, right here on campus. We practice design thinking in a semester-long, practical, community-driven design project that students define and work on in teams.

CORE: Junior Seminar

Junior Seminars must be completed during Junior Year.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

JS325 - Economics of Health Care

General

Course Title
Economics of Health Care

Course Description
Study of economic aspects of health care, weighing cost, quality and access. Topics include theory and evidence on access problems; the applicability of competition models to health care; the efficacy of health care in improving health; causes for high costs and wasted care; an international comparison of health care systems; and an exploration of the effects of Affordable Care Act.

CORE: Junior Seminar

Junior Seminars must be completed during Junior Year.

Counts as Major/Minor Elective in: Economics, Philosophy, Politics & Economics, Public Health, Emergency Medical Services, and International Relations.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

JS326 - The Little Things that Rule the World: Invertebrates in our Lives

General

Course Title
The Little Things that Rule the World: Invertebrates in our Lives

Course Description
Pollination, nutrient cycling, and the underpinnings of all food webs: our economies and food systems critically depend on spineless animals. This course will investigate the biology, economic impact, and inherent existential value of invertebrates while exploring our ethical responsibilities to protect, maintain, and enhance non-human life on campus and beyond.

CORE: Junior Seminar

Junior Seminars must be completed during Junior Year.

Counts as Major/Minor Elective in: Environmental Science & Environmental Studies.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

JS350 - Special Topics

General

Course Title
Special Topics

Course Description
This course offers students an experience in exploring and discussing an issue or topic that impacts human and/or planetary well-being. Topics will vary depending on the interests of the faculty.

CORE: Junior Seminar

Junior Seminars must be completed during Junior Year.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

JS351 - Special Topics (EDI)

General

Course Title
Special Topics (EDI)

Course Description
This course offers students an experience in exploring and discussing an issue or topic that impacts human and/or planetary well-being, with a focus on communities distinct from the majority culture of the College and the structural inequities that impact people's lives. Topics will vary depending on the interests of the faculty.

CORE: Junior Seminar AND Engaging Diverse Identities

Junior Seminars must be completed during Junior Year.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

JS352 - Special Topics (CIT)

General

Course Title
Special Topics (CIT)

Course Description
This course offers students an experience in exploring and discussing an issue or topic that impacts human and/or planetary well-being, with a focus on critical understanding of and appreciation for the search for truth in light of the Catholic faith. Topics will vary depending on the interests of the faculty.

CORE: Junior Seminar AND Catholic Intellectual Traditions

Junior Seminars must be completed during Junior Year.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

LA101 - Elementary Latin 1

General

Course Title
Elementary Latin 1

Course Description
A thorough introduction, at an accelerated pace, to the basic forms, vocabulary and syntax of classical Latin. Readings from a variety of authors and periods of Latin literature.

CORE: Second Language for B.A.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

LA102 - Elementary Latin 2

General

Course Title
Elementary Latin 2

Course Description
Continued intensive study of the basic structure and idioms of the Latin language. Aims to develop and hone skills in reading, translation, composition and conversation.

CORE: Second Language for B.A.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

LA101 Prerequisite

Type
Prerequisite

LA101, Minimum Grade C or Placement

Earn a minimum grade of C in the following:

- LA101 - Elementary Latin 1

LA310 - Directed Reading in Latin Lit

General

Course Title
Directed Reading in Latin Lit

Course Description
Examines the writings of a particular author, genre, or period. Students will translate, parse words, interpret passages, examine the style of a prose author and the metrics and diction of a poet, and consider the literary, philological, and historical background of a given author. Students write interpretive and analytical essays as well as translate from sight.

CORE: Literature & The Arts

May be repeatable if topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

LA211 Prerequisite

Type
Prerequisite

LA102 or Placement

Complete ALL of the following Courses:
- LA102 - Elementary Latin 2

LA499 - (INT) Internship

General

Course Title
(INT) Internship

Course Description
Qualified majors may apply for academic internships at a variety of off-campus sites including non-profit organizations, government agencies, healthcare practices and businesses.

Requirements may include selected readings, written reports, and an oral presentation.

Registration is through the Career Education Center and will require an appointment with a Career Coach. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several
weeks and needs to be completed prior to the start of the semester.

Restrictions: Minimum 2.0 GPA.

May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

MA100 - Preparatory Concepts in Mathematics

General

Course Title
Preparatory Concepts in Mathematics

Course Description
This course will focus on topics in preparatory concepts in mathematics. Themes will vary.

May be repeatable as long as topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

MA102 - Math for College Success

General

Course Title
Math for College Success

Course Description
Math for College Success is a 2-credit preparatory course to review and strengthen fundamental mathematics skills that are used in many college courses. This course will prepare students for success in subsequent courses by developing their quantitative reasoning and using it to solve applied problems. This is a Pass/Fail course that does not fulfill the quantitative reasoning CORE requirement.

Restrictions: This course should NOT be taken by students for credit who have completed MA 130 or higher or ST 120 or higher.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
2

MA104 - Pre-Calculus

General

Course Title
Pre-Calculus

Course Description
An individually customized review of: logarithms, exponentials, functions, graphing, polynomial and rational functions, conic sections, trigonometric functions and identities. An introduction to limits, continuity and derivatives.

Restrictions: Open by permission of instructor only to students who will enroll or are enrolled in MA 130 or MA 150.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
4

MA105 - Pre-Calculus

General

Course Title
Pre-Calculus

Course Description
An individually customized review and reinforcement of limits, continuity and an introduction to derivatives, with selected pre-calculus topics.

Restrictions: Open by permission of instructor only to students who will enroll or are enrolled in MA 130 or MA 150.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
2

MA112 - Mathematics in Context

General

Course Title
Mathematics in Context

Course Description
An introduction to concepts of modern mathematics with applications in real-world contexts. Topics may include the mathematics of personal finance, mathematics of elections, graph theory, Fibonacci numbers, risk analysis, probability, logic, and game theory.

Restrictions: This course is not open to DS/MA/ST majors.

CORE: Quantitative Reasoning.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

MA115 - Mathematics for Teachers

General

Course Title
Mathematics for Teachers

Course Description
This course is designed for education majors to develop both a deep conceptual understanding of pre-K-8+ mathematics along with the mathematical knowledge necessary to teach these topics. Topics include: whole number operations, place value, fractions, integers, decimals, ratios, proportions, inverse variation, percents (including percent increase and decrease), and estimation.

Restrictions: ED Major/Licensure Students Only

CORE: Quantitative Reasoning

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

MA130 - Elements of Calculus

General

Course Title
Elements of Calculus

Course Description
A one-semester survey of calculus. Topics include limits, derivatives and the integral, with emphasis on applications in the life sciences and finance. Note that the prerequisite for MA-160 is MA-150, so additional preparation (e.g. formal limits and more in-depth trigonometry) is strongly recommended for MA-130 students who subsequently decide to petition into MA-160.

At least high school algebra required; preferably pre-calculus. Students are required to complete the Calculus Placement Test (https://www.smcvt.edu/calculus-placement-test/) and review their results before registering for this course.

CORE: Quantitative Reasoning.

No credit given for MA-130 if credit has been given for MA-150, MA-160 or MA-211.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

MA150 - Calculus I

General

Course Title
Calculus I

Course Description
Limits and continuity; exponential and trigonometric functions; the derivative and applications; Riemann sums, the integral, and applications. The applications, motivation, and context for the mathematics will come from the life sciences, physical sciences, and finance.

Appropriate high school preparation, with at least pre-calculus. Students are required to complete the Calculus Placement Test (https://www.smcvt.edu/calculus-placement-test/) and review their results before registering for this course.

CORE: Quantitative Reasoning.

No Credit will be given for MA-150 if credit has been given for MA-160 or MA-211.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

MA160 - Calculus II

General

Course Title
Calculus II

Course Description
Integration techniques and applications; sequences and series; plane analytic geometry including parametric curves; polar coordinates; space geometry including an introduction to vectors.

CORE: Quantitative Reasoning.

No Credit will be given for MA-160 if Credit has been given for MA-211.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

MA150 Prerequisite

Type
Prerequisite

MA150, Minimum Grade C-

Earn a minimum Grade of C- in the following:

- MA150 - Calculus I

MA207 - Discrete Mathematics

General

Course Title
Discrete Mathematics

Course Description
Propositional logic; sets, functions, relations; elementary combinatorics; techniques of mathematical proof, including induction; recurrence and recurrence relations. Emphasis on connections to computing.

No credit will be given for MA-207 if credit has been given for MA-240.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

MA150, MA160 or MA211 Prerequisite

Type
Prerequisite

MA150, MA160 or MA211

Complete at least 1 of the following courses:
- MA150 - Calculus I
- MA160 - Calculus II
- MA211 - Calculus III

MA208 - Theory of Computation

General

Course Title
Theory of Computation

Course Description
Primitive recursion and recursive functions; Turing machines; weaker computational models, including finite state machines and pushdown automata; regular expressions and Kleene's theorem; nondeterminism; Halting Problem and Rice's Theorem; NP completeness. Emphasis on conceptual overview of the role the topics play in computing.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

MA160 Prerequisite

Type
Prerequisite

MA160 (or above)

Complete at least 1 of the following courses:
- MA160 - Calculus II
- MA211 - Calculus III

MA207 or MA240 Corequisite or Prerequiste (Recommended)

Type
Corequisite

MA207 or MA240 (Recommended Only)

Complete ANY of the following Courses:
- MA207 - Discrete Mathematics
- MA240 - Proofs

MA211 - Calculus III

General

Course Title
Calculus III

Course Description
Vector-valued functions; partial differentiation; multiple integrals and applications, line integrals; Green's Theorem and other vector calculus results.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

MA160 Prerequisite

Type
Prerequisite

MA160, Minimum Grade C-

Earn a minimum Grade of C- in the following:
- MA160 - Calculus II

MA213 - Linear Algebra

General

Course Title
Linear Algebra

Course Description
Systems of linear equations; vector spaces; linear independence and bases; linear maps; matrices; determinants; eigenvalues and eigenvectors; diagonalization.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

MA160 or MA211 Prerequisites

Type
Prerequisite

MA160 or MA211

Complete at least 1 of the following courses:
- MA160 - Calculus II
- MA211 - Calculus III

MA217 - Graphs, Networks, and Algorithms

General

Course Title
Graphs, Networks, and Algorithms

Course Description
Introduction to graphs, emphasizing their use as as a language for describing computational problems. Problems considered may include coloring, minimum spanning tree, conflict scheduling, optimal assignment, and bioinformatics. We cover graph algorithms such as traversal, shortest path, and network flow. Additional topics may include algorithm analysis and computational intractability.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisites

Type
Prerequisite

MA150

Complete ALL of the following Courses:
- MA150 - Calculus I

CS109, CS111 or DS203

Complete at least 1 of the following courses:
- CS109 - Computer Science for Engineering
- CS111 - Introduction to Computer Science I
- DS203 - Introduction to Data Science

MA240 - Proofs

General

Course Title
Proofs

Course Description
Fundamentals of sets and logic; logical quantifiers; methods of direct and indirect proof; mathematical induction; functions and relations; divisibility theory and modular arithmetic in the integers. Emphasis on construction of mathematical arguments and writing these arguments in a clear and convincing manner.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

MA160 Prerequisite

Type
Prerequisite

MA160

Complete ALL of the following Courses:
- MA160 - Calculus II

MA284 - History of Mathematics

General

Course Title
History of Mathematics

Course Description
A problem study approach to the history of mathematics. Topics may include: Babylonian and Egyptian mathematics, number systems, Pythagorean mathematics, duplication, trisection, and quadrature, Greek mathematics including Euclid's Elements, Hindu-Arabian and Chinese mathematics, and the prelude to and dawn of modern mathematics.

CORE: History & Society

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisites

Type
Prerequisite

MA150, MA160, or MA211

Complete at least 1 of the following courses:

- MA150 - Calculus I
- MA160 - Calculus II
- MA211 - Calculus III

MA303 - Differential Equations

General

Course Title
Differential Equations

Course Description
First order differential equations with applications primarily from physics and population dynamics; qualitative analysis; approximation of solutions. Second order linear d.e.'s and applications; series solutions; Laplace transforms. Other topics may include difference equations and iterated functions, systems, boundary value problems.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

MA160 or MA211 Prerequisite

Type
Prerequisite

MA160 or MA211 (MA211 Recommended)

Complete at least 1 of the following courses:

- MA160 - Calculus II
- MA211 - Calculus III

MA305 - Scientific Computing

General

Course Title
Scientific Computing

Course Description
Methods for approximating the solutions of problems that are difficult or impossible to solve exactly. Floating point representation; approximation of functions; roots of nonlinear equations; interpolation and curve-fitting; linear systems; some operations research methods; additional topics possibly including numerical integration and differentiation.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

MA160 or MA211 Prerequisites

Type
Prerequisite

MA160 or MA211

Complete at least 1 of the following courses:
- MA160 - Calculus II
- MA211 - Calculus III

MA308 - Geometries

General

Course Title
Geometries

Course Description
Euclidean geometry; the discovery of non-Euclidean geometry and the independence of the parallel postulate; neutral geometry; Hilbert's axioms; some philosophical implications. Additional geometric topics such as finite geometries; an introduction to elementary topology; fractals.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

MA160 or MA211 Prerequisites

Type
Prerequisite

MA160 or MA211

Complete at least 1 of the following courses:
- MA160 - Calculus II
- MA211 - Calculus III

MA315 - Complex Analysis

General

Course Title
Complex Analysis

Course Description
The theory of functions of one complex variable. Topics will include: topology and algebraic structure of the complex numbers; differentiation of complex-valued functions and the Cauchy-Riemann equations; contour integration and Cauchy's Theorem; classification of singularities; Laurent series; the residue calculus.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

MA160 or MA211 Prerequisite

Type
Prerequisite

MA160 or MA211 (MA211 Recommended)

Complete at least 1 of the following courses:

- MA160 - Calculus II
- MA211 - Calculus III

MA380 - Advanced Topics in Mathematics

General

Course Title
Advanced Topics in Mathematics

Course Description
Topics of current interest not covered in the standard courses.

Prerequisites: Dependent on topic.

May be repeatable if topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
2

MA381 - Mathematics Education Seminar

General

Course Title
Mathematics Education Seminar

Course Description
Topics in teaching mathematics at the secondary level or other levels, including effective mathematics lesson preparation and delivery, current issues in mathematics education, the use of ancillary teaching resources, and engagement in teaching and learning in local classrooms.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

Prerequisites

Type
Prerequisite

MA150, MA160, or MA211

Complete at least 1 of the following courses:

- MA150 - Calculus I
- MA160 - Calculus II
- MA211 - Calculus III

MA401 - Real Analysis I

General

Course Title
Real Analysis I

Course Description
A rigorous study of the real number system: field and order axioms, completeness, and topology. Limits, sequences and series. Functions and continuity; pointwise and uniform convergence. The derivative and the Riemann integral.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

MA213 Prerequisite

Type
Prerequisite

MA213

Complete ALL of the following Courses:

- MA213 - Linear Algebra

MA403 - Real Analysis II

General

Course Title
Real Analysis II

Course Description
Functions of several variables; the derivative and Riemann integral in higher dimensional real spaces; implicit and inverse function theorems; other topics in analysis.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

MA406 - Abstract Algebra I

General

Course Title
Abstract Algebra I

Course Description
Groups, rings, and fields with an emphasis on group theory. Topics will include: subgroups, cosets, and Lagrange's theorem; normal subgroups and quotient groups; the homomorphism theorems; the structure theorem for finite abelian groups; rings and ideals; quotient rings; integral domains and fields.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

MA213 Prerequisite (MA240 Recommended)

Type
Prerequisite

MA213

Complete ALL of the following Courses:
- MA213 - Linear Algebra

MA240 (Recommended Only)

Complete ANY of the following Courses:
- MA240 - Proofs

MA407 - Abstract Algebra II

General

Course Title
Abstract Algebra II

Course Description
Commutative rings, ideals, and the construction of quotient rings. Axiomatic description of fields; algebraic (and transcendental) extensions of fields. Applications of field theory to ruler-and-compass constructions; Galois theory and the non-solvability by radicals of quintic equations. Other topics as time permits.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

MA406 Prerequisite

Type
Prerequisite

MA406

Complete ALL of the following Courses:
- MA406 - Abstract Algebra I

MA410 - Seminar in Mathematics

General

Course Title
Seminar in Mathematics

Course Description
Exposes students to a variety of topics in current mathematics, including research, career, and ethics-related issues. Students will write a paper and present on selected topics.

Restrictions: Senior Mathematics Majors Only or by Permission of Instructor.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Senior Standing

Earn at least 89 credits

MA499 - (INT) Internship

General

Course Title
(INT) Internship

Course Description
Qualified majors may apply for academic internships at a variety of off-campus sites including non-profit organizations, government agencies, healthcare practices and businesses.

Requirements may include selected readings, written reports, and an oral presentation.

Registration is through the Career Education Center and will require an appointment with a Career Coach. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several weeks and needs to be completed prior to the start of the semester.

Restrictions: Minimum 2.0 GPA.

May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Max):
4

Credits (Min):
2

MS1110 - (UVM) Introduction to ROTC & US Army

General

Course Title
(UVM) Introduction to ROTC & US Army

Course Description
Discussion of the customs, traditions, branches, organization, as well as the many changes in the roles and missions of the Army of the 21st century. Includes a non-credit laboratory to develop, practice and refine leadership skills in a variety of positions.

Restrictions: First-Year Students and Sophomores Only with an interest in ROTC.

Registration: In order to add MS courses, students must first register through their myUVM accounts (myuvm.uvm.edu). Once registered at UVM, students will automatically be added to the corresponding course(s) at SMC at a later date. Students may contact Valerie Pallotta (Valerie.Pallotta@uvm.edu) at UVM with further questions.

THIS CLASS MEETS ON THE UVM CAMPUS.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
1

MS1120 - (UVM) Military Skills & Followership

General

Course Title
(UVM) Military Skills & Followership

Course Description
Development of basic skills of an Army officer, including navigation and communications. Students are exposed to leadership development exercises during leadership laboratories.

Restrictions: First-Year Students and Sophomores Only with an interest in ROTC.

Registration: In order to add MS courses, students must first register through their myUVM accounts (myuvm.uvm.edu). Once registered at UVM, students will automatically be added to the corresponding course(s) at SMC at a later date. Students may contact Valerie Pallotta (Valerie.Pallotta@uvm.edu) at UVM with further questions.

MEETS ON UVM CAMPUS.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
1

MS1210 - (UVM) Leadership & Team Development

General

Course Title
(UVM) Leadership & Team Development

Course Description
Learning and application of ethics-based leadership skills that develop individual abilities and contribute to effective team building. Development of oral presentations, writing, and coordination of group efforts. Includes a non-credit laboratory to develop, practice, and refine leadership skills in a variety of positions.

Can be taken concurrently with MS-1110.

Registration: In order to add MS courses, students must first register through their myUVM accounts (myuvm.uvm.edu). Once registered at UVM, students will automatically be added to the corresponding course(s) at SMC at a later date. Students may contact Valerie Pallotta (Valerie.Pallotta@uvm.edu) at UVM with further questions.

THIS CLASS MEETS ON THE UVM CAMPUS.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

MS1120 Prerequisite

Type
Prerequisite

MS1120

Complete ALL of the following Courses:

- MS1120 - (UVM) Military Skills & Followership

MS1220 - (UVM) Individual & Team Leading

General

Course Title
(UVM) Individual & Team Leading

Course Description
Techniques for training/counseling others as an aspect of continued leadership development. Includes safety and risk management assessments, and planning for individual and team safety. Includes a non-credit laboratory to develop, practice and refine leadership skills in a variety of positions.

Can be taken concurrently with MS-112O.

Registration: In order to add MS courses, students must first register through their myUVM accounts (myuvm.uvm.edu). Once registered at UVM, students will automatically be added to the corresponding course(s) at SMC at a later date. Students may contact Valerie Pallotta (Valerie.Pallotta@uvm.edu) at UVM with further questions.

MEETS ON UVM CAMPUS.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

MS1120 Prerequisite

Type
Prerequisite

MS1120

Complete ALL of the following Courses:

- MS1120 - (UVM) Military Skills & Followership

MS2131 - (UVM) Leading & Training Small Organizations

General

Course Title
(UVM) Leading & Training Small Organizations

Course Description
Series of opportunities to lead small groups, receive personal assessments, and lead in complex situations. Plan and conduct training to develop leadership skills. Includes a non-credit laboratory to develop, practice and refine leadership skills in a variety of positions.

Prerequisites/Restrictions: Completion of basic course program or basic camp; Contracted ROTC Cadets Only.

Registration: In order to add MS courses, students must first register through their myUVM accounts (myuvm.uvm.edu). Once registered at UVM, students will automatically be added to the corresponding course(s) at SMC at a later date. Students may contact Valerie Pallotta (Valerie.Pallotta@uvm.edu) at UVM with further questions.

THIS CLASS MEETS ON THE UVM CAMPUS.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
3

MS2132 - (UVM) Leading & Managing Small Organizations

General

Course Title
(UVM) Leading & Managing Small Organizations

Course Description
Plan for and adapt to the unexpected in organizations under stress. Examine importance of ethical decisions in a positive climate that enhances team performance. Includes a non-credit laboratory to develop, practice and refine leadership skills in a variety of positions.

Restrictions: Contracted ROTC Cadets Only.

Registration: In order to add MS courses, students must first register through their myUVM accounts (myuvm.uvm.edu). Once registered at UVM, students will automatically be added to the corresponding course(s) at SMC at a later date. Students may contact Valerie Pallotta (Valerie.Pallotta@uvm.edu) at UVM with further questions.

MEETS ON UVM CAMPUS.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
3

MS3241 - (UVM) Leadership Challenges & Goal Setting

General

Course Title
(UVM) Leadership Challenges & Goal Setting

Course Description
Plan, conduct, and evaluate activities. Assess organizational cohesion and develop strategies for improvement. Develop confidence in skills to lead people and manage resources. Includes a non-credit laboratory to develop, practice and refine leadership skills in a variety of positions.

Restrictions: Contracted ROTC Cadet/students who have completed MS-2132 and Advanced Camp

Registration: In order to add MS courses, students must first register through their myUVM accounts (myuvm.uvm.edu). Once registered at UVM, students will automatically be added to the corresponding course(s) at SMC at a later date. Students may contact Valerie Pallotta (Valerie.Pallotta@uvm.edu) at UVM with further questions.

THIS CLASS MEETS ON THE UVM CAMPUS.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

MS2132 Prerequisite

Type
Prerequisite

MS2132

Complete ALL of the following Courses:

MS3242 - (UVM) Lead Ethically/Competently

General

Course Title
(UVM) Lead Ethically/Competently

Course Description
Identify and resolve ethical dilemmas. Refine counseling and motivating techniques. Examine aspects of tradition and law related to leading as an officer in the Army. Includes a non-credit laboratory to develop, practice and refine leadership skills in a variety of positions.

Restrictions: Contracted ROTC Cadets Only.

Registration: In order to add MS courses, students must first register through their myUVM accounts (myuvm.uvm.edu). Once registered at UVM, students will automatically be added to the corresponding course(s) at SMC at a later date. Students may contact Valerie Pallotta (Valerie.Pallotta@uvm.edu) at UVM with further questions.

MEETS ON UVM CAMPUS.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

MS2132 Prerequisite

Type
Prerequisite

MS2132

Complete ALL of the following Courses:

- MS2132 - (UVM) Leading & Managing Small Organizations

MU101 - Understanding Music

General

Course Title
Understanding Music

Course Description
Study of the elements of music - rhythm, meter, pitch, melody, harmony, timbre, ensembles, and form - and music as an element of human culture. Emphasis is placed on both listening and elementary musicianship skills. Examples include both Western and non-Western music.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Max):
4

Credits (Min):
2

MU201 - Structures of Music I

General

Course Title
Structures of Music I

Course Description
Basic tonal materials: scales, intervals, chords; melody and counterpoint; basic ear-training, sight-singing, keyboard skills.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

MU203 - Structures of Music II

General

Course Title
Structures of Music II

Course Description
Intermediate tonal materials, harmony, introduction to form and analysis; ear-training, sight-singing, keyboard skills.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

MU201 Prerequisite

Type
Prerequisite

MU201

Complete ALL of the following Courses:
- MU201 - Structures of Music I

MU222 - Medieval and Renaissance Music

General

Course Title
Medieval and Renaissance Music

Course Description
A survey of the genres and styles of music in medieval and Renaissance culture, both music for worship and for secular entertainment, with a focus on the debates about the value and correct forms of music throughout this period.

CORE: Literature & The Arts AND Catholic Intellectual Traditions

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

MU225 - Classical Music History

General

Course Title
Classical Music History

Course Description
Study of Western classical music of the Baroque, Classical, and Romantic periods (approx. 1600-1900), with a focus on the major genres and styles and the social and philosophical meanings of music in these periods.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

MU228 - 20th Century Music

General

Course Title
20th Century Music

Course Description
Study of Western music and culture from Impressionism to the present.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

MU242 - History of Jazz

General

Course Title
History of Jazz

Course Description
The history of the music of African Americans from the point of departure in Africa to present day avant-garde jazz. The influence of jazz on American music.

CORE: Literature & The Arts AND Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
MU242H - History of Jazz (HON)

MU242H - History of Jazz (HON)

General

Course Title
History of Jazz (HON)

Course Description
The history of the music of African Americans from the point of departure in Africa to present day avant-garde jazz. The influence of jazz on American music.

Honors Students Only.

CORE: Literature & The Arts AND Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
MU242 - History of Jazz

MU243 - History of Gospel

General

Course Title
History of Gospel

Course Description
This course examines the great body of African American religious song created and practiced for more than two centuries from the ring shout to holy hip-hop, from the nineteenth century spiritual to various manifestations of gospel song that have defined much Black religious expression since the Third Great Awakening. Folk sermons, street evangelists, musical forms, composers, preachers, quartets, gospel stars, and more are considered in this thorough yet entertaining course.

CORE:
Literature & The Arts AND Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
MU243H - History of Gospel (HON)

MU243H - History of Gospel (HON)

General

Course Title
History of Gospel (HON)

Course Description
This course examines the great body of African American religious song created and practiced for more than two centuries from the ring shout to holy hip-hop, from the nineteenth century spiritual to various manifestations of gospel song that have defined much Black religious expression since the Third Great Awakening. Folk sermons, street evangelists, musical forms, composers, preachers, quartets, gospel stars, and more are considered in this thorough yet entertaining course.

Honors Students Only

CORE:
Literature & The Arts AND Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
MU243 - History of Gospel

MU244 - American Musical Theater

General

Course Title
American Musical Theater

Course Description
A history of American musical theater, focusing on the professional Broadway repertory of the twentieth century, from Victor Herbert through Stephen Sondheim. This course examines the principle composers and lyricists and their shows, the cultural and stylistic trends they represent, the musical and dramatic forms they employ, and the social issues that inform both the context and the content of this repertory. No musical experience is required, but interested students will have performance opportunities.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

MU247 - History of Rock

General

Course Title
History of Rock

Course Description
This course examines the historical, social, cultural, and musical forces that contributed to the emergence and subsequent development and impact of rock and roll as an enduring form of popular music. Performers, genres, song and style analysis, regional distinctions, and more are addressed with contextual depth and nuance.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

MU253 - Global Issues in Music

General

Course Title
Global Issues in Music

Course Description
Exploration of how music functions within and across different cultures, with an emphasis on its contemporary political, economic, and religious uses. The course uses case studies from a number of societies to study how musical expression and the meanings it creates emerge and change, both in their original context and in a increasingly global community.

CORE: Literature & The Arts AND Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

MU261 - Private Lessons for Non-Music Majors

General

Course Title
Private Lessons for Non-Music Majors

Course Description
Enables a qualified student to study voice or an instrument with an accomplished artist in the area.

Restrictions: By arrangement with Music Faculty.

CORE: Literature & The Arts

May be repeated.

Fee applies. Varies by Term (see online form for rate for current term).

Students MUST submit their completed online Private Music Lessons form to the Registrar's Office - after arrangements have been made with the Music Faculty.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Min):
1

MU264 - Songwriting

General

Course Title
Songwriting

Course Description
Students will study songwriting in various popular genres; analyze examples by some of the most respected songwriters; explore types of song structures; learn how to better utilize compositional devices; and become more confident songsmiths exploring creativity through music and words.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
2

MU281 - Introduction to the Music Industry

General

Course Title
Introduction to the Music Industry

Course Description
Students will examine the music business industry in this ever-changing world of broadcast mediums. We'll develop competencies that are used in a wide array of careers that are at the center of the music industry. Specific areas of study include the development of business-related knowledge and skills necessary for developing and maintaining a professional music career; the structure, and vocabulary of the music industry; and the challenges of starting and marketing a music career, from scratch, with or without the help of a record label.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

MU282 - Music Business and Management

General

Course Title
Music Business and Management

Course Description
This course examines issues involving music business and venue management. Subject matter focuses on and explores various careers relating to venue operation and the touring industry. Study additionally includes topics such as the community role of a music venue, booking policy and negotiation, artist contracts and riders, marketing strategy, ticketing, production, and safety protocol.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

MU281 or BU103 Prerequisites

Type
Prerequisite

MU281 or BU103

Complete at least 1 of the following courses:
- MU281 - Introduction to the Music Industry
- BU103 - Managerial Ethics

MU285 - Introduction to Music Therapy

General

Course Title
Introduction to Music Therapy

Course Description
This course provides an overview of the music therapy profession including: history, therapeutic approaches, clinical processes, populations served, and current professional issues. This course will also briefly discuss other professions that use music in healing environments. Readings, lectures, community engagement, and clinical video observation will allow you to examine general principles of music therapy and gain understanding regarding the use of music as a viable therapeutic medium across a variety of populations.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

MU201 or PS201 Prerequisites

Type
Prerequisite

MU201 or PS101

Complete at least 1 of the following courses:
- MU201 - Structures of Music I
- PS101 - General Psychology
- PS101H - General Psychology (HON)

MU301 - Advanced Music Theory

General

Course Title
Advanced Music Theory

Course Description
Chromatic harmony, counterpoint, and standard forms of Western classical musical, with analysis of 18th and 19th-century examples.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

MU203 Prerequisite

Type
Prerequisite

MU203

Complete ALL of the following Courses:
- MU203 - Structures of Music II

MU319 - Advanced Topics in Music Theory

General

Course Title
Advanced Topics in Music Theory

Course Description
Detailed examination of a particular technique, style, or methodology of musical analysis or composition. Topics vary but may include, for example, counterpoint, fugue, twentieth-century analysis, free composition, or jazz harmony and arranging.

May be repeatable if topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

MU203 Prerequisite

Type
Prerequisite

MU203

Complete ALL of the following Courses:
- MU203 - Structures of Music II

MU349 - Topics in American and Popular Music

General

Course Title
Topics in American and Popular Music

Course Description
Detailed examination of a particular genre, period, region, repertory, composer, or performer. Topics vary but may include, for example, the blues, film music, or the Folk Revival.

May be repeated as long as topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

MU359 - Topics in Ethnomusicology

General

Course Title
Topics in Ethnomusicology

Course Description
Exploration and critical study of a specific ethnomusicological topics through discussion, readings, and performance. May include topics such as: Music as Social and Political Expression; Religious and Ritual Music; Classical World Music; or specific regional/area studies, i.e. music of India.

May be repeated as long as the topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

MU361 - Private Lessons Music Majors

General

Course Title
Private Lessons Music Majors

Course Description
Private study of voice or an instrument with an accomplished artist in the area.

Restrictions: By arrangement with Music Faculty; Open to Music Majors and Minors who have completed or are enrolled in MU-201, and to Theatre Majors (Voice Only).

CORE: Literature & The Arts

Fee applies. Varies by Term (see online form for rate for current term).

Students can take only one private lesson per semester as MU-361. Music Majors and Minors may register for a second lesson on a separate form as MU-261 at the higher course fee.

MUSIC MAJORS can take MU-361 for eight semesters.

MUSIC MINORS can take MU-361 for four semesters.

THEATRE MAJORS can take voice lessons as MU-361 for two semesters.

Students MUST submit their completed online Private Music Lessons form to the Registrar's Office - after arrangements have been made with the Music Faculty.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Min):
1

Course Requisites

Simple Requirements

MU201 Prerequisite

Type
Prerequisite

MU201

Complete ALL of the following Courses:

- MU201 - Structures of Music I

MU364 - Advanced Performance Studies

General

Course Title
Advanced Performance Studies

Course Description
Group-oriented instruction in various performance styles such as jazz improvisation, operatic singing, song-writing, or chamber music. Offering varies from year to year.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
2

MU372 - String Orchestra

General

Course Title
String Orchestra

Course Description
An instrumental group performing a variety of different genres and styles of classical music, depending on the instrumentation available.

CORE:
Literature & The Arts

May be repeated.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
2

MU374 - Concert Band

General

Course Title
Concert Band

Course Description
An instrumental group performing literature for concert band and wind ensemble.

CORE:
Literature & The Arts

May be repeated.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
2

MU375 - Jazz Orchestra

General

Course Title
Jazz Orchestra

Course Description
A stage band performing the Big-Band style of jazz.

CORE:
Literature & The Arts

May be repeated.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
2

MU376 - African Drumming/Dance Ensemble

General

Course Title
African Drumming/Dance Ensemble

Course Description
Exploration and public performance in ensembles of the music and dance of the Ewe people of Ghana and related cultures, with expectation of substantial individual and ensemble improvement of performance skills, critical listening, and instrumental and other techniques. There will be frequent on and off-campus performances, work with guest artists, and opportunities for individual musical projects (recitals, recordings, etc.) with the group. All interested students, regardless of background, should attend the first class session.

CORE: Literature & The Arts

May be repeated.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
2

MU377 - Saint Michael's Singers

General

Course Title
Saint Michael's Singers

Course Description
Vocal ensemble performing music in a variety of styles, including major choral works.

CORE:
Literature & The Arts

May be repeated.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
2

MU492 - Senior Seminar and Project

General

Course Title
Senior Seminar and Project

Course Description
The senior seminar gives students the opportunity to undertake a culminating project in the study and performance of music. Topics and projects vary according to the interests of the students, and include a combination of original research, musical analysis, a final paper, an oral presentation, and a musical performance.

Restrictions: Music Majors Only

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Max):
4

Credits (Min):
2

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

NS150 - Introduction to Biology and Neuroscience

General

Course Title
Introduction to Biology and Neuroscience

Course Description
This course covers the foundations of natural sciences with focus on biological and neuroscience related topics. We cover (i) the evolution of organisms and organ systems, (ii) explore biological concepts that form the foundation of life, (iii) learn about sensory and motor systems, and their role in behavior and cognition.

CORE: Scientific Inquiry

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

NS318 - Cellular/Molecular Neuroscience

General

Course Title
Cellular/Molecular Neuroscience

Course Description
This course covers cellular/molecular aspects that govern signal transmission. We explore the actions of venoms and drugs on neurons, neurotransmitter systems and signal processing in sensory systems. Other topics include development and the phylogenetic diversity of nervous systems. During lab we employ commonly used methods in cellular/molecular neuroscience.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisites

Type
Prerequisite

BI151 or BI152

Complete at least 1 of the following courses:
- BI151 - Introduction to Ecology and Evolution
- BI152 - Introduction to Health Science

BI153, CH110 & CH117

Complete ALL of the following Courses:
- BI153 - Introductory Cell Biology and Genetics
- CH110 - General Chemistry I
- CH117 - Organic Chemistry I

NS400 - Independent Research in Neuroscience

General

Course Title
Independent Research in Neuroscience

Course Description
Students interested in independent research are encouraged to talk to faculty to identify suitable projects. Once a selection has been made students work with the faculty mentor and conduct scientific research. Depending on the chosen project, faculty mentors may have pre-requisites such as advanced courses pertinent to the research.

Restrictions: Permission of the Program Director.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisites

Type
Prerequisite

PS274

Complete ALL of the following Courses:
- PS274 - Behavioral Neuroscience

PS215 or (BI205 and ST120)

Complete at least 1 of the following courses:
- PS215 - Research Methods
- BI205 - Communications in Biological Sciences **AND** ST120 - Elementary Statistics

NS406 - Neuroscience Honors Research Proposal

General

Course Title
Neuroscience Honors Research Proposal

Course Description
Eligible students will be active participants in a year-long intensive laboratory experience that involves conducting a literature review, generating hypothesis(es), choosing and training on relevant methodology, writing an approved IRB/IACUC proposal (if applicable), collecting data, analyzing results, and writing a thesis paper, which also includes theoretical implications and conclusions. Students will also present their work orally at the April college-wide symposium.

BI 320 Advanced Neurobiology or BI 335 Neuroscience may also be required for cellular neuroscience related projects. PH 362 may be required for philosophy related projects. Students should speak with a faculty mentor to inquire whether these additional prerequisites are needed.

Restrictions: Juniors and Seniors only. Requires permission of Program Director.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

Prerequisites

Type
Prerequisite

PS274

Complete ALL of the following Courses:
- PS274 - Behavioral Neuroscience

PS215 or (BI205 and ST120)

Complete at least 1 of the following courses:

- PS215 - Research Methods
- BI205 - Communications in Biological Sciences
  AND ST120 - Elementary Statistics

NS408 - Independent Research: Honors in Neuroscience

General

Course Title
Independent Research: Honors in Neuroscience

Course Description
Eligible students will be active participants in a year-long intensive laboratory experience (NS 406 & NS 408) that involves conducting a literature review, generating hypothesis(es), choosing and training on relevant methodology, writing an approved IRB/IACUC proposal (if applicable), collecting data, analyzing results, and writing a thesis paper, which also includes theoretical implications and conclusions. Students will also present their work orally at the April college-wide symposium.

BI 320 Advanced Neurobiology or BI 335 Neuroscience may also be required for cellular neuroscience related projects. PH 362 may be required for philosophy related projects. Students should speak with a faculty mentor to inquire whether these additional prerequisites are needed.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

NS406 Prerequisite

Type
Prerequisite

NS406

Complete ALL of the following Courses:

- NS406 - Neuroscience Honors Research Proposal

NS410 - Neuroscience Senior Seminar

General

Course Title
Neuroscience Senior Seminar

Course Description
This course provides a capstone experience for students to review contemporary literature, demonstrate oral and written communication skills, and discuss societal implications of the field of neuroscience.

Restrictions: Neuroscience Majors Only.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Senior Standing

Earn at least 89 credits

NS499 - (INT) Internship

General

Course Title
(INT) Internship

Course Description
Qualified majors may apply for academic internships at a variety of off-campus sites including non-profit organizations, government agencies, healthcare practices and businesses.

Requirements may include selected readings, written reports, and an oral presentation.

Registration is through the Career Education Center and will require an appointment with a Career Coach. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several
weeks and needs to be completed prior to the start of the semester.

Restrictions: Minimum 2.0 GPA.

May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

NU110 - (LCMC) Introduction to Nutrition

General

Course Title
(LCMC) Introduction to Nutrition

Course Description
The choices we make about food and nutrition shape our health and wellness throughout our lives. This course dives into the factors influencing our dietary choices, from cultural influences to personal tastes. We'll explore macronutrients, micronutrients, governmental dietary guidelines, and practical assessment tools to design nutrition plans that improve well-being and weight management.

Nutrition Minors Only.

This course is offered online through a consortium of accredited colleges and universities. Instruction is provided by faculty employed by partner institutions within the consortium, with technology and administrative support provided by Rize Education.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Sophomore Standing

Earn at least 24 credits

NU205 - Nutrition

General

Course Title
Nutrition

Course Description
This course provides a foundational understanding of the science of nutrition, with a focus on biochemical and metabolic processes. It will be taught through a wide lens of biological, social, cultural, and environmental factors. Students will develop an ability to interpret evidence-based nutrition information to use in healthcare or science related careers, as well as in their own lives.

Not Open to students who have completed BI-259: Nutrition

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

BI153 Prerequisite

Type
Prerequisite

BI153

Complete ALL of the following Courses:

- BI153 - Introductory Cell Biology and Genetics

NU225 - Food Science

General

Course Title
Food Science

Course Description
This course provides an overview of food science principles, including food composition, chemistry, microbiology, processing, preservation, sensory evaluation, and current issues in the food industry. Emphasis is placed on the relationship between food science and nutrition, food safety, and the impact of food technology on health, culture, and sustainability.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

CH110 Prerequisite

Type
Prerequisite

CH110 or Permission of Instructor

Complete at least 1 of the following courses:
- CH110 - General Chemistry I

NU250 - (LCMC) Food Economics

General

Course Title
(LCMC) Food Economics

Course Description
Food Economics isn't just about numbers-it's about people. Inequalities in our global food system often mirror the broader disparities in society. By understanding these systems, we can bring about transformative change. This course tackles the essentials: preventing food-borne illnesses, mastering procurement, and ensuring production quality. You'll learn the real-world calculations behind food costs and discover how food systems can save lives.

Nutrition Majors & Minors Only

This course is offered online through a consortium of accredited colleges and universities. Instruction is provided by faculty employed by partner institutions within the consortium, with technology and administrative support provided by Rize Education.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

Prerequisite

Type
Prerequisite

NU205 or NU110

Complete at least 1 of the following courses:
- NU205 - Nutrition
- NU110 - (LCMC) Introduction to Nutrition

NU310 - (LCMC) Lifecycle Nutrition I

General

Course Title
(LCMC) Lifecycle Nutrition I

Course Description
From preconception to adolescence, nutrition shapes our health trajectories. This course explores how early choices, like breastfeeding or formula feeding, impact a child's development milestones and potential food allergies. As children grow, we'll examine how dietary needs and relationships with food evolve, especially during adolescence. Learn about the pivotal role of nutrition during early life and how it can mold health and self-perception

Nutrition Majors & Minors Only.

This course is offered online through a consortium of accredited colleges and universities. Instruction is provided by faculty employed by partner institutions within the consortium, with technology and administrative support provided by Rize Education.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

Prerequisite

Type
Prerequisite

NU205 (or NU110) Prerequisite

Complete at least 1 of the following courses:
- NU205 - Nutrition
- NU110 - (LCMC) Introduction to Nutrition

NU320 - (LCMC) Lifecycle Nutrition II

General

Course Title
(LCMC) Lifecycle Nutrition II

Course Description
In adulthood, nutritional habits solidify. We'll explore how early adulthood sets foundational food choices, and middle adulthood introduces complexities with work, family, and the onset of chronic diseases. Lastly, we'll explore the challenges faced in geriatric nutrition, including the impacts of polypharmacy. Throughout, a recurring theme will be weight management, emphasizing its role in promoting sustained health and activity.

Nutrition Majors & Minors Only.

This course is offered online through a consortium of accredited colleges and universities. Instruction is provided by faculty employed by partner institutions within the consortium, with technology and administrative support provided by Rize Education.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

Prerequisite

Type
Prerequisite

NU205 (or NU110) Prerequisite

Complete at least 1 of the following courses:
- NU205 - Nutrition
- NU110 - (LCMC) Introduction to Nutrition

NU325 - (LCMC) Medical Nutrition Therapy

General

Course Title
(LCMC) Medical Nutrition Therapy

Course Description
Through this course, students will gain insights into how medical and social histories play a crucial role in accurate nutrition diagnoses. The course also highlights various counseling techniques and introduces therapeutic diets tailored to address specific health challenges. Emphasizing the importance of monitoring and evaluating outcomes, this course prepares students for effective and informed interventions.

Nutrition Majors & Minors Only.

This course is offered online through a consortium of accredited colleges and universities. Instruction is provided by faculty employed by partner institutions within the consortium, with technology and administrative support provided by Rize Education.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
3

Course Requisites

Simple Requirements

Prerequisites

Type
Prerequisite

(NU110 or NU205), NU310 and NU320

Complete ALL of the following Courses:
- NU110 - (LCMC) Introduction to Nutrition
  OR NU205 - Nutrition
- NU310 - (LCMC) Lifecycle Nutrition I
- NU320 - (LCMC) Lifecycle Nutrition II

NU360 - Nutritional Biochemistry

General

Course Title
Nutritional Biochemistry

Course Description
The class is intended to introduce key concepts in nutritional biochemistry and metabolism at molecular, cellular and whole-body levels for human system. Students are required to learn, understand and integrate knowledge of biochemistry, cellular metabolism as well as physiology, especially digestive and endocrine system to account for different conditions of human health.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisites

Type
Prerequisite

BI153, (NU205 or NU110), CH110 and CH117

Complete ALL of the following Courses:
- BI153 - Introductory Cell Biology and Genetics
- NU205 - Nutrition
  OR NU110 - (LCMC) Introduction to Nutrition
- CH110 - General Chemistry I
- CH117 - Organic Chemistry I

PB101 - Introduction to Public Health

General

Course Title
Introduction to Public Health

Course Description
This course provides an introduction to the field of public health. Students will learn of the connectivity of public health and health care and the roles of personal behavior, social determinants, race, ethnicity, and income. Students will learn about prevention, protection and health promotion, as well as the domestic and global implications of public health.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PB250 - Business, Government and Health Care The Danish Way

General

Course Title
Business, Government and Health Care The Danish Way

Course Description
This course explores institutions and policies of Denmark in three specific realms - business, politics and health care (broadly defined) - by examining their structures and functions, as well as the values and cultural institutions that inspired and maintain them. Our exploration will employ a comparative approach, using the corresponding institutions, policies and values of the United States.

This course is the pre-requisite for BU/PO/PB 251, Business, Government, and Health Care the Danish Way Study Tour.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
2

Cross Listed Courses
BU250 - Business, Government and Health Care The Danish Way, PO250 - Business, Government & Health Care The Danish Way

PB251 - Business, Government and Health Care The Danish Way Study Trip

General

Course Title
Business, Government and Health Care The Danish Way Study Trip

Course Description
This 12-day study tour will visit Copenhagen to study Danish culture, business, government, and health care. We will visit with Danish businesses including Lego; government institutions including Parliament; and health care experts and practitioners to understand how Danish values inform and influence business and public policy. Visits to cultural sites such as the National Gallery of Denmark, Rosenborg Castle, and Tivoli Gardens will enable you to learn more about Denmark's history and culture.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
2

Cross Listed Courses
BU251 - Business, Government and Health Care the Danish Way Study Trip, PO251 - Business, Government and Health Care The Danish Way Study Trip

Course Requisites

Simple Requirements

Prerequisites

Type
Prerequisite

BU250, PO250, or PB250

Complete at least 1 of the following courses:

- BU250 - Business, Government and Health Care The Danish Way
- PO250 - Business, Government & Health Care The Danish Way
- PB250 - Business, Government and Health Care The Danish Way

PB299 - Community Health Action Practicum

General

Course Title
Community Health Action Practicum

Course Description
In this course, students will gain hands-on experience in promoting public and community health through a combination of lectures, site visits and project-based learning in working groups. Students will develop communication, evaluation, advocacy, implementation and other skills as they help educate and support their peers and problem-solve campus health challenges.

This is a repeatable course.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

PB499 - (INT) Internship

General

Course Title
(INT) Internship

Course Description
Qualified majors may apply for academic internships at a variety of off-campus sites including non-profit organizations, government agencies, healthcare practices and businesses.

Requirements may include selected readings, written reports, and an oral presentation.

Registration is through the Career Education Center and will require an appointment with a Career Coach. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several
weeks and needs to be completed prior to the start of the semester.

Restrictions: Minimum 2.0 GPA.

May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

PH103 - Philosophy and the Good Life

General

Course Title
Philosophy and the Good Life

Course Description
What is a life well-lived? What is the role of ethics in the good life? What gives life meaning? In this course, students will explore these fundamental questions and others in dialogue with a range of philosophical thinkers and texts.

CORE: Philosophical Questions

Note: Students may take PH-103 only once.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
PH103H - Philosophy and the Good Life (HON)

PH103H - Philosophy and the Good Life (HON)

General

Course Title
Philosophy and the Good Life (HON)

Course Description
What is a life well-lived? What is the role of ethics in the good life? What gives life meaning? In this course, students will explore these fundamental questions and others in dialogue with a range of philosophical thinkers and texts.

CORE: Philosophical Questions

Honors Students Only

Note: Students may take PH-103 only once.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
PH103 - Philosophy and the Good Life

PH201 - Philosophy of Human Nature

General

Course Title
Philosophy of Human Nature

Course Description
This course engages questions concerning the place of humans in the wide world, questions that are at the heart of the ongoing Catholic and Christian Humanist traditions. Possible topics include: faith and reason, body and soul, freedom and moral responsibility, the art of living, the nature of desire, and the category of the human. Texts may be classic and/or contemporary.

CORE: History & Society AND Catholic Intellectual Traditions

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PH203 - Ethics

General

Course Title
Ethics

Course Description
Ethics is the practice concerned with leading a worthwhile life consisting in worthwhile relationships with others and one self. In the Socratic tradition, the objective is to assist students in developing the ethical perspective they already have on worthwhile relationships.

CORE: History & Society AND Catholic Intellectual Traditions

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PH205 - Philosophy of Society

General

Course Title
Philosophy of Society

Course Description
This course provides students with resources for examining the question of the relation between human nature and civil society. For example, some of the questions examined in these courses will be: the nature of a just human society, the relation between the cultivation of human virtue and a just civil society, and whether civil society should be focused primarily on the common good or the rights and benefits of a single individual.

CORE: History & Society

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PH207 - Philosophy of Religion

General

Course Title
Philosophy of Religion

Course Description
This course is concerned with philosophical reflections on questions arising in relation to religious belief, especially with regard to belief in immortality and the existence of God or some transcendent reality.

CORE: History & Society AND Catholic Intellectual Traditions

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PH209 - Philosophy of Science, Technology, and Environment

General

Course Title
Philosophy of Science, Technology, and Environment

Course Description
This course includes topics in philosophy of science, philosophy of technology, and environmental philosophy. Questions may include: What is the goal of science? Are all sciences reducible to physics? Do we use technology, or does technology use us? Is nature intrinsically valuable? What is the moral status of plants and animals? What are our responsibilities to future generations? Readings include classic and/or contemporary texts.

CORE: History & Society AND Catholic Intellectual Traditions

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PH213 - The Ethics Lab

General

Course Title
The Ethics Lab

Course Description
The Ethics Lab provides hands-on experience in public philosophy through designing and hosting events that bring moral reasoning to diverse audiences. Students develop practical skills in communication, marketing, presentation, leadership, and technology while creating public humanities experiments and community outreach projects. This internship-like course demonstrates how ethical dialogue strengthens democratic discourse and serves students across arts and humanities disciplines seeking real-world engagement opportunities.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

100 or 200 Level PH Course Prerequisite

Type
Prerequisite

100 or 200 Level PH Course

Complete at least 1 Philosophy course at the 100 or 200 Level

PH221 - Existentialism in Literature and Film

General

Course Title
Existentialism in Literature and Film

Course Description
A philosophical examination of major themes in modern existentialism through film and literature.

CORE: Literature & The Arts AND Catholic Intellectual Traditions

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
PH221H - Existentialism Literature & Film (HON)

PH221H - Existentialism Literature & Film (HON)

General

Course Title
Existentialism Literature & Film (HON)

Course Description
A philosophical examination of major themes in modern existentialism through film and literature.

Honors Students Only

CORE: Literature & The Arts AND Catholic Intellectual Traditions

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
PH221 - Existentialism in Literature and Film

PH225 - Philosophy of Law

General

Course Title
Philosophy of Law

Course Description
This course examines fundamental questions about the nature, purpose, and limits of law in society. Students explore competing theories of legal authority, the relationship between law and morality, concepts of justice and rights, and the role of legal interpretation. Through analysis of classic and contemporary philosophical texts alongside landmark legal cases, students develop critical thinking skills essential for understanding law's theoretical foundations and practical applications in democratic societies.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PH233 - Healthcare Ethics

General

Course Title
Healthcare Ethics

Course Description
An introduction to the major ethical issues faced by healthcare professional along with an introduction to the relevant ethical theories and philosophical techniques used to clarify and to help direct healthcare professionals in handling these issues.

Open only to Philosophy & Ethics Minors and PHE,HS,PBA,PBS Majors. (Open to all students during Open registration period.)

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PH235 - The Philosophy of Disability

General

Course Title
The Philosophy of Disability

Course Description
Disability is a reality of the human condition. Yet, philosophers have only started to investigate the meaning of disability within the last decade. What, then, is a disability? What is disability itself? Is it a biological given, a social construction, or a mere difference? How does disability affect the lives of humans? This course will examine these questions and more from historical and contemporary thinkers in disability studies.

CORE: Engaging Diverse Identities AND History and Society

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
PH235H - The Philosophy of Disability (HON)

PH235H - The Philosophy of Disability (HON)

General

Course Title
The Philosophy of Disability (HON)

Course Description
Disability is a reality of the human condition. Yet, philosophers have only started to investigate the meaning of disability within the last decade. What, then, is a disability? What is disability itself? Is it a biological given, a social construction, or a mere difference? How does disability affect the lives of humans? This course will examine these questions and more from historical and contemporary thinkers in disability studies.

Honors Students Only

CORE: Engaging Diverse Identities AND History and Society

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
PH235 - The Philosophy of Disability

PH250 - Logic: An Introduction

General

Course Title
Logic: An Introduction

Course Description
PH-250 introduces students to the basic concepts of logic, different kinds of inference structures or arguments, and the various techniques for identifying and evaluating inference structures or arguments, both informal and formal.

CORE: Quantitative Reasoning.

PH-250 is not open to students who have taken PH-355.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PH261 - Experience and Existence

General

Course Title
Experience and Existence

Course Description
This course is a survey of metaphysics, epistemology and philosophy of mind at the introductory level. Topics discussed include personal identity, the nature of consciousness and the existence of an external world. Readings include historical texts and recent works.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PH270 - Topics in Philosophy & Ethics

General

Course Title
Topics in Philosophy & Ethics

Course Description
An examination of a topic at the 200-level that is not offered by the department on a regular basis. Topics will vary depending on the interest of the faculty.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

PH271 - Topics in Philosophy Ethics (2 Credits)

General

Course Title
Topics in Philosophy Ethics (2 Credits)

Course Description
An examination of a topic at the 200-level that is not offered by the department on a regular basis. Topics will vary depending on the interest of the faculty.

Note: Does not count towards the Philosophy & Ethics Major or Minor.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
2

PH273 - Topics in Philosophy & Ethics (EDI)

General

Course Title
Topics in Philosophy & Ethics (EDI)

Course Description
An examination of a topic at the 200-level that is not offered by the department on a regular basis and that meets the Engaging Diverse Identities Core requirement. Topics will vary depending on the interest of the faculty.

CORE: Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

PH275 - Topics in Philosophy & Ethics (L&A)

General

Course Title
Topics in Philosophy & Ethics (L&A)

Course Description
An examination of a topic at the 200-level that is not offered by the department on a regular basis and that meets the Arts and Literature Core requirement. Topics will vary depending on the interest of the faculty.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

PH301 - Ancient Greek Philosophy

General

Course Title
Ancient Greek Philosophy

Course Description
A study in the principle figures of early Greek Philosophy, from the sixth to the third centuries B.C. A brief consideration of the period from Thales to Socrates leads to a more detailed study of Plato and Aristotle.

Category: Ancient Philosophy

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 or 200 Level PH Course Prerequisite

Type
Prerequisite

100 or 200 Level PH Course

Complete at least 1 Philosophy course at the 100 or 200 Level

PH309 - Author/Text - Ancient

General

Course Title
Author/Text - Ancient

Course Description
Allows students to devote themselves to an in-depth study of a major philosopher or philosophical work for example: Plato, Aristotle, Plotinus, or Augustine.

Category: Ancient Philosophy

May be repeated with Permission of Instructor.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 or 200 Level PH Course Prerequisite

Type
Prerequisite

100 or 200 Level PH Course

Complete at least 1 Philosophy course at the 100 or 200 Level

PH319 - Major Author/Text: Medieval Christian

General

Course Title
Major Author/Text: Medieval Christian

Course Description
Allows students to devote themselves to an in-depth study of a major philosopher and/or philosophical texts formative of the Christian philosophical tradition during the Medieval Period. This may include such figures as Augustine or Aquinas.

Category: Medieval Philosophy

CORE: Catholic Intellectual Traditions

May be repeated with permission of instructor.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 or 200 Level PH Course Prerequisite

Type
Prerequisite

100 or 200 Level PH Course

Complete at least 1 Philosophy course at the 100 or 200 Level

PH321 - Early Modern Philosophy

General

Course Title
Early Modern Philosophy

Course Description
We examine the birth of modern philosophy in the struggle to meet radically new challenges from the Scientific Revolution and the Reformation. The metaphysical and epistemological issues at the heart of these challenges are examined through a survey of texts from the era.

Category: PH Modern or Contemporary

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 or 200 Level PH Course Prerequisite

Type
Prerequisite

100 or 200 Level PH Course

Complete at least 1 Philosophy course at the 100 or 200 Level

PH327 - Modern Philosophy (EDI)

General

Course Title
Modern Philosophy (EDI)

Course Description
A detailed study of modern pre-Kantian topics, texts, or figures that also satisfies the Engaging Diverse identities (EDI) requirement.

Core: Engaging Diverse Identities

Category: 17-18th Century Philosophy

May be repeatable if different topic.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 or 200 Level PH Course Prerequisite

Type
Prerequisite

100 or 200 Level PH Course

Complete at least 1 Philosophy course at the 100 or 200 Level

PH329 - Author/Text - Modern

General

Course Title
Author/Text - Modern

Course Description
Allows students to devote themselves to an in-depth study of a major philosopher or philosophical work for example: Descartes, Spinoza, Hume, or Kant.

Category: 17-18th Century Philosophy

May be repeatable if different topic.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 or 200 Level PH Course Prerequisite

Type
Prerequisite

100 or 200 Level PH Course

Complete at least 1 Philosophy course at the 100 or 200 Level

PH331 - Contemporary Philosophy

General

Course Title
Contemporary Philosophy

Course Description
This course considers the rich and diverse development of philosophical thought from the nineteenth century into the twenty-first century. Class readings and discussions center on a selection of major figures such as: Hegel; Marx; Mill; Nietzsche; Kierkegaard; Russell; Quine; Husserl; Heidegger and Wittgenstein.

Category: Philosophy from the 19th Century to the Present

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 or 200 Level PH Course Prerequisite

Type
Prerequisite

100 or 200 Level PH Course

Complete at least 1 Philosophy course at the 100 or 200 Level

PH333 - Contemporary Analytic Philosophy

General

Course Title
Contemporary Analytic Philosophy

Course Description
Since the early 20th century, the Analytic tradition has been the leading philosophic tradition in the U.S. and Britain. This course engages the ongoing history of contemporary Analytic philosophy, largely distinguished by its aim: science-like clarity and precision. Figures may include: Frege, Russell, Ayer, Wittgenstein, Quine, and current practitioners.

Category: Philosophy from the 19th Century to the Present

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 or 200 Level PH Course Prerequisite

Type
Prerequisite

100 or 200 Level PH Course

Complete at least 1 Philosophy course at the 100 or 200 Level

PH335 - Philosophy and Gender

General

Course Title
Philosophy and Gender

Course Description
This course looks at philosophical treatments of the concepts of sex and gender. Specific topics may include the history of feminism, the interaction of sex and rights, gendered norms and intersectional identity.

Category: Philosophy from the 19th Century to the Present

CORE: History & Society AND Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 or 200 Level PH Course Prerequisite

Type
Prerequisite

100 or 200 Level PH Course

Complete at least 1 Philosophy course at the 100 or 200 Level

PH338 - Major Author/Text: Contemporary (Christian Philosophical Tradition)

General

Course Title
Major Author/Text: Contemporary (Christian Philosophical Tradition)

Course Description
Allows students to devote themselves to an in-depth study of a major philosopher and/or philosophical text from the 19th or 20th Centuries, which contribute to the Christian philosophical tradition. This may include such figures as Søren Kierkegaard, Max Scheler, or Gabriel Marcel.

CORE: Catholic Intellectual Traditions

Category: Philosophy from the 19th Century to the Present

May be repeated with permission of instructor.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 or 200 Level PH Course Prerequisite

Type
Prerequisite

100 or 200 Level PH Course

Complete at least 1 Philosophy course at the 100 or 200 Level

PH339 - Author/Text-Contemporary

General

Course Title
Author/Text-Contemporary

Course Description
Allows students to devote themselves to an in-depth study of a major philosopher or philosophical work for example: Hegel, Nietzsche, Levinas, Heidegger, Wittgenstein.

Category: Philosophy from the 19th Century to the Present

May be repeatable if different topic.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 or 200 Level PH Course Prerequisite

Type
Prerequisite

100 or 200 Level PH Course

Complete at least 1 Philosophy course at the 100 or 200 Level

PH341 - Justice, Fairness and Mercy

General

Course Title
Justice, Fairness and Mercy

Course Description
This course will consider justice both in terms of fairness in society and in terms of punishment for violations. Readings include accounts of justice put forward by political philosophers like Plato, Hume and Rawls as well as critiques and alternatives from writers like Held, Fanon and Lorde.

Core: History & Society

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

PH103 Prerequisite

Type
Prerequisite

PH103

Complete at least 1 of the following courses:

- PH103 - Philosophy and the Good Life
- PH103H - Philosophy and the Good Life (HON)

PH349 - Special Topics (History & Society)

General

Course Title
Special Topics (History & Society)

Course Description
An examination of a topic at the 300-level that is not offered by the department on a regular basis and that meets the History and Society Core requirement. Topics will vary depending on the interest of the faculty.

CORE: History & Society

May be repeated barring duplication of materials.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

PH Course Prerequisite

Type
Prerequisite

PH Course

Complete at least 1 Philosophy course at ANY Level

PH350 - Advanced Topics in Philosophy

General

Course Title
Advanced Topics in Philosophy

Course Description
Pursues in depth a significant theme(s) such as the nature and types of freedom, truth, love, etc. and/or the exposition and assessment of major philosophical currents such as German Idealism, Existentialism, American Pragmatism, etc. Depending on the topic of the course, if appropriate, it may fulfill a history requirement for the Major or Minor.

Category: Philosophical Areas/Topics

May be repeated barring duplication of materials.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 or 200 Level PH Course Prerequisite

Type
Prerequisite

100 or 200 Level PH Course

Complete at least 1 Philosophy course at the 100 or 200 Level

PH351 - Otherness & Marginalization: Levinas The Alienated

General

Course Title
Otherness & Marginalization: Levinas The Alienated

Course Description
This course offers students: (1) philosophically-rich analysis of marginalization, inequity, and oppression in the US and other countries; (2) exploration of the human desire for self-determination in overcoming existential alienation; (3) examination of solidarity and ethical responsibility for others; and (4) Community-Engagement work with individuals in Burlington. We will discuss political, economic, and social marginalization based on race, poverty, gender, sexuality, age, illness, and disability, and explore possibilities for resistance, liberation, and creating justice and equity.

CORE: History & Society AND Engaging Diverse Identities

Category: Philosophical Area/Topics

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 or 200 Level PH Course Prerequisite

Type
Prerequisite

100 or 200 Level PH Course

Complete at least 1 Philosophy course at the 100 or 200 Level

PH353 - Truth and Propaganda: Ethics and Media

General

Course Title
Truth and Propaganda: Ethics and Media

Course Description
The purpose of this course is to examine the nature of propaganda as it appears in various types of media. We will explore several guiding theoretical questions: What is truth? What is propaganda? What is deception? If propaganda involves manipulation of the message recipient's beliefs, values, etc., could it be effective without calling upon ideas or perspectives that people take to be truth? In other words, can propaganda function if it is devoid of truth?

CORE: History & Society

Category: Philosophical Area/Topics

This course counts as an elective for the DMC Major.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 or 200 Level PH Course Prerequisite

Type
Prerequisite

100 or 200 Level PH Course

Complete at least 1 Philosophy course at the 100 or 200 Level

PH355 - Logic: Laws of Thought

General

Course Title
Logic: Laws of Thought

Course Description
Students study principles of good reasoning, focusing on its formal and mathematical aspects. After constructing proofs within Aristotelian, propositional, and/or predicate logic systems, students reflect on the nature of the practice. Possible questions: Is logic self-justifying? How many logics might there be? How are logic and thought related? Recommended for pre-law.

CORE: Quantitative Reasoning

Category: Philosophical Area/Topics

PH-355 is not open to students who have taken PH-250.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 or 200 Level PH Course Prerequisite

Type
Prerequisite

100 or 200 Level PH Course

Complete at least 1 Philosophy course at the 100 or 200 Level

PH358 - Power, Resistance, & Race

General

Course Title
Power, Resistance, & Race

Course Description
This course examines questions about race, identity, power, oppression, resistance, and liberation. Is race central to subjectivity? Are we free in determining who we are, given powerful forces of socialization and domination in our racialized world? Does human nature lead to conformity and oppression? How can we overcome oppression? We will examine ideas from thinkers and leaders around the world who have challenged systems of racial and ethnic domination and inspired movements for liberation.

CORE: History & Society AND Engaging Diverse Identities

Category: Philosophical Areas/Topics

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 or 200 Level PH Course Prerequisite

Type
Prerequisite

100 or 200 Level PH Course

Complete at least 1 Philosophy course at the 100 or 200 Level

PH361 - Metaphysics

General

Course Title
Metaphysics

Course Description
Metaphysics is the branch of philosophical inquiry that is concerned with the nature of reality. In this way, metaphysics may be viewed as the attempt to reason about the way the world or universe is, as opposed to how it is customarily viewed. It is especially concerned with understanding the most fundamental principles and general features of what is real.

Category: Philosophical Area/Topics

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 or 200 Level PH Course Prerequisite

Type
Prerequisite

100 or 200 Level PH Course

Complete at least 1 Philosophy course at the 100 or 200 Level

PH362 - Philosophy of Mind & Neuroethics

General

Course Title
Philosophy of Mind & Neuroethics

Course Description
What is the nature of mind and consciousness, and how are they related to brain activity and to the body, more generally? Is there free will? Can we ever know the minds of others? The course treats both these timeless questions and timely issues in philosophy of neuroscience, neuro-philosophy, and neuro-ethics. A basic neuroscience background is helpful but not presupposed or necessary.

This course is not open to Students who have already completed PH-231.

Category: Philosophical Area/Topics

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 or 200 Level PH Course Prerequisite

Type
Prerequisite

100 or 200 Level PH Course

Complete at least 1 Philosophy course at the 100 or 200 Level

PH410 - Senior Seminar

General

Course Title
Senior Seminar

Course Description
This is a Senior Capstone option for Ethics, Philosophy, and Religion (EPR) majors.

Open to EPR seniors or by permission of the instructor.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Senior Standing Requirement

Type
Prerequisite

Minimum Senior Standing

Earn at least 89 credits

PH489 - Independent Thesis

General

Course Title
Independent Thesis

Course Description
The outcome of the independent thesis project will be a substantial, completed philosophical research paper. The student, whether a major or a minor, may choose to submit his/her independent thesis to the department for consideration of honors.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PH497 - (IS) Indep Study/Research

General

Course Title
(IS) Indep Study/Research

Course Description
Independent Study/Research courses are allowed by the college as a complement to regular class work for qualified students. These are variable credit experiences open to qualified sophomores, juniors, or seniors with a minimum 3.0 Cumulative GPA. It is the student's responsibility to coordinate with the faculty member who will supervise the Independent Study/Research. Independent Study/Research does not include Internships.

Proposals are submitted via the online "Undergrad Independent Study Application" form found on the Registrar's portal page and must be approved by the end of the first two weeks of the semester in which the course is taken.

Contact the Office of the Undergraduate Dean of the College with any questions.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
1

PH499 - (INT) Internship

General

Course Title
(INT) Internship

Course Description
Qualified majors may apply for academic internships at a variety of off-campus sites including non-profit organizations, government agencies, healthcare practices and businesses.

Requirements may include selected readings, written reports, and an oral presentation.

Registration is through the Career Education Center and will require an appointment with a Career Coach. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several
weeks and needs to be completed prior to the start of the semester.

Restrictions: Minimum 2.0 GPA.

May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

PJ101 - Approaches to Peace

General

Course Title
Approaches to Peace

Course Description
This course introduces the student to the issues involved in challenging human society's acceptance of war and working toward a new paradigm of peace and social justice. Course discussions focus on the roots and causes of war; methods of conflict resolution and arms reduction; eliminating structural violence; religious inspiration for peace-making; and non-violence as a method and way of life.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PJ205 - Theories of Conflict Resolution

General

Course Title
Theories of Conflict Resolution

Course Description
This course surveys various theories with the goal of helping students develop a repertoire of tools for analyzing a conflict and formulating resolution techniques. Theories are drawn from philosophy, psychology, political science, general semantics, economic philosophy, religion, and other appropriate disciplines. Students will apply the theories to issues of social justice at the local, national, and global levels.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PJ410 - Advanced Integrations

General

Course Title
Advanced Integrations

Course Description
This is the capstone course for the Peace and Justice minor. Students will have the opportunity to synthesize theoretical material from this and previous courses, and apply it to cases and issues relevant to their respective minors. Students will be expected to use research, writing, and presentation skills to complete projects related to their topical areas of interest.

Note: As this is a capstone experience, students should complete all other coursework for the Peace and Justice Minor prior to enrolling in this course.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

PJ101 & RS236 Prerequisites & Senior Standing Requirement

Type
Prerequisite

PJ101 and RS236

Complete ALL of the following Courses:

- PJ101 - Approaches to Peace
- RS236 - Christian Social Ethics

Minimum Senior Standing

Earn at least 89 credits

PJ499 - (INT) Internship

General

Course Title
(INT) Internship

Course Description
Qualified majors may apply for academic internships at a variety of off-campus sites including non-profit organizations, government agencies, healthcare practices and businesses.

Requirements may include selected readings, written reports, and an oral presentation.

Registration is through the Career Education Center and will require an appointment with a Career Coach. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several
weeks and needs to be completed prior to the start of the semester.

Restrictions: Minimum 2.0 GPA.

May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

PO120 - Introduction to U.S. Politics

General

Course Title
Introduction to U.S. Politics

Course Description
Is the U.S. a democracy? Does the U.S. system of federalism improve or hinder good governance? How can democratic governance be strengthened? This course provides an introduction to the political institutions of the various governments in the U.S., and how the actions and behavior of the people within the U.S. affect governance.

CORE: History & Society

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PO180 - Current Issues in World Politics

General

Course Title
Current Issues in World Politics

Course Description
This course provides students with an introduction to controversies and debates in world politics, through both a theoretical and case study approach.

CORE: History & Society

This is a Winter Session offering. Registration is online at smcvt.edu/wintersession.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PO200 - Research Methods

General

Course Title
Research Methods

Course Description
This course will introduce students to many of the important concepts, approaches, procedures and methods used by political scientists. Specifically, we will discuss use of the scientific method and experimental design, quantitative and qualitative methods of measurement and data collection, and ways of analyzing and interpreting data that has been collected.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PO207 - Parties, Elections & Political Participation

General

Course Title
Parties, Elections & Political Participation

Course Description
This course will examine the main institutions and processes that connect government with the citizens of the United States: parties, elections and pressure groups (including both interest groups and social movement organizations). We will discuss the development of these institutions, discuss the ways they currently function, and evaluate whether and how they contribute to the system of government in the United States.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PO220 - Topics in Political Science

General

Course Title
Topics in Political Science

Course Description
An examination of a topic not offered by the department on a regular basis. Topics will vary depending on the interests of the faculty.

May be repeated with Permission of Instructor.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

PO222 - Careers in Politics

General

Course Title
Careers in Politics

Course Description
Starting with the legislator in US politics, this course examines various careers in policy and advocacy, domestically and internationally. Particular attention is paid to politics as practice, how to develop a career, how success is defined and achieved, and key skills needed for political practitioners.

CORE: Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PO223 - Atlanticism and Transnational Democracy

General

Course Title
Atlanticism and Transnational Democracy

Course Description
This pre-trip half-course examines the evolving concept of democratic internationalism: the idea that democracies the world over should pursue strong cooperation and integration. The class places a particular emphasis on the EU-US relationship's evolution. Blending democratic theory and foreign relations, the course explores the philosophical foundations and practical interactions among Western democracies and the institutions that define them.

Restrictions: Permission of Instructor Required

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
2

PO224 - Atlanticism and Democracy Trip

General

Course Title
Atlanticism and Democracy Trip

Course Description
This academic study trip half-course builds off of PO 223 Atlanticism and Democracy, examining the evolving concept of democratic internationalism: the idea that democracies the world over should pursue strong cooperation and integration. The class places a particular emphasis on the EU-US relationship's evolution, and entails in-person experiential learning and fieldwork visits in France, Luxembourg and Belgium, including the European Union and NATO, and visits to museums, regional and municipal offices and cultural and historic sites.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

PO223 Prerequisite

Type
Prerequisite

PO223

Complete ALL of the following Courses:

- PO223 - Atlanticism and Transnational Democracy

PO230 - Politics of Cities

General

Course Title
Politics of Cities

Course Description
An examination of how cities in the United States are formed and governed, and how these cities shape public policy, both now and in the past. The course will explore several policy areas that are fundamental to cities, including policing, education, immigration, transit, public health, housing, anti-discrimination, the environment, and sports & economic development.

CORE: History & Society

Elective for PO major and minor.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PO240 - Social Movements & Contentious Politics

General

Course Title
Social Movements & Contentious Politics

Course Description
This course provides a theoretical and empirical exploration of social movements and contentious politics. We will focus especially on North American and European approaches to social movement theory and study a variety of cases of national and transnational mobilization and protest, from the U.S. Civil Rights Movement to the global justice movement.

CORE: History & Society AND Engaging Diverse Identities

This couse is not open to students who have already completed PO-340.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PO243 - Sustainability, Place and Community

General

Course Title
Sustainability, Place and Community

Course Description
This course explores how communities understand and pursue sustainability within particular places. Through cultural, ecological, political, geographic, and artistic lenses, students examine the relationships among people, communities, landscapes, and the environment. Emphasizing experiential and place-based learning, the course considers how local identities, institutions, and practices shape responses to environmental challenges and efforts to create more sustainable and resilient communities.

Permission of Instructor only

Crosslisted: ES-243

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
2

Cross Listed Courses
ES243 - Sustainability, Place and Community

PO244 - Sustainability, Place and Community - Wales Study Trip

General

Course Title
Sustainability, Place and Community - Wales Study Trip

Course Description
This two-week academic study course in May emphasizes experiential field study and place-based learning, exploring how local identities, institutions, and practices in Wales, UK shape responses to environmental challenges and efforts to create more sustainable and resilient communities. On-site guest lectures, outdoor exploration of the Welsh natural environment, and exchange of research and artistic projects with University of Wales students and faculty will complement coursework.

Crosslisted: ES-244

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
2

Cross Listed Courses
ES244 - Sustainability, Place and Community-Wales Study Trip

Course Requisites

Simple Requirements

PO243 Prerequisite

Type
Prerequisite

PO243

Complete ALL of the following Courses:
- PO243 - Sustainability, Place and Community

PO245 - Introduction to International Relations

General

Course Title
Introduction to International Relations

Course Description
This course introduces students to the study of international relations, focusing especially on the interactions between states and non-state actors in the international environment. Emphasis is placed on understanding the major theoretical approaches to international relations, and applying them to consider enduring and contemporary issues and problems in international affairs.

CORE: History & Society

Optional Applied Language Component (2 credits).

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PO250 - Business, Government & Health Care The Danish Way

General

Course Title
Business, Government & Health Care The Danish Way

Course Description
This course explores institutions and policies of Denmark in three specific realms - business, politics and health care (broadly defined) - by examining their structures and functions, as well as the values and cultural institutions that inspired and maintain them. Our exploration will employ a comparative approach, using the corresponding institutions, policies and values of the United States.

This course is the pre-requisite for BU/PO/PB 251, Business, Government, and Health Care the Danish Way Study Tour.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
2

Cross Listed Courses
BU250 - Business, Government and Health Care The Danish Way, PB250 - Business, Government and Health Care The Danish Way

PO251 - Business, Government and Health Care The Danish Way Study Trip

General

Course Title
Business, Government and Health Care The Danish Way Study Trip

Course Description
This 12-day study tour will visit Copenhagen to study Danish culture, business, government, and health care. We will visit with Danish businesses including Lego; government institutions including Parliament; and health care experts and practitioners to understand how Danish values inform and influence business and public policy. Visits to cultural sites such as the National Gallery of Denmark, Rosenborg Castle, and Tivoli Gardens will enable you to learn more about Denmark's history and culture.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
2

Cross Listed Courses
BU251 - Business, Government and Health Care the Danish Way Study Trip, PB251 - Business, Government and Health Care The Danish Way Study Trip

Course Requisites

Simple Requirements

Prerequisites

Type
Prerequisite

BU250, PO250, or PB250

Complete at least 1 of the following courses:

- BU250 - Business, Government and Health Care The Danish Way
- PO250 - Business, Government & Health Care The Danish Way
- PB250 - Business, Government and Health Care The Danish Way

PO255 - Health Policy

General

Course Title
Health Policy

Course Description
This course is an introduction to health policy in the United States and around the world. We will begin with an examination of the United States health care and public health systems and then broaden to a comparative and global perspective. Throughout the course, we will explore the ways that national and international history, including patterns of racism and colonization, affect and often undermine national and international approaches to health care and public health.

Elective for PO major and minor.

Cognate for PB major (BA and BS).

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PO261 - European Political Thought

General

Course Title
European Political Thought

Course Description
This course traces the main developments in European political thought from the break-up of the feudal system until the mid-nineteenth century. It involves a close, critical reading of some of the major original works of prominent political thinkers from Hobbes through Marx, locating their thought in its social and political context.

CORE: History & Society

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
PO261H - European Political Thought (HON)

PO261H - European Political Thought (HON)

General

Course Title
European Political Thought (HON)

Course Description
This course traces the main developments in European political thought from the break-up of the feudal system until the mid-nineteenth century. It involves a close, critical reading of some of the major original works of prominent political thinkers from Hobbes through Marx, locating their thought in its social and political context.

CORE: History & Society

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
PO261 - European Political Thought

PO285 - Intro to Comparative Politics

General

Course Title
Intro to Comparative Politics

Course Description
What is a nation state? Capitalism? Authoritarianism? This course provides an introduction to comparative political analysis and central concepts in this field. The course will investigate political development and contemporary politics, governments and policies of countries around the world.

CORE: History & Society

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PO286 - Politics of the World Economy

General

Course Title
Politics of the World Economy

Course Description
An examination of power conflict at the international economic level and its impact on the politics of various states, regions and interests. Topics include the politics of trade, aid, debt, multinational corporations, and the globalization of the world economy.

CORE: History & Society

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PO290 - Canadian Government and Politics

General

Course Title
Canadian Government and Politics

Course Description
A survey of Canadian government and politics. Specific topics will include a study of the parliamentary system of government, polyethnic and multinational diversity, Canada's official multiculturalism policy, Quebec and Aboriginal nationalism, Canada-U.S. relations and Canada's place in the world economy. Students may also participate in a regularly scheduled fieldtrip to Ottawa, Canada.

CORE: History & Society AND Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PO292 - Global LGBTQI + Politics and Culture

General

Course Title
Global LGBTQI + Politics and Culture

Course Description
Introducing theories of sexual and gender identity, this course provides cross-cultural and cross-historical case studies in LGBTQI+ politics and culture. We focus on forms of homophobic and transphobic oppression, different forms of sexual and gender identity, and the emergence in the late 20th Century of LGBTQI+ politics and culture in its current form. The course draws upon intersectional approaches that examine sexuality and gender in relationship with race, ethnicity, class, and other forms of social identity.

CORE: History & Society AND Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PO299 - Identity in Politics

General

Course Title
Identity in Politics

Course Description
This course studies the uses and abuses of identity in political life. Specifically, it examines how identities, voluntarily chosen or ascriptively assigned, form the basis of inclusion as full members or exclusion as half- or non-members in democratic polities. The central axis of study is national identity, and we seek to understand how this identity is constructed with reference to gender, class, race, nationality, culture, religion, etc.

CORE: History & Society AND Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PO320 - Topics in Political Science

General

Course Title
Topics in Political Science

Course Description
An examination of a topic not offered by the department on a regular basis. Topics will vary depending on the interests of the faculty.

May be repeated with Permission of Instructor.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

PO321 - Populism, Radicalism, and Extremism

General

Course Title
Populism, Radicalism, and Extremism

Course Description
This course examines populism, political radicalism, and extremism across global contexts, including the United States, Europe, the Middle East, and Latin America. Students analyze how social crisis, identity, misinformation, and political myth contribute to radicalization and mobilization. Special attention is given to the nexus between authoritarian populism and extremist movements, exploring how populist leaders, narratives, and digital networks can normalize exclusion, undermine democratic institutions, and, in some cases, facilitate political violence.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PO325 - The Politics of Food

General

Course Title
The Politics of Food

Course Description
Investigates the connections between food choices and political and cultural power; considers decisions about production and distribution as economic, environmental, and social, from farms to restaurants, slaughter houses to home kitchens; explores the paradox of abundance and famine side-by-side in the world, revealing day-to-day politics as well as alternatives approaches.

Restrictions: Juniors and Seniors Only.

CORE: Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
ES325 - The Politics of Food

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

PO327 - Environmental Policy

General

Course Title
Environmental Policy

Course Description
An examination of the key drivers of environmental policy development and implementation at at different geographic scales. Possible topics include: air, water and waste policy in the United States, Canada and Mexico; globalization and environmental policy through protocol and treaty; the evolving role of International Non-Governmental Organizations and social movements in environmental policy; and environmental justice and sustainability.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
ES327 - Environmental Policy

PO332 - U.S. Constitutional Law: Govt Power

General

Course Title
U.S. Constitutional Law: Govt Power

Course Description
The first of two courses on U.S. Constitutional Law, this course examines the powers and structure of the American national government through a political and judicial lens. Specific topics include examining sources of constitutional authority, constitutional change, the nature of judicial review, and the separation of powers. Students should take this course as well as PO 334 for a complete study of U.S. Constitutional Law, but they do not need to be taken in order.

Elective for PO major and minor.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PO334 - U.S. Constitutional Law: Rights & Liberties

General

Course Title
U.S. Constitutional Law: Rights & Liberties

Course Description
The second of two courses on U.S. Constitutional Law, this course examines the constitutional relationship between the individual and the government. Specific topics include the First Amendment freedoms of speech, and Fourteenth Amendment theories of equal protection of the law, especially relating to racial and gender equality. Students should take this course as well as PO 332 for a complete study of U.S. Constitutional Law, but they do not need to be taken in order.

CORE: History & Society

Elective for PO major and minor.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PO336 - Law and Social Change

General

Course Title
Law and Social Change

Course Description
An examination of how U.S. law hinders or promotes social change. Discussions will examine the context for the legal cases, the work and reactions of social movements and grassroots organizations to legal decisions, and the impact of legal decisions on societal change. Topics include race, sex/sexuality/gender, labor/class, and disability.

CORE: Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PO338 - Criminal Justice

General

Course Title
Criminal Justice

Course Description
An analysis of the various agencies involved with the administration of criminal justice. Topics include the definition and measurement of criminal behavior, pre-trial procedure, the adversary trial process, the imposition of punishment, and the judicial supervision of the rights of the accused. Emphasis is always on moral and constitutional values and institutional performance.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PO348 - U.S. Foreign Policy

General

Course Title
U.S. Foreign Policy

Course Description
A study of the formulation and conduct of U.S. foreign policy. Analysis of constitutional principles, institutions and historic traditions that influence the formulation of foreign policy. Case studies of contemporary policies towards specific countries and challenges.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PO350 - State Violence and Justice

General

Course Title
State Violence and Justice

Course Description
Halting genocide, torture, and the violation of human rights is the first step. This course examines the next: how does a society address violence perpetrated by state officials, and how do they bring the perpetrators to justice? Understanding this process begins with an understanding of state violence, its goals and its effects on the victims, and proceeds with an examination of what is meant by truth, memory, and justice.

CORE: Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PO351 - Politics of the Global AIDS Pandemic

General

Course Title
Politics of the Global AIDS Pandemic

Course Description
This course uses the lens of political struggles to examine the global health crisis created by HIV/AIDS. The first part of the course concentrates on the development of HIV/AIDS policy in the United States, and the second looks at HIV/AIDS in a global context, with a focus on policy struggles within and among developed and developing countries.

CORE: Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PO371 - Feminist Political Thought

General

Course Title
Feminist Political Thought

Course Description
This course studies the foundations of feminist political thought from its beginnings through to the recent explosion of gender and sexuality related social movements, locally and globally.

CORE: History & Society AND Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PO390 - Comparative Politics of Racism

General

Course Title
Comparative Politics of Racism

Course Description
Oppression and resistance based on race, gender, and sexuality examined in a comparative perspective and focusing on the institutional dimensions of politics, from legal and rhetorical origins of difference to the methods and strategies of social justice movements. This includes state and social actors in democratic and authoritarian settings, in civil society and states of war. Cases can include South Africa, Brazil, Iran, Malaysia, Ecuador, France and the US.

CORE: Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
PO390H - Comparative Politics of Racism (HON)

PO390H - Comparative Politics of Racism (HON)

General

Course Title
Comparative Politics of Racism (HON)

Course Description
Oppression and resistance based on race, gender, and sexuality examined in a comparative perspective and focusing on the institutional dimensions of politics, from legal and rhetorical origins of difference to the methods and strategies of social justice movements. This includes state and social actors in democratic and authoritarian settings, in civil society and states of war. Cases can include South Africa, Brazil, Iran, Malaysia, Ecuador, France and the US.

Honors Students Only

CORE: Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
PO390 - Comparative Politics of Racism

PO410 - Senior Seminar in Political Science

General

Course Title
Senior Seminar in Political Science

Course Description
Designed for small group and independent study techniques. Individual instructors will determine the direction of inquiry.

Restrictions: Political Science and International Relations Majors Only

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Senior Standing

Earn at least 89 credits

PO499 - (INT) Internship

General

Course Title
(INT) Internship

Course Description
Qualified majors may apply for academic internships at a variety of off-campus sites including non-profit organizations, government agencies, healthcare practices and businesses.

Requirements may include selected readings, written reports, and an oral presentation.

Registration is through the Career Education Center and will require an appointment with a Career Coach. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several
weeks and needs to be completed prior to the start of the semester.

Restrictions: Minimum 2.0 GPA.

May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

PS101 - General Psychology

General

Course Title
General Psychology

Course Description
General Psychology is an introduction to the field of psychology, its methods, major perspectives, theories, and applications. The course explores basic sub-discipline areas of psychology such as neuroscience, perception, learning and memory, cognition, development, social psychology, personality, psychological disorders, and treatments.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
PS101H - General Psychology (HON)

PS101H - General Psychology (HON)

General

Course Title
General Psychology (HON)

Course Description
General Psychology is an introduction to the field of psychology, its methods, major perspectives, theories, and applications. The course explores basic sub-discipline areas of psychology such as neuroscience, perception, learning and memory, cognition, development, social psychology, personality, psychological disorders, and treatments.

Restrictions: Honors Students Only.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
PS101 - General Psychology

PS213 - Psychological Statistics

General

Course Title
Psychological Statistics

Course Description
An introduction to descriptive and inferential statistics used in psychological research. Topics include measures of central tendency, variability, and correlation, as well as probability, sampling, hypothesis testing, and analysis of variance.

Restrictions: Psychology Majors/Minors; Criminology, Health Science, Neuroscience, Public Health and Sociology & Anthropology Majors Only. (Majors/Minors Restriction will be released for Open Registration)

CORE: Quantitative Reasoning

No credit given for PS-213 if credit has been given for ST-120 or ST-140.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

PS101 Prerequisite

Type
Prerequisite

PS101

Complete at least 1 of the following courses:
- PS101 - General Psychology
- PS101H - General Psychology (HON)

PS215 - Research Methods

General

Course Title
Research Methods

Course Description
The course is dedicated to demonstrating how psychological research is conducted. Students will learn how to evaluate research and become proficient in the research process by actively engaging in the review of research literature, developing research questions and hypotheses, evaluating ethical considerations, collecting and analyzing data, and reporting research results.

Restrictions: Psychology and Neuroscience Majors Only.

No credit given for PS-215 if credit has been given for BI-205.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

PS101 & PS213 Prerequisites

Type
Prerequisite

PS101

Complete at least 1 of the following courses:
- PS101 - General Psychology
- PS101H - General Psychology (HON)

PS213 (or equivalent)

Complete at least 1 of the following courses:
- PS213 - Psychological Statistics
- ST120 - Elementary Statistics
- ST140 - Biological Data & Statistics

PS250 - Social Psychology

General

Course Title
Social Psychology

Course Description
This course focuses on individuals and how their thoughts and behaviors are influenced by the presence, real or imagined, of others. This is a departmental survey course that will include topics such as the self, social cognition, social influence, group dynamics, prejudice, attraction, helping behavior, aggression and conflict.

Restrictions: Psychology Majors/Minors, Criminology Majors, and Public Health Minors Only (Majors/Minors Only restriction will be released for Open Registration).

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

PS101 or SO101 Prerequisites

Type
Prerequisite

PS101 or SO101

Complete at least 1 of the following courses:

- PS101 - General Psychology
- PS101H - General Psychology (HON)
- SO101 - Introduction to Sociology
- SO101H - Introduction to Sociology (HON)

PS252 - Child Development

General

Course Title
Child Development

Course Description
An introduction to the basic principles of human growth and development from the prenatal period through middle childhood. Topics include physical, perceptual, cognitive, emotional, and language development. The hereditary, psychological, and environmental influences on development will be considered, along with a variety of theoretical and experimental approaches to studying development.

Restrictions: Psychology Majors/Minors and Gender & Sexuality Studies Minors Only (Majors/Minors Only restriction will be released for Open Registration).

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

PS101 Prerequisite

Type
Prerequisite

PS101

Complete at least 1 of the following courses:

- PS101 - General Psychology
- PS101H - General Psychology (HON)

PS252H - Child Development (HON)

General

Course Title
Child Development (HON)

Course Description
An introduction to the basic principles of human growth and development from the prenatal period through middle childhood. Topics include physical, perceptual, cognitive, emotional, and language development. The hereditary, psychological, and environmental influences on development will be considered, along with a variety of theoretical and experimental approaches to studying development.

Restrictions: Honors Students Only. Psychology Majors/Minors and Gender & Sexuality Studies Minors Only (Majors/Minors restriction will be released for Open Registration).

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
PS252 - Child Development

Course Requisites

Simple Requirements

PS101 Prerequisite

Type
Prerequisite

PS101

Complete at least 1 of the following courses:
- PS101 - General Psychology
- PS101H - General Psychology (HON)

PS253 - Adolescent Development

General

Course Title
Adolescent Development

Course Description
This course traces the developmental path through adolescence considering stability or change in physical, cognitive, and social domains, and environmental and cultural forces that help shape individual responses to their surroundings.

Restrictions: Psychology Majors/Minors and Gender & Sexuality Studies Minors Only (Majors/Minors Only restriction will be released for Open Registration).

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

PS101 Prerequisite

Type
Prerequisite

PS101

Complete at least 1 of the following courses:
- PS101 - General Psychology
- PS101H - General Psychology (HON)

PS256 - Abnormal Psychology

General

Course Title
Abnormal Psychology

Course Description
This course explores historical and contemporary ways of conceptualizing the origins, characteristics, and treatments of psychological/emotional difficulties and problems in living. Problems and disorders to be examined range from minor adjustment problems and common disorders such as depression to more rare, major mental illnesses such as schizophrenia. Through an in-depth examination of a variety of viewpoints on "abnormal" behavior, students are invited to think critically about their own and our society's conception of "mental illness."

Restrictions:
Psychology/Criminology Majors and Minors and Public Health Minors Only (Majors/Minors Only restriction will be released for Open Registration).

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

PS101 or SO101 Prerequisites

Type
Prerequisite

PS101 or SO101

Complete at least 1 of the following courses:
- PS101 - General Psychology
- PS101H - General Psychology (HON)
- SO101 - Introduction to Sociology
- SO101H - Introduction to Sociology (HON)

PS270 - Cognitive Psychology

General

Course Title
Cognitive Psychology

Course Description
Cognitive Psychology is the branch of psychology that studies internal mental processes including how people perceive, remember, think, and learn. A goal of the course is to show how major advances in our understanding of the mind often require interplay between cognitive psychology, neuroscience, philosophy, and linguistics.

Restrictions: Psychology Majors/ Minors and Neuroscience Majors Only (Majors/Minors Only restriction will be released for Open Registration).

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

PS101 Prerequisite

Type
Prerequisite

PS101

Complete at least 1 of the following courses:
- PS101 - General Psychology
- PS101H - General Psychology (HON)

PS272 - Animal Learning & Behavior

General

Course Title
Animal Learning & Behavior

Course Description
This course covers the laws that govern behavior. Topics include: (1) the philosophy of Behaviorism, (2) the role of behavioral psychology in the neurosciences, (3) a review of learning processes in the context of natural selection, and (4) the relevance of conditioning mechanisms to psychopathology.

CORE: Scientific Inquiry

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

PS101 Prerequisite

Type
Prerequisite

PS101

Complete at least 1 of the following courses:
- PS101 - General Psychology
- PS101H - General Psychology (HON)

PS274 - Behavioral Neuroscience

General

Course Title
Behavioral Neuroscience

Course Description
Basic human neuroanatomy and neurophysiology related to psychological processes will be examined. Emphasis is placed on sensation and the physiological mechanisms for sleep, hunger, thirst, sexual behavior, learning and memory, emotion, and neurological conditions. Laboratory experiences will enrich lecture content through dissections and scientific inquiry exercises.

CORE: Scientific Inquiry

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

PS101 Prerequisite

Type
Prerequisite

PS101

Complete at least 1 of the following courses:
- PS101 - General Psychology
- PS101H - General Psychology (HON)

PS308 - Spatial Perception & Cognition

General

Course Title
Spatial Perception & Cognition

Course Description
This course will cover research and theory concerning learning and reasoning about space. Topics include: orientation and navigation; linguistic and symbolic communication; individual and cultural differences in spatial abilities; and spatial testing. A field laboratory component will involve the design of experiments and collection and analysis of data.

Restrictions: Psychology/Neuroscience Majors Only (Majors Only restriction will be released for Open Registration).

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

PS213, ST120, or ST140 Prerequisite

Type
Prerequisite

PS213, ST120, or ST140

Complete at least 1 of the following courses:

- PS213 - Psychological Statistics
- ST120 - Elementary Statistics
- ST140 - Biological Data & Statistics

PS310 - Drugs and Behavior

General

Course Title
Drugs and Behavior

Course Description
This course covers the basics of how drugs interact with the brain to alter behavior. The action of recreational drugs and therapeutic drugs are described. The fundamentals of pharmacology and neuroscience are reviewed; therefore, it is recommended that students complete PS 274 (Behavioral Neuroscience) before enrolling in PS 310.

Restrictions: Psychology/Neuroscience/Public Health/Criminology Majors and CR (formerly CJ) Minors Only (Majors/Minor Only restriction will be released for Open Registration).

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

PS215 Prerequisite (PS274 Recommended)

Type
Prerequisite

PS215 (or equivalent)

Complete at least 1 of the following courses:

- PS215 - Research Methods
- BI205 - Communications in Biological Sciences
- BI205H - Communications in Biological Sciences (HON)

PS274 (Recommended Only)

Complete ANY of the following Courses:

- PS274 - Behavioral Neuroscience

PS312 - Perception

General

Course Title
Perception

Course Description
A comprehensive introduction to perception from an information processing point of view. All perceptual systems will be included, but the course emphasis will be on visual perception.

Restrictions: Psychology Majors/Minors and Neuroscience Majors Only (Majors/Minors Only restriction will be released for Open Registration).

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

PS213 or Equivalent Prerequisite

Type
Prerequisite

PS213, ST120, or ST140

Complete at least 1 of the following courses:

- PS213 - Psychological Statistics
- ST120 - Elementary Statistics
- ST140 - Biological Data & Statistics

PS313 - Personality Theories

General

Course Title
Personality Theories

Course Description
This course examines research and theories in the field of Personality and offers an in-depth critical analysis of those theories that attempt a comprehensive understanding of the personally relevant and meaningful aspects of human behavior.

Restrictions:
PS Majors/Minors Only (Majors/Minors Only restriction will be released for Open Registration).

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

PS213 or Equivalent Prerequisite

Type
Prerequisite

PS213, ST120, or ST140

Complete at least 1 of the following courses:

- PS213 - Psychological Statistics
- ST120 - Elementary Statistics
- ST140 - Biological Data & Statistics

PS314 - Psychology of Close Relationships

General

Course Title
Psychology of Close Relationships

Course Description
This course explores historical and contemporary psychological perspectives on the nature of adult intimate relationships. Major concepts to be examined include emotional intimacy, love, sexuality, attachment, relationship satisfaction, relationship dissolution and divorce, partner abuse and violence, family structure, and models of couple therapy.

Restrictions: Psychology Majors and Gender & Sexuality Studies Minors Only (Majors/Minors Only restriction will be released for Open Registration).

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

PS213 or Equivalent Prerequisite

Type
Prerequisite

PS213, ST120, or ST140

Complete at least 1 of the following courses:

- PS213 - Psychological Statistics
- ST120 - Elementary Statistics
- ST140 - Biological Data & Statistics

PS317 - The Thinking Child

General

Course Title
The Thinking Child

Course Description
An in-depth examination of children's early cognitive development. Theoretical perspectives and current empirical research will be used to explore developmental advances in such areas as representation, memory, concept formation, and problem solving.

Restrictions: Psychology/Neuroscience Majors Only (Majors Only restriction will be released for Open Registration.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

PS213 or Equivalent Prerequisite

Type
Prerequisite

PS213, ST120, or ST140

Complete at least 1 of the following courses:

- PS213 - Psychological Statistics
- ST120 - Elementary Statistics
- ST140 - Biological Data & Statistics

PS320 - Forensic Psychology

General

Course Title
Forensic Psychology

Course Description
This course examines psychological research, methods, theory, and practice as they apply to legal system processes. Attention is also given to social science's place in legal and policy issues.

Restrictions: Psychology Majors/ Criminology Majors and Minors Only (Major/Minor Only restriction will be released for Open Registration).

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

PS213 or Equivalent Prerequisite

Type
Prerequisite

PS213, ST120, or ST140

Complete at least 1 of the following courses:

- PS213 - Psychological Statistics
- ST120 - Elementary Statistics
- ST140 - Biological Data & Statistics

PS323 - Children, Adolescents, and the Media

General

Course Title
Children, Adolescents, and the Media

Course Description
This course examines how children and adolescents interact with, understand, and are impacted by electronic media in their daily lives. We will consider current research, historic trends, and theoretical perspectives, and explore developmental, technological, and cultural factors in such areas as educational media, social media, advertising, and media literacy.

Restrictions: Psychology Majors Only (Majors Only restriction will be released for Open Registration).

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

PS213 or Equivalent Prerequisite

Type
Prerequisite

PS213, ST120, or ST140

Complete at least 1 of the following courses:

- PS213 - Psychological Statistics
- ST120 - Elementary Statistics
- ST140 - Biological Data & Statistics

PS324 - Counseling Skills

General

Course Title
Counseling Skills

Course Description
Students will examine major theoretical perspectives in the field of counseling psychology and will have the opportunity to practice clinical assessment, listening skills, counseling skills, and reflect on ethical issues involved with counseling. Discussion and written work will emphasize the importance of being able to apply a wide repertoire of counseling skills. A final project will give students an opportunity to apply skills learned in class.

Restrictions: Psychology Majors Only (Majors Only restriction will be released for Open Registration).

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

PS215 & (PS256 or PS313) Prerequisites

Type
Prerequisite

PS215

Complete ALL of the following Courses:
- PS215 - Research Methods

PS256 or PS313

Complete at least 1 of the following courses:
- PS256 - Abnormal Psychology
- PS313 - Personality Theories

PS330 - Psychology of Well-Being

General

Course Title
Psychology of Well-Being

Course Description
The Psychology of Well-Being involves the study of optimal human functioning. This course focuses on character strengths and values, such as wisdom, courage, humanity, justice, temperance, and transcendence, and on research involving different dimensions of happiness and subjective well-being. Students will acquire skills to improve well-being in life and practice.

Restrictions: Psychology Majors Only (Majors Only restriction will be released for Open Registration).

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

PS213 or Equivalent Prerequisite

Type
Prerequisite

PS213, ST120, or ST140

Complete at least 1 of the following courses:
- PS213 - Psychological Statistics
- ST120 - Elementary Statistics
- ST140 - Biological Data & Statistics

PS350 - Psychology of Health and Illness

General

Course Title
Psychology of Health and Illness

Course Description
Theory and research regarding the biological, psychological, and social aspects of health and illness will be examined. The interrelationships of stress, emotion, and illnesses including cardiovascular disease, cancer, and immune dysfunction will be discussed. Students will complete a health genealogy project to improve his/her quality of life (physical and psychological).

Restrictions: Psychology & Public Health Majors/Minors and Neuroscience/Health Science Majors Only (Majors/Minors Only restriction will be released for Open Registration).

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

PS101, PB101, or BI152 Prerequisite

Type
Prerequisite

PS101, PB101, or BI152

Complete at least 1 of the following courses:
- PS101 - General Psychology
- PS101H - General Psychology (HON)
- PB101 - Introduction to Public Health
- BI152 - Introduction to Health Science

PS400 - Independent Research in Psychology

General

Course Title
Independent Research in Psychology

Course Description
Interested students engage in an in-depth investigation of a topic of their choice. Research can take the form of a laboratory, field, or scholarly project under the supervision of a faculty mentor.

Restrictions: Permission of Instructor/Chair.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

Course Requisites

Simple Requirements

PS215 & 300-level PS Course Prerequisites

Type
Prerequisite

PS215 (or equivalent)

Complete ALL of the following Courses:
- PS215 - Research Methods

300-level PS Course

Complete at least 1 Psychology course at the 300-level

PS401 - Capstone: Senior Seminar

General

Course Title
Capstone: Senior Seminar

Course Description
This course fosters the capacity to apply psychological knowledge and scientific ways of thinking to solve real-world personal, professional, and societal problems.

Restrictions: Psychology Majors Only.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

PS215 Prerequisite & Senior Class Standing Requirement

Type
Prerequisite

PS215 (or equivalent)

Complete at least 1 of the following courses:
- PS215 - Research Methods
- BI205 - Communications in Biological Sciences
- BI205H - Communications in Biological Sciences (HON)

Minimum Senior Standing

Earn at least 89 credits

PS406 - Capstone: Senior Research I

General

Course Title
Capstone: Senior Research I

Course Description
Eligible students engage in independent laboratory, field, theoretical, or case study research supervised by a faculty mentor. In this first phase, students prepare a literature review and compose a proposal for research carried out during the following semester in PS 408.

Restrictions: Permission of Instructor; Senior/Rising Senior Majors Only.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

PS215 Prerequisite & Senior Class Standing Requirement

Type
Prerequisite

PS215 (or equivalent)

Complete ALL of the following Courses:
- PS215 - Research Methods

Minimum Senior Standing

Earn at least 89 credits

PS408 - Capstone: Senior Research II

General

Course Title
Capstone: Senior Research II

Course Description
The second phase of the senior research involves students carrying out and writing up their approved proposed project in the form of a senior thesis. Students also will present their completed projects in a departmental symposium at year's end. Those completing the project will have "Distinction in Psychology" inscribed on their final college transcript, and become eligible for the annual award given by the psychology department for the Outstanding Psychology Student of the Year.

Restrictions: Permission of Instructor; Senior/Rising Senior Majors Only.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

PS406 Prerequisite & Senior Class Standing Requirement

Type
Prerequisite

PS406

Complete ALL of the following Courses:
- PS406 - Capstone: Senior Research I

Minimum Senior Standing

Earn at least 89 credits

PS450 - Capstone: Practicum I

General

Course Title
Capstone: Practicum I

Course Description
Practicum 1 is the first course in a two-semester sequence. It is designed to help students develop communication skills and self-awareness in the context of the helping relationship. Students spend 8-10 hours per week working at an approved human services internship site. The classroom provides an arena for discussion of students' challenges at their internship sites, allowing for peer support and faculty mentorship.

Restrictions: Psychology Majors Only

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisites & Senior Class Standing Requirement

Type
Prerequisite

PS215 (or equivalent)

Complete ALL of the following Courses:
- PS215 - Research Methods

PS256 or PS313

Complete at least 1 of the following courses:
- PS256 - Abnormal Psychology
- PS313 - Personality Theories

Minimum Senior Standing

Earn at least 89 credits

PS460 - Capstone: Practicum II

General

Course Title
Capstone: Practicum II

Course Description
Practicum 2 is a continuation of PS 450 Practicum 1. The focus of PS 460 shifts from basic helping skills to the application of those skills to the internship setting. This requires an understanding of the mental health service delivery system, how students' internship sites fit into that system, the development of assessment and treatment planning skills, and the opportunity for ongoing faculty supervision of the students' clinical work.

Restrictions: Permission of Instructor; Psychology Majors Only; Seniors Only.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

PS450 Prerequisite & Senior Class Standing Requirement

Type
Prerequisite

PS450

Complete ALL of the following Courses:
- PS450 - Capstone: Practicum I

Minimum Senior Standing

Earn at least 89 credits

PS499 - (INT) Internship

General

Course Title
(INT) Internship

Course Description
Qualified majors may apply for academic internships at a variety of off-campus sites including non-profit organizations, government agencies, healthcare practices and businesses.

Requirements may include selected readings, written reports, and an oral presentation.

Registration is through the Career Education Center and will require an appointment with a Career Coach. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several weeks and needs to be completed prior to the start of the semester.

Restrictions: Minimum 2.0 GPA.

May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

PY101 - Astronomy

General

Course Title
Astronomy

Course Description
Astronomy is the oldest of the physical sciences and one of the most influential in the cultures of man. The course considers the practice of astronomy through history, and the astronomers' tools used to study stars, galaxies and the Universe.

CORE: Scientific Inquiry

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PY103 - Acoustical Foundations of Music

General

Course Title
Acoustical Foundations of Music

Course Description
This course introduces students to the physical principles behind the production, transmission and perception of sound with a particular emphasis on its relation to music. Topics include an introduction to vibrations and sound waves, the different musical scales, and an analysis of the traditional orchestral instruments in terms of their respective sound production.

CORE: Scientific Inquiry

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PY107 - Meteorology

General

Course Title
Meteorology

Course Description
An introduction to atmospheric science covering the descriptive aspects of the subject as well as providing an introduction to the methodology. Topics include the origin and structure of the atmosphere, global wind patterns, air masses and fronts, the Earth's energy budget, analysis of weather maps, formation of clouds and precipitation, and features of thunderstorms, tornadoes, and hurricanes.

CORE: Scientific Inquiry

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

PY210 - College Physics I

General

Course Title
College Physics I

Course Description
The first semester covers the fundamental aspects of Newtonian mechanics. Topics covered include applications of Newton's laws of motion, the concepts of work and energy and the work-energy theorem, and rotational dynamics.

CORE: Scientifc Inquiry

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

MA150, MA160, or MA211 Prerequisite or Corequisite

Type
Prerequisite

MA150, MA160, or MA211

Complete at least 1 of the following courses:
- MA150 - Calculus I
- MA160 - Calculus II
- MA211 - Calculus III

PY210L Corequisite

Type
Corequisite

PY210L

Enroll in the following Courses:
- PY210L - College Physics I Lab

PY210L - College Physics I Lab

General

Course Title
College Physics I Lab

Course Description
The first semester covers the fundamental aspects of Newtonian mechanics. Topics covered include applications of Newton's laws of motion, the concepts of work and energy and the work-energy theorem, and rotational dynamics.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
0

Course Requisites

Simple Requirements

PY210 Corequisite

Type
Corequisite

PY210

Enroll in the following Courses:
- PY210 - College Physics I

PY211 - College Physics II

General

Course Title
College Physics II

Course Description
The second semester covers the fundamental aspects of thermal physics, electricity & magnetism, and geometric and wave optics.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

PY210 Prerequisite

Type
Prerequisite

PY210, Minimum grade C-

Earn a minimum grade of C- in the following:
- PY210 - College Physics I

MA160 or MA211 Corequisite (or Prerequisite)

Type
Corequisite

MA160 or MA211

Complete at least 1 of the following courses:
- MA160 - Calculus II
- MA211 - Calculus III

PY211L Corequisite

Type
Corequisite

PY211L

Enroll in the following Courses:
- PY211L - College Physics II Lab

PY211L - College Physics II Lab

General

Course Title
College Physics II Lab

Course Description
The second semester covers the fundamental aspects of thermal physics, electricity & magnetism, and geometric and wave optics.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
0

Course Requisites

Simple Requirements

PY211 Corequisite

Type
Corequisite

PY211

Enroll in the following Courses:
- PY211 - College Physics II

PY214 - Modern Physics

General

Course Title
Modern Physics

Course Description
This course begins with an introduction to the theory of special relativity. Next, the early quantum theories of the blackbody radiation, photoelectric effect and Compton effect, and the Bohr model of the hydrogen atom are studied. The Schroedinger equation and its interpretation are discussed with an emphasis on its solutions for various simple potentials. Lastly, an introduction to the Schroedinger model of the hydrogen atom is presented.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

PY211 Prerequisite

Type
Prerequisite

PY211

Complete ALL of the following Courses:
- PY211 - College Physics II

PY217 - Mathematical Physics

General

Course Title
Mathematical Physics

Course Description
This course allows physics majors to learn the methods of applied mathematics (e.g., advanced calculus, linear algebra, and differential equations) used in upper-division physics courses (e.g., electricity and magnetism, statistical mechanics, and classical and quantum mechanics).

When Offered: Spring

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

MA211 Prerequisite

Type
Prerequisite

MA211

Complete ALL of the following Courses:
- MA211 - Calculus III

PY220 - General Physics I

General

Course Title
General Physics I

Course Description
The first semester covers the concepts of motion, Newtonian mechanics, momentum, work, energy, rotational motion and fluids. This is an algebra-based version of PY210 more suitable for those majoring in the biological sciences.

CORE: Scientific Inquiry

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

PY220L Corequisite

Type
Corequisite

PY220L

Enroll in the following Courses:
- PY220L - General Physics I Lab

PY220L - General Physics I Lab

General

Course Title
General Physics I Lab

Course Description
The first semester covers the concepts of motion, Newtonian mechanics, momentum, work, energy, rotational motion and fluids. This is an algebra-based version of PY210 more suitable for those majoring in the biological sciences.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
0

Course Requisites

Simple Requirements

PY220 Corequisite

Type
Corequisite

PY220

Enroll in the following Courses:
- PY220 - General Physics I

PY221 - General Physics II

General

Course Title
General Physics II

Course Description
The second semester of general physics covers the concepts of electricity and magnetism, simple harmonic motion, waves, sound and optics. This is an algebra-based version of PY211 more suitable for those majoring in the biological sciences.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

PY220 Prerequisite

Type
Prerequisite

PY220

Earn a minimum grade of C- in the following:
- PY220 - General Physics I

PY221L Corequisite

Type
Corequisite

PY221L

Enroll in the following Courses:
- PY221L - General Physics II Lab

PY221L - General Physics II Lab

General

Course Title
General Physics II Lab

Course Description
The second semester of general physics covers the concepts of electricity and magnetism, simple harmonic motion, waves, sound and optics. This is an algebra-based version of PY211 more suitable for those majoring in the biological sciences.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
0

Course Requisites

Simple Requirements

PY221 Corequisite

Type
Corequisite

PY221

Enroll in the following Courses:
- PY221 - General Physics II

PY302 - Electricity and Magnetism

General

Course Title
Electricity and Magnetism

Course Description
A course in electromagnetic theory that covers topics in electrostatics and magnetostatics associated with static distributions of charges and currents, respectively. Maxwell's equations are introduced.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

PY211 and PY217 Prerequisites

Type
Prerequisite

PY211 and PY217

Complete ALL of the following Courses:
- PY211 - College Physics II
- PY217 - Mathematical Physics

PY309 - Advanced Lab

General

Course Title
Advanced Lab

Course Description
The course is intended to explore more challenging lab concepts in Physics. Experiments are either drawn from topics in modern physics, or in a larger, semester-long experimental project. Students are expected to understand all aspects of the experiment including data acquisition and error analysis, and an in-depth understanding of the equipment used in the experiment.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

PY211 and PY217 Prerequisites

Type
Prerequisite

PY211 and PY217

Complete ALL of the following Courses:
- PY211 - College Physics II
- PY217 - Mathematical Physics

PY310 - Junior Seminar Part I

General

Course Title
Junior Seminar Part I

Course Description
The seminar sequence is designed to introduce students to the current physics literature and to develop oral and written presentation skills in the sciences. Students will have the opportunity to research topics related to their interests and are expected to present their results.

This is Part 1 of a year-long course. Students receive an interim grade (XT) after Part I of the two-course sequence. A final grade is awarded after Part II is completed. Students will register for Part 2 (PY-311) in the Spring semester.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
1

Course Requisites

Simple Requirements

PY214 and PY217 Prerequisites & Junior Class Standing Requirements

Type
Prerequisite

PY214 and PY217

Complete ALL of the following Courses:

- PY214 - Modern Physics
- PY217 - Mathematical Physics

Minimum Junior Standing

Earn at least 56 credits

PY311 - Junior Seminar Part II

General

Course Title
Junior Seminar Part II

Course Description
The seminar sequence is designed to introduce students to the current physics literature and to develop oral and written presentation skills in the sciences. Students will have the opportunity to research topics related to their interests and are expected to present their results.

This is Part II of a year-long sequence. A final grade is awarded for Part I (PY-310) after Part II is completed.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
1

Course Requisites

Simple Requirements

PY310 Prerequisite & Junior Class Standing Requirement

Type
Prerequisite

PY310

Complete ALL of the following Courses:

- PY310 - Junior Seminar Part I

Minimum Junior Standing

Earn at least 56 credits

PY315 - Classical Mechanics

General

Course Title
Classical Mechanics

Course Description
An introduction to Lagrangian and Hamiltonian mechanics is presented. Coverage of material will include single-particle motion in general central potentials, oscillations, the classical theory of single-particle scattering by central potentials, multi-particle systems and rotational dynamics.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

PY214 and PY217 Prerequisite

Type
Prerequisite

PY214 and PY217

Complete ALL of the following Courses:
- PY214 - Modern Physics
- PY217 - Mathematical Physics

PY407 - Thermal Physics

General

Course Title
Thermal Physics

Course Description
This course introduces students to the formal description of thermodynamics and classical and quantum statistical mechanics. This includes a detailed analysis of the three laws of thermodynamics and their application to physical systems, kinetic theory and an introduction to statistical ensembles.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

PY214 and PY217 Prerequisite

Type
Prerequisite

PY214 and PY217

Complete ALL of the following Courses:
- PY214 - Modern Physics
- PY217 - Mathematical Physics

PY410 - Senior Seminar Part I

General

Course Title
Senior Seminar Part I

Course Description
The seminar sequence is designed to introduce students to the current physics literature and to develop oral and written presentation skills in the sciences. Students will have the opportunity to research topics related to their interests and are expected to present their results. In this senior version of the junior seminar students are expected to be more experienced in their abilities and be able to perform at a higher level.

This is Part 1 of a year-long course. Students receive an interim grade (XT) after Part I of the two-course sequence. A final grade is awarded after Part II is completed. Students will register for Part 2 (PY-411) in the Spring semester.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
1

Course Requisites

Simple Requirements

PY311 Prerequisite & Senior Class Standing Requirement

Type
Prerequisite

PY311

Complete ALL of the following Courses:
- PY311 - Junior Seminar Part II

Minimum Senior Standing

Earn at least 89 credits

PY411 - Senior Seminar Part II

General

Course Title
Senior Seminar Part II

Course Description
The seminar sequence is designed to introduce students to the current physics literature and to develop oral and written presentation skills in the sciences. Students will have the opportunity to research topics related to their interests and are expected to present their results. In this senior version of the junior seminar students are expected to be more experienced in their abilities and be able to perform at a higher level.

This is Part II of a year-long sequence. A final grade is awarded for Part I (PY-410) after Part II is completed.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
1

Course Requisites

Simple Requirements

PY410 Prerequisite & Senior Class Standing Requirements

Type
Prerequisite

PY410

Complete ANY of the following Courses:
- PY410 - Senior Seminar Part I

Minimum Senior Standing

Earn at least 89 credits

PY414 - Quantum Mechanics

General

Course Title
Quantum Mechanics

Course Description
This is a formal introduction to the language and techniques of nonrelativistic quantum mechanics. Investigations will center on solutions of the Schroedinger equation for the harmonic oscillator, the hydrogen atom, and other simple potentials. Students also gain familiarity with Dirac the notation, angular momentum and spin and some elements of scattering theory and approximation methods.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

PY214 and PY217 Prerequisite

Type
Prerequisite

PY214 and PY217

Complete ALL of the following Courses:
- PY214 - Modern Physics
- PY217 - Mathematical Physics

PY420 - Advanced Topics in Physics

General

Course Title
Advanced Topics in Physics

Course Description
Offered when the need and demand for specialized instruction arises. Recent offerings include Mathematical Physics (Hilbert Space and Applied Complex Analysis).

May be repeatable if topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

PY210 and PY211 Prerequisite

Type
Prerequisite

PY210 and PY211

Complete ALL of the following Courses:
- PY210 - College Physics I
- PY211 - College Physics II

PY499 - (INT) Internship

General

Course Title
(INT) Internship

Course Description
Qualified majors may apply for academic internships at a variety of off-campus sites including non-profit organizations, government agencies, healthcare practices and businesses.

Requirements may include selected readings, written reports, and an oral presentation.

Registration is through the Career Education Center and will require an appointment with a Career Coach. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several
weeks and needs to be completed prior to the start of the semester.

Restrictions: Minimum 2.0 GPA.

May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

RS120 - Christianity: Past and Present

General

Course Title
Christianity: Past and Present

Course Description
A survey of Christianity, its origins and major periods in its historical development, the character of its faith in God and in the person of Jesus Christ, and theological and ethical perspectives it offers on contemporary issues of moral choice and human community.

CORE: Study of Christian Traditions and Thought

This course is not open to students who have completed or are enrolled in RS-130 or RS-140.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
RS120H - Christianity: Past and Present (HON)

RS120H - Christianity: Past and Present (HON)

General

Course Title
Christianity: Past and Present (HON)

Course Description
A survey of Christianity, its origins and major periods in its historical development, the character of its faith in God and in the person of Jesus Christ, and theological and ethical perspectives it offers on contemporary issues of moral choice and human community.

CORE: Study of Christian Traditions and Thought

Honors Students Only

This course is not open to students who have completed or are enrolled in RS-130 or RS-140.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
RS120 - Christianity: Past and Present

RS130 - Varieties of Christianity

General

Course Title
Varieties of Christianity

Course Description
This course is designed as an interdisciplinary, team-taught course in Religious Studies. It has three main components: an introduction to the academic study of religion (both Christian and non-Christian); an historical survey of the varieties of Christianity that have existed and still exist in the world today; and a study of some important issues in contemporary Christianity.

CORE: Study of Christian Traditions and Thought

This course is not open to students who have completed or are enrolled in RS-120 or RS-140.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

RS160 - Topics in Religious Studies

General

Course Title
Topics in Religious Studies

Course Description
An examination of a topic at the introductory level not offered by the department on a regular basis. Topics will vary depending on the interests of the faculty.

May be repeatable if topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

RS210 - Old Testament

General

Course Title
Old Testament

Course Description
An in-depth study of the religious literature of Ancient Israel as foundational for Western Civilization. The course covers the cultural milieu of the Old Testament in the Ancient Near East as well as later interpretations of these biblical texts in Judaism, Christianity, and Islam.

CORE: History & Society AND Catholic Intellectual Traditions

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 Level RS Course Prerequisite

Type
Prerequisite

100 Level RS Course

Complete at least 1 of the following courses:

- RS120 - Christianity: Past and Present
- RS120H - Christianity: Past and Present (HON)
- RS130 - Varieties of Christianity

RS211 - New Testament

General

Course Title
New Testament

Course Description
An in-depth study of the New Testament and the cultural milieux of these texts as products of a largely Jewish sect in the Greco-Roman world. Attention also paid to some early Christian texts not included in the canon, as well as later interpretation of the New Testament.

CORE: History & Society AND Catholic Intellectual Traditions

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 Level RS Course Prerequisite

Type
Prerequisite

100 Level RS Course

Complete at least 1 of the following courses:

- RS120 - Christianity: Past and Present
- RS120H - Christianity: Past and Present (HON)
- RS130 - Varieties of Christianity

RS216 - Early Christianity

General

Course Title
Early Christianity

Course Description
A study of the communal struggles, personal rivalries, theological conflicts, social controversies, and art of the early Christians that shaped Christianity and its history: heresy and orthodoxy, hierarchy and charisma, art and narrative, persecution and martyrdom, paganism and classical tradition, creeds and councils, asceticism and the body, church and state, eastern and western Christianity. Focus on the 2nd through 6th centuries.

CORE: History & Society AND Catholic Intellectual Traditions

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 Level RS Course Prerequisite

Type
Prerequisite

100 Level RS Course

Complete at least 1 of the following courses:

- RS120 - Christianity: Past and Present
- RS120H - Christianity: Past and Present (HON)
- RS130 - Varieties of Christianity

RS217 - Medieval Christianity

General

Course Title
Medieval Christianity

Course Description
An historical inquiry into the society, pieties, and theologies of medieval Christendom, with special emphasis on the origins of many Roman Catholic doctrines, practices, attitudes, and modes of thought.

CORE: History & Society AND Catholic Intellectual Traditions

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
RS217H - Medieval Christianity (HON)

Course Requisites

Simple Requirements

100 Level RS Course Prerequisite

Type
Prerequisite

100 Level RS Course

Complete at least 1 of the following courses:

- RS120 - Christianity: Past and Present
- RS120H - Christianity: Past and Present (HON)
- RS130 - Varieties of Christianity

RS217H - Medieval Christianity (HON)

General

Course Title
Medieval Christianity (HON)

Course Description
An historical inquiry into the society, pieties, and theologies of medieval Christendom, with special emphasis on the origins of many Roman Catholic doctrines, practices, attitudes, and modes of thought.

Honors Students Only

CORE: History & Society AND Catholic Intellectual Traditions

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
RS217 - Medieval Christianity

Course Requisites

Simple Requirements

100 Level RS Course Prerequisite

Type
Prerequisite

100 Level RS Course

Complete at least 1 of the following courses:

- RS120 - Christianity: Past and Present
- RS120H - Christianity: Past and Present (HON)
- RS130 - Varieties of Christianity

RS219 - American Protestantism

General

Course Title
American Protestantism

Course Description
A survey of the major theological, liturgical, and institutional developments of Protestant Christianity in the United States, from its foundations in the Reformations of sixteenth century Europe through its development in colonial, antebellum, and contemporary America.

CORE: History & Society

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 Level RS Course Prerequisite

Type
Prerequisite

100 Level RS Course

Complete at least 1 of the following courses:

- RS120 - Christianity: Past and Present
- RS120H - Christianity: Past and Present (HON)
- RS130 - Varieties of Christianity

RS220 - Modern Christian Thought

General

Course Title
Modern Christian Thought

Course Description
A thematic and historical inquiry into selected themes and thinkers in modern Christian thought, with particular reference to significant cultural, social, and religious developments. The focus will be on the nineteenth and twentieth centuries but will also include some contemporary works/thinkers. Themes may include Belief and Unbelief, Faith and Reason, Christianity and Secular Culture, Spirituality as Resistance, Liberation Theologies, Inter-Religious Dialogue (e.g. Jewish-Christian relations).

CORE: Catholic Intellectual Traditions.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 Level RS Course Prerequisite

Type
Prerequisite

100 Level RS Course

Complete at least 1 of the following courses:

- RS120 - Christianity: Past and Present
- RS120H - Christianity: Past and Present (HON)
- RS130 - Varieties of Christianity

RS221 - World Christianity

General

Course Title
World Christianity

Course Description
A study of the contemporary situation of the Christian religion in selcted regions worldwide (especially Africa, Asia, Europe, and the Middle East). The course will highlight the diversity and richness of Christian expereince and will emphasize the interaction between Christianity and contemporary political events and movements.

CORE: History & Society AND Catholic Intellectual Traditions

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 Level RS Course Prerequisite

Type
Prerequisite

100 Level RS Course

Complete at least 1 of the following courses:

- RS120 - Christianity: Past and Present
- RS120H - Christianity: Past and Present (HON)
- RS130 - Varieties of Christianity

RS222 - Sacrament, Worship and Ritual

General

Course Title
Sacrament, Worship and Ritual

Course Description
A study of the nature and variety of Christian worship and ritual in terms of its foundations in human experience, religious symbolism, the Incarnation, and the sacramental nature of the Church.

CORE: Catholic Intellectual Traditions

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 Level RS Course Prerequisite

Type
Prerequisite

100 Level RS Course

Complete at least 1 of the following courses:

- RS120 - Christianity: Past and Present
- RS120H - Christianity: Past and Present (HON)
- RS130 - Varieties of Christianity

RS224 - Understandings of God

General

Course Title
Understandings of God

Course Description
This course focuses on Christian understandings of God. Topics may include: nature and attributes of God; historical and cultural factors influencing perceptions of God; comparative issues; contemporary debates.

CORE: Catholic Intellectual Traditions

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
RS224H - Understandings of God (HON)

Course Requisites

Simple Requirements

100 Level RS Course Prerequisite

Type
Prerequisite

100 Level RS Course

Complete at least 1 of the following courses:

- RS120 - Christianity: Past and Present
- RS120H - Christianity: Past and Present (HON)
- RS130 - Varieties of Christianity

RS224H - Understandings of God (HON)

General

Course Title
Understandings of God (HON)

Course Description
This course focuses on Christian understandings of God. Topics may include: nature and attributes of God; historical and cultural factors influencing perceptions of God; comparative issues; contemporary debates.

CORE: Catholic Intellectual Traditions

Honors Students Only.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
RS224 - Understandings of God

Course Requisites

Simple Requirements

100 Level RS Course Prerequisite

Type
Prerequisite

100 Level RS Course

Complete at least 1 of the following courses:

- RS120 - Christianity: Past and Present
- RS120H - Christianity: Past and Present (HON)
- RS130 - Varieties of Christianity

RS231 - American Catholicism

General

Course Title
American Catholicism

Course Description
A history of the Roman Catholic community in the United States, from its beginnings in colonial America to the present. Both primary and secondary sources will be read, focusing on those events and movements which have shaped the Catholic encounter with political and social aspects of American culture.

CORE: History & Society AND Catholic Intellectual Traditions

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 Level RS Course Prerequisite

Type
Prerequisite

100 Level RS Course

Complete at least 1 of the following courses:

- RS120 - Christianity: Past and Present
- RS120H - Christianity: Past and Present (HON)
- RS130 - Varieties of Christianity

RS232 - Black Catholicism

General

Course Title
Black Catholicism

Course Description
This class will introduce undergraduates to Black Catholicism by revealing the history of the Black Catholic community within America and, consequently, examining how the narrative concerning Black Catholicism is one rooted in America's Original Sin. This course will also survey how Black Catholics are contextually situated within the Black Church.

CORE: Catholic Intellectual Traditions AND Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 Level RS Course Prerequisite

Type
Prerequisite

100 Level RS Course

Complete at least 1 of the following courses:

- RS120 - Christianity: Past and Present
- RS120H - Christianity: Past and Present (HON)
- RS130 - Varieties of Christianity

RS236 - Christian Social Ethics

General

Course Title
Christian Social Ethics

Course Description
An examination of the interactions of Christianity with various social systems, resources of Christianity for social justice, and critical and constructive views of Christianity in the modern world.

CORE: Catholic Intellectual Traditions

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 Level RS Course Prerequisite

Type
Prerequisite

100 Level RS Course

Complete at least 1 of the following courses:
- RS120 - Christianity: Past and Present
- RS120H - Christianity: Past and Present (HON)
- RS130 - Varieties of Christianity

RS239 - Religion, Ecology and Ethics

General

Course Title
Religion, Ecology and Ethics

Course Description
This course explores the current environmental crisis and the effects of human activity on Earth's ecological systems, and how religious traditions might address environmental problems and contribute to their resolution. We explore Biblical approaches to ecology and nature found in the Jewish and Christian traditions as well as a brief historical overview that retrieves and reformulates the works of theologians over the centuries. The course also looks at ideas and praxis suggested in Judaism, Islam, and Buddhism.

CORE: Catholic Intellectual Traditions

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 Level RS Course Prerequisite

Type
Prerequisite

100 Level RS Course

Complete at least 1 of the following courses:
- RS120 - Christianity: Past and Present
- RS120H - Christianity: Past and Present (HON)
- RS130 - Varieties of Christianity

RS240 - Christianity & World Religions in Dialogue

General

Course Title
Christianity & World Religions in Dialogue

Course Description
This course examines the interaction of Christianity with other world religions, especially Hinduism and Buddhism, and may also include Confucianism, Daoism, Islam, or indigenous traditions. The course will provide a general overview of each religious tradition, and consider topics such as historical encounters and contemporary dialogue with Christianity.

CORE: Engaging Diverse Identities AND Catholic Intellectual Traditions

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
RS240H - Christianity and World Religions in Dialogue (HON)

Course Requisites

Simple Requirements

100 Level RS Course Prerequisite

Type
Prerequisite

100 Level RS Course

Complete at least 1 of the following courses:
- RS120 - Christianity: Past and Present
- RS120H - Christianity: Past and Present (HON)
- RS130 - Varieties of Christianity

RS240H - Christianity and World Religions in Dialogue (HON)

General

Course Title
Christianity and World Religions in Dialogue (HON)

Course Description
This course examines the interaction of Christianity with other world religions, especially Hinduism and Buddhism, and may also include Confucianism, Daoism, Islam, or indigenous traditions. The course will provide a general overview of each religious tradition, and consider topics such as historical encounters and contemporary dialogue with Christianity.

Honors Students Only

CORE: Engaging Diverse Identities AND Catholic Intellectual Traditions

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
RS240 - Christianity & World Religions in Dialogue

Course Requisites

Simple Requirements

100 Level RS Course Prerequisite

Type
Prerequisite

100 Level RS Course

Complete at least 1 of the following courses:
- RS120 - Christianity: Past and Present
- RS120H - Christianity: Past and Present (HON)
- RS130 - Varieties of Christianity

RS310 - The Sacred Quest

General

Course Title
The Sacred Quest

Course Description
This course counts for the Core in Catholic Intellectual Traditions and is a required course for RS Majors. It examines the nature of religion and the difficulty of defining religion, studies various methods and theories in the academic study of religion, treats both naturalistic and religious understandings of religion, and studies aspects of religion such as religious experience, comparative religion, myth, and the social and institutional fabric of religion.

CORE: Catholic Intellectual Traditions

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 Level RS Course Prerequisite

Type
Prerequisite

100 Level RS Course

Complete at least 1 of the following courses:

- RS120 - Christianity: Past and Present
- RS120H - Christianity: Past and Present (HON)
- RS130 - Varieties of Christianity

RS317 - Judaism

General

Course Title
Judaism

Course Description
A study of the basic elements of the ancient, medieval, and modern periods of Jewish life and experience, as well as an examination of the way the Jewish tradition has functioned in the past and how it is perceived today.

CORE: History & Society

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 Level RS Course Prerequisite

Type
Prerequisite

100 Level RS Course

Complete at least 1 of the following courses:

- RS120 - Christianity: Past and Present
- RS120H - Christianity: Past and Present (HON)
- RS130 - Varieties of Christianity

RS323 - Hinduism

General

Course Title
Hinduism

Course Description
An introduction to Hinduism, this course will explore the foundations of Indian religious thought and practice, as well as various Hindu traditions, religious literature, and spirituality. The course will also include an analysis of primary texts and a survey of contemporary expressions of global Hinduism.

CORE: History & Society AND Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 Level RS Course Prerequisite

Type
Prerequisite

100 Level RS Course

Complete at least 1 of the following courses:

- RS120 - Christianity: Past and Present
- RS120H - Christianity: Past and Present (HON)
- RS130 - Varieties of Christianity

RS325 - Buddhism

General

Course Title
Buddhism

Course Description
The course explores the religious and philosophical foundations of Hinayana (Theravada) and Mahayana Buddhism. Buddhist historical traditions and spirituality are also considered. Students investigate in some depth a major religious school of thought and practice in India, China, Japan or Tibet and present the results of their research in a formal paper.

CORE: History & Society AND Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 Level RS Course Prerequisite

Type
Prerequisite

100 Level RS Course

Complete at least 1 of the following courses:

- RS120 - Christianity: Past and Present
- RS120H - Christianity: Past and Present (HON)
- RS130 - Varieties of Christianity

RS328 - Christian Healthcare Ethics

General

Course Title
Christian Healthcare Ethics

Course Description
Considers selected topics in the field of contemporary ethical issues in health care. This course will focus on selected major areas of concern such as genetics, abortion, euthanasia, human experimentation, and HIV/AIDS. The course will explore those issues using approaches from the Christian tradition.

CORE: Catholic Intellectual Traditions

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 Level RS Course Prerequisite

Type
Prerequisite

100 Level RS Course

Complete at least 1 of the following courses:

- RS120 - Christianity: Past and Present
- RS120H - Christianity: Past and Present (HON)
- RS130 - Varieties of Christianity

RS339 - Celtic Christianity

General

Course Title
Celtic Christianity

Course Description
A survey on the distinctive expression of Christianity that first developed and flourished on the Western fringes of Europe and subsequently influenced the development of Christianity on the continent. The course will focus on the theology, spirituality, and practices developed by Celtic Christians from the fifth to the fifteenth century to enculturate their understanding of the Christian faith.

CORE: History & Society AND Catholic Intellectual Traditions

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 Level RS Course Prerequisite

Type
Prerequisite

100 Level RS Course

Complete at least 1 of the following courses:

- RS120 - Christianity: Past and Present
- RS120H - Christianity: Past and Present (HON)
- RS130 - Varieties of Christianity

RS340 - Saints and Holiness

General

Course Title
Saints and Holiness

Course Description
An overview of the Christian concept of sanctity from its New Testament origins to the present day. An examination of the "saints" from various periods of Christian history reveals the diverse ways that particular communities have understood and practiced essential elements of the Christian Gospel, expressed through martyrdom, monasticism, mysticism, pious living, and social activism. Readings will concentrate on primary sources including acts of the martyrs, lives of the saints, histories, catechisms and contemporary autobiographies.

CORE: Catholic Intellectual Traditions

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
RS340H - Saints and Holiness (HON)

Course Requisites

Simple Requirements

100 Level RS Course Prerequisite

Type
Prerequisite

100 Level RS Course

Complete at least 1 of the following courses:
- RS120 - Christianity: Past and Present
- RS120H - Christianity: Past and Present (HON)
- RS130 - Varieties of Christianity

RS340H - Saints and Holiness (HON)

General

Course Title
Saints and Holiness (HON)

Course Description
An overview of the Christian concept of sanctity from its New Testament origins to the present day. An examination of the "saints" from various periods of Christian history reveals the diverse ways that particular communities have understood and practiced essential elements of the Christian Gospel, expressed through martyrdom, monasticism, mysticism, pious living, and social activism. Readings will concentrate on primary sources including acts of the martyrs, lives of the saints, histories, catechisms and contemporary autobiographies.

CORE: Catholic Intellectual Traditions

Honors Students Only

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
RS340 - Saints and Holiness

Course Requisites

Simple Requirements

100 Level RS Course Prerequisite

Type
Prerequisite

100 Level RS Course

Complete at least 1 of the following courses:
- RS120 - Christianity: Past and Present
- RS120H - Christianity: Past and Present (HON)
- RS130 - Varieties of Christianity

RS342 - Religion and Film

General

Course Title
Religion and Film

Course Description
Religion and Film examines important religious themes through cinema. Selected films serve as "texts" for exploring theological and spiritual concepts across the religious spectrum. The course will examine topics such as faith, conscience, conversion, grace, reconciliation, theodicy, eschatology, sanctity, or ritual. Films chosen for consideration include a mix of classic and contemporary, foreign and Hollywood cinema.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 Level RS Course Prerequisite

Type
Prerequisite

100 Level RS Course

Complete at least 1 of the following courses:
- RS120 - Christianity: Past and Present
- RS120H - Christianity: Past and Present (HON)
- RS130 - Varieties of Christianity

RS350 - Advanced Topics in Religious Studies

General

Course Title
Advanced Topics in Religious Studies

Course Description
This course provides the opportunity for faculty and students to explore a particular academic topic which is not listed in the regular catalog of courses. Recent examples of Special Topics taught include Science and Religion, Sacred Cities, Jesus Through the Centuries, and Mormonism.

May be repeatable as long as topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

100 Level RS Course Prerequisite

Type
Prerequisite

100 Level RS Course

Complete at least 1 of the following courses:
- RS120 - Christianity: Past and Present
- RS120H - Christianity: Past and Present (HON)
- RS130 - Varieties of Christianity

RS410 - Religious Studies Seminar

General

Course Title
Religious Studies Seminar

Course Description
This is the second part of the capstone experience. The seminar examines methodologies for research in the field of religious studies and includes presentation and critique of student research projects concluding in a senior thesis.

Restrictions: RS Majors Only

Notes: Fulfills Written Communication requirement for the Religious Studies major.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

RS499 - (INT) Internship

General

Course Title
(INT) Internship

Course Description
Qualified majors may apply for academic internships at a variety of off-campus sites including non-profit organizations, government agencies, healthcare practices and businesses.

Requirements may include selected readings, written reports, and an oral presentation.

Registration is through the Career Education Center and will require an appointment with a Career Coach. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several
weeks and needs to be completed prior to the start of the semester.

Restrictions: Minimum 2.0 GPA.

May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Max):
4

Credits (Min):
2

SAS100 - Seminar for Academic Success

General

Course Title
Seminar for Academic Success

Course Description
This course is a practical skill building course designed to support students as they advance in their college careers. Through a series of weekly seminars on a variety of topics related to achieving academic success this seminar will facilitate students becoming fully engaged and contributing members of our intellectual community by offering . Students will learn to develop and maintain skills that both promote personal responsibility for learning and assist them in successfully meeting the expectations of the college classroom. Applied learning will be a key component as students move from theory to practice, enhancing their own critical thinking skills and familiarizing themselves with the various support services available to them.

While this course is recommended to students who need practical guidance and basic skills support (for example, reading comprehension, time management, study and note taking skills), this seminar is ultimately designed to enhance the joy of learning and expand students' consciousness around best practices.

Pre-reqs: Permission of Instructor Required.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
2

SO101 - Introduction to Sociology

General

Course Title
Introduction to Sociology

Course Description
This course is an entry level introduction to basic institutions of society such as education, religion, and the economy, as well as examination of culture, population, groups, the individual, socialization, social stratification, interpersonal interaction, and community. The "sociological imagination" and standard methods of research and theories are included.

CORE: History & Society

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
SO101H - Introduction to Sociology (HON)

SO101H - Introduction to Sociology (HON)

General

Course Title
Introduction to Sociology (HON)

Course Description
This course is an entry level introduction to basic institutions of society such as education, religion, and the economy, as well as examination of culture, population, groups, the individual, socialization, social stratification, interpersonal interaction, and community. The "sociological imagination" and standard methods of research and theories are included.

Honors Students Only

CORE: History & Society

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
SO101 - Introduction to Sociology

SO107 - Homelessness: Social Causes

General

Course Title
Homelessness: Social Causes

Course Description
This course is focused on contemporary social problems, with an emphasis placed on homelessness and its causes. Topics covered include poverty, affordable housing, stratification, prejudice, discrimination, substance use disorder and hunger. The questions of why these issues are of "public" concern and eventually defined as problems in need of resolution, will be addressed. Often taught from the "constructionist" perspective, students have an opportunity to explore what role they play in the problems and potential solutions.

CORE: History & Society AND Engaging Diverse Identities.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

SO110 - Topics in Sociology

General

Course Title
Topics in Sociology

Course Description
An examination of a topic at the introductory level not offered by the department on a regular basis. Topics will vary depending on the interests of the faculty.

May be repeatable if topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

SO215 - Social Drivers of Health

General

Course Title
Social Drivers of Health

Course Description
Social workers, case managers, community health workers, and patient navigators play vital roles in healthcare teams by connecting patients with social (non-medical) resources that optimize health. Additionally, healthcare providers and public health experts embrace the importance of understanding patients' social contexts, including access to transportation, housing, food, and social support. How does understanding a patient's social context help us promote health? How can we be aware of and sensitive to the social contexts of patients?

Sociology & Anthropology, Public Health, Health Science, Emergency Medical Services, Health Equity, Global Health, Gender and Sexuality Studies and Equity Studies Majors or Minors Only until Open Registration

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

SO301 - Capitalism and Fascism

General

Course Title
Capitalism and Fascism

Course Description
This course turns back to classic theorists to plumb the deep roots of contemporary social problems, helping us understand how things came to be this way and how we might find ways out. We will draw from contemporary theorists to help us apply these analyses to current problematics like social media and AI. One of the goals of this study is to make the society we live in make a deeper kind of sense, so that we might feel our feet a little more firmly on the ground, the better to discern where to walk.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
SO301H - Capitalism and Fascism (HON)

Course Requisites

Simple Requirements

ANT109, SO101 or PH Course Prerequisite

Type
Prerequisite

ANT109, SO101 or PH Course

Complete at least 1 of the following: ANT109, SO101 or Any PH Course

SO301H - Capitalism and Fascism (HON)

General

Course Title
Capitalism and Fascism (HON)

Course Description
This course turns back to classic theorists to plumb the deep roots of contemporary social problems, helping us understand how things came to be this way and how we might find ways out. We will draw from contemporary theorists to help us apply these analyses to current problematics like social media and AI. One of the goals of this study is to make the society we live in make a deeper kind of sense, so that we might feel our feet a little more firmly on the ground, the better to discern where to walk.

Restrictions: Honors Students Only.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Cross Listed Courses
SO301 - Capitalism and Fascism

Course Requisites

Simple Requirements

ANT109, SO101 or PH Course Prerequisite

Type
Prerequisite

ANT109, SO101 or PH Course

Complete at least 1 of the following: ANT109, SO101 or ANY PH Course

SO310 - Directed Readings in Sociology

General

Course Title
Directed Readings in Sociology

Course Description
This course applies the theory and methods of Sociology to analyze selected important issues of contemporary life. It periodically shifts the topical focus, but consistently reflects the orientation of the discipline of Sociology. Recent examples of topics include "God, Gangs and Globalization, "Restorative Justice," and "Sociology of Religion."

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

SO101 or ANT109 Prerequisite

Type
Prerequisite

SO101 or ANT109

Complete at least 1 of the following courses:

- SO101 - Introduction to Sociology
- SO101H - Introduction to Sociology (HON)
- ANT109 - Introduction to Cultural Anthropology
- ANT109H - Intro to Cultural Anthropology (HON)

SO318 - Restorative Justice

General

Course Title
Restorative Justice

Course Description
The U.S. criminal justice system asks: What laws have been broken? Who did it? What punishment do they deserve? Restorative Justice asks: Who has been hurt? What are their needs? Whose obligations are these? Directly explore and experience various restorative approaches to harm in this highly interactive course.

Restrictions: SO/AN/CR Majors or Minors or Juniors/Seniors by Permission of Instructor

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Junior Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing (Sophomores may be permitted during Open Registration)

Earn at least 56 credits

SO420 - Sociology/Anthropology Capstone

General

Course Title
Sociology/Anthropology Capstone

Course Description
Seniors in Sociology and Anthropology or Criminology will examine their own skillset, explore their chosen profession, and develop and carry out a research project in accordance with their particular interests.

Restrictions: Sociology and Anthropology, Criminology and Public Health (BA) Majors Only.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Senior Standing

Earn at least 89 credits

SO442 - Intimate Partner Violence

General

Course Title
Intimate Partner Violence

Course Description
This course will introduce students to restorative approaches to intimate partner violence. Topics will be examined with a social justice lens and include addressing the patterns, cultural relevance, risk factors, and impacts of intimate partner violence, barriers to reporting, criminal legal system responses, and restorative models for repair and transformation.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Junior Standing

Earn at least 56 credits

SO499 - (INT) Internship

General

Course Title
(INT) Internship

Course Description
Qualified majors may apply for academic internships at a variety of off-campus sites including non-profit organizations, government agencies, healthcare practices and businesses.

Requirements may include selected readings, written reports, and an oral presentation.

Registration is through the Career Education Center and will require an appointment with a Career Coach. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several
weeks and needs to be completed prior to the start of the semester.

Restrictions: Minimum 2.0 GPA.

May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

SP101 - Elementary Spanish 1

General

Course Title
Elementary Spanish 1

Course Description
A course designed to develop basic language skills and introduce students to the culture of the Spanish-speaking world.

CORE: Second Language for B.A.

No credit will be given for SP-101 if credit has been given for a higher level of Spanish.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

SP102 - Elementary Spanish 2

General

Course Title
Elementary Spanish 2

Course Description
This course follows SP 101 and continues the development of students' basic language skills in all areas. Some course material will be based on Spanish and Latino culture.

CORE: Second Language for B.A.

No credit will be given for SP-102 if credit has been given for a higher level of Spanish.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

SP101 Prerequisite

Type
Prerequisite

SP101 or Placement

Complete ALL of the following Courses:

- SP101 - Elementary Spanish 1

SP200 - Applied Language Component

General

Course Title
Applied Language Component

Course Description
Students may develop their proficiency in Spanish through an applied language component (ALC) attached to a course taught in English from another department. Students will read and discuss, in Spanish, selected texts or other materials pertinent to the subject matter of the associated course. The ALC meets once per week and counts as a half course (beyond the course to which it is tied).

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

SP102 Prerequisite

Type
Prerequisite

SP102 or Placement, Minimum Grade C

Earn a minimum grade of C in the following:
- SP102 - Elementary Spanish 2

SP202 - Spanish for Health Professions

General

Course Title
Spanish for Health Professions

Course Description
This course seeks to help students become more fluent overall and ready to work in a Spanish-speaking context, particularly in a health-related professional setting. Students will also learn about different cultural perspectives on health and medicine in the Spanish-speaking world, as well as different public health and healthcare systems.

CORE: Second Language for B.A

Counts as elective for SP Major/Minor

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

SP102 Prequisite

Type
Prerequisite

SP102 or Placement at or beyond SP203

Complete ALL of the following Courses:
- SP102 - Elementary Spanish 2

SP203 - Intermediate Spanish 1

General

Course Title
Intermediate Spanish 1

Course Description
This course follows 102 and offers further development in all language skills. Some course material will be based on Spanish and Latino literature and culture.

No credit will be given for SP-203 if credit has been given for a higher level of Spanish.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

SP102 Prerequisite

Type
Prerequisite

SP102, Minimum Grade C or Placement

Earn a minimum grade of C in the following:
- SP102 - Elementary Spanish 2

SP206 - Intermediate Spanish 2

General

Course Title
Intermediate Spanish 2

Course Description
This course follows SP 203 and offers further development of students' intermediate language skills in all areas. Some course material will be based on culture.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

SP203 Prerequisite

Type
Prerequisite

SP203, Minimum Grade C or Placement

Earn a minimum grade of C in the following:
- SP203 - Intermediate Spanish 1

SP308 - Advanced Conversation

General

Course Title
Advanced Conversation

Course Description
The study and practice of oral expression. Class activities are related to different aspects of Hispanic culture.

May be repeated.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

SP206 Prerequisite

Type
Prerequisite

SP206, Minimum Grade C or Placement

Earn a minimum grade of C in the following:
- SP206 - Intermediate Spanish 2

SP310 - Advanced Communication & Culture

General

Course Title
Advanced Communication & Culture

Course Description
A course designed to help students consolidate their grammar and vocabulary skills as they develop their writing skills. The goal is to foster students' critical reflection and self-correction, thereby increasing their independence in the craft of writing.

Note: In Spanish

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

SP206 Prerequisite

Type
Prerequisite

SP206, Minimum Grade C or Placement

Earn a minimum grade of C in the following:
- SP206 - Intermediate Spanish 2

SP311 - Advanced Communication & Culture 2

General

Course Title
Advanced Communication & Culture 2

Course Description
This course is designed to help students consolidate their grammar and vocabulary skills as they develop their writing skills. The goal is to foster students' critical reflection and self-correction, thereby increasing their independence in the craft of writing.

Note: SP-310 and SP-311 are a non-sequential pair of courses that cover different grammar and cultural topics while developing and practicing the same essential writing skills in the target language; they may be taken in any order.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

SP206 Prerequisite

Type
Prerequisite

SP206, Minimum Grade C or Placement

Earn a minimum grade of C in the following:
- SP206 - Intermediate Spanish 2

SP313 - Topics in Latin American Culture

General

Course Title
Topics in Latin American Culture

Course Description
Courses could cover such topics as National Culture and Identity, Latin American film; the culture of Argentina

May be repeatable if topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

SP310 Prerequisite

Type
Prerequisite

SP310

Complete ALL of the following Courses:
- SP310 - Advanced Communication & Culture

SP315 - Topics in Spanish Culture

General

Course Title
Topics in Spanish Culture

Course Description
Explores the cultures of Spain. Courses could cover such topics as Spanish Art and Architecture; the Spanish Civil War; Transition to Democracy; and contemporary Spanish culture.

May be repeatable as long as topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

SP310 Prerequisite

Type
Prerequisite

SP310

Complete ALL of the following Courses:
- SP310 - Advanced Communication & Culture

SP330 - Spanish/Latin American Film

General

Course Title
Spanish/Latin American Film

Course Description
A study of the great cinematic tradition of Spain and/or Spanish-speaking countries using methods similar to those used in the study of literature. Students will watch and discuss at least one film each week.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

SP343 Prerequisite

Type
Prerequisite

SP343, Minimum Grade C

Earn a minimum Grade of C in the following:
- SP343 - Literary Studies in Spanish

SP335 - Readings in Latin American Literature

General

Course Title
Readings in Latin American Literature

Course Description
Courses could cover such topics as colonization and resistance, mestizaje, the nation, the New Narrative, migration, and contemporary Latin America through narrative, essay, theatre, poetry, and testimonio.

May be repeatable as long as topic is different.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

SP343 Prerequisite

Type
Prerequisite

SP343, Minimum Grade C

Earn a minimum Grade of C in the following:
- SP343 - Literary Studies in Spanish

SP340 - Readings in Spanish Literature

General

Course Title
Readings in Spanish Literature

Course Description
The course may be based on a single author, work, or movement or may be of a topical nature. Past courses include "Don Quijote" and "The Life and Works of Lorca".

CORE: Literature & The Arts

May be repeatable if topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

SP310 or SP311 Prerequisite

Type
Prerequisite

SP310 or SP311

Complete at least 1 of the following courses:
- SP310 - Advanced Communication & Culture
- SP311 - Advanced Communication & Culture 2

SP343 - Literary Studies in Spanish

General

Course Title
Literary Studies in Spanish

Course Description
Familiarizes students with different literary genres and styles and introduces them to the principal literary movements and authors of Hispanic literature.

SP-310 can be taken concurrently by Permission of Instructor.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

SP310 Prerequisite

Type
Prerequisite

SP310, Minimum Grade C

Earn a minimum Grade of C in the following:
- SP310 - Advanced Communication & Culture

SP345 - Poetry in Spanish

General

Course Title
Poetry in Spanish

Course Description
An exploration of poetry leading to an appreciation of its uniqueness as a genre. The course will discuss what makes poetry different from other literary forms and will provide the student with a better understanding of poetry, authors, and traditions and with the tools of poetic analysis.

May be repeatable as long as topic is different.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

SP343 Prerequisite

Type
Prerequisite

SP343

Complete ALL of the following Courses:
- SP343 - Literary Studies in Spanish

SP460 - Senior Seminar

General

Course Title
Senior Seminar

Course Description
In the capstone course for majors, students use the skills and knowledge gained over the course of their studies on campus and abroad to produce a substantial academic essay written in the language of the major. The theme of the essay depends on the particular year, professor, and student.

Restrictions: Majors Only

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Senior Standing

Earn at least 89 credits

SP499 - (INT) Internship

General

Course Title
(INT) Internship

Course Description
Qualified majors may apply for academic internships at a variety of off-campus sites including non-profit organizations, government agencies, healthcare practices and businesses.

Requirements may include selected readings, written reports, and an oral presentation.

Registration is through the Career Education Center and will require an appointment with a Career Coach. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several
weeks and needs to be completed prior to the start of the semester.

Restrictions: Minimum 2.0 GPA.

May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

ST101 - Reasoning with Data & Chance

General

Course Title
Reasoning with Data & Chance

Course Description
A well-informed citizen is a critical and creative consumer of quantitative information presented numerically, in words, and visually. In this course, we will examine practical applications in research design, descriptive statistics, probability, and inferential statistics. We will explore issues arising in data science and consider ethical issues in research and use of data. Examples throughout the course will be drawn from a variety of fields of study and a diversity of source materials.

CORE: Quantitative Reasoning

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

ST120 - Elementary Statistics

General

Course Title
Elementary Statistics

Course Description
Description of sample data; probability distributions including the Normal distribution; correlation and regression; sampling; hypothesis testing; statistical inference; other topics may include Chi-square tests, multiple regression, and ANOVA.

CORE: Quantitative Reasoning

Note: Only one of ST-120: Elementary Statistics, ST-140: Biological Data & Statistics, PS-213: Psychological Statistics, and ST-220: Probability and Statistics for Engineers and Scientists may be taken for credit.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

ST140 - Biological Data & Statistics

General

Course Title
Biological Data & Statistics

Course Description
An introduction to the numerical analysis of biological data in fields such as ecology, medicine, neuroscience, and molecular/cellular biology. The emphasis is on choosing the correct analysis method for experiments by learning common elementary statistical tests and on developing skills to evaluate and interpret statistical reporting in the life sciences.

CORE: Quantitative Reasoning.

Note: Only one of ST-120: Elementary Statistics, ST-140: Biological Data & Statistics, PS-213: Psychological Statistics, and ST-220: Probability and Statistics for Engineers and Scientists may be taken for credit.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

ST201 - Intermediate Statistics

General

Course Title
Intermediate Statistics

Course Description
This non-calculus based intermediate statistics course picks up where ST-120/ST-140 left off. Topics include experimental design, ANOVA, ANCOVA, simple linear and multiple regression, and logistic regression. Students will work with real datasets in R throughout the semester. Emphasis is on application, interpretation, and computing.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisite

Type
Prerequisite

Prerequisite

Complete at least 1 of the following courses:

- ST120 - Elementary Statistics
- ST140 - Biological Data & Statistics
- PO200 - Research Methods
- PS213 - Psychological Statistics
- DS203 - Introduction to Data Science
- ST220 - Probability and Statistics for Engineers and Scientists
- ST251 - Probability
- ST252 - Mathematical Statistics and Methods

*Or Permission of Instructor

ST220 - Probability and Statistics for Engineers and Scientists

General

Course Title
Probability and Statistics for Engineers and Scientists

Course Description
Data analysis, probability models, parameter estimation, hypothesis testing, analysis of variance and experimental design, regression analysis. Topics such as quality control, statistical process control, and reliability.

Note: Only one of ST-120: Elementary Statistics, ST-140: Biological Data & Statistics, PS-213: Psychological Statistics, and ST-220: Probability and Statistics for Engineers and Scientists may be taken for credit.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

MA130 (Minimum Grade B) or MA150 Prerequisite

Type
Prerequisite

MA130 (Minimum Grade B) or MA150

Complete at least 1 of the following:

MA130, Minimum Grade B

Earn a minimum grade of B in the following:
- MA130 - Elements of Calculus

OR

MA150

Complete ALL of the following Courses:
- MA150 - Calculus I

ST251 - Probability

General

Course Title
Probability

Course Description
Introduction to combinatorics and probability; discrete distributions; continuous distributions; expectation; moment-generating functions; bivariate distributions; conditional distributions; functions of random variables; limit theorems including Weak Law of Large Numbers and Central Limit Theorem; distributions arising from a sample of Normal random variables; applications of probability.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Calculus Prerequisite

Type
Prerequisite

MA130, Minimum grade B or (MA150, MA160 or MA211)

Complete at least 1 of the following:

MA130, Minimum grade B

Earn a minimum grade of B in the following:
- MA130 - Elements of Calculus

OR

MA150, MA160 or MA211

Complete at least 1 of the following courses:
- MA150 - Calculus I
- MA160 - Calculus II
- MA211 - Calculus III

ST252 - Mathematical Statistics and Methods

General

Course Title
Mathematical Statistics and Methods

Course Description
Development of theories of mathematical statistics, including minimum variance unbiased estimation, use of pivot functions, maximum likelihood estimation, and Bayesian estimation; introduction to statistical decision theory; application of methods of statistical inference to areas such as multiple linear regression, design of experiments and analysis of variance, random effects models, and logistic regression.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Calculus Prerequisite

Type
Prerequisite

MA130, Minimum grade B or (MA150, MA160 or MA211)

Complete at least 1 of the following:

MA130, Minimum grade B

Earn a minimum grade of B in the following:
- MA130 - Elements of Calculus

OR

MA150, MA160 or MA211

Complete at least 1 of the following courses:
- MA150 - Calculus I
- MA160 - Calculus II
- MA211 - Calculus III

ST351 - Applied Regression Analysis

General

Course Title
Applied Regression Analysis

Course Description
Regression analysis and its applications. Topics include simple and multiple linear regression, model diagnostics and testing, residual analysis, transformations, indicator variables, variable selection techniques, logistic regression and analysis of variance. Most methods assume use of a statistical computing package.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisite

Type
Prerequisite

Prerequisite

Complete at least 1 of the following courses:
- DS203 - Introduction to Data Science
- ST201 - Intermediate Statistics
- ST220 - Probability and Statistics for Engineers and Scientists
- ST251 - Probability
- ST252 - Mathematical Statistics and Methods

*Or Permission of Instructor

ST380 - Advanced Topics in Statistics

General

Course Title
Advanced Topics in Statistics

Course Description
Topics of current interest in statistics not covered in the standard courses.

May be repeatable if topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

Course Requisites

Simple Requirements

ST201, ST252 or DS203 Prerequisite

Type
Prerequisite

ST201, ST252 or DS203

Complete at least 1 of the following courses:

- ST201 - Intermediate Statistics
- ST252 - Mathematical Statistics and Methods
- DS203 - Introduction to Data Science

ST410 - Seminar in Statistics

General

Course Title
Seminar in Statistics

Course Description
Exposes students to a variety of topics in current probability and statistics, including research, career, and ethics-related issues. Students will write a paper and present on selected topics.

Restrictions: Senior Statistics Majors Only or by Permission of Instructor.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
2

Course Requisites

Simple Requirements

Class Standing Requirement

Type
Prerequisite

Minimum Senior Standing

Earn at least 89 credits

ST451 - Applied Statistical Methods

General

Course Title
Applied Statistical Methods

Course Description
Exploration of common statistical techniques using the theory and methods of probability and statistics. Topics include review of inferential statistics, ANOVA, time series, nonparametric and multivariate statistics, Chi-square tests, and logistic regression. Most methods assume use of a statistical computing package.

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

Prerequisite

Type
Prerequisite

Prerequisite

Complete at least 1 of the following courses:

- DS203 - Introduction to Data Science
- ST201 - Intermediate Statistics
- ST220 - Probability and Statistics for Engineers and Scientists
- ST251 - Probability
- ST252 - Mathematical Statistics and Methods

*Or Permission of Instructor

ST499 - (INT) Internship

General

Course Title
(INT) Internship

Course Description
Qualified majors may apply for academic internships at a variety of off-campus sites including non-profit organizations, government agencies, healthcare practices and businesses.

Requirements may include selected readings, written reports, and an oral presentation.

Registration is through the Career Education Center and will require an appointment with a Career Coach. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several
weeks and needs to be completed prior to the start of the semester.

Restrictions: Minimum 2.0 GPA.

May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

TH110 - BIPOC Voices in Theatre

General

Course Title
BIPOC Voices in Theatre

Course Description
This course explores the explosive power of the Theatre as expressed by BIPOC writers, directors, designers and theorists. The creative process of Theatre will be examined through reading, writing, performance, improvisation, large and small group discussion, an out-of-class experiential creative project, two exams, and attendance at plays.

CORE: Literature and the Arts AND Engaging Diverse Identities

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

TH161 - Theatre Lab: Scenery, Lights, Painting

General

Course Title
Theatre Lab: Scenery, Lights, Painting

Course Description
A semester-long theatre laboratory focusing on safety in the theatre, and the department of Fine Arts' mainstage production. It meets twice a week and involves active participation in the areas of stage lighting, properties, set construction and painting.

CORE:
Literature & The Arts

May be repeated with permission of the instructor.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
2

TH162 - Theatre Laboratory: Costumes

General

Course Title
Theatre Laboratory: Costumes

Course Description
This is a laboratory course centered on the current Mainstage Theatre production. It meets once a week until early November. Students enrolled develop skills that enable them to build and alter costumes for the show. This class also involves running the department show during technical rehearsals and performances.

CORE: Literature & The Arts

May be repeated with permission of the instructor.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
2

TH163 - Theatre Lab: Scenery, Lights, Run Crew

General

Course Title
Theatre Lab: Scenery, Lights, Run Crew

Course Description
A semester-long theatre laboratory focusing on safety in the theatre, and the department of Fine Arts' mainstage production. It meets once a week and involves active participation in the areas of stage lighting, properties, set construction, and painting. This class also involves running the department show during technical rehearsals and performances.

CORE:
Literature & The Arts

May be repeated with permission of the instructor.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Min):
2

TH207 - Acting Techniques

General

Course Title
Acting Techniques

Course Description
The theory and practice of acting techniques, using the acting style and literature of modern and contemporary realism. The techniques focus on understanding dramatic action in terms of character, and on the organic use of the voice and body.

CORE:
Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

TH209 - Stagecrafts

General

Course Title
Stagecrafts

Course Description
This is an introduction to the technical elements of stage production (exclusive of costuming). Particular emphasis is placed on stage management, run crew, design, construction of scenery, painting, properties and lighting. Practical projects are included in the curriculum to reinforce classroom work.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

TH210 - Shakespeare to Showboats

General

Course Title
Shakespeare to Showboats

Course Description
A survey of the literature and history of European and American Theatre from Elizabethan England to the advent of Realism. Special emphasis is placed on the ways in which Theatre and other entertainment forms both reflected and shaped the cultures in which they were created; how conditions of production evolved over time; and the impact of race, class and gender on Theatre and Society.

Core: Literature and the Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

TH211 - Costume Crafts

General

Course Title
Costume Crafts

Course Description
A survey encompassing elements of the design, history and execution of stage costumes, with special emphasis on the collaboration with the director and other designers, script analysis and various forms of research.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

TH213 - Singing for the Actor

General

Course Title
Singing for the Actor

Course Description
A beginning course in musical theatre performance. Students will learn basic techniques to communicate acting choices within a song. This course will also include a survey of musical theatre history, with special emphasis on current Broadway composers.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

TH220 - Designing for the Theatre

General

Course Title
Designing for the Theatre

Course Description
This is an introduction to design for the theatre. Collaboration with directors and other designers challenges us to find new and better ways of communicating. In this class we will concentrate on fundamental tools of communication used in the profession including written, drawn, drafted, rendered, modeled and orally presented work.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

TH270 - Mainstage Production Practicum: Acting, Directing, Dramaturgy, Design

General

Course Title
Mainstage Production Practicum: Acting, Directing, Dramaturgy, Design

Course Description
Allows students to earn course credit by participating in a Fine Arts: Theatre Mainstage production, by auditioning and being cast or serving as Assistant Director, Director, or Dramaturg. (The Dramaturg researches all aspects of the world of the play to enable the director, designers, actors, and audience members to understand it more fully.) Students attend all rehearsals and performances and submit all written work as required.

Restrictions: Permission of Instructor required

CORE:
Literature & The Arts

May be repeated with permission of the instructor.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Min):
2

TH273 - Production Practicum: Stage Management

General

Course Title
Production Practicum: Stage Management

Course Description
Allows students to earn course credit by either assistant stage managing or stage managing a faculty supervised production, attending all rehearsals and performances and submitting all written work as required.

Restrictions: Permission of Instructor required.

CORE: Literature & The Arts

May be repeated with permission of the instructor.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Min):
2

TH275 - Production Practicum: Design

General

Course Title
Production Practicum: Design

Course Description
Allows students to earn course credit by either assisting a faculty designer or themselves designing scenery, costumes, lighting, or sound for the mainstage, attending rehearsals and production meetings as required, and turning in all appropriate design materials for evaluation upon completion of the project.

Restrictions: Permission of Instructor required.

CORE:
Literature & The Arts

May be repeated with permission of the instructor.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Min):
2

TH309 - Directing

General

Course Title
Directing

Course Description
Explores the technical, visual, aural and analytical skills involved in the direction of plays. Students obtain experience in play analysis, stage movement, ground-planning, casting, rehearsing and performance. In addition, students gain preliminary knowledge of the history of play direction.

CORE: Literature & The Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

Course Requisites

Simple Requirements

TH207, TH213 or TH351 Prerequisite

Type
Prerequisite

TH207, TH213 or TH351

Complete at least 1 of the following courses:

- TH207 - Acting Techniques
- TH213 - Singing for the Actor
- TH351 - Topics in Performance

TH310 - Modern and Contemporary Theatre

General

Course Title
Modern and Contemporary Theatre

Course Description
A survey of the literature and cultural history of European and American theatre as reflected in plays and productions from the early Twentieth century to the present. Emphasis will be on significant innovations in a time characterized by social and political crisis and change. This class satisfies the writing intensive course for the major.

CORE: Literature and the Arts

Academic Level
Undergraduate

Repeatable:
No

Credit Hours

Credits (Min):
4

TH351 - Topics in Performance

General

Course Title
Topics in Performance

Course Description
This course offers students and faculty the opportunity to engage in intensive study and practice of a particular Theatre performance technique or topic. Past examples have included Auditioning, Alexander Technique, and Acting for the Camera.

May be repeatable as long as topic is different.

Academic Level
Undergraduate

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

TH410 - Senior Seminar in Theatre

General

Course Title
Senior Seminar in Theatre

Course Description
An advanced seminar in Theatre, culminating in a creative project (which could include acting, directing, designing, writing, and/or teaching).

Restrictions: Permission of Instructor required.

CORE: Literature & The Arts

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
No

Credit Hours

Credits (Min):
4

TH450 - Theatre Tutorial

General

Course Title
Theatre Tutorial

Course Description
An independent project pursued in consultation with a Theatre Faculty Member. Depending on the scope of the project, this may be constructed as a half or full course.

Restrictions: 3.0 GPA in TH Major and Permission of Instructor.

May be repeated with permission of instructor.

CORE: Literature & The Arts

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

TH499 - (INT) Internship

General

Course Title
(INT) Internship

Course Description
Qualified majors may apply for academic internships at a variety of off-campus sites including non-profit organizations, government agencies, healthcare practices and businesses.

Requirements may include selected readings, written reports, and an oral presentation.

Registration is through the Career Education Center and will require an appointment with a Career Coach. This meeting will lead to your permission to enter the Experience section of Handshake to complete the forms necessary to do your internship for academic credit. The process will take several
weeks and needs to be completed prior to the start of the semester.

Restrictions: Minimum 2.0 GPA.

May be repeatable.

Academic Level
Undergraduate

Instructor Consent Required
Yes

Repeatable:
Yes

Credit Hours

Credits (Max):
4

Credits (Min):
2

Course Sets

Regions and History Courses

Complete ANY:

- FR313 - Topics in Francophone Culture
- FR315 - Topics in French Culture
- HI105 - Early Modern Europe
- HI107 - Modern Europe
- HI163 - Modern Latin America
- HI397 - Advanced Topics in Modern European History
- HI465 - Advanced Topics in Modern Latin American History
- JS301 - Land, Sea, Sky
- JS301H - Land, Sea, Sky (HON)
- JS303 - A Nation Inside and Out
- JS310 - A Case for Reparations?
- JS319 - Troubled Democracy
- SP313 - Topics in Latin American Culture
- SP315 - Topics in Spanish Culture
- SP330 - Spanish/Latin American Film
- SP335 - Readings in Latin American Literature
- SP340 - Readings in Spanish Literature

Additional Language & Culture Courses

Complete ANY:

- DMC250 - Global Communication
- DMC255 - South Africa: Apartheid - Resistance, Revolution and Representation
- DMC223 - Nature, Outdoor & Environmental Writing
- DMC305 - Persuasive Writing
- DMC363 - Study Abroad Re-Entry: Travel Writing
- DMK220 - Global Marketing: International Entertainment, Emerging Technologies, & Cross-Cultural Branding
- ED241 - Literature for Children and Adolescents
- ED335 - Literacy in the PK-6 Classroom
- ED339 - Making Meaning: Content-Area Literacy, PK-6
- GED510 - Becoming a Literacy Leader: Tools and Strategies for Success
- GED522 - Teaching Literacy in the PK-6 Classroom
- GED534 - Literacy Assessment, Instruction, and Intervention in Reading
- GED535 - Multicultural Literature for Children And Adolescents
- GED595 - Nurturing K-8 Writers Through Integrated Storytelling, Workshops, and the Arts
- GED596 - Digital Media: Imagine the Possibilities
- GED606 - Literacy Development and Instruction for Diverse Learners
- GED607 - Literacy Instruction for Adolescents with Reading Difficulties: Intervention & Instruction
- GED640 - Language and Learning
- HI105 - Early Modern Europe
- HI107 - Modern Europe
- HI108 - Medieval World
- HI113 - History of Rome
- HI121 - The Modern Middle East
- HI143 - Modern East Asia
- HI161 - Early Latin America
- HI163 - Modern Latin America
- HI171 - African Europeans, Antiquity to Present
- HI175 - World History I: Beginnings to 1500
- HI177 - World History II: 1450 to Present
- HI216 - Native Peoples of North America
- HI227 - Foundations of US Latinx Literature and Culture
- HI290 - Light and Fog: Paris & London in the 19th Century
- HI297 - Topics in European History
- HI297H - Topics in European History (HON)
- HI315 - The Art of Historical Storytelling
- HI341 - Advanced Topics in East Asian History
- HI343 - Advanced Topics in Medieval History
- HI345 - The Black Death
- HI357 - Advanced Topics: Global History
- HI363 - Race, Class, and Gender in the Atlantic World
- HI395 - Crime & Society in Britain
- HI397 - Advanced Topics in Modern European History
- HI414 - African Slavery in the Atlantic World
- HI425 - Europe During World War II
- HI461 - Society and Culture in Medieval Italy
- HI465 - Advanced Topics in Modern Latin American History
- PO180 - Current Issues in World Politics
- PO223 - Atlanticism and Transnational Democracy
- PO224 - Atlanticism and Democracy Trip
- PO240 - Social Movements & Contentious Politics
- PO243 - Sustainability, Place and Community
- PO244 - Sustainability, Place and Community - Wales Study Trip
- PO245 - Introduction to International Relations
- PO250 - Business, Government & Health Care The Danish Way
- PO251 - Business, Government and Health Care The Danish Way Study Trip
- PO255 - Health Policy
- PO261 - European Political Thought
- PO261H - European Political Thought (HON)
- PO286 - Politics of the World Economy
- PO290 - Canadian Government and Politics
- PO292 - Global LGBTQI + Politics and Culture
- PO348 - U.S. Foreign Policy
- PO350 - State Violence and Justice
- PO351 - Politics of the Global AIDS Pandemic
- PO371 - Feminist Political Thought
- PO390 - Comparative Politics of Racism
- PO390H - Comparative Politics of Racism (HON)
- PH221 - Existentialism in Literature and Film
- PH221H - Existentialism Literature & Film (HON)
- PH301 - Ancient Greek Philosophy
- PH309 - Author/Text - Ancient
- PH319 - Major Author/Text: Medieval Christian
- PH321 - Early Modern Philosophy
- PH327 - Modern Philosophy (EDI)
- PH329 - Author/Text - Modern
- PH331 - Contemporary Philosophy
- PH333 - Contemporary Analytic Philosophy
- PH339 - Author/Text-Contemporary
- PH341 - Justice, Fairness and Mercy
- PH351 - Otherness & Marginalization: Levinas The Alienated
- RS210 - Old Testament
- RS211 - New Testament
- RS216 - Early Christianity
- RS217 - Medieval Christianity
- RS217H - Medieval Christianity (HON)
- RS219 - American Protestantism
- RS221 - World Christianity
- RS231 - American Catholicism
- RS240 - Christianity & World Religions in Dialogue
- RS240H - Christianity and World Religions in Dialogue (HON)
- RS317 - Judaism
- RS323 - Hinduism
- RS325 - Buddhism
- RS339 - Celtic Christianity
- RS342 - Religion and Film

Organismal Biology Courses

Complete ANY:

- BI207 - Human Anatomy and Physiology I
- BI219 - Human Anatomy and Physiology II
- BI230 - General Microbiology
- BI239 - Infectious Disease
- BI247 - Plant Science and Agriculture
- BI260 - Behavorial Ecology
- BI319 - Toxicology
- BI220 - Neuroscience: Physiology/Behavior
- BI345 - Developmental Biology
- BI356 - Human Evolution
- BI365 - Immunology and Parasitology

Population Biology Courses

Complete ANY:

- BI215 - Epidemiology
- BI222 - Population and Evolutionary Genetics
- BI237 - Coastal Biology of Ireland Study Trip
- BI239 - Infectious Disease
- BI240 - Aquatic Biology
- BI249 - Tropical Ecology
- BI250 - Field Tropical Ecology Study Trip
- BI260 - Behavorial Ecology
- BI342 - Community Ecology
- BI356 - Human Evolution

Development & Sustainability Courses

Complete ANY:

- ANT109 - Introduction to Cultural Anthropology
- ANT109H - Intro to Cultural Anthropology (HON)
- ANT217 - Global Social Inequalities
- ES106 - Environment and Society
- ES225 - Food Systems & Sustainable Agriculture
- ES306 - Environmental Justice
- ES310 - Environmental Hazards
- ES327 - Environmental Policy
- Complete ALL:
    - ES243 - Sustainability, Place and Community
    - ES244 - Sustainability, Place and Community-Wales Study Trip
- Complete ALL:
    - PO243 - Sustainability, Place and Community
    - PO244 - Sustainability, Place and Community - Wales Study Trip
- SO215 - Social Drivers of Health

Molecular/Cellular Biology Courses

Complete ANY:

- BI222 - Population and Evolutionary Genetics
- BI223 - Molecular Genetics
- BI225 - Cell Biology
- BI230 - General Microbiology
- NS318 - Cellular/Molecular Neuroscience
- BI319 - Toxicology
- BI220 - Neuroscience: Physiology/Behavior
- BI345 - Developmental Biology
- BI365 - Immunology and Parasitology
- NU225 - Food Science

Domestic and Global Economy and Business Courses

Complete ANY:

- BU271 - International Business
- BU319 - International Finance
- BU443 - International Marketing
- EC101 - Principles of Macroeconomics
- EC103 - Principles of Microeconomics
- EC317 - International Economics
- EC321 - Economics of Development and Poverty
- JS325 - Economics of Health Care
- SO301 - Capitalism and Fascism

Catholic Intellectual Tradition Courses

- EQ334 - Mexico/Arizona: the Migrant Journey - Study Trip
- RS340H - Saints and Holiness (HON)
- EQ333 - Southern Border, The Migrant Journey
- RS224H - Understandings of God (HON)
- HI352 - The Edmundites and Black Civil Rights
- PH221H - Existentialism Literature & Film (HON)
- RS217H - Medieval Christianity (HON)
- FR341 - Readings in French Lit (CIT)
- RS240H - Christianity and World Religions in Dialogue (HON)
- RS232 - Black Catholicism
- EN261 - Authors (CIT)
- JS352 - Special Topics (CIT)
- EN200 - British Literature to 1789
- PH338 - Major Author/Text: Contemporary (Christian Philosophical Tradition)
- PH221 - Existentialism in Literature and Film
- MU222 - Medieval and Renaissance Music
- AH348 - Castles and Cathedrals: Art of the High Middle Ages
- AH347 - Saints, Kings and Barbarians
- AH251 - Ancient and Medieval Art
- RS239 - Religion, Ecology and Ethics
- RS328 - Christian Healthcare Ethics
- PH319 - Major Author/Text: Medieval Christian
- HI108 - Medieval World
- PH209 - Philosophy of Science, Technology, and Environment
- RS240 - Christianity & World Religions in Dialogue
- RS340 - Saints and Holiness
- RS310 - The Sacred Quest
- RS221 - World Christianity
- RS220 - Modern Christian Thought
- PH207 - Philosophy of Religion
- RS222 - Sacrament, Worship and Ritual
- HI105 - Early Modern Europe
- RS211 - New Testament
- RS236 - Christian Social Ethics
- RS231 - American Catholicism
- RS217 - Medieval Christianity
- RS216 - Early Christianity
- PH203 - Ethics
- RS339 - Celtic Christianity
- RS224 - Understandings of God
- RS210 - Old Testament
- PH201 - Philosophy of Human Nature
- HU101 - Ancient & Medieval Civilization

Engaging Diverse Identities Courses

- ES249 - Study Trip: Trees, Shrines, and Temples: Sustainable Forestry in the Japanese Context
- ES248 - Trees, Shrines, and Temples: Sustainable Forestry in the Japanese Context
- PO240 - Social Movements & Contentious Politics
- EQ334 - Mexico/Arizona: the Migrant Journey - Study Trip
- EQ333 - Southern Border, The Migrant Journey
- HI227 - Foundations of US Latinx Literature and Culture
- ANT210 - Creative Writing: Exploring Subtleties Of Culture
- MU242H - History of Jazz (HON)
- HI352 - The Edmundites and Black Civil Rights
- JS322 - The Arts & Disability
- EN368 - Contemporary Multiethnic Literature
- DMK275 - Race, Gender, and (in)Equity in Marketing Communications
- ANT301H - Anthropology of Yoga/Meditation (HON)
- ANT301 - Anthropology of Yoga/Meditation
- PH327 - Modern Philosophy (EDI)
- PH273 - Topics in Philosophy & Ethics (EDI)
- EQ321 - Liberation, Leadership, & Revolution in South Africa - Study Trip
- EQ320 - Liberation, Leadership, & Revolution
- CR201H - Theories of Crime, Justice & Race (HON)
- JS320 - Race/ Gender/ Sexuality/ Plays
- AR102 - Exploring Art & Design: Gender
- EN228 - American Childhood
- DMC323 - Race, Gender and Ethnicity in Media
- DMC255 - South Africa: Apartheid - Resistance, Revolution and Representation
- HI180 - African American History
- EN235H - African American Literature (HON)
- HI171 - African Europeans, Antiquity to Present
- PO390H - Comparative Politics of Racism (HON)
- RS240H - Christianity and World Religions in Dialogue (HON)
- HI357 - Advanced Topics: Global History
- PH235H - The Philosophy of Disability (HON)
- PO222 - Careers in Politics
- ANT109H - Intro to Cultural Anthropology (HON)

- JS317 - America on Film: Race, Class, Gender and Sexuality At the Movies
- ED239 - Antiracism & Collective Liberation
- PO336 - Law and Social Change
- PH235 - The Philosophy of Disability
- HI351 - Advanced Topics: History of Race and Ethnicity (EDI)
- RS232 - Black Catholicism
- JS351 - Special Topics (EDI)
- EN236 - Asian American Literatures
- JS310 - A Case for Reparations?
- EN243 - Queer Lives, Queer Forms
- JS305 - The Politics of Queer Cinema
- PH335 - Philosophy and Gender
- EN235 - African American Literature
- EN376 - Topics in African-American Literature
- CR218 - Issues in Contemporary Policing
- CR201 - Theories of Crime, Justice, and Race
- TH110 - BIPOC Voices in Theatre
- PH358 - Power, Resistance, & Race
- ES325 - The Politics of Food
- PO292 - Global LGBTQI + Politics and Culture
- PO299 - Identity in Politics
- AM201 - Topics in American Studies
- HI363 - Race, Class, and Gender in the Atlantic World
- ES306 - Environmental Justice
- HI414 - African Slavery in the Atlantic World
- MU242 - History of Jazz
- MU243H - History of Gospel (HON)
- MU243 - History of Gospel
- MU253 - Global Issues in Music
- AM227 - Foundations of US Latinx Lit & Culture Culture
- PH351 - Otherness & Marginalization: Levinas The Alienated
- PO325 - The Politics of Food
- AL250 - Intercultural Communication
- ANT333 - Anthropology of Refugees
- ANT217 - Global Social Inequalities
- ANT109 - Introduction to Cultural Anthropology
- GS204 - Men and Masculinities
- RS240 - Christianity & World Religions in Dialogue
- PO350 - State Violence and Justice
- HI216 - Native Peoples of North America
- GS208 - Topics in Gender Studies
- PO351 - Politics of the Global AIDS Pandemic
- GS101 - Gender Studies: Foundations
- PO390 - Comparative Politics of Racism
- PO290 - Canadian Government and Politics
- GS308 - Advanced Topics in Gender Studies
- GS203 - Gender Issues in Society
- FR313 - Topics in Francophone Culture
- SO107 - Homelessness: Social Causes
- ED300 - Teaching Social Studies and the Arts, PK-6
- ED271 - Adolescent Development in a Culturally Responsive Classroom
- RS325 - Buddhism
- HI215 - Women in American Society
- HI163 - Modern Latin America
- RS323 - Hinduism
- PO371 - Feminist Political Thought
- HI161 - Early Latin America

Second Language for B.A. Courses

- LA102 - Elementary Latin 2
- SP202 - Spanish for Health Professions
- FR202 - French for Health Professions
- SP102 - Elementary Spanish 2
- SP101 - Elementary Spanish 1
- FR102 - Elementary French 2
- FR101 - Elementary French 1
- LA101 - Elementary Latin 1

AL, CL, EN, LA, FR, SP, AM, ANT, AH Courses

- FR290 - Light and Fog: Paris & London in the 19th Century
- EN225H - On Looking (HON)
- EN110H - Writing, Literature, Life (HON)
- SP311 - Advanced Communication & Culture 2
- FR311 - Advanced Communication & Culture 2
- ANT210 - Creative Writing: Exploring Subtleties Of Culture
- EN231 - Modern American Poetry
- EN368 - Contemporary Multiethnic Literature
- ANT301H - Anthropology of Yoga/Meditation (HON)
- ANT301 - Anthropology of Yoga/Meditation
- AL343 - Teaching Oral Skills in a Second/ Foreign Language
- EN280H - Texts (HON)
- EN309 - Writing Matters
- EN228 - American Childhood
- LA102 - Elementary Latin 2
- FR335 - Readings in Francophone Literature
- FR341 - Readings in French Lit (CIT)
- FR345 - Poetry in French
- SP345 - Poetry in Spanish
- SP340 - Readings in Spanish Literature
- SP330 - Spanish/Latin American Film
- SP335 - Readings in Latin American Literature
- FR340 - Readings in French Literature
- EN235H - African American Literature (HON)
- EN225 - On Looking
- ANT109H - Intro to Cultural Anthropology (HON)
- AL243 - Teaching Oral Skills (Inactive)
- AL244 - Teaching Reading & Writing (Inactive)
- FR441 - Readings in French Lit (CIT) (Inactive)
- EN261 - Authors (CIT)
- EN236 - Asian American Literatures
- EN247 - American Literature and Buddhism, 1950 - Present
- EN243 - Queer Lives, Queer Forms
- EN290 - Cultures
- EN280 - Texts
- EN270 - Readers
- EN260 - Authors
- EN235 - African American Literature
- EN399 - Independent Research in English (Inactive)
- EN390 - Topics in Literature
- EN330 - Tolkien and Medievalism
- EN376 - Topics in African-American Literature
- EN326 - Old English
- EN388 - Film and the Environment (Inactive)
- EN391 - Topics in Film
- EN380 - Women's Literature
- EN371 - Major American Writers (Inactive)
- EN370 - Major British Writers
- EN365 - 20th-Century British Novel (Inactive)
- EN351 - The Victorian Novel
- EN384 - In Wildness (Inactive)
- EN382 - Nature, Perception and Imagination
- EN369 - Empire and After (Inactive)
- EN305 - Creative Nonfiction Writing Workshop
- EN303 - Fiction Writing Workshop
- EN301 - Poetry Writing Workshop
- EN396 - Teaching Writing
- EN358 - American Naturalism (Inactive)
- EN345 - American Renaissance
- EN337 - Shakespeare in Performance: on Stage Study Trip
- EN336 - Shakespeare in Performance: on Screen
- EN335 - Shakespeare

- EN343 - 18th-Century British Literature I (Inactive)
- EN230 - American Literature After 1865
- EN210 - Early American Literature (Inactive)
- EN220 - British Literature after 1789
- EN200 - British Literature to 1789
- EN320 - Cultures of Print
- SP202 - Spanish for Health Professions
- FR202 - French for Health Professions
- FR321 - Intercultural Qubec (Inactive)
- FR201 - Business French (Inactive)
- FR271 - Service and Culture in Senegal (Inactive)
- FR270 - Senegalese Culture (Inactive)
- AM380 - American Publics (Inactive)
- AM225 - American Childhood (Inactive)
- AM201 - Topics in American Studies
- ANT209 - Research Methods of Anthropology
- SP208 - Conversation in Spanish (Inactive)
- FR208 - Conversation in French
- FR297 - Voices of Resistance (Inactive)
- EN103 - Literature & Composition
- CL118 - Ancient Medicine and the Greek and Latin Roots of Scientific Terminology
- AL410 - TEFL/TESOL Practicum (Inactive)
- AM229 - Intro to Cuban Literature & Culture (Inactive)
- ANT110 - Introduction to Cultural Anthropology W/ Community Engaged Learning Component (Inactive)
- AM227 - Foundations of US Latinx Lit & Culture Culture
- ANT355 - Anthropology of International Development (Inactive)
- AH333 - Art Since 1960
- AH381 - Topics in Art History
- AH348 - Castles and Cathedrals: Art of the High Middle Ages
- AH347 - Saints, Kings and Barbarians
- AH280 - Culture and Society in Medieval Burgundy (Inactive)
- AH252 - Renaissance and Modern Art
- AH251 - Ancient and Medieval Art
- AH499 - (INT) Internship
- ANT499 - (INT) Internship
- SP430 - Spanish/Latin American Film (Inactive)
- SP440 - Readings in Spanish Literature (Inactive)
- SP315 - Topics in Spanish Culture
- AL103 - Structure of the English Language (Inactive)
- AL220 - Languages of the World (Inactive)
- FR343 - Literary Studies in French
- FR310 - Advanced Communication & Culture
- SP310 - Advanced Communication & Culture
- SP435 - Readings in Latin American Literature (Inactive)
- SP343 - Literary Studies in Spanish
- SP308 - Advanced Conversation
- SP206 - Intermediate Spanish 2
- FR308 - Advanced Conversation
- FR206 - Intermediate French 2
- AL250 - Intercultural Communication
- AL101 - Introduction to Language and Linguistics
- EN120 - Introduction to Film (Inactive)
- EN110 - Writing, Literature, Life
- ANT333 - Anthropology of Refugees
- ANT420 - Capstone in Anthropology (Inactive)
- ANT310 - Advanced Topics in Anthropology
- ANT341 - Culture and Mental Health/Illness
- ANT217 - Global Social Inequalities
- ANT109 - Introduction to Cultural Anthropology
- FR315 - Topics in French Culture
- SP203 - Intermediate Spanish 1
- FR203 - Intermediate French 1
- SP102 - Elementary Spanish 2
- SP101 - Elementary Spanish 1
- FR102 - Elementary French 2
- FR101 - Elementary French 1
- AM101 - Introduction to American Studies
- EN375 - The Middle Passage (Inactive)
- SP499 - (INT) Internship
- CL203 - Epic & Heroic Tradition (Inactive)
- FR445 - Poetry in French (Inactive)
- AL310 - Methodology of Second/Foreign Language Teaching
- LA499 - (INT) Internship
- FR313 - Topics in Francophone Culture
- SP460 - Senior Seminar
- SP445 - Poetry in Spanish (Inactive)
- SP200 - Applied Language Component
- FR460 - Senior Seminar
- FR200 - Applied Language Component
- EN407 - African-American Literature (Inactive)
- CL205 - The Greek & Roman Theater (Inactive)
- LA310 - Directed Reading in Latin Lit
- FR440 - Readings in French Literature (Inactive)
- FR435 - Readings in Francophone Literature (Inactive)
- SP313 - Topics in Latin American Culture
- EN499 - (INT) Internship
- AM499 - (INT) Internship
- LA410 - Senior Seminar in Latin (Inactive)
- FR499 - (INT) Internship
- CL211 - Clascl Mythology:Divinities Greece/Rome (Inactive)
- LA211 - Intermediate Latin (Inactive)
- LA101 - Elementary Latin 1
- EN410 - Senior Seminar
- EN325 - Critical Theory
- EN101 - College Writing
- EN8916 - UAP DUMMY COURSE - 16 WEEKS (Inactive)

First Year Seminar Courses

- FS168 - Envisioning Environments: School & the Natural World
- FS161H - Technology and Ethics in Society (HON)
- FS125 - Talking Music
- FS114 - Worlds in Translation
- FS164 - Birds of the World Sustainability and Justice
- FS102H - The Afterlife (HON)
- FS163 - Climate Crisis: Visions of Sustainability and Justice
- FS129 - From Dungeons to Dragons: D&D
- FS165 - Math and Social Justice
- FS153H - Peace and Justice (HON)
- FS140H - Place and Placelessness (HON)
- FS111H - The Examined Life (HON)
- FS155 - Race/Gender/Sexuality in Film
- FS128 - Journey Stories
- FS139 - Resistance and Empowerment
- FS126 - Sports Stories
- FS150 - Black Voices of Democracy
- FS182 - The Social Construction of Humanness
- FS162 - Science and Technology that Changed History and You
- FS158 - Society, Identity, and Race
- FS102 - The Afterlife
- FS156 - Memoir: LGBTQI Authors
- FS123 - On Memory
- FS122 - Music and the Human Experience
- FS140 - Place and Placelessness
- FS116 - Snow: The Art and Science of Alpine Crystals
- FS113 - Tries: Creative Writing
- FS118 - Performance, Art and Social Justice
- FS161 - Technology and Ethics in Society
- FS112 - Drama and Culture: Text and Performance
- FS115 - The American Environmental Imagination
- FS111 - The Examined Life
- FS153 - Peace and Justice

Junior Seminar Courses

- JS322 - The Arts & Disability
- JS321 - Maple: Food, Energy, Culture
- JS320 - Race/ Gender/ Sexuality/ Plays
- JS319 - Troubled Democracy
- JS318 - CAN Research and Action Practicum
- JS317 - America on Film: Race, Class, Gender and Sexuality At the Movies
- JS316 - Medicine, Environment, and the Body
- JS352 - Special Topics (CIT)
- JS351 - Special Topics (EDI)
- JS350 - Special Topics
- JS315 - Project Censored: Fake News and Real Journalism in the Digital World
- JS314 - Radical Love, Liberation, & Justice
- JS300 - Media, Technology, Health & Happiness
- JS311 - 21st Century Broadway Musical
- JS310 - A Case for Reparations?
- JS308 - Ethics, Science and Technology
- JS307 - Rhetorics of Craft
- JS305 - The Politics of Queer Cinema
- JS304 - Data Visualization
- JS303 - A Nation Inside and Out
- JS302 - The Art of Living, Aging, and Dying
- JS325 - Economics of Health Care
- JS301 - Land, Sea, Sky

Human Values, Culture and Communication Courses

Complete ANY:

- AL101 - Introduction to Language and Linguistics
- AL250 - Intercultural Communication
- ANT109 - Introduction to Cultural Anthropology
- ANT109H - Intro to Cultural Anthropology (HON)
- ANT217 - Global Social Inequalities
- ANT333 - Anthropology of Refugees
- ANT341 - Culture and Mental Health/Illness
- DMC250 - Global Communication
- FR313 - Topics in Francophone Culture
- FR315 - Topics in French Culture
- FR341 - Readings in French Lit (CIT)
- JS305 - The Politics of Queer Cinema
- JS310 - A Case for Reparations?
- JS314 - Radical Love, Liberation, & Justice
- JS316 - Medicine, Environment, and the Body
- PH351 - Otherness & Marginalization: Levinas The Alienated
- RS221 - World Christianity
- RS240 - Christianity & World Religions in Dialogue
- RS240H - Christianity and World Religions in Dialogue (HON)
- RS317 - Judaism
- RS323 - Hinduism
- RS325 - Buddhism
- SO215 - Social Drivers of Health
- SP313 - Topics in Latin American Culture
- SP315 - Topics in Spanish Culture
- SP330 - Spanish/Latin American Film
- SP335 - Readings in Latin American Literature
- SP340 - Readings in Spanish Literature
- SP345 - Poetry in Spanish

Special Educator Endorsement: Grades K-8, Grade 7-Age 21, or Grade K-Age 21

Complete ALL:

- GED581 - Social/Emotional Development and Individual Differences
- GED612 - Math and Diversity
- GED631 - Learning, Development, and Individual Differences
- GED632 - Assessment of Students within General and Special Education
- GED633 - Legal and Professional Issues in Special Education
- GED640 - Language and Learning
- GED643 - Structured Literacy Instruction for Students with Disabilities, Pre-K-Grade 8
- GED662 - Special Education Seminar
- GED694 - Special Education Additional Endorsement Practicum

Social Determinants of Health

Complete ANY:

- ANT217 - Global Social Inequalities
- ANT341 - Culture and Mental Health/Illness
- DMC323 - Race, Gender and Ethnicity in Media
- EC321 - Economics of Development and Poverty
- GS101 - Gender Studies: Foundations
- JS325 - Economics of Health Care
- PH235 - The Philosophy of Disability
- PH235H - The Philosophy of Disability (HON)
- PH358 - Power, Resistance, & Race
- PO255 - Health Policy
- PO292 - Global LGBTQI + Politics and Culture
- PO325 - The Politics of Food
- PO351 - Politics of the Global AIDS Pandemic
- PS350 - Psychology of Health and Illness
- SO221 - Race and Ethnic Relations (Inactive)

History and Society Courses

- HI290 - Light and Fog: Paris & London in the 19th Century
- FR290 - Light and Fog: Paris & London in the 19th Century
- HI222H - Topics in American History (HON)
- PO240 - Social Movements & Contentious Politics
- HI315 - The Art of Historical Storytelling
- PH349 - Special Topics (History & Society)
- HI297H - Topics in European History (HON)
- PH341 - Justice, Fairness and Mercy
- HI222 - Topics in American History
- HI297 - Topics in European History
- DMC101H - Media Revolutions: Social, Political, & Psychological Issues (HON)
- RS217H - Medieval Christianity (HON)
- EN228 - American Childhood
- DMC323 - Race, Gender and Ethnicity in Media
- DMC243 - Media and American Politics
- HI457 - Advanced Topics in Ancient History
- HI177 - World History II: 1450 to Present
- HI180 - African American History
- HI175 - World History I: Beginnings to 1500
- HI171 - African Europeans, Antiquity to Present
- SO101H - Introduction to Sociology (HON)
- DMC101 - Media Revolutions: Social, Political, & Psychological Issues
- HI357 - Advanced Topics: Global History
- PO261H - European Political Thought (HON)
- PH235H - The Philosophy of Disability (HON)
- ANT109H - Intro to Cultural Anthropology (HON)
- PH235 - The Philosophy of Disability
- HI351 - Advanced Topics: History of Race and Ethnicity (EDI)
- PO230 - Politics of Cities
- HI395 - Crime & Society in Britain
- PO286 - Politics of the World Economy
- PH335 - Philosophy and Gender
- PH358 - Power, Resistance, & Race
- HI367 - Advanced Topics in Public History
- MA284 - History of Mathematics
- PO180 - Current Issues in World Politics

- PO292 - Global LGBTQI + Politics and Culture
- PO299 - Identity in Politics
- HI363 - Race, Class, and Gender in the Atlantic World
- HI414 - African Slavery in the Atlantic World
- ES106 - Environment and Society
- ES105 - Nature and Culture
- HI365 - Public History
- HI425 - Europe During World War II
- PH353 - Truth and Propaganda: Ethics and Media
- PH351 - Otherness & Marginalization: Levinas The Alienated
- HI108 - Medieval World
- AL101 - Introduction to Language and Linguistics
- PH209 - Philosophy of Science, Technology, and Environment
- ANT217 - Global Social Inequalities
- ANT109 - Introduction to Cultural Anthropology
- GS204 - Men and Masculinities
- AM101 - Introduction to American Studies
- HI216 - Native Peoples of North America
- RS221 - World Christianity
- GS101 - Gender Studies: Foundations
- HI374 - Witches, Indians, and Swashbucklers: The Remaking of the New World, 1607-1763
- PO285 - Intro to Comparative Politics
- PO334 - U.S. Constitutional Law: Rights & Liberties
- PO261 - European Political Thought
- HU102 - The Modernizing World
- PO290 - Canadian Government and Politics
- PO245 - Introduction to International Relations
- PO120 - Introduction to U.S. Politics
- HU207 - The Nineteenth Century
- PH207 - Philosophy of Religion
- GS203 - Gender Issues in Society
- HI461 - Society and Culture in Medieval Italy
- RS219 - American Protestantism
- HI422 - Advanced Topics in American History
- HI113 - History of Rome
- HI107 - Modern Europe
- HI103 - U.S. History Since 1865
- SO107 - Homelessness: Social Causes
- HI345 - The Black Death
- HI105 - Early Modern Europe
- RS211 - New Testament
- RS325 - Buddhism
- RS231 - American Catholicism
- RS217 - Medieval Christianity
- HI465 - Advanced Topics in Modern Latin American History
- HI397 - Advanced Topics in Modern European History
- HI353 - Presidential Elections
- HI343 - Advanced Topics in Medieval History
- HI215 - Women in American Society
- HI163 - Modern Latin America
- HI143 - Modern East Asia
- HI101 - U.S. History to 1865
- RS216 - Early Christianity
- PH203 - Ethics
- SO101 - Introduction to Sociology
- RS339 - Celtic Christianity
- RS323 - Hinduism
- RS317 - Judaism
- RS210 - Old Testament
- PO371 - Feminist Political Thought
- PH205 - Philosophy of Society
- PH201 - Philosophy of Human Nature
- HU101 - Ancient & Medieval Civilization
- HI161 - Early Latin America
- HI121 - The Modern Middle East
- ED231 - Education in the 21st Century: Inquiry and Innovation

Comparative Politics/International Relations Electives List

Complete ANY:

- PO222 - Careers in Politics
- PO240 - Social Movements & Contentious Politics
- PO255 - Health Policy
- PO286 - Politics of the World Economy
- PO290 - Canadian Government and Politics
- PO292 - Global LGBTQI + Politics and Culture
- PO299 - Identity in Politics
- PO321 - Populism, Radicalism, and Extremism
- PO325 - The Politics of Food
- PO348 - U.S. Foreign Policy
- PO350 - State Violence and Justice
- PO351 - Politics of the Global AIDS Pandemic
- PO371 - Feminist Political Thought
- PO390 - Comparative Politics of Racism
- PO390H - Comparative Politics of Racism (HON)

Literature and The Arts Courses

- ES248 - Trees, Shrines, and Temples: Sustainable Forestry in the Japanese Context
- HI290 - Light and Fog: Paris & London in the 19th Century
- FR290 - Light and Fog: Paris & London in the 19th Century
- EN225H - On Looking (HON)
- EN110H - Writing, Literature, Life (HON)
- AR320H - Brand Design (HON)
- HI227 - Foundations of US Latinx Literature and Culture
- MU264 - Songwriting
- ANT210 - Creative Writing: Exploring Subtleties Of Culture
- AR216 - Special Topics in Art & Design
- EN231 - Modern American Poetry
- MU242H - History of Jazz (HON)
- EN368 - Contemporary Multiethnic Literature
- AR321 - Brand Design II
- PH221H - Existentialism Literature & Film (HON)
- EN280H - Texts (HON)
- AR101 - Foundations in Art & Design
- EN309 - Writing Matters
- AR221 - Silkscreen Printmaking
- AR102 - Exploring Art & Design: Gender
- PH275 - Topics in Philosophy & Ethics (L&A)
- EN228 - American Childhood
- DMC363 - Study Abroad Re-Entry: Travel Writing
- DMC233 - Adventure & Environmental Filmmaking
- FR335 - Readings in Francophone Literature
- FR341 - Readings in French Lit (CIT)
- FR345 - Poetry in French
- SP345 - Poetry in Spanish
- SP340 - Readings in Spanish Literature
- SP330 - Spanish/Latin American Film
- SP335 - Readings in Latin American Literature
- FR340 - Readings in French Literature
- EN235H - African American Literature (HON)
- DMC266 - Digital Film and Television
- DMC110 - Digital Media: Arts, Culture, & Theory
- EN225 - On Looking
- AR320 - Brand Design
- EN261 - Authors (CIT)
- EN236 - Asian American Literatures
- TH270 - Mainstage Production Practicum: Acting, Directing, Dramaturgy, Design
- AR211 - Portraits
- AR210 - Interaction With Color
- EN247 - American Literature and Buddhism, 1950 - Present
- EN243 - Queer Lives, Queer Forms

- MU225 - Classical Music History
- TH220 - Designing for the Theatre
- AR206 - Typography
- AR217 - Introduction to Web Design
- EN290 - Cultures
- EN280 - Texts
- EN270 - Readers
- EN260 - Authors
- EN235 - African American Literature
- EN390 - Topics in Literature
- EN330 - Tolkien and Medievalism
- EN376 - Topics in African-American Literature
- EN326 - Old English
- EN391 - Topics in Film
- EN380 - Women's Literature
- EN370 - Major British Writers
- EN351 - The Victorian Novel
- EN382 - Nature, Perception and Imagination
- EN305 - Creative Nonfiction Writing Workshop
- EN303 - Fiction Writing Workshop
- EN301 - Poetry Writing Workshop
- EN345 - American Renaissance
- EN337 - Shakespeare in Performance: on Stage Study Trip
- EN336 - Shakespeare in Performance: on Screen
- EN335 - Shakespeare
- EN230 - American Literature After 1865
- EN220 - British Literature after 1789
- EN200 - British Literature to 1789
- EN320 - Cultures of Print
- AR301 - Wood Furniture Dsgn & Constr
- TH310 - Modern and Contemporary Theatre
- TH210 - Shakespeare to Showboats
- TH110 - BIPOC Voices in Theatre
- AR204 - Introduction to Graphic Design
- AR208 - Mixed Media
- AR261 - Kyoto: Aesthetics of Place
- AR262 - Kyoto: Summer Study Trip
- ES332 - Art & Ecology
- PH221 - Existentialism in Literature and Film
- AR214 - Digital Animation and Activism
- EN103 - Literature & Composition
- MU244 - American Musical Theater
- MU364 - Advanced Performance Studies
- MU242 - History of Jazz
- MU243H - History of Gospel (HON)
- MU243 - History of Gospel
- MU253 - Global Issues in Music
- AM227 - Foundations of US Latinx Lit & Culture Culture
- AR332 - Art & Ecology
- MU222 - Medieval and Renaissance Music
- AR335 - Introduction to Digital Photography
- AR408 - Junior Studio
- AH333 - Art Since 1960
- AH348 - Castles and Cathedrals: Art of the High Middle Ages
- AH347 - Saints, Kings and Barbarians
- AH252 - Renaissance and Modern Art
- AH251 - Ancient and Medieval Art
- AR340 - Intermediate Photography
- AR219 - Painting with Acrylic
- AR209 - Painting with Oil
- AR315 - Digital Video Art
- AR235 - Sculpture:Site & Installation
- FR343 - Literary Studies in French
- SP343 - Literary Studies in Spanish
- AR225 - Sculpture: Objects & Sites
- AR215 - Digital Imaging
- MU247 - History of Rock
- TH163 - Theatre Lab: Scenery, Lights, Run Crew
- TH207 - Acting Techniques
- EN110 - Writing, Literature, Life
- MU376 - African Drumming/Dance Ensemble
- AR330 - Introduction to Darkroom Photography
- MU492 - Senior Seminar and Project
- TH450 - Theatre Tutorial
- TH275 - Production Practicum: Design
- TH273 - Production Practicum: Stage Management
- TH162 - Theatre Laboratory: Costumes
- TH161 - Theatre Lab: Scenery, Lights, Painting
- MU375 - Jazz Orchestra
- MU374 - Concert Band
- MU372 - String Orchestra
- MU361 - Private Lessons Music Majors
- MU261 - Private Lessons for Non-Music Majors
- MU377 - Saint Michael's Singers
- MU228 - 20th Century Music
- TH410 - Senior Seminar in Theatre
- TH351 - Topics in Performance
- HU102 - The Modernizing World
- HU207 - The Nineteenth Century
- TH209 - Stagecrafts
- TH309 - Directing
- TH213 - Singing for the Actor
- TH211 - Costume Crafts
- DA103 - Modern Dance I
- LA310 - Directed Reading in Latin Lit
- MU101 - Understanding Music
- DA102 - Ballet I
- HU101 - Ancient & Medieval Civilization
- EN325 - Critical Theory
- ED241 - Literature for Children and Adolescents
- DA111 - Creative Dance
- DA105 - Jazz I
- AR415 - Senior Studio
- AR205 - Drawing I

Quantitative Reasoning Courses

- BU310 - Personal Finance
- DS303 - Statistical Learning
- ST101 - Reasoning with Data & Chance
- DS203 - Introduction to Data Science
- MA112 - Mathematics in Context
- PH250 - Logic: An Introduction
- ST140 - Biological Data & Statistics
- BU110 - Personal Financial Literacy
- MA115 - Mathematics for Teachers
- ST120 - Elementary Statistics
- MA160 - Calculus II
- MA150 - Calculus I
- MA130 - Elements of Calculus
- PH355 - Logic: Laws of Thought
- CS111 - Introduction to Computer Science I
- PS213 - Psychological Statistics

Skills for Public Health

Complete ANY:

- DS202 - Computational Methods for Data Science
- DS203 - Introduction to Data Science
- DS303 - Statistical Learning
- JS304 - Data Visualization
- ST201 - Intermediate Statistics

Environmental and Biological Determinants of Health

Complete ANY:

- BI239 - Infectious Disease
- ES225 - Food Systems & Sustainable Agriculture
- ES306 - Environmental Justice
- ES310 - Environmental Hazards
- ES311 - Community and Environmental Planning

Scientific Inquiry Courses

- ES249 - Study Trip: Trees, Shrines, and Temples: Sustainable Forestry in the Japanese Context
- CH103 - Chemistry Magic
- BI249 - Tropical Ecology
- BI356 - Human Evolution
- CR213 - Forensic Science
- ES213 - Earth Systems and Processes
- BI152 - Introduction to Health Science
- ED327 - Teaching Elementary School Science and Engineering, PK-6
- ES107 - Environmental Science
- CH110 - General Chemistry I
- BI153 - Introductory Cell Biology and Genetics
- BI250 - Field Tropical Ecology Study Trip
- BI151 - Introduction to Ecology and Evolution
- PY221 - General Physics II
- PY211 - College Physics II
- PS274 - Behavioral Neuroscience
- PS272 - Animal Learning & Behavior
- PY107 - Meteorology
- BI110 - Topics in Evolutionary Or Ecosystem Biology
- PY103 - Acoustical Foundations of Music
- BI108 - Topics in Organismal Biology
- BI106 - Topics in Cellular and Molecular Biology
- PY220 - General Physics I
- PY210 - College Physics I
- PY101 - Astronomy
- CH101 - Concepts in Chemistry

Requirement Sets

Core Curriculum (Bachelor of Arts)

Simple Requirements

Purposeful Learning Requirement

Type

Completion Requirement

ID101

Complete ALL of the following Courses:

- ID101 - Introduction to Purposeful Learning

Transfer Student Waivers for Purposeful Learning

Incoming transfer students who transfer 24 or more semester credit hours to Saint Michael's College are waived from taking ID 101. Incoming transfer students with fewer than 24 earned hours must either have transfer credit for these courses, or they must enroll in ID 101. Questions about this policy should be directed to the Registrar's Office.

Failing Purposeful Learning

Students who earn failing grades in ID 101 are not expected to repeat the course, as the course content is geared toward new incoming SMC students. However, the credit must be replaced with approved coursework designed to enhance their capacity for self-reflection and explore their educational journey. Appropriate replacement courses include selected ID-100 offerings (including *Be Well* and *Careers With Purpose*) and ID-200. Depending on offerings, additional replacement courses may be available. Questions about appropriate replacement courses should be directed to the Office of Purposeful Learning.

First Year Seminar Requirement

Type

Completion Requirement

First Year Seminar

Earn at least 3 credits from the following:

- First Year Seminar Courses

Fundamental Philosophical Questions Requirement

Type

Completion Requirement

PH103

Complete at least 1 of the following courses:

- PH103 - Philosophy and the Good Life
- PH103H - Philosophy and the Good Life (HON)

Study of Christian Traditions and Thought Requirement

Type
Completion Requirement

Study of Christian Traditions and Thought

Complete at least 1 of the following courses:
- RS120 - Christianity: Past and Present
- RS120H - Christianity: Past and Present (HON)
- RS130 - Varieties of Christianity

Junior Seminar Requirement

Type
Completion Requirement

Junior Seminar

Complete at least 1 course in the following course sets:
- Junior Seminar Courses

Literature and the Arts Requirement

Type
Completion Requirement

Literature and the Arts

Earn at least 3 credits from the following:
- Literature and The Arts Courses

History and Society Requirement

Type
Completion Requirement

History and Society

Earn at least 3 credits from the following:
- History and Society Courses

Scientific Inquiry Requirement

Type
Completion Requirement

Scientific Inquiry

Earn at least 3 credits from the following:
- Scientific Inquiry Courses

Quantitative Reasoning Requirement

Type
Completion Requirement

Quantitative Reasoning

Earn at least 3 credits from the following:
- Quantitative Reasoning Courses

Second Language for B.A. Requirement

Type
Completion Requirement

Second Language

(this core requirement is not required for students pursuing a B.A. in Engineering)

Complete at least 2 courses in the following course sets:
- Second Language for B.A. Courses

Or take two semesters of course work in any classical or modern language (including ASL) from an accredited college and with a minimum grade of C-, or equivalent proficiency in a second language, as verified by an approved form of assessment.

Catholic Intellectual Tradition Requirement

Type
Completion Requirement

Catholic Intellectual Tradition

Earn at least 3 credits from the following:
- Catholic Intellectual Tradition Courses

Engaging Diverse Identities Requirement

Type
Completion Requirement

Engaging Diverse Identities

Earn at least 3 credits from the following:
- Engaging Diverse Identities Courses

Core Curriculum (Bachelor of Science)

Simple Requirements

Purposeful Learning Requirement

Type
Completion Requirement

ID101

Complete ALL of the following Courses:
- ID101 - Introduction to Purposeful Learning

Transfer Student Waivers for Purposeful Learning
Incoming transfer students who transfer 24 or more semester credit hours to Saint Michael's College are waived from taking ID 101. Incoming transfer students with fewer than 24 earned hours must either have transfer credit for these courses, or they must enroll in ID 101. Questions about this policy should be directed to the Registrar's Office.

Failing Purposeful Learning
Students who earn failing grades in ID 101 are not expected to repeat the course, as the course content is geared toward new incoming SMC students. However, the credit must be replaced with approved coursework designed to enhance their capacity for self-reflection and explore their educational journey. Appropriate replacement courses include selected ID-100 offerings (including *Be Well* and *Careers With Purpose*) and ID-200. Depending on offerings, additional replacement courses may be available. Questions about appropriate replacement courses should be directed to the Office of Purposeful Learning.

First Year Seminar Requirement

Type
Completion Requirement

First Year Seminar

Complete at least 1 course in the following course sets:

- First Year Seminar Courses

Fundamental Philosophical Questions Requirement

Type
Completion Requirement

PH103

Complete at least 1 of the following courses:

- PH103 - Philosophy and the Good Life
- PH103H - Philosophy and the Good Life (HON)

Study of Christian Traditions and Thought Requirement

Type
Completion Requirement

Study of Christian Traditions and Thought

Complete at least 1 of the following courses:

- RS120 - Christianity: Past and Present
- RS120H - Christianity: Past and Present (HON)
- RS130 - Varieties of Christianity

Junior Seminar Requirement

Type
Completion Requirement

Junior Seminar

Complete at least 1 course in the following course sets:

- Junior Seminar Courses

Literature and the Arts Requirement

Type
Completion Requirement

Literature and the Arts

Earn at least 3 credits from the following:

- Literature and The Arts Courses

History and Society Requirement

Type
Completion Requirement

History and Society

Earn at least 3 credits from the following:

- History and Society Courses

Scientific Inquiry Requirement

Type
Completion Requirement

Scientific Inquiry

Earn at least 3 credits from the following:

- Scientific Inquiry Courses

Quantitative Reasoning Requirement

Type
Completion Requirement

Quantitative Reasoning

Earn at least 3 credits from the following:

- Quantitative Reasoning Courses

Catholic Intellectual Tradition Requirement

Type
Completion Requirement

Catholic Intellectual Tradition

Earn at least 3 credits from the following:

- Catholic Intellectual Tradition Courses

Engaging Diverse Identities Requirement

Type
Completion Requirement

Engaging Diverse Identities

Earn at least 3 credits from the following:

- Engaging Diverse Identities Courses