



SAINT MARTIN'S UNIVERSITY ACADEMIC CATALOG 2016/2017

UNDERGRADUATE PROGRAMS

TABLE OF CONTENTS

GENERAL INFORMATION 3

About this Catalog.....	4
Accreditation.....	4
Mission Statement	5
History.....	6
Saint Martin of Tours	6
Core Themes.....	7
Benedictine Values.....	7
Academic Values.....	7
Location.....	8
Campus Facilities.....	8
Student Conduct.....	11
Academic Calendar.....	12
Admissions.....	14
Undergraduate Admission.....	14
First-Year Student Admission.....	15
Event Services and Facilities	24
Student Support Offices.....	26
Student Financial Services	30
Academic Policies and Procedures	45

UNDERGRADUATE PROGRAMS..... 69

All-University Courses.....	75
College of Arts and Sciences	75
Areas of Study, Faculty, and	
Course Offerings.....	76
Art	76
Biology	77
Chemistry	85
Communication Studies	91
Community Services	96
Criminology and Criminal Justice	98
English.....	101
Geography.....	107
History	107
Interdisciplinary Studies.....	114
Legal Studies	116
Mathematics.....	118
Music	123
RN-to-BSN Nursing Program.....	129
Philosophy	133
Physics.....	134
Political Science.....	137
Pre-Law	142
Psychology	142

Religious Studies.....	148
Society and Social Justice	151
Social Justice	152
Social Work.....	153
Sociology and Cultural Anthropology...	157
Theatre Arts	161
Women's Studies	165
World Languages.....	166
School of Business	171
Accounting.....	171
Business Administration.....	175
Economics.....	180
College of Education and Counseling	
Psychology.....	182
Educational Studies	
(Non-Certification Program)	189
Elementary Education.....	190
Physical Education (Minor).....	192
Secondary Education	194
Special Education (Major & Minor)....	203
Technology in Education.....	206
Hal and Inge Marcus	
School of Engineering	208
Civil Engineering.....	212
Bachelor of Science in CE/MCE or	
MEM Combined Degree Program.....	215
Computer Science.....	221
Mechanical Engineering	228
Bachelor of Science in ME/MME	
Combined Degree Program	231
English as a Second Language (ESL)....	239

DIRECTORY245

Deans	246
Faculty	246
Faculty and Staff Emeriti.....	251
Saint Martin's Abbey.....	251
Board of Trustees	252
Trustee Emeriti	253
University Administration	254
Administrative Offices.....	254
Campus Map	256
Legend	257
Directions to Saint Martin's	257
Index.....	258



GENERAL INFORMATION

ABOUT THIS CATALOG

The 2016/2017 edition of the Saint Martin's University Academic Catalog is divided into sections to assist you in planning your undergraduate education at the University. Please refer to the table of contents to find main section headings.

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

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

ACCREDITATION

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

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

Its undergraduate civil engineering and mechanical engineering programs are accredited by ABET, Inc.

The teacher, school counseling, and school administration programs of the College of Education and Counseling Psychology are approved by the Washington Professional Educator Standards Board (PESB).

The residency teacher education program, which is designed to prepare teacher candidates to become outstanding P-12 professionals, was granted initial accreditation by the Teacher Education Accreditation Council (TEAC) for a period of seven years from October 2013 to October 2020. This accreditation certifies that the forenamed professional education program has provided evidence that the program adheres to TEAC's quality principles.

The University is a member of the American Association of Colleges; Council for Independent Colleges; Council for the Advancement and Support of Education; Independent Colleges of Washington; National Catholic Education Association; Northwest Association of Private Colleges and Universities; Washington Friends of Higher Education;; American Association of Benedictine Colleges and Universities; and the Carnegie Association for the Scholarship of Teaching and Learning.

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

Saint Martin's University reserves the right to make changes as it deems necessary in procedures, policies, calendar, curriculum, overall academic programs or majors and costs.

MISSION STATEMENT

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

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

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

CONTEXT

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

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

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

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

SMU EQUAL OPPORTUNITY IN EMPLOYMENT.

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

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

HISTORY

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

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

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

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

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

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

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

Saint Martin's University also has a long history of building global relationships. In 1920, Father Placidus Houtmeyers was one of the first monks to take Catholic education principles to Beijing. Saint Martin's strong relationships with China and Japan continue today. The University's collaboration with Mukogawa Women's University is more than 25 years old and its partnership with Pudong Business School of the Shanghai Maritime University is almost a decade old.

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

SAINT MARTIN OF TOURS

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

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

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

CORE THEMES

The four core themes of Saint Martin’s University are faith, reason, service and community. Please see Appendix A for objectives and outcomes associated with each core theme.

BENEDICTINE VALUES

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

ACADEMIC VALUES

Knowledge: We emphasize broad geographic and historical perspectives, cultural and linguistic plurality and scientific and aesthetic understanding.

Spirituality: We provide and encourage the development of personal recognition of spiritual values beyond the intellectual and physical.

Hospitality: We welcome and include in our community people from diverse backgrounds and locations. We encourage diverse viewpoints and the appreciation of different cultures.

Service: We expect that our students will live exceptional lives dedicated to serving others in the local and global community. We expect such service to mirror the Benedictine life and to nurture the family spirit among all who participate in the University.

Creativity: We expect our students to find joy in acts of creation and recognize artistic expression as the bridge between interior and exterior spaces.

Communication: We provide opportunities for students to pursue ideas and communicate them in varied forms.

Inquiry: We work to develop thoughtful graduates who are able to engage in honest and thorough analysis and critical and independent thinking, and who are prepared to address the complex nature of our society.

Discovery: We believe that discovery, including self-discovery, is developed in the context of learning, serving and valuing the worth of others.

Holistic Education: We believe that intellect alone cannot sustain a meaningful life, and thus we work to unfold the potential of the whole person.

LOCATION

Saint Martin's University is located in Lacey, Washington, adjacent to Olympia, the state capital. The population of the Lacey area is about 41,000, and that of Thurston County — which includes the greater Olympia area of Lacey, Olympia and Tumwater — is about 250,000.

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

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

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

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

CAMPUS FACILITIES

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

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

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

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

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

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

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

Extended Learning Division Campuses: Saint Martin's University operates extended programs at nearby Joint Base Lewis-McChord, Centralia College, and Tacoma Community College. The extended programs at the military installations provide educational access at the undergraduate and graduate level to military personnel, their families and, on a space-available basis, area residents. While the extended campuses operate on different schedules from the University's Lacey campus, Saint Martin's facilities and resources are open to all students, regardless of where they are enrolled.

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

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

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

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

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

O’Grady Library: Designed by internationally acclaimed architect Michael Graves, O’Grady Library is now home not only to the library, but to the Center for Learning, Writing and Advising, the ITS Help Desk, and the Center for Scholarship and Teaching. O’Grady Library supports student success by bringing together research assistance, tutoring and technology help in one location. At O’Grady Library, students also have access to a variety of learning spaces and resources: the Information Commons, the Multimedia Center, the Curriculum Resource Center, five group study rooms, three media rooms, two classrooms and the spacious Benedictine Reading Room. Books, journals, reference materials, videos and music are available both in the library and online, and students also can check out laptops, digital cameras, digital voice recorders, digital camcorders and other multimedia equipment. The library extends its resources through participation in the Summitt, the shared catalog of the Orbis Cascade Alliance, which makes available to Saint Martin’s students more than nine million titles from 37 academic libraries in the Pacific Northwest, with courier delivery to O’Grady Library.

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

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

- **Baran Hall**, located in a forested setting, was renovated in 2011 and houses primarily second-year students. It offers spacious single and double rooms, and includes two computer labs, a prayer room, game room, and study lounges on each floor.

The Great Room provides an ideal setting for social activities, and is the most frequently used site for Residence Life-sponsored events. Baran Hall also includes a community kitchen for student use and card-key security locks on the outer doors.

- **Burton Hall**, provides on-campus apartment-style living for juniors and seniors. The hall is comprised of furnished four-bedroom apartments housing approximately 90 students, includes a large community room for activities and gatherings, and is also home to the University Health Center on the first floor.
- **Parsons Hall**, Saint Martin’s newest residence hall, provides traditional-style housing for first-year students with double rooms and community bathrooms, and suite-style housing for sophomores, juniors and seniors. Built in 2008, the hall features an espresso stand, convenience store, mail room, computer lab, fitness room, conference

room, fireplace, community kitchen, and Housing and Residence Life offices.

- **Spangler Hall**, provides on-campus residential space for 142 students. Furnished suites are primarily for sophomores, and apartments are primarily for juniors and seniors. Hall amenities include a student lounge on each floor, a fitness room, a prayer room, a game room, a conference room, and card-key security locks on exterior doors. The hall also houses a mailroom and a kitchen/patio area for social gatherings. Spangler Hall has Housing and Residence Life offices where students can check out games, pool sticks, vacuum cleaners, etc. and find professional staff members to assist them as needed.

Lynch Building: Built in 1924, the Lynch Building contains the Abbey guest quarters on its upper story. On the ground floor is the Lynch Center, which houses Abbey offices and the Counseling and Wellness Center.

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

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

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

Zaverl Hall: Zaverl Hall, built in 2006, contains mechanical engineering labs and maintenance and storage facilities.

STUDENT CONDUCT

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

Students at Saint Martin's are expected to conduct themselves in a responsible manner that reflects favorably on themselves and the Saint Martin's community. University policies, guidelines, and expectations as they pertain to student membership in the university community, are outlined in the Saint Martin's University Student Handbook available at https://www.stmartin.edu/sites/default/files/smu-files/student-affairs/studenthandbook_0.pdf. While the University is not directly responsible for individual students' behavior, students will be held accountable for that which is detrimental to the educational objectives of the University or inconsistent with its values or mission through appropriate disciplinary action as outlined in the Student Handbook. Academic policies and procedures are outlined in this Undergraduate Catalog.

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

ACADEMIC CALENDAR 2016-2017

Summer BRIDGE..... Aug 15 – 25

FALL 2016

Faculty Convocation and Student Welcome.....Friday, Aug 26
 Residence halls open for first year students.....Friday, Aug. 26
 Residence halls open for returning students.....Saturday, Aug 27
 Fall Main, 01, 03, 04, STAR beginMonday, Aug. 29
 Mass of the Holy SpiritThursday, Sept. 1
 Labor Day (Holiday).....Monday, Sept. 5
 Add/drop deadline (no notation) for Fall 01 sessionTuesday, Sept 6 *
 Add/drop deadline (no notation) for Fall Main, 03, 04, STARFriday, Sept. 9
 Mid-term Progress Reports: Grades Due to Registrar - Fall 01 session.....Friday, September 23
 Last day for withdrawal (W grade) – Fall 01 session.....Friday, Oct. 7
 Fall 01 session endsSaturday, Oct 22
 Fall Break – no classes for Lacey semester courses.....Monday, Oct 24
 Midterm Progress Reports: Grades Due to Registrar for Fall Main semester,
 Fall 03, 04, and STAR sessions (16 week courses)
 Final Grades Due to Registrar for Fall 01 sessionMonday, Oct 24
 Fall 02 session beginsMonday, Oct 24
 Add/Drop deadline (no notation) for Fall 02 session.....Monday, Oct 31
 Undergraduate Advising Day (no classes*)Thursday, Nov. 3
 Saint Martin's Day/Veterans Day (holiday).....Friday, Nov 11
 Priority Registration Begins – Spring 2017.....Monday, Nov 14
 Midterm Progress Reports: Grades Due to registrar for Fall 02 session
 Last day to withdrawal (W grade) – Fall Main semester, 03, 04, and STAR sessionsMonday, Nov 21
 Thanksgiving Recess begins (no classes, University offices open).....Wednesday, Nov 23
 Thanksgiving Recess (no classes; University offices closed)Thursday-Friday, Nov 24 - 25
 Last day for withdrawal (W grade) – Fall 02 session.....Friday, Dec 2
 Last day of classes – Fall Main semester and 03 session.....Thursday, Dec 8
 STUDY WEEK: No University-sponsored social or club activities.....Monday, Dec 5 – Friday, Dec 9
 Saint Thomas Aquinas Study Day (no classes**)Friday, Dec 9
 Semester Final ExamsMonday – Thursday Dec 12 - 15
 Conferral Date (fall graduates)
 Last day of classes – Fall 02 session.....Saturday, Dec 17
 Final Grades Due to RegistrarMonday, Dec 19

SPRING 2017 – BEGINNING 1/23/17

Residence halls open.....Sunday Jan 22
 Spring Main semester begins
 Spring 01, 03, 04, and STAR sessions beginMonday, Jan 23
 Add/Drop deadline (no notation) - Spring 01 session.....Monday, Jan 30
 Add/Drop deadline (no notation) - Spring Main semester, 03, 04, and STAR sessionsFriday, Feb 3
 Presidents Day (holiday)Monday, Feb 20
 Midterm Progress Reports: Grades Due to Registrar for Spring 01 session.....Tuesday, Feb 21*
 Last day for withdrawal (W grade) – Spring 01 session.....Friday, March 3
 Spring 01 Session EndsSaturday, March 18
 Spring Break.....Monday-Friday, March 20 - 24
 Saint Benedict's Day – University offices closed.....Tuesday, March 21

Spring 02 session begins

Midterm Progress Reports: Grades due to Registrar for Spring Main

semester, Spring 03, 04, and STAR sessions.....	Monday, March 27
Add/Drop deadline (no notation) – Spring 02 session	Monday, April 3
Undergraduate Advising Day (no classes)**.....	Thursday, April 6
Good Friday (holiday)	Friday, April 14
Easter Sunday (holiday).....	Sunday, April 16
Easter Monday (holiday)	Monday, April 17
Last day for withdrawal (W grade) Spring Main semester, 03, 04, and STAR sessions.....	Friday, April 21
Midterm Progress Reports: Grades due to Registrar Spring 02 session.....	Monday, April 24
Priority Registration Begins – Summer/Fall 2017	Monday, April 24
Honors Convocation and Scholars Day (no classes between 1:00pm –5:00pm***)	Tuesday, May 2
Senior Commencement Fair.....	Thursday, May 4
Last day for withdrawal (W grade) – Spring 02 session.....	Friday, May 5
STUDY WEEK – No University or sponsored social or club activities	Monday, May 8 – Friday, May 12
Last Day of Classes: Spring Main Semester and Spring 03 session.....	Thursday, May 11
Saint Thomas Aquinas Study Day (no classes Lacey campus**).....	Friday, May 12
Final Examinations – Main Session.....	Monday – Thursday, May 15-18
Spring 02, 04, STAR sessions end.....	Saturday, May 20
Chancellor's Baccalaureate Mass & Hooding Ceremony	Friday, May 19
Commencement.....	Saturday, May 20
Grades due to Registrar	Monday, May 22

SUMMER 2017

Summer Main – 12 weeks Summer | 01, 02 – 6 weeks | Summer 05, 07, STAR – 8 weeks

Summer Main Semester, 01, 05, and 07 sessions begin.....	Tuesday, May 30
Add/Drop deadline (no notation) – Summer 01	Wednesday, May 31
Add/Drop deadline (no notation) – Summer Main Semester, 05 and 07 sessions.....	Monday, June 5
Summer STAR session begins	
Midterm Progress Reports: Grades due to Registrar for Summer 05, 07 semester courses	Monday, June 26
Last day for withdrawal (W grade) – Summer 01 session	Wednesday, June 28
Add/Drop deadline (no notation) – Summer STAR session.....	Monday, July 3
Independence Day (holiday).....	Tuesday, July 4
Last day for withdrawal (W grade) – Summer 05 and 07 session.....	Friday, July 7
Summer 01 session ends.....	Saturday, July 8
Midterm Progress Reports: Grades due to Registrar for Summer Main	
Grades due to Registrar for Summer 01session courses	
Summer 02 session begins.....	Monday, July 10
Add/Drop deadline (no notation) – Summer 02 and sessions.....	Wednesday, July 12
Summer 05 and 07 sessions end.....	Saturday, July 22
Midterm Progress Reports: Grades due to Registrar for Summer STAR session	Monday, July 24
Last day for withdrawal (W grade) – Summer Main Semester	Friday, July 28
Last day for withdrawal (W grade) – Summer STAR session	Friday, August 4
Last day for withdrawal (W grade) – Summer 02.....	Wednesday, August 9
Summer Main Semester, Summer 02, and STAR sessions ends.....	Saturday, August 19
Conferral Date (Summer graduates)	Saturday, August 19
Grades due to Registrar	Monday, August 21

**Adjusted for Holiday*

*** No classes will be held during undergraduate advising days or Saint Thomas Aquinas Study Days. An exception applies to classes and labs that meet only one day each week. For classes that would normally meet on either of these days, please check with the assigned faculty member to verify if class will be held.*

****Honors Convocation and Scholars Day – no classes between 1pm*

ADMISSIONS

Saint Martin's University seeks to enroll students of all ages and backgrounds who will benefit from the distinctive, personalized education provided by the University.

Admission to Saint Martin's University is not based on any single criterion. Traditional indicators of a potential student's academic ability are considered important and are carefully weighed in all admission decisions. Consideration also is given to an applicant's life experiences, level of motivation, eagerness to participate in the educational process, and commitment to serve the needs of the community.

Applicants are encouraged to thoroughly investigate Saint Martin's University before submitting an application or committing to enroll. The University website, www.stmartin.edu, contains a wealth of information, including contact information for University officials and offices. The Office of Admissions can answer most questions or direct applicants to the appropriate person or office. Applicants are also encouraged to visit their preferred campus; Saint Martin's main campus is located in Lacey, Washington, and its extended campuses are located throughout western Washington.

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

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

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

A description of each application procedure follows.

UNDERGRADUATE ADMISSION

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

Saint Martin's University practices rolling admission, meaning Saint Martin's accepts applications and makes admission decisions throughout the year for fall and spring semesters. Applicants should consult the Office of Admissions or its website for details regarding application and enrollment deposit deadlines.

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

Saint Martin's University is a member of the Common Application. First-year and transfer applicants must utilize the Common Application to apply to the University's Lacey campus. The application is available on the Saint Martin's website at www.stmartin.edu and on the Common Application website at www.commonapp.org. The Common Application is submitted exclusively online. Saint Martin's does not require an application fee.

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

FIRST-YEAR STUDENT ADMISSION

A first-year student is someone who has never attended college or has earned college credits prior to high school graduation.

Although admission to Saint Martin's University is not based on any single criterion, demonstrated academic achievement is an important consideration. High school transcripts, class rank, SAT or ACT exam scores, a letter of recommendation from a teacher or guidance counselor and a personal essay are the primary vehicles through which the University evaluates academic preparation and fit. Individual circumstances are always considered, and applicants are encouraged to submit any and all relevant information in writing or contact an admission counselor in the Office of Admissions to fully explain their educational background. Candidates for admission will be evaluated using the high school transcript submitted at the time of application. Decisions may be deferred until additional information, such as 7th- or 8th-term grades are available. Students may also be placed on a wait list while their application for admission is considered, with further details regarding the review timeline and process clearly communicated to the applicant. The highest SAT or ACT scores submitted with the application will be used in the review process. For the SAT, individual scores from different exams will be combined to form the highest possible combined score (known as superscoring). Merit-based scholarships will be awarded based upon the information available at the time an admission decision is made. New information may be submitted until February 15th for a change in merit consideration.

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

Applicants should consult the Office of Admissions to better understand the average academic profile of admitted students. Students with an academic profile below this average are also encouraged to apply as every applicant is assessed holistically, with their unique circumstances considered. Applicants may be offered regular admission or admission through the Integrated Admission Program (IAP). IAP offers students who do not meet the regular admission criteria but show promise with the opportunity to enroll at Saint Martin's. The program is designed to help students transition to college and succeed in college-level courses by offering additional advising and tutoring from the Center for Learning, Writing and Advising. Additional programming prior to the academic year may be required. More information about IAP is available from the Office of Admissions..

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

English – 4 years

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

Mathematics – 3 years

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

Science – 3 years

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

Social Science – 2 years

This may be satisfied through history, psychology, political science, economics, sociology and/or cultural anthropology coursework.

World Language – 2 years

Bachelor of Arts and Bachelor of Social Work students must complete six semester hours (101, 102) of one World Language. However, students who are sufficiently proficient in a World Language will meet the requirement if they enroll in and successfully complete a 102, 201, or 202 course. This may be satisfied through the study of Chinese, French, Japanese, Russian or Spanish.

Academic Electives – 3 years

Additional courses in English, mathematics, laboratory science and world language will strengthen a student's application for admission.

Students who do not meet these academic requirements or fulfill recommended course patterns may be still be offered admission.

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

APPLICATION FOR FIRST-YEAR STUDENT ADMISSION

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

- The Common Application
- A 250-500 word personal essay, as instructed on the application
- Official high school transcript, GED certificate or home school documentation
- Official transcripts from all colleges or universities attended as part of Running Start or other College in the high school programs (if applicable)
- Test scores from the College Board's SAT exam or American College Testing's ACT exam. Saint Martin's institutional codes, which applicants need to have their exam scores reported to the Office of Admissions, are 4674 for the SAT and 4474 for the ACT.
- School Report Form which indicates class rank (usually provided by a high school guidance counselor)

- A letter of recommendation from a teacher or guidance counselor (one letter is required; applicants may send up to three letters)

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

HOME SCHOOL APPLICANTS

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

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

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

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

Students participating in the College Board's Advanced Placement exams may receive credit for exam scores of 3, 4 or 5. Exceptions to this policy are CORE requirements in writing and literature. An Advanced Placement exam score of 4 or 5 may exempt students from taking ENG 101, but not ENG 102 or the literature requirement. Students with Advanced Placement scores of 4 or 5 may receive elective credits in writing and literature.

Saint Martin's recognizes participation in the International Baccalaureate Program. Credit may be given for scores of 5, 6 or 7 in selected higher level IB examinations. International Baccalaureate credits can be used to satisfy appropriate SMU CORE (General Education requirements) and can be applied to major or minor programs of study with the approval of the academic department.

IB Topic	Score	Transfer Course	Credits
Chemistry I	5+	CHM 141	4
Chemistry II	5+	CHM 142	4
English A1	5+	ENG 101	3
English A2	5+	ENG 102	3
US History I	5+	HIS 141	3
US History II	5+	HIS 142	3
Math	5+	MTH 121	3
Psych.	5+	PSY 101	3
Spanish B	5+	SPN 101	3

A maximum of 30 semester credits may be granted for IB or AP examinations, or any other type of advanced academic credit for high school applicants.

To receive academic credit for AP exams, students must have official copies of their exam results sent to the Office of Admissions by the College Board or have the results printed on their final high school transcript. To receive credit for IB exams, students must submit their final high school transcript with IB exam scores to the Office of Admissions for review by the University's registrar. Transcripts will be reviewed on an individual basis.

TRANSFER STUDENT ADMISSION

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

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

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

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

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

Saint Martin's University participates in transfer agreements with 29 community colleges in the state of Washington. Community college graduates who have a Direct Transfer Associate's (DTA) Degree completed after 1990 and are admitted to Saint Martin's will begin with junior standing. They will have satisfied Saint Martin's Core requirements (Gen Ed) with the exception of one course in religion and one course in philosophy. Transfer credits not included in a Direct Transfer Associate Degree, such as an AS-T, AS/MRP, or its equivalent, will be evaluated on a course-by-course basis, and credits will be applied to academic major requirements according to established guidelines and policies. Community college graduates who have a Direct Transfer Associate of Science Degree completed before 1990 may be admitted to Saint Martin's but still may be required to take several core courses as determined by an admission counselor or the University's registrar following a transcript evaluation.

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

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

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

A maximum of 90 semester hours (135 quarter hours) from regionally accredited institutions will be accepted toward fulfillment of requirements for a baccalaureate degree. Transfer credits from a two-year regionally accredited college may not exceed 60 semester hours (90 quarter hours). No more than 30 semester hours (45 quarter hours) earned by extension or extended learning programs will be accepted. Credits earned more than nine years ago will be reviewed to determine transferability.

APPLICATION FOR TRANSFER STUDENT ADMISSION

To apply for transfer admission, students must submit:

- An application
- A personal essay, as instructed on the application
- Official transcripts from all colleges and universities attended. Saint Martin's University will only accept transfer coursework from regionally accredited colleges and universities (Students with international course work must have transcripts evaluated by an approved transcript evaluation service. See list under the International Undergraduate Admissions section)
- Official high school transcript, GED certificate or home school documentation, if applicable (applicant has earned 20 or fewer semester credits post-high school)
- Test scores from the SAT or the ACT, if applicable (applicant has earned 20 or fewer semester credits post high school)
- For those who have prior military credits: All scores from U.S. Armed Forces
- Institution Examinations (USAFI) and/or (DANTES) and/or College Examination Program (CLEP). Other documentation such as DD Form 214, DD Form 295, AARTS transcripts, CCAF transcripts, and DLI transcripts.

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

ACCEPTANCE OF AN UNDERGRADUATE OFFER OF ADMISSION

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

Following a notification of admission, students who plan to enroll at Saint Martin's must submit an enrollment deposit of \$200. The enrollment deposit may be submitted online at <https://www.stmartin.edu/admissions-aid/admitted-students/first-year-and-transfer-next-steps-domestic-and-international/enrollment-deposit>. This deposit is credited to the student's account for the first semester of enrollment. Saint Martin's University recommends that the enrollment deposit be submitted by May 1st for fall semester enrollment and by Dec. 15th for spring semester enrollment. The enrollment deposit is not refundable after these dates. Applicants are encouraged to contact the Office of Admissions for specific information regarding the submission of an enrollment deposit.

Saint Martin's has a two year residency policy for first year students unless they meet the waiver requirements in the student handbook. Students who will be living on campus are also required to submit a housing contract and \$200 housing deposit. Housing documents and the housing deposit may be submitted online at www.stmartin.edu/nextsteps. The housing deposit is refundable, provided the terms and conditions of the housing contract are met.

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

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

EXTENDED LEARNING DIVISION (ELD) ADMISSION

Applicants should submit the Saint Martin's University Extended Learning Division Campus Application either by paper or online format to be considered for admission to the extended programs at Joint Base Lewis-McChord, Centralia College and Tacoma Community College.

The Extended Learning Division (ELD) campuses at Joint Base Lewis-McChord (JBLM) are for the benefit primarily of non-traditional students, active-duty service members and their families; non-military-affiliated students may attend Saint Martin's extended campuses, however, military-affiliated students have priority registration. Classes are designed to meet the needs of busy adults offering a combination of traditional and hybrid classes in the evenings, weekends and online. Information about the ELD campuses can be found at <https://www.stmartin.edu/directory/extended-learning-division>.

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

- The Extended Learning Division Campus Application for Admission, in either paper or online format at: <https://www.stmartin.edu/directory/extended-learning-division>
- Official transcripts from all colleges, universities and military services schools attended
- Official high school transcript, GED certificate or home school documentation, if requested
- All scores from U.S. Armed Forces Institution Examinations (USAFI) and/or (DANTES) and/or College Examination Program (CLEP).

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

- An Army/American Council on Education Registry Transcript (AARTS)
- or - a Community College of the Air Force (CCAF).
- Defense Language Institute (DLI) transcripts for foreign language transfer credit assessment
- Retired or completed-service personnel must submit a copy of their completed DD Form 214.

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

The following degree options are offered through the Extended Learning Division (ELD):

BACHELOR OF ARTS DEGREE

- Accounting
- Business Administration with concentrations in accounting, and management.
- Criminal justice
- Political Science
- Psychology
- Special Education
- Elementary and Secondary Education

BACHELOR OF SCIENCE DEGREE

- Computer Science

ELEMENTARY OR SECONDARY TEACHER RESIDENCY CERTIFICATION

Note: A bachelor's degree is required prior to enrolling in this program

PROFESSIONAL CERTIFICATION

Note: Residency certification is required prior to enrolling in this program

GRADUATE ADMISSION

Information concerning admission to the University's individual graduate programs is contained in the Graduate Academic Catalog.

EDUCATION PROGRAM ADMISSION

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

ENGINEERING PROGRAM ADMISSION

There are separate admissions practices for the Bachelor of Science degree in Mechanical Engineering or Civil Engineering. A student would apply to Saint Martin's University as an engineering major. However, admission into The Hal and Inge Marcus School of Engineering is contingent upon meeting specific criteria as outlined in the engineering section of this catalog.

SUMMER SESSION ADMISSION

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

A week long Spiritual Life Institute is sponsored by the Religious Studies Department each June. Visiting theologians join professionals from the local community, members of Saint Martin's Abbey and the University faculty to discuss theological questions, contemporary issues and their deeper meanings in our lives. Participation is open to all. The Institute may be taken for credit as RLS 494; Saint Martin's students may use it to fulfill the CORE requirement in religious studies. Saint Martin's University invites those who are seeking continuing education credit to attend the Spiritual Life Institute for their own personal enrichment and spiritual growth. Participants are required to attend all lectures and presentation in order to receive their certificate of continuing education.

Summer is a busy time for international education at Saint Martin’s University. The Office of International Programs and Development (OIPD) offers language instruction and cultural enrichment programs for students from many parts of the world, extending the hospitality and warm welcome for which Saint Martin’s University and the Pacific Northwest are known. An attractive array of summer courses are offered on the main campus, online and at the ELD campuses.

INTERNATIONAL UNDERGRADUATE ADMISSION

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

- The online or paper application for undergraduate studies.
- Official transcripts from prior college or university level academic institutions. International transcripts must be evaluated by an approved international transcript evaluation service (listed below). Your evaluation must be a detailed course-by-course report, with a summary of U.S. education equivalent. This requirement for an external evaluation through an approved agency is typically waived for students transferring from sister schools which have a signed partnership with Saint Martin’s University. Saint Martin’s will ensure that an internal evaluation by qualified staff is undertaken instead to determine transfer equivalencies. The university reserves the right to request any student to submit an officially-vetted transcript if documents present challenges in interpretation/evaluation. All exception are approved by the Provost upon recommendation by the Registrar.
 - World Education Services (WES) www.wes.org
 - International Educational Research Foundation (IERF) www.ierf.org
 - International Education Evaluations, Inc. (IEE) www.foreigntranscripts.com
 - Global Credentials Evaluators, Inc. (GCE) www.gceus.com
 - Other NAFFSA or NACES member/affiliate services may be approved once verified.
- The Declaration of Finances form with an attached statement from an official institution (e.g. a bank, sponsoring agency, or scholarship provider) on official letterhead showing a minimum amount of funds to cover one full academic year of study at Saint Martin’s University.
- Official score report from the TOEFL, IELTS, TOEIC. Students transferring from a college or university in the United States with a grade of B or higher in ENG 101 and ENG 102 are not required to submit a TOEFL or IELTS score.

English language test requirements:

	TOEFL: Paper-based	TOEFL: Internet-based	IELTS: Academic	TOEIC
Full Admission	525	71	6.0	700
Conditional Admission: Concurrent status	480-524	54-70	5.0-5.5	560-699
Conditional Admission: Full-time ESL	479 or lower	53 or lower	4.5 or lower	599 or lower

YELLOW RIBBON PROGRAM

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

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

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

VETERANS ADMINISTRATION / VOCATIONAL REHABILITATION

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

APPLICATION FOR READMISSION

Students who have attended Saint Martin's University but were not enrolled the previous semester and left in good standing (i.e., were not suspended) must submit an application for readmission to the Office of Admissions. Students previously enrolled through one of the ELD campuses should submit their application for readmission to the administrative office at that extended campus if they have been away two or more sessions (equal to 1 complete semester). Students who have attended another college or university during their absence must submit official transcripts from each institution. Students are eligible for readmission for up to seven years following their last enrolled academic term at Saint Martin's. If a student has not been enrolled for more than seven years at Saint Martin's, the student must reapply for admission; students are reminded that new degree requirements may apply. As with all applicants, the student's application will be evaluated holistically, taking into account academic, service, and leadership considerations.

APPLICATION FOR REINSTATEMENT

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

Students who have been dismissed from Saint Martin's University for conduct or behavior may seek reinstatement from the Office of the Dean of Students. Details regarding the procedure to appeal for reinstatement after conduct-related dismissal are available in the Office of the Dean of Students, Old Main 206.

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

ATHLETIC AND RECREATIONAL PROGRAMS

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

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

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

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

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

EVENT SERVICES AND FACILITIES

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

As rental spaces, the Norman Worthington Conference Center and Marcus Pavilion are also available to the public for community meetings, conferences, banquets, receptions, graduations and other activities. For athletic events, the Hal and Inge Marcus Pavilion can provide seating for 3,200 guests. Event Services manages the scheduling of these facilities and offers a one-stop-shop conferencing and event experience that meets the needs of those using the space. On-campus catering services are provided exclusively by Bon Appétit Management Company, the University's food service provider.

CAMPUS DINING SERVICES

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

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

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

RESIDENCE LIFE

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

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

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

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

Additional information about the University's residence halls is available from the Office of Admission or the Office of Housing and Residence Life. Housing and Residence Life policies, procedures, forms, and facilities information is available at <http://www.stmartin.edu/residenceLife/>.

A refundable \$200 damage deposit must be on file with the Office of Student Financial Services prior to the issuance of keys to the room. No portion of the \$200 deposit will be refunded if the application is canceled more than 30 days from the date it is submitted; after August 1, regardless of the date submitted; or if requested more than 30 days after officially checking out of the halls. After taking occupancy, if the applicant stays the entire contract period and applies to return to the residence halls the following academic year, his/her damage deposit will automatically be carried over to the following academic year.

STUDENT SUPPORT OFFICES

The Office of Student Affairs works to retain students by maintaining and improving the overall quality of campus life through programming based on Catholic Benedictine tradition, hallmarks of which are hospitality, respect for the individual, service and development of the whole person. The department also works to meet the needs of a diverse student population.

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

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

CAMPUS LIFE

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

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

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

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

CAMPUS MINISTRY

The Office of Campus Ministry provides a Christian environment in the Catholic Benedictine tradition in which all students and employees, regardless of religious persuasion, are assured respect and freedom to pursue personal spiritual growth.

Campus Ministry is greatly influenced by the centuries-old traditions, customs and spirit of Benedictine monasticism. One of those traditions is hospitality. The Office of Campus Ministry supports all students and reinforces their integration into their spiritual community through liturgies, educational and social justice programs, and activities such as volunteerism, retreats, prayer groups, discussions, and local, national and international trips. These programs are intended to assist students in blending their faith into their daily lives.

CAREER DEVELOPMENT

The Career Center helps students define their career goals and objectives as they relate to future employment or graduate school opportunities. Career planning begins when the student enters Saint Martin's and continues through graduation. The Center's services are available to all students and alumni at the University's Lacey campus and extended campuses. Those services and programs include an online database (Saints4Hire) for internships, jobs, scholarships and alumni mentors; resume, cover letter, interviewing, negotiating and other skill-building workshops; graduate school testing information; major and career exploration sessions for pre-major students; on-campus interviewing and recruiting; career guidance testing; career fairs; career resource library; assistance finding scholarship opportunities; peer advisors; social media; etiquette dinners; mock interviews; networking socials and class presentations.

"Saints Have A Plan", our successful signature program, began in 2014 to engage students in taking steps in career development each year with the goal of each student having a solid plan of action for life after Saint Martin's. Students receive incentives for attending recruiting events, completing a resume, cover letter, LinkedIn profile, and participating in experiential learning.

CENTER FOR LEARNING, WRITING AND ADVISING

The Center for Learning, Writing and Advising offers free academic support services to all Saint Martin's students. The Learning Center provides subject area tutoring (science, business/ accounting/economics, and world languages), extensive math drop-in tutoring, personalized academic improvement plans, and learning and writing strategy workshops. The staff at the center also works closely with the University's academic early warning system — a referral system that supports student success. At the LWC, students meet with trained peer readers to discuss their academic, personal and professional writing.

COUNSELING AND WELLNESS CENTER

The Counseling and Wellness Center is committed to helping students meet the challenges of life they may experience during college. Our professional team of licensed counselors and graduate trainees provide time-limited individual, couples and group counseling for students and referral services for those requiring specialized or longer treatment. These services are provided free of charge to students enrolled in classes at Saint Martin's University.

Students can call, email or stop by the center and make an appointment during our hours of operation from 9 until 5, Monday through Friday. Over the holidays, semester breaks and the summer, the hours and scope of services are reduced and includes crisis intervention, consultation and trainings.

Students seek counseling for a wide variety of reasons, including depression and anxiety; life crises; identity issues; relationship concerns; difficulty with loss or other life transitions; sexual choices and concerns; problems related to alcohol or drug use, as well as many other issues of concern. We treat each student with sensitivity, providing affirmative counseling that values diversity and respects the individual.

All services are confidential: no information is released without the student's consent, unless required by law. Additionally, the staff provides consultation, crisis intervention and educational workshops to the campus community. Our Substance Abuse Prevention Program Coordinator provides prevention programs and individual or group support for students about alcohol and other drugs.

DISABILITY SUPPORT SERVICES

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

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

Procedures for course substitutions for students with documented disabilities are available in the Office of Disability Support Services.

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

INTERNATIONAL PROGRAMS AND DEVELOPMENT

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

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

PUBLICATIONS

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

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

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

SERVICE & DIVERSITY INITIATIVES

The Office of Service & Diversity Initiatives (OSDI) offers a variety of multicultural and social justice programs for the campus community. Programs are designed to support underrepresented and underserved students; foster critical multicultural awareness among students, faculty and staff; and engage students in social justice education and service. The aim of OSDI is to create a learning environment that prepares students for a complex, global society.

STUDENTS AND MILITARY SERVICE

The U.S. Army Reserve Officer Training Corps (ROTC) Program is available in cooperation with Pacific Lutheran University and other area colleges; the U.S. Air Force ROTC is available in cooperation with the University of Washington. Contact the ROTC offices at the respective universities for more information.

STUDENT HEALTH CENTER

Saint Martin's Student Health Center, located in room 102 of Burton Hall, is dedicated to the wellness of Saint Martin's students. Staffed by a Physician Assistant and nurse, and with a contract Physician available Thursday afternoons, the Student Health Center assists students in developing a commitment to healthy lifestyles and becoming advocates for their own health care. Services include:

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

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

The Student Health Center is open 10am to 4pm, Monday, Wednesday, Thursday, and Friday. Staff are available on Tuesday to schedule appointments.

STUDY ABROAD

Students have opportunities to spend a semester, academic year or summer break abroad through an approved program or sister university. Programs are available in more than 25 countries, representing nearly all continents, and are selected to ensure students receive a quality of education comparable to Saint Martin's. Costs are often similar to those assessed at Saint Martin's, and depending on courses scheduled, credits may count toward a student's degree.

Short-term and faculty-led programs are also available to students who wish to have a shorter, more focused time abroad. These courses typically last from one to six weeks, are composed of several Saint Martin's students, and have a specific study focus.

Participating in a study abroad experience is a memorable and possibly life-changing event for a student. Beyond developing new friendships and taking in new sights, many other benefits exist:

- Overseas experience strengthens an undergraduate degree and aids students in standing out in a competitive job market.
- Many study abroad programs offer unique and special opportunities, such as internships and volunteering in a field of interest.
- Study abroad enhances a student's overall academic experience by providing an alternative perspective to learning subject matter.
- Studying abroad helps build a greater sense of self-confidence, independence and direction, which in turn, helps our students develop leadership skills.

STUDENT FINANCIAL SERVICES

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

APPLYING FOR FINANCIAL AID

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

Priority Deadline for Filing Your FAFSA Application

- March 1st (Applies to students in all programs)

FINANCIAL AID NOTIFICATIONS

SFSC Student Aid Portal

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

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

FINANCIAL AID AWARDS

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

the time of packaging, Saint Martin’s University will award SMU institutional aid. Ninety-four percent of our undergraduate students receive some form of institutional financial aid.

The estimated Cost of Attendance at Saint Martin’s depends on:

- Academic status: Undergraduate, graduate, STAR or post-baccalaureate study
- Location: Lacey campus or ELD campus
- Housing: On-campus or living off-campus

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

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

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

ELIGIBILITY FOR FINANCIAL AID

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

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

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

- Lacey campus undergraduate students – 12 credits
- Graduate students – 6 credits
- Extended Learning Division students – 6 credits per eight-week session (sessions 1 and 2 comprise fall semester; sessions 1 and 2 comprise spring semester; and summer session, for a total of 5 terms at JBLM) or 12 credits for each semester

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

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

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

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

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

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

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

Undergraduate students

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

Total number of Attempted Credits:	Student Placed on Warning status if total completed credits:
6 credits	3–5 credits
7 credits	3–5 credits
8 credits	3–5 credits
9 credits	5–8 credits
10 credits	5–8 credits
11 credits	5–8 credits
12 credits or more	6–11 credits

- 3. An undergraduate student may not exceed 180 attempted credits
 - a. Engineering students are allowed an extended maximum time frame of 192 attempted credit hours

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

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

Satisfactory Academic Progress Appeals: Students who fail to maintain Satisfactory Academic Progress for two or more terms will be placed on suspended eligibility status and will be denied financial aid. Students may appeal this decision in writing, but all appeals must be received before the 5th week of the semester. Appeals are reviewed by the Satisfactory Academic Progress Appeals Committee based on extenuating circumstances presented by the student. Decisions by this committee are final. If an appeal is approved, the student will be placed on warning status and they will be eligible to receive financial aid.

Copies of the SAP policy and information on the appeals process are available from the Office of Student Financial Services and online at <http://www.stmartin.edu/sites/default/files/smu-files/student-financial-services/satisfactoryacademicprogresspolicy.pdf>

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

LIMITS ON FINANCIAL AID

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

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

WITHDRAWAL & RETURN OF TITLE IV FUNDS POLICY

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

The amount of financial aid earned and what must be returned will be determined for complete withdrawals prior to completing 60% of the term. Students will be notified in writing if any federal aid must

be returned and what their balance to the university will be. Unearned aid is based on a daily pro-rated scale. Once a student has completed more than 60% of the term, they are considered to have earned all of their federal aid.

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

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

1. Student never attended any of their registered courses.
2. Student stopped attendance after initially participating in a course; and is issued an “XF” grade.
3. The student did not begin the withdrawal process or otherwise notify the school of the intent to withdraw due to illness, accident, grievous personal loss, or other circumstances beyond the student’s control.

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

Federal Aid Adjustments

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

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

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

NON-FEDERAL AID ADJUSTMENTS

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

INSTITUTIONAL AID ADJUSTMENTS

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

TYPES OF FINANCIAL AID

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

SAINT MARTIN'S SCHOLARSHIPS AND GRANTS

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

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

Benefactors Scholarship: Donor-sponsored scholarship for students with an incoming grade point average of 3.5 or better, specific interests (as identified by the donor), and commitment to community service.

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

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

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

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

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

FEDERAL GRANTS

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

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

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

STATE GRANTS

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

STUDENT LOANS

Perkins Loan: Need-based loan borrowed by the student. At least half-time enrollment is required. No payments are expected and no interest accrues while the student is enrolled at least half-time. There is a nine-month grace period that begins after the student ceases to be enrolled at least half-time, during which no payments are expected and no interest accrues.

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

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

FEDERAL WORK-STUDY (FWS)

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

OTHER MEANS FOR PAYING EDUCATIONAL COSTS

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

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

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

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

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

FOR MORE INFORMATION

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

EXPENSES

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

UNDERGRADUATE TUITION RATES

- Full-time student (12-18 semester credits): \$33,950 per academic year
- Part-time and overload: \$1,150 per semester credit for 1 to 11 credits, and per credit above 18
- Engineering, Business, Computer Science, and Nursing classes (undergraduate and graduate): \$60 tuition surcharge per semester credit
- Audit (no credit): \$575 per semester hour
- FOCUS program: \$75 application fee; \$130 per semester hour awarded

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

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

RESIDENCE CHARGES

	Year/Semester
1. Baran Hall	
Double room charges:	(year \$4,580 / semester \$2,290)
Single room charges:	(year \$5,160 / semester \$2,580)
2. Spangler Hall Suites	
Double room charges:	(year \$5,250 / semester \$2,625)
Single room charges:	(year \$5,720 / semester \$2,860)
Super single charges:	(year \$6,340 / semester \$3,170)
3. Spangler Hall Apartments	
Single room charges:	(year \$6,870 / semester \$3,435)
Single room charges (studio):	(year \$7,180 / semester \$3,590)
4. Burton Hall Apartments	
Single room charges:	(year \$6,670 / semester \$3,335)
Double room charge:	(year \$5,850 / semester \$2,925)
5. Parsons Hall	
Triple room charges:	(year \$4,540 / semester \$2,270)
Double room charges:	(year \$5,250/ semester \$2,625)
Single, shared bath, room charges:	(year \$6,040/ semester \$3,020)
Single, private bath, room charges:	(year \$6,580/ semester \$3,290)
6. Board Charges	
Gold Plan	(year \$5,760/ semester \$2,880)
Silver Plan	(year \$5,450/ semester \$2,725)
Bronze Plan	(year \$5,150/ semester \$2,575)
Commuter	(year \$1,900/ semester \$950)

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

Residential programming fee: \$15 per semester charged to all students residing on campus in University residence halls.

New student damage deposit/room reservation: \$200.

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

FEE SCHEDULE

All fees listed are 2016-2017 rates. Fees are subject to change.

STUDENT SERVICES FEES

- Student Activity Fee (nonrefundable): \$125 per semester, Lacey campus undergraduates only
- Health Center Fee (nonrefundable): \$78 per semester, Lacey campus undergraduates only
- Student Health Insurance: All students enrolled half-time or more on the Lacey campus are required to be covered by health insurance. Students will be required to present evidence of current insurance by submitting an approved online waiver by the semester deadline or the student will be required to pay the charges for the mandatory health insurance coverage. Costs are subject to change by the University's insurance provider at the beginning of each academic year.
- Estimated costs, based on 2016/17 academic year costs
 - Fall \$ 949.00
 - Spring/Summer \$ 1543.00
 - Summer \$ 692.00

International Student Health Insurance: International students are required to have coverage while attending school in the U.S. and must contact the Office of International Programs and Development at 360-438-4504 for further information.

REGISTRATION FEES

- Enrollment deposit: \$200: nonrefundable after May 1 (summer/fall) and December 15 (spring)
- Late validation fee (nonrefundable): \$50 (charge effective after first day of class)
- Laboratory and special class fees (nonrefundable): Fee information is included on each semester's schedule. Fees may be charged for specific laboratories.

SPECIAL FEES

- Continuing, non-enrolled student fee. This \$50 fee per semester applies to nonregistered students who have remaining degree requirements and those who are on leave and wish to access O'Grady Library, the Computer Resource Center and other University technology services.
- FOCUS program credits and credit by examination (nonrefundable): \$75 application fee; \$130 per credit.
- Applied lessons in music: \$195 per credit.

- Professional Development Certification Fee: A \$300 fee is assessed to students who enroll in Student Teaching, either undergraduate or graduate level, as required by the State of Washington.
- Graduation Fee: A \$50.00 nonrefundable graduation fee is assessed each time a student applies for graduation.

PAYMENT

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

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

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

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

FOR MORE INFORMATION

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

PROPERTY LOSS OR DAMAGE

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

REFUND POLICY

GENERAL INFORMATION

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

ACTION REQUIRED BY STUDENT

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

Students enrolled through an ELD campus must notify their respective ELD campus administrative office; and those attending the Lacey campus would contact the Office the Registrar.

OFFICIAL WITHDRAWAL — DATE DETERMINATION

Date of withdrawal or drop is determined by the date the written notification is received by the Office of the Registrar or, if enrolled through an ELD campus, the date written notification is received by respective ELD campus staff.

Failure to attend class does not constitute an official withdrawal.

REFUND CALCULATIONS AND APPEALS

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

NONREFUNDABLE PAYMENTS

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

Student health insurance is also nonrefundable if the student withdraws after 45 days, as the policy continues to provide coverage even though the student is no longer enrolled at the University.

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

TUITION REFUNDS

16-Week Full Term

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

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

8- to 12-Week Term (Extended Learning Division)
(All GoArmyEd students follow this policy)

<i>Date of withdrawal</i>	<i>Percentage of tuition charges dropped</i>
Prior to first day of term and from 1 to 8 calendar days	100
From 9 to 12 calendar days	50
From 13 to 16 calendar days	25
After 16 calendar days.....	0

Six-Week Sessions (Generally summer sessions)

<i>Date of withdrawal</i>	<i>Percentage of tuition charges dropped</i>
Prior to and through the first class term	100
Through 7 calendar days	50
From 8 to 14 calendar days	25
After 14 calendar days.....	0

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

ROOM AND DAMAGE DEPOSIT

DAMAGE DEPOSIT AND CANCELLATION FEE

A refundable \$200 damage deposit must be on file with the Student Financial Service Center prior to the issuance of keys to the room.

No portion of the \$200 deposit will be refunded if:

- the contract is cancelled more than 30 days from the date it is signed or,
- the contract is cancelled after August 1, regardless of the date signed or,
- it is requested more than 30 days after officially checking out of the residence hall.

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

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

A \$300 cancellation fee is charged if the contract is terminated after the semester add/drop deadline.

BOARD (MEAL) PLANS

Meal plans may be selected and changed by written request before the add/drop date, but no changes can be made thereafter. Fall meal plan balances carry over to spring with the purchase of a traditional meal plan (Bronze, Silver or Gold). At the end of the spring semester, all balances expire. If a student leaves housing or the University before the end of the semester, board charges are prorated at a daily rate based on the ratio of full days used (to and including the official withdrawal date) to total days covered by the student’s board contract. Please refer to the Saint Martin’s University dining services

brochure or visit www.cafebonappetit.com/saintmartin for additional meal plan policy information.

ROOM REFUNDS

Room charges are prorated if a student officially withdraws from the University and checks out according to contract by the 30th day of the semester. Room charges are not refundable if a student is not leaving the University or if the student withdraws after the 30th day of the semester. Additionally, a \$300 cancellation fee is charged if the contract is terminated after the University's fall semester add/drop deadline.

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

The deposit is refundable if:

- a. The resident follows the check-out policy outlined in the Student Handbook.
- b. Room keys are properly checked in with the Office of Housing and Residence Life.
- c. No damages or excess cleaning charges are associated with the resident's room at check-out.
- d. The resident does not have an outstanding balance on his/her student account.
- e. The student fulfills the Housing Contract Terms of Residence and does not cancel his/her reservation more than 30 days from the date it is signed or after August 1.

ENROLLMENT & TRANSFER BETWEEN SAINT MARTIN'S LACEY AND SMU EXTENSION CAMPUSES

INTRODUCTION

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

Students may also apply to be admitted to one of the University's extension campuses, where a limited number of courses or programs are offered.

The University's largest extension campus is the Extended Learning Division at JBLM, a campus whose mission and primary purpose is to provide educational opportunities to military personnel, their spouses and dependents, transitioning military, and veterans.

Currently, full Bachelor of Arts degrees are offered at ELD in the following disciplines: Computer Science, Business Administration, Criminal Justice, Elementary Education, Special Education, and Psychology (JBLM Stone Education Center). Degree requirements at ELD include co-curricular components designed to meet the needs of non-traditional students with prior work experiences. ELD also offers a limited number of faculty-approved General Education/Core courses which students may transfer into other institutions.

The University also offers a limited number of courses, primarily in the field of Education, at a few extension sites at community colleges. Please check with the Office of Admissions or the Registrar regarding these courses.

TUITION AND FEES

Tuition and fees are currently based on the campus in which a course is undertaken; the University reserves the right to modify this fee structure in future years.

POLICY

Students admitted to Saint Martin's University as matriculated students are expected to take their course work towards completion of their degree at the campus into which they are admitted. Some exceptions apply and are noted below.

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

Students admitted to Saint Martin's University, Lacey, are expected to take their courses towards graduation in Lacey. Exceptions to this are limited to the following circumstances:

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

1. A student who is graduating in the semester (or year) in which the extension course is approved needs the course to graduate and the course is not offered on the Lacey campus in that semester (or projected to be offered in the following semester of the academic year); summer courses may be undertaken at the Extension campuses if the course is not offered on the Lacey campus in either summer session.
2. A student who has a scheduling or other conflict that may best or only be resolved through the granting of an exception (e.g., two classes are both required for graduation, but are offered at the same time in Lacey).
3. Some additional exceptions may apply in the case of Education and Business courses as well as Nursing courses that lead from an RN to BSN degree; students are encouraged to consult with their advisors regarding these.

The form requesting that a student be permitted to take a course elsewhere must indicate one of the above reasons for the request, have the advisor and Dean's signature signifying approval, and be submitted to the Office of the Registrar.

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

Students admitted to the Lacey campus who wish to take more than two courses at ELD may be advised to activate a request to transfer campuses (see below).

Students Admitted to ELD or other Extension campuses who wish to take courses on the Lacey campus (i.e. without initiating a transfer of campuses)

Students admitted to SMU ELD, or other extension campuses for full degree programs are expected to take their courses towards graduation at ELD or the extension campus. Exceptions are limited to the following circumstances:

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

1. A student who is graduating in the semester in which the extension course is approved needs the course to graduate and the course is not offered on the ELD campus in that semester or projected to be offered in the following semester; summer courses may be undertaken at the Lacey campus if the course is not offered on the ELD campus during any summer session.
2. An exception may also be allowed where a scheduling or other conflict may be resolved through an exception (e.g., two classes are both required for graduation, but are offered at the same time on the extension campus).

Transfers from ELD into the Lacey campus

Students admitted to ELD who wish to undertake more than two courses on the Lacey campus may petition to transfer and matriculate into the Lacey campus through the Office of Admissions.

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

Notes:

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

CLASS LOADS AND CREDIT HOURS

Six semester hours per eight-week session is considered to be full-time at the extended campuses. The maximum student load at Joint Base Lewis-McChord ELD campuses is nine semester hours per eight-week session. No exceptions are made to this policy without prior approval from the Dean for extended campuses.

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

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

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

WITHDRAWAL POLICY

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

ACADEMIC POLICIES AND PROCEDURES

ACADEMIC DISHONESTY

What is Academic Integrity?

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

What is Academic Dishonesty?

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

What are the Most Common Forms of Academic Dishonesty?

Academic dishonesty includes but is not limited to:

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

7. Misrepresenting one's own work, which includes: submitting the same paper or computer program, or parts thereof, for credit in more than one course without prior permission of each the instructor.
8. Misrepresenting one's attendance in classes or at events required of students enrolled in the course (e.g., viewing films, attending concerts, or visiting museums).
9. Other forms of dishonest behavior, such as having another person take an exam for you, altering exam answers and requesting the exam be re-graded, communicating with anyone other than a proctor or instructor during the exam or grade tampering.
10. Assisting others to commit dishonest practice including impersonating another student in a test or examination, writing an assignment for another student, giving answers to another student in a test or examination by any direct or indirect means, and allowing another student to copy answers in a test, examination or any other assignment.

Plagiarism includes but is not limited to:

1. Unintended Plagiarism: Level One

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

2. Intentional Plagiarism: Level Two

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

ACADEMIC DISHONESTY AND THE APPEALS PROCESS

The following steps are followed for incidents of cheating and plagiarism and their appeal:

- a) The professor encounters an incident that he or she judges to be cheating or plagiarism. The professor prescribes a penalty in keeping with the seriousness of the offense. The professor files an incident report with the Dean, with a copy to his/her Department Chair and Provost within seven days of notifying the student of the penalty. A copy of the incident report is provided to the student.
- b) The student either accepts the penalty or files a written appeal with the Chair of the professor's department. The appeal must specify the grounds or reasons for the appeal, whether the student is appealing the charge of cheating/plagiarism, and/or the severity of the penalty prescribed.
- c) The Chair renders a decision on the appeal within five business days and informs the student in writing with a copy to the Dean and the Provost. The student accepts the decision of the Chair or writes to the Dean within five business days seeking further review of the appeal. The student may not submit additional documentation at this stage.
- d) The Dean reviews the appeal and informs the student of his/her decision within five business days, with a copy to the Chair and Provost. The Chair informs the Professor. The student may accept the decision of the Dean or within five business days, ask the Provost to additionally review his/her appeal.

- e) The Provost's decision on the appeal, made within five business days of receiving a written request for review of the appeal by the student, is final.
- f) The Department Chair, Dean, or Provost may constitute ad hoc Appeals Committee(s) to hear the case. This committee, if constituted, must include two faculty members and may also include the ASSMU President or his or her designee. The ad hoc Appeals Committee hears the case, investigates the circumstances surrounding it, and based on the facts of the case, advises the Chair, Dean, or Provost, as appropriate. The Provost's decision on the appeal is final.
- g) In serious cases, the appeals committee or the Provost may recommend suspension or expulsion of the student from the University.
- h) Multiple cases of proven cheating or plagiarism by a student will result in expulsion from Saint Martin's.
- i) In seeking to suspend or expel the student, the Provost may seek the recommendation of the Academic Standards Committee. The Provost's decision constitutes the final appeal in these cases.

What are the components of an "Incident Report?"

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

ACADEMIC HONORS

DEAN'S LIST

All degree seeking undergraduate students who meet the following requirements at the end of a semester qualify for the dean's list published at the close of the semester:

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

LATIN HONORS

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

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

ACADEMIC PROBATION

A student will be placed on academic probation when his or her cumulative grade point average falls below 2.0. If a student falls below this minimum standard, he or she will be placed on academic probation 1 for the first semester, and probation 2 for a second consecutive semester below a 2.0 GPA. A third semester will result in suspension, and is discussed below. If placed on probation, the student will be placed on an academic contract with specific non optional actions designed to ensure student success through a letter of warning from the University. At semester's end, the student's record will be reviewed to determine whether progress toward meeting the minimum standards has been met. Even if academic progress was made, the student may continue on probation for a second semester if their overall grade point does not meet minimum standards.

Probation limits a student to a maximum course load of 13 semester hours. The Academic Standards Committee notifies students of other restrictions and requirements.

No student may remain on academic probation for more than two consecutive semesters without specific action of the Academic Standards Committee. Failure to meet the conditions of academic probation may result in suspension from the University. A student may be permanently dismissed from the University for consistently failing to maintain its academic standards.

ACADEMIC SUSPENSION

Students academically suspended from the University for consistently falling below the minimum requirement of maintaining a 2.0 GPA may appeal their suspension. To appeal, the student should contact the Provost Office (Old Main 269) upon receiving notice of suspension. If no appeal is made, or the appeal is denied, the reinstatement procedure should be followed.

The University has a defined procedure for any student who wishes to exercise his or her right to petition for reinstatement. If a student wishes to petition for reinstatement to the University, she or he

may petition the Academic Standards Committee. This procedure is used after the student has been absent from the University for one or more semesters after academic suspension. The petition must consist the following:

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

The student must submit the petition, complete with explanation and plan to the Provost Office by March 15th to be considered for fall reinstatement or October 15th to be considered for spring or summer reinstatement. The petition will be forwarded to the Academic Standards Committee, who will review and act on the petition. Students are notified of the decision within 3 weeks of the submission deadline.

ADVISING

Academic advising is the responsibility of both faculty advisors and the student. Faculty advisors are prepared to help students explore various academic majors, make appropriate career choices, explain University requirements and provide guidance in selecting classes.

Advisors are expected to provide accurate information to students and help them make informed choices about majors, programs and courses. **Students, however, are responsible for keeping themselves informed about policies, procedures, academic and graduation requirements, and for seeking help from their advisor.**

APPLICATION FOR DEGREE

Candidates for degree must file an application for graduation by the beginning of the student's last academic semester. Deadlines for filing an application are posted and applications are available on the registrar's website: www.stmartin.edu/registrar.

In order to participate in the commencement ceremony and to be considered for degree conferral, students must apply for graduation during the semester in which they intend to graduate and pay the \$50 graduation fee. The fee is non-refundable, and is assessed each time a student applies for graduation.

ATTENDANCE

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

1. If a student is unable to attend the first class, a student should contact his or her instructor before the class meets. Students who miss the first class of the semester without making prior arrangements may be, at the instructor's discretion, dropped from the course.
2. It is the responsibility of each student to be aware of instructors' attendance/grading requirements.

3. Students who enroll during add/drop period may not be counted absent when not formally enrolled in the course; however, it is the student's responsibility to contact the instructor about class assignments and content missed.
4. In individual courses, attendance may influence the grade the student receives. For absences due to university sanctioned activities, please read the policy on absences below.
5. The Class Attendance Appeal Process is provided to help students resolve questions with faculty and staff about the attendance policy.

Class Attendance Appeal Process

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

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

Attendance Policy Addressing Absences due to University Sanctioned Activities including Athletics

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

DEFINITIONS

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

1. University academic competitions
2. Commitments on behalf of the University (e.g. ASCE, ASSMU, Choir, Theater)
3. Intercollegiate athletic competitions (not practices)

4. Approved class field trips
5. Professional activities recognized by the University related to academics (e.g. professional conference attendance, etc.)
6. Co-curricular service activities (e.g. Engineers Without Borders)

Procedures:

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

1. Students are expected to attend all classes, take all quizzes and exams (including final exams) except when there are conflicts with participation in university activities.
2. Students are responsible to review the syllabus, note potential conflicts, bring them to the attention of their professors and request alternative arrangements prior to events such as missed quizzes, exams, labs and assignments.
3. Students participating in university sanctioned activities will communicate, verbally and in writing, with faculty during the first week of class about the dates they expect to be absent for scheduled events.
4. In the first week of class, or as soon as feasible, students must give each of their professors a copy of a 'Written Notification,' issued by the sponsor, which details the anticipated missed class dates for the student. This letter must include the student's full name. In addition to the 'Written Notification Letter,' each professor will receive a copy of the event roster identifying the student with a specific club, activity etc. For Student-Athletes, this is the "Travel Letter."
5. Students will verify, at the faculty's request that an absence was caused by a university sanctioned event.
6. Students will notify sponsors of university sanctioned activities, at least one week in advance, of potential conflicts between scheduled events and course requirements. This will provide sponsors and faculty with the opportunity to communicate about the student and course in question.
7. Students will also remind the faculty immediately prior to an upcoming absence.
8. Students will recognize that they are not excused from academic work and that in some cases it is impossible to provide alternative assignments or reschedule critical learning experiences.
9. Students, in consultation with course faculty and their academic advisors, should carefully consider whether a particular course, due to the nature of the learning experiences involved, will work with their participation in a co-curricular activity and plan accordingly.
10. In the case where a student has conflicting university sanctioned activities, s/he will work with the activity sponsors and the academic advisor to reach a resolution. If a resolution is not reached, the student may use the Appeal Process.

Student-Athletes are expected to adhere to the following:

1. No student-athlete may absent him/herself from class to attend a practice session (NCAA Bylaw).
2. When an athletic competition takes place at Saint Martin's University (i.e., a 'home game'), no student-athlete is authorized to be absent from any class prior to two hours before the scheduled start of the competition unless the athlete plays baseball, soccer or softball which require 2 ? hours for pre-game preparations. If the athlete needs rehabilitation from the Athletic Trainer, the athlete will be allowed to be absent from class up to three hours prior to scheduled start of the competition.

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

1. Faculty and staff leading university sanctioned activities will work to enable participating students to miss as few classes as possible, keeping in view the detrimental impacts caused by absences from the classroom.
2. Faculty and staff sponsors of university sanctioned activities will provide students with a written schedule by the first day of classes and will post the schedules on the SMU websites.
3. Faculty and staff sponsors of university sanctioned activities will, as a rule, not schedule events during study days or the week of final examinations.
4. They will also, whenever possible, avoid scheduling events during the week prior to both fall and spring break, due to the fact that midterm exams are often scheduled during these weeks.
5. Faculty and staff sponsors of university sanctioned activities will not penalize participating students for an absence from an event if their academic success in a course prohibits such absence.
6. If a student is a focus of concern for Early Alert, the faculty and staff sponsors will be involved, as needed, to support the student in making the identified improvements.

Athletic Coaches are expected to adhere to the following: Athletic supervisors and coaches will create a list for faculty showing when Student-Athletes are required attend competitions and post on the P drive.

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

C. Responsibilities of Faculty Teaching Academic Courses:

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

Faculty supporting Student-Athletes:

1. Student-athletes are expected to attend all classes, take all quizzes and exams (including final exams) except when there are conflicts with inter collegiate competitions. In the case of missed quizzes or exams, a faculty member may choose to have the quiz or exam administered and proctored through the athletics program (i.e. coach, Host Faculty Athletics Representative). The discretion ultimately lies with faculty member.

2. Faculty should take into consideration the schedules of student-athletes when scheduling graded activities that are in addition to those already listed on the syllabus.
3. In case of conflict the student-athlete should follow the student handbook for academic appeal. The Faculty Athletics Representative (FAR) should also be included as needed.

CHANGE OF REGISTRATION

Dates relating to the student's ability to add, drop or withdraw from courses can be found on the University's Academic Calendar and the Registrar's website.

COMMENCEMENT

Commencement ceremonies only occur once a year at the close of the spring semester. Each of the 3 graduating terms (fall, spring, and summer) are encouraged to share in the celebration of their dedication and achievement. Permission to participate in commencement activities does not equate to verified completion of a degree, and students should only request to participate if they are within 6.0 credits from completion and will pre-register for summer enrollment. Only under exceptional circumstances and with written request to Registrar, will consideration be given to allow someone needing over 6 credits permission to participate in commencement activities. The student is responsible for fulfilling degree requirements and clearing degree conferral with the Office of the Registrar.

The ELD commencement ceremony for students graduating in fall, spring, and summer will take place in May. ELD students wishing to attend both the ELD commencement and Lacey campus ceremonies may do so. Students enrolled through Centralia College and Tacoma Community College participate in the spring ceremony on the Lacey campus.

In order to participate in commencement exercises and to be considered for degree conferral, students must apply for commencement by the deadline set by the Office of the Registrar. An application fee of \$50 is assessed each time a student applies for commencement. It is non-refundable, and it must be paid along with any other fees in order to graduate.

COURSE NUMBER CLASSIFICATIONS

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

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

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

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

CREDIT FOR LIFE EXPERIENCE: THE FOCUS PROGRAM

General facts about the FOCUS program at Saint Martin's University:

1. Through the FOCUS program, Saint Martin's University may grant academic credit for documented university-level learning students acquired through non-university experience. The credit is not for the experience, but for learning that is equivalent to the knowledge and skills of a particular course offered at Saint Martin's University.

2. FOCUS is a university-wide program; all departments participate.
3. FOCUS credit can be awarded for undergraduate-level work only.
4. Students should use the Saint Martin's University Catalog to identify courses for which FOCUS credit may be an option.
5. FOCUS credit is not awarded for: (a) learning obtained after matriculation at Saint Martin's University; (b) courses or subjects not offered at the University; (c) physical education activity courses.
6. The student's learning must reflect significant, university-level achievement. Insofar as the learning meets university-wide and departmental or program standards and requirements, the student can be recommended for credit for a Directed Study, or Special Topics. Learning which falls outside of the existing University courses should be designated on the transcript as "395 Special Topics" or "397 Directed Study." Learning that is equivalent to courses listed in the catalog will be designated on the transcript as fulfilling the requirements of those courses.
7. FOCUS credit may not be used to fulfill the Saint Martin's University requirement that a student complete 30 Saint Martin's University credits for graduation.
8. No more than 15 cumulative semester credits (approximately one semester) can be granted through FOCUS.
9. Students who are interested in receiving FOCUS credits will meet with the Registrar for preliminary inquiries.
10. Students pay a one-time, nonrefundable \$75 registration fee to become a FOCUS candidate.
11. For credit to be awarded, students must develop a FOCUS portfolio documenting their learning and submit that portfolio for approval by the evaluators. One portfolio must be submitted for each course for which credit is requested. To obtain guidelines for preparing a portfolio, visit the Office of the Registrar.
12. Matriculated students who have registered as FOCUS candidates will be given a full, formal review of their request.
13. Students should begin the procedure as soon after matriculation as possible, and must begin the procedure at least one academic year before graduation. FOCUS credit must be fully approved at least one semester before graduation. All the dates correspond to the Lacey campus calendar.
14. For credit to be awarded, approval must be obtained through the process outlined in this packet, starting on the following page. If credits are awarded, payment for the credits must be made prior to posting the credits to the student's transcript.

CREDIT THROUGH TESTING

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

- Advanced Placement testing
- College-level Examination Program (CLEP, general and subject examination)
- United States Armed Forces Institution examinations

- Approved credit for educational experiences in the armed forces
- Military DANTES and SST programs
- International Baccalaureate (IB) examinations and diploma

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

The University's policies for credit secured through nontraditional means are available from the admissions director or the registrar.

DEGREE COMPLETION FOLLOWING A SUBSTANTIAL BREAK IN STUDIES

- Any student who, due to circumstances beyond his or her control, is unable to continue attending Saint Martin's University, may petition the Provost Office for a "degree-completion plan". To be considered, the student must have satisfied the following conditions:
- Completed a minimum of 90 credit hours.
- Completed 30 credit hours at Saint Martin's University.
- Fulfilled half the upper-division requirements of his or her major at Saint Martin's University

DEGREE COMPLETION TIME LIMIT

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

DIRECTED STUDY

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

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

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

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

Directed studies are not appropriate for regular catalog courses (see Independent Study section) and will be accepted to satisfy CORE Requirements only under special circumstances.

Additional requirements for Directed Study are provided on the Directed Study Request form.

DOUBLE MAJOR DEGREE PROGRAM

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

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

The student may apply lower level credits, where applicable, to both majors. No credit overlap is allowed in upper level requirements for each major. However, if a specific course is required by both programs, it may be used to satisfy both requirements.

A double major does not necessarily mean two degrees. A second baccalaureate degree must differ from the first in title. For example, a student may qualify for a Bachelor of Arts degree with a major in psychology and for a Bachelor of Science degree in Civil Engineering by completing requirements in each program. Generally, this will require more than the minimum 120 semester hours. The University does not award two Bachelor of Arts degrees. This is covered by the double major.

ENROLLMENT

All students are expected to report to campus on the date officially listed in the Saint Martin's University Academic Catalog. New students will not be admitted unless they have received official notice of acceptance from the Office of Admissions. A full-time student is one carrying a minimum enrollment of 12 credit hours.

ENROLLMENT AT OTHER COLLEGES

Students enrolled full-time at Saint Martin's University must gain prior approval before enrolling at another college, university, or institution of higher learning while attending Saint Martin's University.

<https://www.stmartin.edu/sites/default/files/smu-files/registrar/requestenrollotherschool.pdf>

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

Notification of Rights Under Family Educational Rights and Privacy Act for Postsecondary Institutions

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

1. *The right to inspect and review his or her education records within 45 days of the day the University receives a written request for access.* The request to inspect records should specify items for review and should be submitted to the Registrar, Dean, Department Chair, or other appropriate official. The University official will make arrangements for access and notify the student of the time and place where the records can be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. *The right to request amendment to education records the student believes to be inaccurate.* If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will be provided to the student when notified of their right to a hearing.
3. *The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.* One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research role or a support staff position (including law enforcement unit personnel and health staff members); a person or company with whom the University has contracted (such as an attorney, auditor or collection agent); a person serving on the University's board of trustees; or a student serving on an official committee such as a disciplinary or grievance committee or a student who is assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. *The right to file a complaint with the U.S. Department of Education concerning alleged failures by Saint Martin's University to comply with the requirements of FERPA.* The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C., 20202-4605.

GRADES

Grades are issued at the end of the semester and at the end of summer session. At the Joint Base Lewis-McChord extended campuses, grades are issued at the end of the designated term.

Grades are awarded on the following basis:

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

GRADE POINT AVERAGE

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

XF GRADE

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

TRANSFER "D" GRADES

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

PASS/NO PASS GRADES

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

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

INCOMPLETE GRADES

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

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

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

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

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

PROCEDURES FOR REQUESTING AND RECEIVING AN "I" GRADE:

- Prior to the last week of the semester, the student must discuss with his/her faculty member the reason for the request of an "I" grade, and submit to the

faculty and “Incomplete Form” which details the work yet to be completed.

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

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

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

CHANGE OF GRADE

If an instructor discovers an error in the recording or calculation of a student’s final grade, an amended grade may be filed with the Office of the Registrar using the Change of Grade Form. Grade change requests for any other purpose, must be approved by the academic Dean and the Provost Office.

Notes:

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

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

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

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

NOTE: For complaints or problems that include possible harassment and/or discrimination, please refer to the Student Conduct and Policies section of the current Student Handbook.

1. The student should address the issue directly with the faculty member or members involved in a timely manner. For example, if the student is given a grade that he or she thinks is unwarranted, he or she should ask the faculty member for clarification about grading criteria and his or her evaluation of coursework immediately after receiving the grade in question.
2. If the complaint remains unresolved, the student should take a written explanation of the situation and copies of relevant documents to the Dean of the faculty member's academic unit. A student can obtain the name and location of the Dean directly from the Office of Academic Affairs at the University's Lacey campus (Old Main 269; telephone 360-438-4310). If the grievance is related to the Extended Learning Division (ELD) you will also need to contact Dr. Radana Dvorak (360-412-6141).
3. The Dean will read the written explanation and related documentation and consult with the department chair of the course in question. The Dean or Chair will investigate the details of the complaint as necessary and appropriate. The Dean or Chair will then provide the student with a written response and explanation regarding the findings in a timely manner. Copies of that response will be filed with the dean of the school or college, the appropriate department chair, and the instructor of the course in question.

If the Dean is the faculty member involved in the complaint, or if the complaint cannot be resolved with the Dean, then the student should take the complaint to the Provost Office at the Lacey campus (Old Main 269; 360-438-4310).

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

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

INDEPENDENT STUDY

An independent study course **enables a student to take a course listed in the catalog** on an individualized basis. Requirements are similar to those for Directed Study and are provided on the Independent Study Request Form.

INTERNSHIPS

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

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

WASHINGTON, D.C. PROGRAMS

Saint Martin's University gives students the opportunity to participate in the Washington Semester Program through Washington, D.C.'s American University or Washington Center. In these programs, students work as interns in government agencies or private associations, attend seminars in which prominent officials participate, and engage in research projects on political and economic topics. Students can choose from one of the following Washington Semester programs:

- American Politics
- Foreign Policy
- Justice
- International Business and Trade
- Economic Policy
- International Environment and Development
- Public Law
- Peace and Conflict Resolution
- World Capitals

LEAVE OF ABSENCE

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

EMERGENCY, MILITARY, OR FAMILY CARE LEAVE

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

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

VOLUNTARY MEDICAL LEAVE

Saint Martin's University will consider requests for a voluntary medical leave of absence from a student experiencing a physical or mental health-related condition which impairs his or her ability to function safely or successfully as a student and requires the student's withdrawal during a semester or an absence of one or more semesters from the University. Voluntary medical leaves of absence are coordinated through the Dean of Students. Students granted medical leaves of absence are expected to use the time away from the University for treatment and recovery.

Requests for voluntary medical leave for the current semester must be submitted no later than the last day of classes as published in the academic calendar. Students with significant health issues that arise during the final exam period should contact their academic dean's office, and may also wish to apply for a medical leave for the following semester. Documentation of the serious nature of the health condition must be provided by a certified medical or mental health professional. Requests for leave are considered by the Dean of Students or designee, who may meet with the student and consult with the Counseling and Wellness Center and other relevant professionals and/or campus administrators as appropriate, before recommending or approving the leave.

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

Students must move out of residence within seven days of approval of the medical leave of absence. Students are not eligible to participate in student employment effective the date of approval of the medical leave of absence and for the duration of their medical leave.

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

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

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

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

- The student's experience away from the University, including the activities undertaken while on leave;

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

If the return from voluntary medical leave is approved, the Dean of Students will contact the student to request a check-in visit to review the student's safety and review their plan for sustained health, including recommendations for ongoing treatment, on or off-campus. Students with disabilities may be eligible for reasonable accommodations and/or special services in accordance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students are responsible for communicating their requests for academic accommodation to Disability Support Services.

If the Dean of Students determines, after considering the student's request and supporting documentation, that the student is not ready to return to the University, the student will be advised of that decision in writing. The written response to the student will also include recommendations to enhance the student's chance of approval the next time the student's request is considered. **Leave of Absence Forms can be found in the "forms" section on the Office of the Registrar's webpage.**

INVOLUNTARY MEDICAL LEAVE OF ABSENCE

In appropriate circumstances, Saint Martin's University may take extraordinary actions to protect personal or community safety.

THREATS TO SELF OR OTHERS

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

INVOLUNTARY LEAVE

In addition to the above actions to prevent threats of harm, the University may consider imposing an involuntary leave from the University's academic program, housing, or other aspect of the University's services. Involuntary leave is intended to be invoked only in extraordinary circumstances, when a student is unable or unwilling to take a voluntary leave of absence. When the University considers imposing an involuntary leave, the Dean of Students will initiate the following procedures:

1. The Dean of Students or designee will notify the student that an involuntary leave is being considered; whether the leave being considered would require leave from the academic program, housing, and/or other University services, and the reasons that an involuntary leave is being considered. The student shall have the opportunity to respond with information that he/she believes should be considered.
2. The Dean of Students or designee will direct the student to this policy and will encourage the student to agree to a voluntary leave of absence, thereby eliminating the need to complete the process for an involuntary leave.

3. The Dean of Students or designee will confer with others as may be appropriate to obtain information relevant to the University's determination of whether an involuntary leave is necessary.
4. The Dean of Students or designee will consider whether the student's actions are disruptive of the learning environment, pose a threat to the safety of others, and/or pose a direct threat to the safety of the student himself/herself. They will also consider accommodations that may be provided that would mitigate the need for an involuntary leave. The consideration must be based upon the student's conduct, actions, and statements, and not merely upon speculation, a remote risk of harm, or the knowledge or belief that the student is an individual with a disability.
5. The University may require the student to undergo a mental or physical examination if doing so is likely to facilitate a more informed decision. Additionally, in order to assist with judging the risk of harm, the University may request authorization to consult with the healthcare professionals that are or have provided services to the student.
6. Following these consultations and examinations (if any), the Dean of Student or designee will make a decision regarding the involuntary leave of absence and will provide written notice of the decision to the student.

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

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

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

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

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

NON-DEGREE STUDENTS

"Non-degree students" are those who enroll in 11 semester hours of coursework or less per semester and who are not seeking an academic degree from Saint Martin's.

They may enroll without formal admission to the University, but the maximum course load permitted in any one semester is 11 semester hours. They may enroll for as many terms as desired for the purpose of educational enrichment or transfer of courses to another institution. However, they must meet all prerequisites for the classes taken. A non-degree student may become a degree student by applying for and being granted formal admission to Saint Martin's University.

Application for regular admission must be made prior to the student's completion of the last 30 semester hours required for a degree at Saint Martin's.

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

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

REGISTRATION

No student will receive credit for any course in which he or she is not registered. After a student has registered for classes, changes in his or her courses or class sections must be properly approved and recorded by the Registrar.

REPEATING COURSES

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

NUMBER OF TIMES A CLASS MAY BE REPEATED

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

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

RESIDENCY REQUIREMENTS

The student's senior year (final 30 semester hours) must be completed in residence. At least one-half of the upper-division semester hours in each major sequence must be included in the 30-hour minimum.

SCHEDULE LIMITATIONS

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

STUDENT CLASSIFICATION

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

STUDENT RESPONSIBILITY

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

STUDENT RIGHT-TO-KNOW ACT

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

TRANSCRIPTS

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

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

Students should request their official and/or unofficial transcripts via SCRIPSAFE, the university's trusted agent for online transcript request, at <https://iwantmytranscript.com/stmartin> . Transcripts may also be requested in person in the Registrar's Office and are subject to a \$15.00 processing fee per transcript. Currently enrolled students can view/print their unofficial transcripts online via the self-service portal at no charge.

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

VETERANS

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

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

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

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

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

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

- It is the students responsibility to only take courses within their degree plan. Courses outside of their degree plan will not be paid by the Veterans Administration (Chapter 33).
- No benefits will be paid for XE,V or W grades.
- No benefits will be paid for repeated courses that were successfully completed as transfer work or previously through the university.
- Spouses of active duty servicemen do not qualify to receive Yellow Ribbon funding or the housing allowance.
- Saint Martin's University does not offer tuition waivers for dependents of deceased or 100% disabled veterans.

WAIVER OF DEGREE REQUIREMENTS

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

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

Students may petition to have prerequisites waived for a given course, for a good reason. Such a waiver is only granted if it assures a reasonable probability of student success at a level commensurate with the university's expectations. A waiver of a course prerequisite requires endorsement by the course instructor, the relevant department chair, and is approved by the dean of the college/school offering the course. Documentation of any such waiver is maintained by the registrar with a copy in the student's advising file. All ELD exceptions are approved, upon recommendation of the ELD dean, by the dean of the appropriate college/school.

Students may petition to waive other academic policies, including among others those covering repeating courses, online courses, and taking courses at other schools while enrolled at SMU. These petitions are typically approved, upon recommendation of the college/school dean, by the provost.

WITHDRAWALS

WITHDRAWAL FROM COURSES AT LACEY CAMPUS

Students may drop courses prior to the official start date by using Self-Service on the Saint Martin's website. After the Add/Drop period, a student must submit an Add/Drop Form to the Office of the Registrar. Withdrawal from a course will be reflected on the student's transcript as a W grade. The last day to withdrawal from courses can be found on the Academic Calendar.

WITHDRAWAL FROM COURSES AT ELD CAMPUSES

Students may drop courses prior to the official start date by using Self-Service on the Saint Martin's website. After courses begin, a student must submit an Add/Drop Form to the Extended Learning Division Office. Withdrawal from a course will be reflected on the student's transcript as a W grade. The last day to withdrawal from courses can be found on the Academic Calendar.

COMPLETE WITHDRAWAL FROM THE UNIVERSITY

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

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



UNDERGRADUATE PROGRAMS

UNDERGRADUATE PROGRAMS

Saint Martin's University prepares students for successful lives. Our 25 undergraduate majors span the liberal arts and science, business, education and engineering. Saint Martin's University prides itself on smaller class sizes, a wide array of opportunities to conduct research projects, participate in practicum, cultural activities, internships, and study abroad programs.

BACHELOR'S DEGREES

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

GENERAL REQUIREMENTS FOR BACHELOR'S DEGREES

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

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

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

SAINT MARTIN'S UNIVERSITY CORE

MISSION STATEMENT

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

- Provide students with a broad knowledge of human experience and the natural world.
- Teach students to think critically and creatively, and to communicate effectively.
- Encourage students to understand, integrate, and utilize knowledge across disciplines.
- Challenge students to explore academic ideas and concepts within a spiritual and ethical framework.
- Develop an understanding of the role of the individual within the larger community.

GOALS AND OBJECTIVES FOR THE CORE PROGRAM

- GOAL 1: Provide students with a broad knowledge of human experience and the natural world.**
- Develop an understanding of the basic concepts, ideas and methods of the natural sciences, social sciences and humanities with emphases upon broad geographic and historical perspectives, cultural and linguistic plurality, and scientific and aesthetic understanding.
- GOAL 2: Teach students to think critically and creatively, and to communicate effectively.**
- Develop proficiency in writing, reading, speaking and listening.
 - Think critically and logically.
 - Analyze, synthesize and evaluate ideas and information.
 - Develop an understanding of the role and application of quantitative reasoning and methods to problem solving.
 - Use technology to solve problems and to find and communicate information.
 - Approach intellectual challenges with a spirit of creativity.
 - Design and conduct research, and communicate the results.
- GOAL 3: Encourage students to understand, integrate and utilize knowledge across disciplines.**
- Use methods and approaches from several disciplines to understand complex issues and solve problems.
 - Explore diverse approaches to understanding human societies and cultures and the natural world.
 - Utilize skills, values and methods that can be applied across disciplines.
 - Develop a holistic understanding of the interaction of the various fields of human endeavor.
- GOAL 4: Challenge students to explore academic ideas and concepts within a spiritual and ethical framework.**
- Develop an understanding of philosophical, ethical and religious concepts and principles.
 - Understand the moral and ethical questions facing students in the arts, sciences and professions.
 - Clarify personal values and beliefs
- GOAL 5: Lead students to understand the role of the individual within the larger community.**
- Develop a commitment to seek the common good as a citizen of both the local and global community.
 - Value hospitality and service to others.
 - Demonstrate respect for persons and ideas, and appreciation for the value of cooperation.
 - Undertake a commitment to preserve and protect the natural environment.

CORE PROGRAM REQUIREMENTS

I. General Foundations (15 semester credit hours)

- **First-Year Seminar** (3 credits)
Entering freshmen must take First-year Seminar (UNI 101) during fall semester.
- **College Writing** (6 credits)
Six semester hours of college writing (ENG 101 and 102) should be taken during the first year of the student's attendance at Saint Martin's.
- **Philosophy** (3 credits)
Students must complete three semester hours of philosophy from the courses listed below. It is recommended that the student wait until his or her sophomore year before taking philosophy courses selected from PHL 201, 301, 313, 314, 333, 341, 346, or 356.
- **Religion** (3 credits)
Students must complete three semester hours in religious studies selected from RLS 111, 201, 202, 301, 302, 303, 305, 320, 340 or 494.

II. Historical and Cultural Foundation (12-18 semester credit hours)

- **History** (6 credits)
Students must complete three semester hours of American history and three semester hours of European or non-Western history. Select one course in American history from HIS 141, 142, 356, 357, 358, or 359. Select one course in European or non-Western history from HIS 101, 102, 121, 122, 211, 213, 215, 217, 320, 344, 347, 413 or 415.
- **Literature** (3 credits)
Students must complete three semester hours of literature selected from ENG 321, 322, 326, 331, 341, 351, 361, 363, 367, 373, or 385. ENG 210 and 220 pending approval, please check with your advisor.
- **Fine Arts** (3 credits)
Students must complete three semester hours of fine arts. Select one course from: ART 157, 158, 205, 212 or 357; MUS 107, 108 or 109; THR 101, 201, 211, 305, 307, or 311.
- **World Language** (6 credits)
Bachelor of Arts must complete six semester hours (101, 102) of one World Language, or demonstrate proficiency at the 102 level (see below). For purposes of fulfilling the University's language requirement, a World Language is defined as a language which is used internationally, is acquired as a second or non-native language, and the study of which includes the following components: speaking, listening, reading, writing, and cultural understanding. Select courses from CNH 101, 102; FRN 101, 102; JPN 101, 102; SPN 101, 102; RUS 195I, 195II.

Placement and Proficiency Testing: Students with previous World Language experience may request course placement or proficiency testing. Those who place in, and successfully complete a 102 course will meet the requirement. Those who place in a 201 or higher will have met the requirement. International students for whom English is a non-native language are considered to have fulfilled the World Language requirement on passing the TOEFL exam at the level required for full university admission. All testing costs and expenses will be borne by the student. The total number of credits required for graduation is not reduced for students who fulfill the World Language requirement via testing.

III. Scientific and Technological Foundations (7-9 semester credit hours)

- **Mathematics** (3-4 credits)

Students must complete three semester hours of mathematics in any course numbered MTH 110 or above.

- **Natural Sciences** (4-5 credits)

Students must complete a natural science course that includes a laboratory component. Select from: BIO 105, 110, 121, 141, or 142; CHM 105, 121, 141, 142 or 145; PHY 105, 110, 141, 142, 171, or 172; or SCI 105.

IV. Social and Behavioral Foundations (6 semester hours)

- **Six Credits:** Students must complete six semester hours outside his or her major field. It is strongly advised that these six credits be in two different areas. Select from: CJ 101; COM 101; COM 201 or COM 320; ECN 101, 201, 202, or 325; GPH 210; PLS 150, 151, 152, or 385; PSY 101, 205 or 215; SJ 110; SOC 101, 102, 103, 110, 302, or 396; SOC 210/SW 210; or WS 200.

UNDERGRADUATE MAJORS AND AREAS OF STUDY

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

AREAS OF STUDY	MAJORS	MINORS	COURSES	TEACHING CERTIFICATE
Accounting	•			
Art			•	
Biology	•	•		•
Bilingual Education				•
Business Administration (Concentrations in Accounting, Economics, Finance, Management and Marketing)	•	•		
Chemistry	•	•		•
Chinese			•	
Civil Engineering	•			
Communication Studies	•	•		
Community Service	•			
Computer Science	•	•		
Criminal Justice	•	•		
Economics		•		
Educational Studies	•	•		
Elementary Education	•			•
English	•	•		•
English Language Learning				•
French		•		•
Geography			•	
History	•	•		•

AREAS OF STUDY	MAJORS	MINORS	COURSES	TEACHING CERT
Humanities (middle-level cert.)				•
Interdisciplinary Studies	•			
International Relations		•		
Japanese Studies		•		•
Legal Studies		•		
Mathematics	•	•		•
Mechanical Engineering	•			
Music	•	•		•
Philosophy		•		
Physical Education (health/fitness cert.)		•		•
Physics		•		
Political Science	•	•		
Psychology	•	•		
Reading		•		•
Religious Studies	•	•		
RN to BSN Nursing Program	•			
Science (middle level cert.)				•
Secondary Education				•
Social Justice		•		
Social Studies				•
Social Work	•	•		
Sociology and Cultural Anthropology	•	•		
Spanish				•
Special Education	•	•		•
Speech			•	
Theatre Arts	•	•		•
Women's Studies		•		
Writing		•		
PRE-PROFESSIONAL PREPARATION				
Dentistry			•	
Law			•	
Medicine			•	
Nursing			•	
Pharmacy			•	
Veterinary Medicine			•	
Optometry			•	
Physical Therapy			•	

ALL-UNIVERSITY COURSES

UNI 100 Study Skills (1)

This course is designed for first-year students admitted to the University on a conditional basis. Through guided instructional activities, students will increase their knowledge and awareness of the relationship between motivation and the effective use of study skills and self management practices needed for college success.

UNI 101 First-year Seminar (3)

A seminar for first-year students that provides orientation to university life and study, as well as experiences contributing to student growth, development and academic achievement. Required for all first-year students.

COLLEGE OF ARTS AND SCIENCES

Dr. Jeff Crane, Dean

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

PROGRAMS IN HUMANITIES

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

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

PROGRAMS IN SCIENCE AND MATHEMATICS

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

PROGRAMS IN SOCIAL SCIENCES

The social sciences are concerned with the development of human society, the nature of social institutions and roles, human behavior and the ideas that have shaped human life. At Saint Martin's University, the social sciences are represented by majors in community services, criminal justice, history, political science, psychology, social studies and sociology and cultural anthropology. Minors are avail-

able in criminal justice, history, political science, international relations, psychology, social studies, sociology and cultural anthropology and women's studies. Limited coursework in geography is also offered within the social science programs.

AREAS OF STUDY, FACULTY, AND COURSE OFFERINGS

ART

ART FACULTY

Thomas Deming

ART COURSES

ART 157 Fine Arts Survey (3)

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

ART 158 Fine Arts Survey (3)

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

ART 195 Special Topics (3)

To be arranged with department advisor.

ART 205 Two-Dimensional Art Survey (3)

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

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

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

ART 295 Special Topics (3)

To be arranged with department advisor.

ART 305 Two-Dimensional Art Survey (3)

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

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

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

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

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

ART 395 Special Topics (3)

To be arranged with department advisor.

ART 495 Special Topics (3)

To be arranged with department advisor.

BIOLOGY

FACULTY

Robert Bode
Aaron Coby
Samuel Fox
Mary Jo Hartman
Margaret Olney

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

GENERAL BIOLOGY PROGRAMS

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

PRE-HEALTH PROGRAMS

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

- Completion of a four-year undergraduate degree.
- Completion of a standardized preadmission examination, usually taken during a student's

junior year. (The exam required depends on the intended field of graduate study.)

- Completion of relevant undergraduate pre-health classes, typically including:
- Two semesters of general biology.
- Two semesters of inorganic chemistry. Several upper-division biology electives.
- Two semesters of introductory physics.
- One or two semesters of organic chemistry.
- Two or more semesters of mathematics.
- Some schools require additional coursework in biochemistry, calculus and the social sciences.

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

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

BACHELOR OF SCIENCE

General Education Core (40 semester hours)

Major in Biology

Lower-Division Courses (39 semester hours)

- BIO 141 General Biology I with Laboratory and BIO 142 General Biology II with Laboratory
- CHM 141/142 General Chemistry with Laboratory
- Two mathematics courses
- PHY 141/142 General Physics with Laboratory
- CHM 201 Organic Chemistry I with Laboratory or equivalent Upper-Division Courses (30 semester hours)
- BIO 400 Senior Seminar (2 semester hours)
- BIO 401 Senior Seminar Research (4 semester hours)

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

Molecular/cellular biology:

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

Organismal biology:

- BIO 305 Botany with Laboratory,

- BIO 314 Invertebrate Zoology with Laboratory,
- BIO 328 Anatomy and Physiology I,
- BIO 351 Microbiology with Laboratory, or
- BIO 382 Vertebrate Embryology.

Ecology:

- BIO 310 Marine Biology with Laboratory,
- BIO 350 Microbial Ecology,
- BIO 358 Ecology,
- BIO 359 Field Ecology
- Remaining semester hours chosen from:
 - BIO 305 Botany with Laboratory;
 - BIO 310 Marine Biology with Laboratory;
 - BIO 314 Invertebrate Zoology with Laboratory;
 - BIO 328 Human Anatomy and Physiology I;
 - BIO 329 Human Anatomy and Physiology II;
 - BIO 330 Advanced Anatomy and Physiology,
 - BIO 350 Microbial Ecology;
 - BIO 351 Microbiology with Laboratory;
 - BIO 352 Advanced Microbiology;
 - BIO 358 Ecology;
 - BIO 359 Field Ecology;
 - BIO 360 Advanced Ecology;
 - BIO 370 Cell Biology;
 - BIO 382 Vertebrate Embryology;
 - BIO 390 Internship;
 - BIO 395 Special Topics;
 - BIO 397 Directed Study;
 - BIO 399 Biological Research and Data Presentation;
 - CHM 362 Biochemistry

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

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

Minor in Biology

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

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

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

***Upper-Division Courses* (14 semester hours)**

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

Upper-division elective classes include the following:

- BIO 305 Botany with Laboratory
- BIO 310 Marine Biology with Laboratory
- BIO 314 Invertebrate Zoology with Laboratory
- BIO 326 Anatomy/Physiology I
- BIO 329 Anatomy/Physiology II
- BIO 350 Microbial Ecology
- BIO 351 Microbiology with Laboratory
- BIO 352 Advanced Microbiology
- BIO 358 Ecology
- BIO 359 Field Ecology
- BIO 360 Advanced Ecology
- BIO 370 Cell Biology
- BIO 382 Vertebrate Embryology
- BIO 395 Special Topics
- BIO 397 Directed Study
- BIO 399 Research

Revised Washington State Education Endorsements

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

BIOLOGY COURSES

BIO 105 Biology (3)

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

BIO 105L Biology Lab (1)

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

BIO 110 Environmental Science with Laboratory (4)

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

BIO 121 Human Biology (4)

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

BIO 141 General Biology I with Laboratory (4)

Introduction to biological concepts common to all living organisms. This survey course is intended for prospective biology and science majors at Saint Martin's University. Topics include biochemistry, cell structure and function, energy, photosynthesis, respiration, cell division, genetics, chromosomes, DNA structure and replication, transcription, translation, and evolution. BIO 141 and BIO 142 are prerequisites for all upper-division biology courses at Saint Martin's University. One laboratory period per week.

BIO 142 General Biology II with Laboratory (4)

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

BIO 195 Special Topics (1-3)

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

BIO 199 Introduction to Biological Research (1)

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

BIO 228 Human Anatomy and Physiology I (4)

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

BIO 229 Human Anatomy and Physiology II (4)

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

BIO 251 Microbiology for Applied Health (4)

Microbial techniques with health applications. Morphology of microbes, microbial metabolism, microbial genetics, cultivation and growth identification and classification tests, growth control, pathogens, disease, and host defenses. Three lecture hours and one three-hour lab weekly. Course does not fulfill an upper-division biology credit requirement. Prerequisites: BIO 121, CHM 121.

BIO 295 Special Topics (1-3)

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

BIO 299 Biological Research (1-2)

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

BIO 301 Biostatistics (4)

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

BIO 305 Botany with Laboratory (4)

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

BIO 307 Medical Botany (3)

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

BIO 307L Medical Botany Lab (1)

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

BIO 310 Marine Biology with Laboratory (4)

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

BIO 314 Invertebrate Zoology with Laboratory (4)

Taxonomy and interrelationships of invertebrates. Emphasis on marine animals. Includes laboratory

and field experiences with invertebrate organisms. Prerequisites: BIO 141 and BIO 142.

BIO 328 Human Anatomy and Physiology I (3)

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

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

Laboratory experience to accompany BIO 328.

BIO 329 Human Anatomy and Physiology II (3)

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

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

Laboratory experiences to accompany BIO 329.

BIO 330 Advanced Anatomy and Physiology (3)

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

BIO 344 Evolution (3)

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

BIO 350 Microbial Ecology (3)

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

BIO 351 Microbiology with Laboratory (4)

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

BIO 352 Advanced Microbiology (4)

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

BIO 358 Ecology with Laboratory (4)

Analysis of the physical and biotic factors involved in the distribution and relationship of plants and animals in their native environments. Broad topics that will be emphasized include natural history, population ecology, ecological interactions, communities, and ecosystems. Laboratory and field experi-

ences will also be used to study basic interactions in the environment. Prerequisites: BIO 141, BIO 142.

BIO 359 Field Ecology (4)

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

BIO 360 Advanced Ecology (3)

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

BIO 370 Cell Biology (3)

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

BIO 375 Genetics with Laboratory (4)

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

BIO 382 Vertebrate Embryology (4)

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

BIO 382L Vertebrate Embryology Laboratory (1)

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

BIO 390 Internship (1-4)

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

BIO 395 Special Topics (1-3)

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

BIO 397 Directed Study (1-3)

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

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

Students design and carry out an original research project under supervision of a faculty member and are expected to present their findings at a scientific conference in the form of a poster or oral presentation. Students can use course time to collect and analyze data as well as to prepare for the presentation. Prerequisites: BIO 299 and/or permission of the instructor. May be repeated for credit.

BIO 400 Senior Seminar (2)

Presentation and discussion of results of literature and laboratory investigations of biological topics.

BIO 401 Senior Seminar Research (4)

Literature review, development and implementation of a research project focused in an area of study determined by the instructor. Culminates in a written paper and oral presentation. Discipline-specific research focus designated by the following course numbers: BIO 401M (microbiology); BIO 401D (molecular biology); BIO 401E (ecology/ marine biology). Prerequisites: for BIO 401M: BIO 351 or permission of instructor; for BIO 401D: BIO 375 or permission of instructor; for BIO 401E: BIO 310, BIO 358, BIO 359, or permission of instructor.

BIO 495 Special Topics (1-3)

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

CHEMISTRY

FACULTY

Darrell Axtell
Gregory Milligan
Arwyn Smalley

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

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

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

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

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

The curriculum leading to the Bachelor of Science degree in chemistry is designed to prepare students for positions in industry and government or for further education at the graduate level. Degree requirements are based on American Chemical Society standards. Students working toward a Bachelor of Science degree will complete Elements of Research, Research, and Thesis (CHM 375, 450, and 475).

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

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

BACHELOR OF ARTS

General Education Core (40-46 semester hours)

Major in Chemistry (64-70 semester hours)

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

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

Upper-Division Courses (26-32 semester hours, as specified)

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

BACHELOR OF SCIENCE

General Education Core (40 semester hours)

Major in Chemistry (68-69 semester hours)

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

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

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

- CHM 331/331L Quantitative Analysis/Laboratory
- CHM 345/345L Molecular Structure Analysis
- CHM 355 Inorganic Chemistry
- CHM 371/371L, 372/372L Physical Chemistry/Laboratory

- CHM 375 Elements of Research
- CHM 450 Research
- CHM 475 Thesis
- Plus at least one of the following: CHM 351 Organic Chemistry III; CHM 362/362L Biochemistry/Laboratory; CHM 395 Special Topics; MTH 322 Differential Equations

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

Lower-Division Courses

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

Upper-Division Courses

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

Revised Washington State Education Endorsements

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

CHEMISTRY COURSES

CHM 105 Chemistry in the Community (3)

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

CHM 105L Chemistry in the Community Laboratory (1)

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

CHM 121 Introduction to Chemistry (3)

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

CHM 121 Introduction to Chemistry - Laboratory (1)

Laboratory experience to accompany CHM121 Introduction to Chemistry. Introduction to laboratory techniques and manipulations. Qualitative and quantitative exercises and activities designed to illus-

trate, complement, and extend material discussed in CHM 121. To be taken concurrently with CHM 121. One three-hour laboratory per week.

CHM 140 Problem-solving in General Chemistry (1)

Students learn techniques for analyzing problems and develop a formalized approach to solving problems in general chemistry that may be applied to any type of problem. One hour lecture per week. Corequisite: Concurrent enrollment CHM 141 or 142. May be repeated for credit.

CHM 141 General Chemistry (4)

Principles of chemistry, including stoichiometry; periodicity; atomic-molecular structure and bonding; gases, liquids and solids; solutions; thermo chemistry; kinetics; equilibrium; descriptive chemistry; introduction to organic chemistry. Three hours of lecture and one hour discussion per week. Prerequisite: Passing score on the placement test or concurrent enrollment in CHM 140.

CHM 142 General Chemistry (4)

Principles of chemistry, including stoichiometry; periodicity; atomic-molecular structure and bonding; gases, liquids and solids; solutions; thermo chemistry; kinetics; equilibrium; descriptive chemistry; introduction to organic chemistry. Three hours of lecture and one hour discussion per week. Prerequisite: CHM 141 or permission of instructor.

CHM 141L General Chemistry Laboratory (1)

Laboratory experience for General Chemistry 141, 142. Introduction to laboratory techniques and manipulations. Qualitative and quantitative exercises to illustrate complement and extend the material presented in lecture. Strongly recommended to be taken concurrently with CHM 141, 142. One three-hour laboratory per week.

CHM 142L General Chemistry Laboratory (1)

Laboratory experience for General Chemistry 141, 142. Introduction to laboratory techniques and manipulations. Qualitative and quantitative exercises to illustrate complement and extend the material presented in lecture. One three-hour laboratory per week. Prerequisite: CHM 141L or permission of instructor.

CHM 145 Chemistry for Engineering Students (4)

Basic chemical principles of structure and bonding that are important to the field of engineering are presented in contexts that reflect the needs and interests of students of engineering. Major topics include atoms and molecules; equations and stoichiometry; gases, liquids, and solids; periodicity; bonding and structure; materials and molecules; thermochemistry; chemical kinetics and equilibrium; electrochemistry. 3 hours of lecture and 1 hour of discussion per week.

CHM 145L Chemistry for Engineering Students – Laboratory (1)

Laboratory experience for CHM145 Chemistry for Engineering Students. Introduction to laboratory techniques and manipulations. Qualitative and quantitative exercises to illustrate and extend material presented in CHM145. Strongly recommended to be taken concurrently with CHM145. One three-hour laboratory per week.

CHM 195 Special Topics (1-4)

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

CHM 201 Organic Chemistry I (4)

Structure and bonding, nomenclature, stereochemistry, spectroscopy, fundamentals of resonance and

aromaticity and the concept of functional groups of principle classes of organic compounds. Students will be expected to integrate large amounts of information into a coherent framework of knowledge. Four hours of lecture per week. Prerequisite: CHM 142 or equivalent.

CHM 201L Organic Chemistry Laboratory (1)

Introduction to basic techniques for physical separation, purification and identification of organic compounds. Emphasis on microscale techniques, spectroscopy; verification of principles learned in CHM 201. Prerequisite: CHM 201 or concurrent enrollment. One three-hour lab per week.

CHM 202 Organic Chemistry II (4)

Building on concepts from CHM 201, students learn how chemical reactions occur through a reaction mechanism approach. Common approaches to all reactions are stressed, with emphasis on multi-step synthesis and spectroscopic analysis. Students are expected to integrate large amounts of information into a coherent framework of knowledge. Four hours of lecture per week. Prerequisite: CHM 201.

CHM 202L Organic Chemistry Laboratory (1)

Introduction to basic techniques for synthesis of organic compounds, spectroscopic methods for structural determination, analytical separations. Practical applications of concepts from CHM 202. Prerequisite: CHM 202 or concurrent enrollment. One three-hour lab per week.

CHM 295 Special Topics (1-4)

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

CHM 299 Laboratory Projects (1-2)

Students assist in a research project under the supervision of the instructor. Research progress will be monitored by the chemistry faculty on a regular basis. This course is not a part of the research track of the chemistry major. Open to all disciplines. May be repeated for credit. Prerequisite: Permission of instructor.

CHM 331 Quantitative Analysis (3)

Principles and practice of analytical chemistry. Determination of composition of simple and complex mixtures; gravimetric analysis; acidimetry; precipitation analysis; oxidation-reduction analysis; introduction to instrumental techniques. Prerequisite: CHM 142/142L or permission of instructor. Three hours lecture per week.

CHM 331L Quantitative Analysis Laboratory (1)

Laboratory component of CHM 331, to illustrate, complement and supplement lecture material. Introduction to methods and techniques of quantitative analysis. One three-hour lab per week. Prerequisites: CHM 331 or concurrent enrollment.

CHM 345 Molecular Structure Analysis (3)

Theory of operation, sample preparation, separation and purification, use of instrumentation and detailed interpretation of results will be investigated. Instrumental methods will be applied to the separation, characterization and identification of unknown or uncharacterized organic, organometallic, and inorganic systems. Three lecture hours per week. Prerequisites: CHM 331 and CHM 202 (or concurrent) or permission of instructor.

CHM 345L Molecular Structure Analysis Laboratory (1)

Laboratory component of CHM 345. Theory and hands-on instruction in the operation of chemical instrumentation. Methods studied will include NMR, IR UV-Vis, GC HPLC, MS Polarimetry, Cyclic

Voltammetry, and Polarimetry. One three-hour lab per week. Prerequisites: CHM 345 or concurrent enrollment.

CHM 351 Organic Chemistry III (3)

Course is a continuation of CHM 202, and focuses on selected topics in organic chemistry. Designed to present advanced areas of study not covered in CHM 201 or CHM 202, but which are important to an understanding of organic chemistry, including reaction mechanisms, functional group transformations and modern synthetic methods. Three hours of lecture per week. Prerequisite: CHM 202.

CHM 355 Inorganic Chemistry (3)

Bonding, structure, reactions, kinetics, mechanisms of inorganic compounds: main group, coordination, organometallic and bioinorganic. Periodicity, acid-base chemistry and physical techniques in inorganic chemistry will be discussed according to current theories. Three hours of lecture per week. Prerequisite: CHM 142.

CHM 362 Biochemistry (3)

Lecture course covering principle topics of biochemistry. Emphasis on lipids, carbohydrates, proteins, acids, enzymes, hormones, vitamins and coenzymes, with discussions of the applicable metabolic pathways. Prerequisite: CHM 202 or equivalent. Four lectures per week.

CHM 362L Biochemistry Laboratory (1)

Laboratory methods will be introduced to investigate the properties and metabolism of carbohydrates, lipids and proteins; techniques of enzyme catalysis and isolation; research methods; analytical methods such as electrophoresis, UV-Vis, and NMR spectroscopy. Prerequisite: One three-hour laboratory per week. Concurrent enrollment in CHM 362.

CHM 371 Physical Chemistry (3)

Introduction to kinetic theory of gases, real and ideal gas behavior, thermodynamics, chemical and phase equilibrium, chemical kinetics, and quantum mechanics with application to chemical bonding and molecular spectroscopy. Prerequisites: CHM 142, MTH 172 or concurrent. PHY 172 recommended.

CHM 372 Physical Chemistry (3)

Introduction to kinetic theory of gases, real and ideal gas behavior, thermodynamics, chemical and phase equilibrium, chemical kinetics, and quantum mechanics with application to chemical bonding and molecular spectroscopy. Prerequisites: CHM 142, MTH 172 or concurrent. PHY 172 recommended.

CHM 371L Physical Chemistry Laboratory (1)

Laboratory experience for CHM 371/CHM 372, to illustrate, complement and supplement the lecture material. Must be taken concurrently with CHM 371/CHM 372. One three-hour laboratory per week. Prerequisites: CHM 142, MTH 172.

CHM 372L Physical Chemistry Laboratory (1)

Laboratory experience for CHM 371/CHM 372, to illustrate, complement and supplement the lecture material. Must be taken concurrently with CHM 371/CHM 372. One three-hour laboratory per week. Prerequisites: CHM 142, MTH 172..

CHM 375 Elements of Research (2)

First course in the capstone research track. Students will learn to search, read, and evaluate the chemical literature using traditional and online methods. Students will then pick a research topic or subtopic in consultation with a chemistry faculty member. Once the topic is chosen, the student will prepare an

original research proposal and research plan. Prerequisites: CHM 331/331L, CHM 202/202L.

CHM 380 Techniques in Laboratory Instruction (1)

Students gain experience in laboratory instruction by participating in a lower division laboratory class as an assistant to the laboratory instructor. The student will help supervise the laboratory class, answer students' questions, assist in teaching laboratory techniques to lab students, and other duties as assigned by the instructor. Students may assist in revising laboratory experiments, writing or testing new experiments, writing lab "lectures" or pre-lab quizzes, and some grading. Repeatable for credit, but only 1 credit may be used toward the Chemistry minor. Prerequisite: Permission of instructor.

CHM 385 Conference Preparation (1)

This course is designed to prepare students to attend a scientific conference. Students will learn how to read scientific journal articles, write about what they read, and learn to do literature research. They will investigate the conference session offerings, read abstracts, and prepare a schedule of seminar sessions to attend at the conference. Students who have done research in a scientific field will be encouraged to present their research at the conference. All students who participate in the class will be able to attend the conference. May be repeated for credit. Prerequisite: Permission of instructor.

CHM 390 Student Internship (3)

Students receive professional training in an actual employment setting. Academic credit is earned while working at a part-time job in local industry that uses students in chemistry. Prerequisite: Permission of instructor.

CHM 395 Special Topics (1-4)

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

CHM 450 Research (4)

Second course in the capstone research track. Under close supervision by a chemistry faculty member, students will follow their previously developed research plan to conduct laboratory experiments. The results of these experiments will be used to further the course of the students' research project or subproject. Prerequisite: CHM 375.

CHM 475 Thesis (2)

Third and final course in the three-course capstone research track. Students will complete literature and laboratory research in support of their research project. Once the research is completed, the student will produce a thesis describing all aspects of the project and its contribution to the body of chemical knowledge. The thesis will be presented and defended to members of the chemistry faculty and student body. Prerequisite: CHM 450.

CHM 495 Special Topics (1-4)

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

COMMUNICATION STUDIES

FACULTY

Sonia De La Cruz
Irina Gendelman

Communication Studies is an interdisciplinary program that uses critical and cultural studies to understand the central role of communication in society, with a focus on social justice. This program pro-

vides a broad overview of the different areas of communication, including the historical, institutional and social contexts of mass media and communication technologies; communication laws and ethics; rhetorical and semiotic analysis; as well as self-reflective citizen engagement and the creation of communication media (written, oral and visual). Communication Studies prepares students for careers in a wide range of fields, from public relations and advertising to media arts production to work in the public sector and more. Communication Studies majors are also prepared to continue their studies in graduate school, specializing in the humanities, social sciences, public relations, digital media or filmmaking. This major offers the opportunity to pursue a production-focused or more theoretically oriented course of study and it is designed to provide a well-rounded understanding of the field of communication.

BACHELOR OF ARTS

General Education Core (40-46 semester hours)

Communication Studies Major (39 semester hours)

Lower-Division Courses

- COM 110 Introduction to Communication
- COM 201 Communication and Identity
- SOC 240 Research Methods

Upper-Division Courses

- COM 320 Media and Culture
- COM 390 Internship
- COM 499 Capstone Project
- 21 additional credits required from the list of approved electives, 18 of which must be upper division.

Minor in Communication Studies (21 semester hours)

Lower-Division Courses

- COM 110 Introduction to Communication
- SOC 240 Research Methods

Upper-Division Courses

(12 required semester hours of approved courses in communication and electives, including:)

- COM 320 Media and Culture

Approved Elective Courses

Students may take an elective that is not listed below if, in the judgment of the program director, it will significantly enhance their learning experience in the major.

- COM 300 Media Production
- COM 340 International Communications
- COM 360 Communication Law and Policy
- COM 380 Copy Editing and Design

- COM 385 Conflict and Peace Studies
- COM 395 Special Topics
- COM 396 Intercultural Communication
- COM 397 Directed Study
- COM 398 Media History
- COM 399 Communication Theory
- COM 401 Community Media Lab
- COM 299/WRT 299 Introduction to Journalism
- COM 302/WRT 302 Advanced Journalism
- COM 303/WRT 303 Digital Journalism
- COM 307/THR 307 Studies in Film
- COM 317/ENG 317 Language and Culture
- MUS 110 Applied Lessons
- PHL 301 Ethics
- PSY 320 Social Psychology
- SJ 370/ SOC 370 Social Action
- SOC 396 Intercultural Communication
- SOC 450 Advanced Research Methods
- COM 103 Interpersonal Communication
- COM 106 Public Address
- THR 302 Playwriting
- THR 402 Playwriting
- WRT 306 Professional and Academic Writing

COMMUNICATION STUDIES COURSES

COM 101 Introduction to Communication (3)

A survey of communication studies in social interaction, international communication, political communication, and communication technology and society.

COM 103 Interpersonal Communication (3)

Exploration of principles of interpersonal communication through a combination of lecture, discussion, text readings, journals and class exercises, with the goals of recognizing and understanding how and why the student communicates as he or she does. Development of skills needed to make students more comfortable and more effective communicators. Students learn to say what they mean so that others will understand and so that they will understand what others say, to respond effectively, and to understand and evaluate communication in a variety of contexts.

COM 106 Public Address (3)

Course helps students learn to speak publicly. Students are taught to prepare and deliver a variety of speeches: informative, stimulating, convincing, entertaining, and action-getting. Objectives include

providing students with courage to express their ideas publicly and giving a heightened sense of confidence with the ability to think on their feet and with the ability to express themselves in correct English.

COM 201 Communication and Identify (3)

Investigates identity and cultural communication theories and their application for varying levels of human interactions – between individuals, within groups, and across cultures. Prerequisite: COM 101.

COM 195 Special Topics (3)

Instructors and topics will vary. May be repeated for credit.

COM 295 Special Topics (3)

Instructors and topics will vary. May be repeated for credit.

COM 299 Introduction to Journalism (3)

Fundamentals of journalistic writing, including basic news story and feature writing, interviewing, copy editing, media law, ethics and writing from speeches and interviews.

COM 300 Media Production (4)

Provides a hands-on introduction to the various pre-production, production and post-production processes and techniques used in the creation of media projects. Students gain practical experience in producing, directing, and editing media in field productions of narrative, documentary and/or experimental forms. Topic and media focus varies depending on instructor. May be repeated for credit.

COM 302 Advanced Journalism (3)

Aspects of Media Law, First Amendment rights and various modes of reporting. Prerequisite: ENG 299, WRT 299 or COM 299.

COM 303 Digital Journalism (3)

Introduces students to the theory and practice needed to write stories for the digital newsroom. Students explore tools of RSS, blogging, mapping, photography, audio and slide production. Prerequisite: ENG 299, WRT 200, COM 299 or permission of the instructor.

COM 307 Studies in Film (3)

How do films work? Critical survey of several narrative films in their historical context and exploration of filmmaking techniques – acting, directing, editing, screenwriting and other related topics – as a means of developing tools for analyzing films as art, popular culture and socio-political commentary.

COM 317 Language and Culture (3)

Course examines the nature of language and its various functions, with an emphasis upon English and its cultural and historical contexts. Students explore the structure of language and its role in identity, power and history. Course content varies. May be repeated for credit.

COM 320 Media and Culture (3)

Course will focus on understanding the history, functions and role of mass media in our society and culture. Newspapers, Radio, Television, Internet, iPhones, etc., provide unique ways to view the world. This course explores the role that the changing media landscape plays in the ways that we express ourselves, listen to others, share power and live our lives. Students will use a critical approach in examining mass media's evolution and examine the challenges that it poses to our understanding of ethics, economics and freedom today.

COM 340 International Communications (3)

The course explores theoretical and practical concepts of international communication. Historical and contemporary perspectives of global media will be considered, particularly as they relate to issues of democracy, cultural autonomy, and political rights.

COM 360 Communication Law and Policy (3)

Social and legal questions over communication resources, rights and responsibilities. Examination of law and policy with respect to social communication practices, such as the First Amendment, media ownership and intellectual property rights.

COM 380 Copy Editing and Design (3)

Focus on editing copy for publications, covering grammar and style, production methods, news criteria, design, pagination, and publication. May be repeated for credit.

COM 385 Conflict and Peace Studies (3)

Examines conflict and leadership in global and local settings with a focus on the role communication plays in understanding, creating, negotiating, and transforming conflict situations. The class will emphasize the reconciliation movement over the past 25 years, particularly between modern nation-states and indigenous peoples.

COM 390 Internship (1-6)

Approved by the department and carried out under the direction of department members and internship coordinators. May be repeated for credit. Prerequisite: permission of instructor.

COM 395 Special Topics (3)

Instructors and topics will vary. May be repeated for credit.

COM 396 Intercultural Communication (3)

Cross-cultural examination of international, domestic and personal communication. Coursework intended for anyone whose work or lifestyle may involve encounters of the intercultural kind.

COM 397 Directed Study (1-3)

Directed study allows students to pursue an area of interest as developed with their directed study instructor. May be repeated for credit. Prerequisite: permission of instructor.

COM 398 Media History (3)

A focused study of the evolution and cultural history, the distribution of information, and the creation of knowledge through the means of a specific medium. The focus on a specific medium may vary, depending on instructor. May be repeated for credit.

COM 399 Communication Theory (3)

Social and cultural theory of media and communications applied to analysis of media events and texts. Students will apply research methods and strategies to analyze media content. Topic may vary with instructor. May be repeated for credit.

COM 401 Community Media Lab (3)

Students produce news and feature stories for local media in the Pacific Northwest area. Requires writing and reporting skills. May be repeated for credit. Prerequisites: ENG 302, WRT 302, COM 302, WRT 303, or COM 303.

COM 495 Special Topics (3)

Instructors and topics will vary. May be repeated for credit.

COM 499 Senior Seminar (3)

Students write a thesis paper or create a media project. The capstone project must be approved and evaluated by a committee.

COMMUNITY SERVICES

FACULTY

Tam Dinh
Katya Shkurkin

The Community Services program is an interdisciplinary Social Work major that combines classroom study with practical application through extensive internship.

Objectives are to:

- Increase student knowledge of the social work approach to solving human problems.
- Help students gain intellectual skills, moral insight and humanistic concepts.
- Encourage students to develop ethical and analytical thinking essential for professional life in social work, psychology, foreign service and a variety of other human service professions.
- Prepare students desiring professional work as a human service practitioner.

The Community Services major is offered only at the University's Lacey campus.

BACHELOR OF ARTS

General Education Core (40-46 semester hours)

Community Services Major (51 semester hours)

Lower-Division Courses

- SOC 210 Introduction to Social Work
- SOC 240 Research Methods
- One lower-division course in economics
- One lower-division course in history or political science
- One lower-division course in psychology

Upper-Division Courses

- One upper-division course in economics
- One upper-division course in history or political science
- SOC 344 Case Management and Advanced Interviewing
- PSY 340 Interviewing (a prerequisite for SOC 344)
- Three additional upper-division courses concentrating in one field, chosen from psychology, sociology, political science, history or economics

- 12-27 semester hours of internship
- Senior seminar. Student in consultation with academic advisor selects a senior seminar from a Social Science discipline.

Before enrolling in an internship (CSP 390), students must meet the following requirements:

- Completion of 12 semester hours of required major courses on the Lacey campus.
- Completion of SOC 344: Case Management and Advanced Interviewing, with a grade of “B” or better.
- Have an overall grade point average of at least 2.5.

COMMUNITY SERVICES COURSES

CSP 389 Pre-Internship Seminar (1)

This is a seminar in preparation for the first Social Work and Community Service Internships. Course will orient students to the process of obtaining an internship, to the resources available in the community, and support them with the goal of each student by the end of the fall semester having obtained and prepared to start their spring internships.

CSP 390 Internship (3)

Experience with and application of social service principles in a selected community agency. Prerequisite: Completion of SOC 210, SOC 344 with a grade of “B” or higher before starting internship.

CSP 391 Internship Seminar (1)

A one-hour per week seminar to discuss issues that arise during the internship experience. Must be taken concurrently with CSP 390.

CSP 490 Advanced Internship – Session 1 (1-6)

Experience with and application of social service principles in a selected community agency. Prerequisite: CSP 390 and CSP 391 with a grade of “B” or higher must be completed before starting internship, or instructor permission.

CSP 491 Advanced Internship Seminar – Session 1 (1)

A one-hour per week seminar to discuss issues that arise during the internship experience. Must be taken concurrently with CSP 490.

CSP 492 Advanced Internship – Session 2 (1-6)

Experience with and application of social service principles and concepts in a selected community agency. Prerequisite: CSP 390 and CSP 391 with a grade of “B” or higher must be completed before starting internship, or instructor permission.

CSP 493 Advanced Internship Seminar – Session 2 (1)

A seminar focused on integrating the practice competencies in the internship experience. Must be taken concurrently with CSP 492.

CRIMINOLOGY AND CRIMINAL JUSTICE

FACULTY

Diana Falco

Robert Hauhart

Victor Kogan

The criminal justice major is an interdisciplinary social science program preparing candidates for positions in the criminal justice field and providing a solid background for further education in graduate school or law school. A major in criminal justice may be complemented by minors in sociology, psychology or political science.

BACHELOR OF ARTS

General Education Core (40-46 semester hours)

Major in Criminal Justice (39 semester hours)

Lower-Division Courses (12-15 semester hours in criminal justice, including:)

- CJ 101 Introduction to Criminal Justice
- CJ 215 Police and Society
- SOC/PSY 240 Research Methods
- PLS 150 Survey of American Government and Politics

Upper-Division Courses (24-27 upper-division semester hours in criminal justice, including:)

- CJ 304 Law and Evidence
- CJ 308 Impact of Correctional Methods
- CJ/SOC 325 Criminology and Juvenile Delinquency
- CJ/PLS 430 Constitutional Safeguards and Individual Liberties
- CJ/PLS 379 Judicial Process or CJ 410 Law and Society
- CJ 499 Senior Seminar

Minor in Criminal Justice (21 semester hours, including CJ 101 Introduction to Criminal Justice)

CRIMINAL JUSTICE COURSES

CJ 101 Introduction to Criminal Justice (3)

An examination of the organization and jurisdiction of various agencies in the criminal justice field; role of police, courts, prosecution, corrections, probation and parole; and their impact and involvement with the individual and community.

CJ 195 Special Topics (3)

Courses offered periodically on topics announced by faculty.

CJ 215 Police and Society (3)

Review of research on the police, including selected social institutional factors as related to their influ-

ence on police systems. Prerequisite: CJ 101.

CJ 240 Forensic Science (3)

An introductory forensic science class encompassing historical development of forensic science, physical evidence, crime scene investigation, methods and techniques of the modern crime laboratory and legal considerations surrounding the scientific investigation of crime. Prerequisite: CJ 101.

CJ 295 Special Topics (3)

Courses offered periodically on topics announced by faculty.

CJ 304 Law and Evidence (3)

Theory, concepts and philosophy of criminal law; analysis of case decisions and laws on the production and presentation of evidence in criminal trials; and application of laws to law enforcement field problems. Prerequisite: CJ 101 and CJ 215.

CJ 305 Juvenile Justice (3)

An examination of the legal history of the juvenile court: analysis of the problems and processes of the juvenile justice system. Equivalent to SOC 305.

CJ 306 Juvenile Rehabilitation (3)

Overview of history, definitions, and nature of those correctional theories, programs and practices that aim to deter criminal conduct in juveniles through efforts to change anti-social behavior. The course will examine historical and contemporary approaches to juvenile rehabilitation adopted in the United States and pursued cross-culturally in other countries. Prerequisite: CJ 101 and SOC 101.

CJ 307 Gender, Crime and Law (3)

Overview of history, definitions, and nature of the relationship between gender and the criminal justice system. Historically, the American criminal justice system has been a “man’s world” focused on crimes committed by men and institutions run by men. To address the historical lack of interest in women’s roles and the status of LGBT individuals within the criminal justice world, the course will examine historical and contemporary roles played by women and LGBT individuals as offenders, professionals, prisoners, and victims. Special attention will be given to crimes against women/LGBT individuals and the efforts to investigate, prosecute, prevent and deter these crimes. Prerequisite: CJ 101 and SOC 101.

CJ 308 Impact of Correctional Methods (3)

Examination of confinement and rehabilitation philosophies; analysis of local, state and federal correctional systems. Historical background and modern concepts will be analyzed. Prerequisite: CJ 101.

CJ 310 Community Corrections (3)

An examination of community corrections as viable alternatives to incarceration. Examines conceptual, historical, philosophical, structural, functional and legal aspects. Prerequisite: CJ 101.

CJ 312 Victimology (3)

A survey of victim-offender relationships, including the origin and scope of victimology, the victim and administration of justice and social reaction to victimization.

CJ 315 Organization and Behavior (3)

A comprehensive and critical evaluation of the important theories, approaches and current research related to the study of complex organizations and administration practices of criminal justice agencies. Prerequisite: CJ 101.

CJ 325 Criminology and Juvenile Delinquency (3)

Nature and causes of crime and delinquency; efforts to control them. Equivalent to SOC 325. Prerequisite: CJ 101.

CJ 353 Drugs, the Family and Society (3)

Overview of psychoactive substances, and their impact on individuals, families, and society. Abuse, dependence, treatment, and criminality of drug use are considered. Sociocultural theories of engagement with drug-use-supportive peer groups will also be examined. Prerequisite: PSY 101 or CJ 101. Equivalent to PSY 353.

CJ 379 Judicial Process (3)

Course covers role of the American court system; roots of Anglo-American jurisprudence; political aspects of legal institutions; structure of American court system. Equivalent to PLS 379. Prerequisite: CJ 101 or PLS 150.

CJ 390 Internship (1-6)

Job experience in a criminal justice field. Prerequisite: Department permission and junior standing. May be taken for elective credit only; repeatable for up to six semester hours. Students who take internship credit cannot participate in a practicum, CJ 450.

CJ 395 Special Topics (3)

Courses offered periodically on topics announced by faculty.

CJ 397 Directed Study (1-3)

Opportunity for students with advanced standing to pursue topics of special interest. Prerequisite: Permission of advisor.

CJ 410 Law and Society (3)

Study of law and its relationship to society. Instructor may focus on specific issues as they relate to law and society. Prerequisite: CJ 101 or PLS 150.

CJ 420 Philosophy of Law (3)

This course provides an overview of the nature, principles, theories and philosophical basis of Western law. The purpose of the course is to acquaint students with the history of ideas that constitutes the foundation for Western legal reasoning. Prerequisite: Sophomore standing. Equivalent to PLS 420.

CJ 430 Constitutional Safeguards and Individual Liberties (3)

Investigation of the origins of the U.S. Constitution and its amendments from standpoints of criminal justice and law enforcement. Emphasis on studying and clarifying effects of U.S. Supreme Court decisions and how they relate to society. Prerequisite: CJ 101. Equivalent to PLS 430.

CJ 440 Advanced Forensic Science (3)

Advanced forensic science laboratory teaching trace evidence examination, forensic serology, drug analysis, arson analysis, physical pattern analysis, questionable documents examination and firearm and tool mark examination. Prerequisite: CJ 240.

CJ 450 Practicum (1-15)

Semester-long, full-time observation and/or research with a criminal justice agency or related agency. Students can take course only once, and are not permitted to take an internship, CJ 390/490. A substantial research project is required. Elective credit only.

CJ 460 Criminal Law/Criminal Procedure (3)

The purpose of the course is to acquaint you with the constitutional requirements of the 4th, 5th, and 6th Amendments regarding police conduct and the lawful procedures police may employ. It will be assumed that students have a general knowledge of the history, nature, purpose and scope of the criminal justice system. Consequently, we will examine the role of the police in our criminal justice system in light of Supreme Court cases that bear on police investigation, search, detention, interrogation and arrest practices. Prerequisite: CJ 101 and/or LS 101.

CJ 470 White Collar Crime (3)

Overview of history, definitions, and nature of those unlawful activities that constitute 'white collar' law violations. The course will examine historical and contemporary conduct that has been identified as government, corporate, occupational, and institutional crime and the law enforcement agencies and approaches in place to investigate, prosecute, prevent and deter these crimes. Prerequisites: CJ 101 or SOC 101.

CJ 490 Internship (1-6)

Job experience in a criminal justice field. Prerequisite: Department permission and junior standing. May be taken for elective credit only; repeatable for up to six semester hours. Students who take internship credit cannot participate in a practicum, CJ 450.

CJ 495 Special Topics (3)

Courses offered periodically on topics announced by faculty.

CJ 499 Senior Seminar (3)

Major research paper on approved topic under direction of department chair. Final course of student's program in criminal justice. Prerequisite: Senior standing.

ENGLISH

FACULTY

Olivia Archibald
Todd Barosky
Jeff Birkenstein
Julia McCord Chavez
Nathalie Kuroiwa-Lewis
Father Kilian Malvey, O.S.B.
Stephen X. Mead
Jamie Olson

The English Department serves students by leading them to discover the practical importance of our cultural inheritance; honing analytical, critical, and communication skills; and advancing the University's overarching mission of knowledge, service and sound value judgment.

By learning to identify and analyze details, as well as recognize and interpret larger patterns, students who major or minor in English and/or minor in Writing prepare themselves for careers in law, media, marketing, advocacy, social services, diplomacy, human resources, professional writing, fundraising, health services and global communications. Students also can prepare for the traditional fields of secondary and higher education.

The major requires students to take 36 semester hours of English (12 courses), nine hours — three

classes — of which are General Education Requirements. Students are encouraged to augment their English classes with outside studies in language, history, the fine arts and philosophy.

A minor in English requires 12 semester hours (four courses) outside of General Education Requirements. Students are especially encouraged to pursue elective courses in language, technology, social science, philosophy and history.

BACHELOR OF ARTS

General Education Core (40-46 semester hours)

Major in English (36 semester hours)

Lower-Division Courses

- ENG 101 College Writing
- ENG 102 College Writing II
- ENG 210 Literary Studies and ENG 220 Literary Foundations

Upper-Division Courses

- 21 upper-division semester hours including: ENG 321 American Literature to 1870 -or- ENG 322 American Literature After 1870; ENG 341 Shakespeare (3); and not more than two courses between ENG 391 and ENG 399
- ENG 499 Senior Thesis Seminar

Minor in English (24 semester hours)

Lower-Division Courses

- ENG 101 College Writing
- ENG 102 College Writing II
- ENG 210 Literary Studies
- ENG 220 Literary Foundations

Upper Division English Courses

- 12 upper-division semester hours in literature courses

Revised Washington State Education Endorsements

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

WRITING MINOR

MISSION

The writing minor helps students develop the key communication, critical and creative thinking and research skills necessary to prepare them for entry to academic, professional and career-oriented fields that are writing intensive. In keeping with the Benedictine philosophy of education, the Writing Minor offers students an enriching and practical academic and spiritual experience that meets the needs of

the whole person. Because its objective is to help develop students' creative and unique qualities while preparing them to meet their career goals, the Writing Minor will deepen students' understanding and proficiency with specific conventions, audiences and contexts applicable to all majors.

The minor gives students a well-rounded education in creative, academic and professional and journalistic writing. At the same time, it allows students to specialize and develop an area of expertise.

Minor in Writing (18 semester hours)

- 3 semester hours of literature (outside of General Education upper-division semester hours)
- 9 semester hours; one course from each of three categories below (of which 3 semester hours must be lower division)
- 6 upper-division semester hours; any two courses from the three categories below

Creative Writing

- WRT 292 Creative Writing (3)
- WRT 405 Advanced Creative Writing (3)
- THR 302 Play Writing (3)
- THR 402 Play Writing II (3)

Professional and Academic Writing

- WRT 306 Professional and Academic Writing Skills (3)
- WRT 433 Teaching Composition (3)
- WRT 320 Ethics in Writing (3)
- WRT 390 English Internship (3)

Journalism

- WRT 299 Introduction to Journalism (3)
- WRT 302 Advanced Journalism (3)
- WRT 303 Digital Journalism (3)

ENGLISH COURSES

ENG 100 English Skills (3)

Instruction and practice in sentence structure, including English grammar and punctuation, as well as in larger units of composition. Course primarily intended for those students not placed into English 101.

ENG 101 College Writing I (3)

Introduces students to fundamental forms of expository writing. Emphasis on structure of the essay and steps common to the writing process. Prerequisites: a grade of C- or better in ENG 100 if taken or placement by the Department of English via English Placement Exam.

ENG 102 College Writing II (3)

Integrates the research process with writing persuasive or argumentative essays. Prerequisite: A grade of "C-" or better in ENG 101.

ENG 195 Special Topics (1-3)

To be arranged with department advisor.

ENG 210 Literary Studies (3)

This comparative genre course teaches students to read literature with greater enjoyment and in greater depth by teaching the skills of analysis, interpretation, and persuasive expression. Prerequisites: ENG 101, ENG 102.

ENG 220 Literary Foundations (3)

This course explores how literature functions by drawing connections between the works of the ancient and the modern world. Prerequisites: ENG 101, ENG 102.

ENG 292 Creative Writing (3)

Introduction to the processes by which writers produce creative work. Students will study writers of poetry and fiction as a means of producing original work. Prerequisites: ENG 101, ENG 102.

ENG 295 Special Topics (1-3)

To be arranged with department advisor.

ENG 299 Introduction to Journalism (3)

Fundamentals of journalistic writing, including basic news story and feature writing, interviewing, copyediting, media law, ethics and writing from speeches and interviews.

ENG 302 Advanced Journalism (3)

Aspects of media law, First Amendment rights and various modes of reporting. Prerequisite: ENG 299.

ENG 306 Professional and Academic Writing Skills (3)

Emphasis on structure of language, style and format used in writing inside and outside academia. Topics include technical reading and writing, research projects, reports, correspondence and other writing tasks that support writing in school and the working world. Prerequisites: ENG 101, ENG 102.

ENG 312 Literary Criticism (3)

Advanced study in textual interpretation and assumptions about literature for English majors and women's studies minors. Examination of many contemporary theories that underpin how we read and interpret a piece of writing, including systems (social class, gender, ethnicity, psychology, and historical forces) that circulate through written texts and that influence our interpretation of them. English 312 does not satisfy the University General Education Requirements. The course is strongly recommended as an elective for students in English and women's studies.

ENG 317 Language and Culture (3)

Course examines the nature of language and its various functions, with an emphasis upon English and its cultural and historical contexts. Students explore the structure of language and its role in identity, power and history. Course content varies. May be repeated with permission of instructor.

ENG 321 American Literature to 1865 (3)

Major American writers through the Transcendentalists.

ENG 322 American Literature After 1865 (3)

Major American writers from after the Civil War to the present.

ENG 326 Ethnic Literature (3)

Representative works from one of a variety of ethnic American perspectives, including but not limited to African American, Hispanic, Asian and Native American literature. Changing content. May be repeated with permission of instructor.

ENG 331 Medieval Studies (3)

An exploration of enduring human questions by studying selected prose, drama and poetry from England and the Continent, circa 500-1500. Changing content. May be repeated once with permission of instructor.

ENG 341 Shakespeare (3)

Students will study, discuss and write about several Shakespearean works in the context of other dramatic and non-dramatic Renaissance works. Content changes. May be repeated once with permission of instructor.

ENG 351 Renaissance Studies (3)

Studies in major and historically significant texts of prose, drama and poetry of the 16th and 17th centuries. Content varies. May be repeated once with permission of instructor.

ENG 356 Eighteenth Century British Literature (3)

A survey of key works of poetry, fiction, drama, and non-fiction from the Restoration through the end of the Enlightenment.

ENG 361 The Romantic Period (3)

Major British literary works within the context of contemporary historical and cultural conditions, thought, and movements, 1789-1830.

ENG 363 The Victorian Age (3)

Major British literary works within a context of contemporary historical and cultural conditions, thought, and movements, 1830-1900.

ENG 371 Modern Poetry (3)

A survey of major American, British, and/or other Anglophone poets from the twentieth and twenty-first centuries.

ENG 373 Modern Fiction (3)

A survey of major American, British, and/or other Anglophone writers of short and long fiction from the twentieth and twenty-first centuries.

ENG 380 Literature on Film (3)

The study of important examples of literature adapted to the medium of film.

ENG 381 Women's Literature (3)

Representative works of literature by and about women in their historical contexts with attention to the exploration of feminist issues in literature and the literary traditions in writings by women.

ENG 385 World Literature (3)

Analytical and cultural study of major literary works from around the world and across the millennia. Changing content. May be repeated with permission of instructor. Prerequisites: ENG 101, ENG 102.

ENG 390 Internship (1-3)

Aspects of communication. Prerequisites: ENG 101, ENG 102, ENG 299 or equivalents.

ENG 392 Studies of American Literature (3)

ENG 394 Studies of American Literature (3)

ENG 395 Special Topics (1-3)

To be arranged with department advisor.

ENG 396 Studies of British and Continental Literature (3)

ENG 397 Directed Study(1-3)

Composition or readings in literature.

ENG 398 Studies of British and Continental Literature (3)

ENG 404 Concentrated Author Studies (3)

Intensive reading and criticism of works by one or two authors. May be repeated for credit. Prerequisite: Junior or senior standing or permission of instructor.

ENG 433 Teaching Composition (3)

Exploration of linguistics principles, modern composition and teaching methods with a three-hour-per-week practicum in the University's Learning and Writing Center. Recommended for education majors.

ENG 495 Special Topics (1-3)

To be arranged with department advisor.

ENG 499 Senior Thesis Seminar (3)

Seminar for English majors to support research and composition of major paper on approved topic. Prerequisite: Senior standing and completion of Senior Thesis Proposal Form with advisor's signature.

WRITING COURSES

WRT 292 Creative Writing (3)

Introduction to the processes by which writers produce creative work. Students will study writers of poetry and fiction as a means of producing original work. Prerequisites: ENG 101, ENG 102.

WRT 299 Introduction to Journalism (3)

Fundamentals of journalistic writing, including basic news story and feature writing, interviewing, copyediting, media law, ethics and writing from speeches and interviews.

WRT 302 Advanced Journalism (3)

Aspects of media law, First Amendment rights and various modes of reporting. Prerequisite: ENG 299.

WRT 303 Digital Journalism (3)

Introduces students to the theory and practice needed to write stories for the digital news room. Students explore tools of RSS, blogging, mapping, photography, audio and slide production. Prerequisite: WRT 299 or permission of the instructor.

WRT 306 Professional and Academic Writing Skills (3)

Emphasis on structure of language, style and format used in writing inside and outside academia. Topics include technical reading and writing, research projects, reports, correspondence and other writing tasks that support writing in school and the working world. Prerequisites: ENG 101, ENG 102.

WRT 320 Ethics in Writing (3)

Advanced study on the relationship between ethics, argumentation and writing. Focus is Writing about ethical issues and the moral context that informs these issues. Prerequisite: ENG 102.

WRT 390 English Internship (3)

Aspects of communication. Prerequisites: ENG 101, ENG102, ENG 299 or equivalents.

WRT 395 Special Topics (1-3)

To be arranged with department advisor.

WRT 405 Advanced Creative Writing (3)

Advanced study of creative writing. Designed to deepen students' creative writing skills. Prerequisite: WRT 292.

GEOGRAPHY

GEOGRAPHY COURSES

GPH 210 World Regional Geography (3)

Study of major world regions, their historical backgrounds, physical features, climate, political dynamics and economic resources.

HISTORY

FACULTY

Brian Barnes

Rex J. Casillas

Aaron Goings

Father Gerard Kirsch, O.S.B.

History is the critical examination of peoples, places, and cultures in the past, across the globe. The Department of History devotes itself to teaching within the tradition of liberal arts and professional education to produce responsible and informed persons. Our graduates will attain a solid base of historical knowledge, and of global historical development. They will understand how to think critically and how to communicate, in both written and oral forms, lessons and insights from the past. Our students will use their knowledge and skills to reach outside the university in service to the larger community. Our department seeks to educate future leaders to be thoughtful, informed, and objective participants in the global society.

To fulfill this mission, the department's curriculum is designed to achieve the following objectives:

- Acquaint the students with major issues in world history.
- Assist the student in developing the skills for critical thinking.
- Teach the student how to conduct independent research and critically evaluate sources.
- Develop the student's oral and written communication.
- Prepare students who seek to enter the profession of history.
- Teach students the diversity of human experience within and across nations and cultures.

BACHELOR OF ARTS

General Education Core (40-46 semester hours)

Major in History (36 semester hours)

Upper Division Courses (27 upper-division semester hours in history)

European Emphasis: History majors with a European emphasis must take nine upper-division semester hours in European History, including HIS 344 and HIS 347 and:

- Three semester hours in American history
- Three semester hours in history of non-Western cultures
- Nine semester hours in political science, six of which must be upper-division work
- HIS 498 Research Methods
- HIS 499 Senior Seminar/Paper

United States Emphasis: History majors with a United States emphasis must take nine upper-division semester hours in U.S. history, including six from HIS 356, HIS 357, HIS 358, HIS 359, and:

- Three semester hours in European history
- Three semester hours in history of non-Western cultures
- Nine semester hours in political science, six of which must be upper-division work
- HIS 498 Research Methods
- HIS 499 Senior Seminar/Paper

Non-Western Emphasis: History majors with a non-Western emphasis must take nine semester hours of their choice from HIS 410, HIS 411, HIS 413, HIS 415, and:

- Three semester hours in European history
- Three semester hours in U.S. history
- Nine semester hours in political science, six of which must be upper-division work
- HIS 498 Research Methods
- HIS 499 Senior Seminar/Paper

No more than six semester hours of internship credit may be applied toward requirements for a history major.

The following departmental courses may be applied to either (but not both) the history or political science degree requirements: American Foreign Policy, American Constitutional Development, Political Ideologies, History of Capitalism, History of the Vietnam War, and the Cold War.

History majors are advised to pursue supporting coursework in foreign languages, statistics, computer science and philosophy.

Minor in History (18 semester hours)

Lower-Division Courses

Lower division supportive coursework including:

American Emphasis: HIS 141 U.S. History to 1877 or HIS 142 U.S. History Since 1877 -or- equivalents

European Emphasis: 101 Development of Western Civilization or HIS 102 Survey of Modern Europe Since 1648 -or- equivalents

Upper-Division

Courses

12 upper-division semester hours in history, including:

- Either HIS 344 Nineteenth Century European history or HIS 347 Twentieth Century Europe
- Either HIS 356 Colonial American History to 1763 or HIS 357 United States History 1763-1877 or HIS 358 United States History 1877-1945 or HIS 359 United States History Since 1945
- Six upper-division semester hours in political science

Revised Washington State Education Endorsements

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

HISTORY COURSES

HIS 101 Development of Western Civilization (3)

An introductory course showing the interplay of political, social, intellectual, religious, cultural and economic forces in the development of present civilization.

HIS 102 Survey of Modern Europe Since 1648 (3)

A survey of modern European history from the Renaissance to the present.

HIS 121 World History to 1500 (3)

The course is an examination of different civilizations in many parts of the world from the beginning of man's origins to 1500 AD. Specifically, the course looks at the origin, religion, art, political development and military struggles of various cultures across the globe. Through this course students will be able to explain basic concepts such as civilization and the effects of market economies, warfare, and religion on the formation and maintenance of cultures. The students will also be able identify important historical figures as well as the geographical regions of various civilizations. Finally, students should have the competency to broadly explain the chronological events that have occurred throughout the history of the world.

HIS 122 World History Since 1500 (3)

The course is a general examination of different civilizations in many parts of the world from the Renaissance to World War I. Specifically, the course looks at the political, economic and military struggles of various cultures across the globe and will provide explanations to understand the relationship between the Western and non-Western worlds. The course also studies the technological and philosophical revolutions as well as historical figures that shaped the world into what it is today. Consequently, the course explains how global interaction through trade, migration, religion and war contributed to the growing interconnectivity of the modern world. At the end of the course students should be able to broadly explain the chronological events that shaped the world at the beginning of the 20th century.

HIS 141 U.S. History to 1877 (3)

General survey of U.S. history through the Civil War and Reconstruction. Course will examine key social, economic and political developments in the United States during this period.

HIS 142 U.S. History Since 1877 (3)

General survey of U.S. history from the Industrial Revolution to the present, including examination of key social, economic and political developments in the United States during this period.

HIS 195 Special Topics (1-3)

To be arranged with department advisor.

HIS 211 History of Latin American Civilization (3)

This course studies Latin American history from the origins of pre-Columbian civilization to the independence movement from Spain in 1810. The course focuses on the political, economic, and cultural forces that shaped Spanish and Portuguese Colonial America. Specifically, the course examines indigenous societies in Mesoamerica and the Andes, the conquest of Latin America, colonial socio-political organization, the late colonial crises, and the build-up to the independence in Latin America.

HIS 213 History of African Civilization to 1880 (3)

This class will examine African history, focusing on Sub-Saharan Africa from the period 1000 to 1880 AD. It will examine various African societies in their own right, while also considering their relationships with Europe, Asia, and the Americas through the exchange of Christianity and Islam, the growth and abolition of the slave trade, and the emergence of colonialism.

HIS 215 History of Islamic Civilization (3)

Introductory survey of Middle East history. Examines key political, cultural and economic developments from the time of Muhammad to the present.

HIS 217 History of Chinese and Japanese Civilizations (3)

General survey of the history of China and Japan. Emphasis on the important aspects of Chinese and Japanese civilizations, political, social and economic factors, the impact of the West, modernization, development, militarism, war and revolution.

HIS 295 Special Topics (1-3)

To be arranged with department advisor.

HIS 305 History of American Women (3)

Survey of the history of American women from the colonial era to the present. Focus is on cultural, economic and political factors that shaped and were shaped by women in the United States.

HIS 310 United States Diplomatic History (3)

A study of the origins, development and implementation of United States foreign policy. Equivalent to PLS 310.

HIS 315 Women's Sports History (3)

A critical survey of the origins and historical evolution of women's sports. It will consider the social, political and cultural variables that influenced and shaped women's athletics. Also examines overall significance of the contemporary women's sports revolution.

HIS 319 American Working-Class History (3)

A critical survey of working class history in the United States from the early 19th century to the present. Main themes will include: working-class culture, industrial organization, and politics; work and community life; labor-management relations; changing patterns of working-class protest; and a special emphasis on race, ethnicity, and gender in the process of working-class formation and fragmentation.

HIS 320 The History of Nazi Germany (3)

This course will examine one of the most radical and destructive regimes in history, Nazi Germany, and the Holocaust, which that regime perpetrated. The course will focus on the origins of anti-Semitism, the impact of World War I on German society, the abortive experiment in democracy in the 1920s, the emergence of Adolf Hitler and the rise of the Nazi movement to power. The course will also examine Hitler's regime, the road to war and the relationship between total war and genocide.

HIS 325 History of the Vietnam War (3)

History of the Vietnam War from 1945 to 1975. Focus on U.S.-Vietnam relations; also examines the French role in Indochina and regional developments since the war's end. Equivalent to PLS 325.

HIS 326 Pacific Northwest History (3)

Discovery, settlement and development of the greater Pacific Northwest (Education Program requirement in many cases).

HIS 330 Cold War (3)

The course traces the origins of the Cold War, its impact on the foreign and domestic policies of the United States and Soviet Union, and the role of perceptions and misperceptions on the part of United States and Soviet decision-makers. Equivalent to PLS 330.

HIS 331 England to 1688 (3)

Development of the period from prehistoric Britain to the "Glorious Revolution."

HIS 332 England Since 1688 (3)

Examines the period from the "Glorious Revolution" to the present.

HIS 334 Medieval European History (3)

Germanic migrations to the fall of Constantinople, 1453. Emphasis on religious, political, military and diplomatic aspects.

HIS 336 Early Modern European History (3)

A survey of all aspects of European history from 1450 to the French Revolution.

HIS 344 Nineteenth Century European History (3)

The European experience from 1815 to World War I.

HIS 347 Twentieth Century Europe (3)

Critical study of European problems and developments since 1914.

HIS 356 Colonial American History to 1763 (3)

A comprehensive analysis of the ideas, events and institutions that shaped the colonial experience and development of the future United States. Course spans period from earliest European contact through the maturation of the colonies.

HIS 357 United States History 1763-1877 (3)

Intensive overview of the United States from the Revolutionary period through the Civil War and Reconstruction era. Examines social, political and economic developments that consolidated the nation.

HIS 358 United States History 1877-1945 (3)

Comprehensive analysis of the emergence of the United States as a great power. Examines crucial social, political, economic and diplomatic developments that moved the United States from the periphery of international power to world leadership during World War II.

HIS 359 United States History Since 1945 (3)

An in-depth analysis of the history of the post-World War II United States. Emergence of the United States as a modern superpower will be traced through examination of key social, political, economic and diplomatic developments of the postwar period.

HIS 360 History of American Slavery (3)

This course will explore the origins, expansion, and abolition of slavery in colonial and 19th century America. It will examine the experiences of enslaved people, slaveholders, and non-slaveholders in different contexts, and examine the relationship between slavery and racism, national politics, the economy, the Civil War, and society more broadly. The course will also explore different approaches to studying slavery, including working with secondary sources produced by historians of slavery, and with primary sources produced by enslaved people, slaveholders, and others.

HIS 365 History of the Civil War and Reconstruction (3)

This is a specialized course in the history of the Civil War and Reconstruction. Among other topics, this course will explore the causes of the war, and its relation to slavery; military developments, and whether the war and Northern victory was inevitable; the wartime experiences of soldiers, slaves, and civilians; the role enslaved people and Abraham Lincoln played in the outcome of the war and emancipation; the causes of the successes and failures of Reconstruction; and the degree to which Northern and Southern society and politics were altered by the war and Reconstruction.

HIS 370 History of American Immigration (3)

This course examines the history of immigration to the United States, the experiences of immigrants of diverse backgrounds, and the role that immigration has played in shaping American culture. The course will examine primary and secondary source documents, including monographs, novels, autobiographies, and other resources to explore the major themes, historical trends, and cultural contexts of the American immigrant experience. At the instructor's discretion, the course may survey the history of immigration from the colonial period to the present day, or focus on some narrower period of American immigration history.

HIS 378 American Constitutional Development (3)

Interpretation of U.S. Constitution by the U.S. Supreme Court. Emphasis on questions of federalism, protection of property, civil liberties and separation and delegation of government powers. Equivalent to PLS 378.

HIS 385 Political Ideologies — Their Origin and Impact (3)

Development of Western political and social theory since the 17th century. Democratic, Socialist, Marxist and Fascist perspectives, including 20th-century developments. Equivalent to PLS 385.

HIS 390 History Internship (3-9)

Departmental permission and junior standing required.

HIS 395 Special Topics (1-3)

To be arranged with department advisor.

HIS 397 Directed Study (1-3)

Permission of department required.

HIS 410 The History of Modern Egypt (3)

This course analyzes the modern history of Egypt within an extended time span between the early 19th century and the present. It will examine the political, economic and socio-cultural foundations of modern Egypt, the influence of the West and critically evaluate contemporary Egypt within the context of the modern Middle East.

HIS 411 Modern Latin America (3)

The course is designed to examine the historical development of Latin America from its age of independence in the nineteenth century to the modern day nation states of the 21st century. The course focuses on the economic, political, and cultural forces that have shaped Latin America. In particular, the course presents two major theories (the cultural historical legacy argument and the external dependency argument) that influence modern Latin America today. The class studies Bolivar's war for independence and the subsequent effect of independence on Latin America's socioeconomic and political environment. The class then studies Latin America's political and economic development in the 20th century as it fluctuated between nationalism, modernization, communist upheavals and dictatorship while also examining U.S.-Latin American relations.

HIS 413 History of Modern Africa (3)

This course will survey African History since 1880, with a focus on Sub-Saharan Africa. It will examine the European colonization of Africa, African resistance to this colonization from the 19th century until independence, and the challenges and successes of the post-colonial period to the present day. The course will continually explore how Africans have defined themselves, their relations with other Africans, and the relationship between Africa and the rest of the world.

HIS 415 History of the Modern Middle East (3)

Intensive overview of 19th- and 20th-century history of the Middle East. Key political, economic and cultural developments of the region from the age of European imperialism to the present will be considered.

HIS 435 History of Capitalism (3)

Origins of private property, profit-taking and possessive individualism. Alternative explanations for the rise and fall of capitalism. Extensive reference to the experience of the North Atlantic community. Equivalent to PLS 435.

HIS 490 History Internship (3-9)

Departmental permission and junior standing required.

HIS 495 Special Topics (1-3)

To be arranged with department advisor.

HIS 498 Research Methods in History and Political Science (3)

This course is designed to give students a theoretical and practical knowledge of research methods in the disciplines of history and political science. This class is about how historians and political scientists think about and do history and political science. It is intended to introduce students to the types of research used by historians and political scientists, the process of writing history and political science, the theoretical perspectives used by historians and political scientists today, and the implications of new technologies in the researching and writing of history and political science. In this course students will choose a research topic, perform a considerable amount of readings in the secondary literature, make a research design, and carry out the research necessary to write a senior thesis the next semester.

HIS 499 Senior Seminar/Paper (3)

To be arranged with department advisor.

INTERDISCIPLINARY STUDIES

BOARD OF STUDY

Jeff Birkenstein, English

David Hlavsa, Theatre Arts

Mary Jo Hartman, Biology

Father Kilian Malvey, O.S.B., English and Religious Studies

Jamie Olson, English

Rico Picone, Mechanical Engineering

David Price, Sociology and Cultural Anthropology

The Interdisciplinary Studies major at Saint Martin's University exists to further the school's mission of integrative learning in the Benedictine tradition. By studying multiple approaches to enduring and topical human concerns, our students learn the approaches, lexicons, and methodologies of discrete disciplines; at the same time, such comparative and interdisciplinary exploration encourages awareness of where different disciplines share assumptions and where they construct distinct heuristic processes.

This major is designed for students who seek to engage in rigorous intellectual training in understanding how varying methodologies and modes of inquiry raise different questions and serve different purposes. Students bring together knowledge of discrete disciplines to define and analyze problems or issues, envision solutions or responses, and thereby bridge disparate communities.

This major requires independence of thought and a strong work ethic. It is particularly useful for students who wish to engage in occupations that touch on multiple areas of human interest and/or activity. Students interested in domestic or international careers in fundraising, contractors, designers, architecture, grant writing, mediation, education, management or administration, for example, will profit from the major's emphasis on "ways of knowing."

BACHELOR OF ARTS

General Education Core (40-46 semester hours)

Course of Study must follow a plan submitted to and approved by the Interdisciplinary Studies Board of Study. The plan must include the following:

- Twenty-four (24) upper-division semester hours in two distinct disciplines, twelve credits in each discipline
- First-year competency in two world languages or second-year competency in one world language
- Successful completion (2.0 minimum) of two junior seminars in Interdisciplinary Studies (IDS301)
- Successful completion of IDS498 (Senior Thesis I) and IDS499 (Senior Thesis II)

In addition, Interdisciplinary Studies majors are expected to work with their advisors and the IDS Board of Study to choose a course of electives that will not only deepen their major but also broaden their university degrees so that they might graduate with an appreciation of myriad modes of inquiry and a flexibility of method that will enrich not only the skills they will bring to future employers, but also long lives of inquiry and civic engagement.

Knowledge:

- Understanding of some multi-cultural and transnational issues
- Familiarity with fundamental professional terminology of at least two disciplines

Skills:

- Competency in writing, reading, speaking, and listening
- Ability to gather information via appropriate sources and to evaluate information critically
- Ability to identify discrete methodologies in their shared assumptions and distinct heuristic processes and to use these methodologies productively to define questions and explore responses.

Interdisciplinary Studies courses:

- IDS 301 Junior Seminar. Team-taught classes with changing subject matter. These seminars study significant ideas, texts, and occurrences that students are required to interpret with two distinct sets of disciplinary methods. At least two IDS301 seminars are required of IDS majors.
- IDS 498 Senior Thesis I. After submitting a plan to the Board of Study and receiving its approval, students gather substantial bibliographies and produce drafts of their senior theses.*
- IDS 499 Senior Thesis II. Students revise and present their senior theses before Board of Study.*

*Students will choose a senior thesis director, subject to the approval of the Board of Study. After presentation of senior thesis (IDS 499), Board of Study will share its evaluation of the thesis with the director; director will determine its final grade.

LEGAL STUDIES

FACULTY

Robert Hauhart

Victor Kogan

The Legal Studies concentration is an interdisciplinary field of study composed of law courses from the departments of Criminal Justice, Political Science, History, Sociology, Philosophy, and the schools of Business, Education, and Engineering. Legal Studies is administered under the direction of the pre-law advisor and the Department of Criminal Justice. Students interested in acquainting themselves with the genesis, development, impact and contemporary status of American law may minor in Legal Studies in support of their major field of study. Students interested in pursuing law school and a career in law are especially encouraged to fulfill a minor concentration in Legal Studies.

MINOR IN LEGAL STUDIES

A student may complete a minor concentration in Legal Studies by completing 21 semester hours in approved law related courses. Nine hours of required legal studies courses may be supplemented by 12 hours of electives from the courses listed below.

Required Courses (9 semester hours)

A student electing to pursue a minor in Legal Studies must complete:

- LS 101 The Legal Environment and Ethics
- CJ/PLS 430 Constitutional Safeguards and Individual Liberties
- CJ 304 Law and Evidence

Elective Courses (12 semester hours chosen from the following)

In addition to 9 semester hours of required courses, a student wishing to complete a minor in Legal Studies must complete twelve 12 hours from the following:

- HIS/PLS 378 American Constitutional Development
- BUS 225 Business Law I
- BUS 226 Business Law II
- CJ/PLS 420 Philosophy of Law
- CJ/PLS 379 Judicial Process
- CJ/SOC 410 Law and Society
- CJ 460 Criminal Law/Criminal Procedure
- ED 371 Educational Law
- SED 467 Legal Issues and IFSP/IEP
- GE 359 Ethics, Law, & Economics in Engineering Practice
- LS 395 Special Topics in Legal Studies
- LS 397 Directed Readings in Legal Studies

LEGAL STUDIES COURSES

Course descriptions for additional Legal Studies courses offered other than those listed below may be found under the department from which the courses originate.

LS 101 The Legal Environment and Ethics (3)

This course introduces the student to the American legal system, including sources of law; topical areas within the law; legal process; basic legal research methods; and ethical issues. It is the initial, introductory course in Legal Studies and is required for completion of a minor in Legal Studies. The course features a broad range of guest speakers as well as a number of field trips to courts, law libraries, and law offices.

LS 195 Special Topics (3)

Courses relevant to the Legal Studies curriculum offered periodically on topics announced by the faculty. Courses may include topics such as: white collar crime; environmental law/environmental crime; others. Prerequisite: LS 101.

LS 295 Special Topics (3)

Courses relevant to the Legal Studies curriculum offered periodically on topics announced by the faculty. Courses may include topics such as: white collar crime; environmental law/environmental crime; others. Prerequisite: LS 101.

LS 395 Special Topics (3)

Courses relevant to the Legal Studies curriculum offered periodically on topics announced by the faculty. Courses may include topics such as: white collar crime; environmental law/environmental crime; others. Prerequisite: LS 101.

LS 397 Directed Readings in Legal Studies (1-3)

A semester of directed readings under the supervision of the pre-law advisor. Topic to be chosen by student in consultation with pre-law advisor. Prerequisite: Senior Standing; 3.0 GPA; Permission of the pre-law advisor.

LS 470 White Collar Crime (3)

Overview of history, definitions, and nature of those unlawful activities that constitute 'white collar' law violations. The course will examine historical and contemporary conduct that has been identified as government, corporate, occupational, and institutional crime and the law enforcement agencies and approaches in place to investigate, prosecute, prevent and deter these crimes. Prerequisites: CJ 101 or SOC 101.

LS 495 Special Topics (3)

Courses relevant to the Legal Studies curriculum offered periodically on topics announced by the faculty. Courses may include topics such as: white collar crime; environmental law/environmental crime; others. Prerequisite: LS 101.

MATHEMATICS

FACULTY

Bonnie Amende
Joe Mailhot
Carol Overdeep
Katherine Porter

Mathematics contributes in a unique way to the development of the disciplined, rational person. It improves one's ability to fit new concepts into a framework of existing knowledge. Students graduating with a bachelor's degree in mathematics frequently find employment in secondary schools, insurance firms, and the financial or computing divisions of large companies.

The mathematics program at Saint Martin's University provides a basic undergraduate program for mathematics majors, supports other majors in the University and offers courses of general interest.

The Mathematics Department requires students who have no record of successful completion (grade of "C-" or better) of a necessary prerequisite to take the Mathematics Placement Exam. The Mathematics Placement Exam will identify the course number(s) of the introductory math course(s) for which the student is best prepared.

A recommendation of a course by the Mathematics Placement Exam will be considered "an equivalent math placement exam score" in determining prerequisites. Note, however, that a student cannot earn academic credit through the results of the Mathematics Placement Exam.

Students must receive a minimum grade of "C-" in all degree requirements listed below, with the GPA for these courses no lower than 2.33, to graduate with a mathematics degree or minor.

BACHELOR OF SCIENCE

General Education Core (40 semester hours)

Major in Mathematics

Lower-Division Courses (29-35 semester hours)

- One computer science course other than CSC 160, of at least three semester hours
- MTH 171 Calculus I
- MTH 172 Calculus II
- MTH 220 Introduction to Advanced Mathematics
- MTH 271 Calculus III
- Any two sequences chosen from:
 - PHY 171/172 Introductory Physics
 - CHM 141/142 General Chemistry
 - BIO 141/142 General Biology
 - CSC 180/200 Programming with C#
 - ECN 101 Principles of Economics - and - one of: ECN 325 The

Evolution of Economic Thought; ECN 371 Econometrics; or BA
302 Applied Quantitative Management Techniques

NOTE: CSC courses cannot be counted to satisfy the “one computer science course” requirement above when taken to satisfy the “two-sequence” requirement.

NOTE: These courses do not count toward the upper-division major requirements when taken to satisfy lower-division requirements.

Upper-Division Courses (34-35 semester hours)

- MTH 353 Linear Algebra
- MTH 357 Probability and Statistics
- MTH 461 Abstract Algebra
- MTH 471 Real Analysis I
- MTH 400 Senior Paper
- Three upper-division math electives, each of at least three semester hours
- Nine approved upper-division semester hours in a supportive area such as biology, chemistry, computer science, economics, education, engineering, or physics

NOTE: The upper-division support area courses must be in the same area.

BACHELOR OF ARTS

General Education Core (40-46 semester hours)

Mathematics Major

Lower-Division Courses (17 semester credits)

- One computer science course, of at least three semester hours
- MTH 171 Calculus I
- MTH 172 Calculus II
- MTH 220 Introduction to Advanced Mathematics
- MTH 271 Calculus III

Upper-Division Courses (28-29 semester hours)

- Three of the following four courses:
- MTH 353 Linear Algebra
- MTH 357 Probability and Statistics
- MTH 461 Abstract Algebra
- MTH 471 Real Analysis I
- Three upper-division math electives, each of at least three semester hours
- Nine approved upper-division semester hours in a supportive area such as biology, chemistry, computer science, economics, education, engineering, or physics.

NOTE: The upper-division support area courses must be in the same area.

To be recommended by the Department of Mathematics for teaching at the secondary level, a student must fulfill requirements for a bachelor of arts degree as outlined, including MTH 366 Geometry, and the requirements of Education Programs.

Minor in Mathematics (23-25 semester hours)

Lower-Division Courses

- MTH 171 Calculus I
- MTH 172 Calculus II
- MTH 220 Introduction to Advanced Mathematics or MTH 271 Calculus III

Upper-Division Courses

- Four upper-division math electives, each of at least three semester hours

Revised Washington State Education Endorsements

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

MATHEMATICS COURSES

MTH 100 Math Lab (3)

A self-paced course designed to take students from their current level of math to readiness for Intermediate Algebra using computer assisted instruction.

MTH 101 Intermediate Algebra (3)

Sets, functions, systems of equations and inequalities, and graphing. Prerequisite: MTH 100 with grade of “C-” or better or equivalent math placement exam score.

MTH 110 Mathematics and Modern Culture (3)

Selected topics in 20th-century mathematics. Topics typically include voting theory, fair division and apportionment techniques, and graph theory. Course proceeds at a relaxed pace and is aimed at students with little technical mathematical background.

MTH 121 Precalculus Mathematics (3)

Preparation for the study of calculus. Course is a transition from the study of algebraic functions to the study of transcendental functions. Topics also include systems of equations and inequalities. Prerequisite: MTH 101 with grade “C-” or better or equivalent math placement exam score.

MTH 122 Precalculus II (3)

Trigonometry and analytic geometry. Topics include trigonometric functions, analytic trigonometry, polar coordinates, complex numbers, roots of equations, conic sections, and sequences and series. Prerequisite: MTH 121 with grade “C-” or better or equivalent math placement exam score.

MTH 161 Mathematical Methods for Business and Social Sciences (3)

Introduction to calculus in a business and social sciences setting. Topics include linear algebra, linear programming, and calculus. Prerequisite: MTH 121 with grade “C-” or better or equivalent math

placement exam score.

MTH 171 Calculus I (4)

A first course in calculus. Limits, differentiation, applications of the derivative, and antiderivatives and integration (including both definite and indefinite integrals). Prerequisite: MTH 122 with grade “C-” or better or equivalent math placement exam score.

MTH 172 Calculus II (4)

A second course in calculus. Integration, applications of the integral, and infinite series. Prerequisite: MTH 171 with grade “C-” or better.

MTH 195 Special Topics (3)

Selected topics in math. Prerequisite: Instructor’s permission. May be repeated for credit.

MTH 200 Mathematics for Computer Science (3)

Introduction to mathematical concepts related to the field of Computer Science. Topics include set theory, Boolean algebra, study of algorithms, study of discrete structures such as graphs and trees, and study of matrix equations. Prerequisite: MTH 161 or MTH 171.

MTH 201 Introduction to Statistics (3)

Introduction to descriptive statistics, measures of central tendency and variability, probability, sampling distributions, estimation, and hypothesis testing. Prerequisite: MTH 101 with grade “C-” or better or equivalent math placement exam score.

MTH 220 Introduction to Advanced Mathematics (3)

Introduction to abstract mathematical reasoning through the study of symbolic logic and mathematical proof. Topics include set theory, function and relation theory, and basic number theory. Prerequisite: MTH 171 with grade “C-” or better.

MTH 271 Calculus III (3)

Expansion of the study of the integral and derivative to higher dimensions. Students will be exposed to several coordinate systems that enable the universe to be viewed from a different perspective. Topics include vector functions, graphing in higher dimensions, multiple integration, and partial differentiation. Prerequisite: MTH 172 with grade “C-” or better.

MTH 295 Special Topics (3)

Selected topics in math. Prerequisite: Instructor’s permission. May be repeated for credit.

MTH 314 History of Mathematics (3)

Selected topics from the three great mathematical cultures that fed contemporary world mathematical culture: Greece 600 B.C.–600 A.D.; the Muslim Near East 800 A.D.–1200 A.D.; and Europe 1500 A.D.–1900 A.D. Course will consider both technical mathematical achievement and historical and social contexts in which these accomplishments took place. Course is writing-intensive. Prerequisite: MTH 161 or MTH 171 with grade “C-” or better.

MTH 322 Differential Equations (3)

Course will examine ordinary differential equations and systems of differential equations. Analytic and numerical (computer-generated) solutions will be studied. Prerequisite: MTH 172 with grade “C-” or better.

MTH 353 Linear Algebra (3)

Introduction to linear algebra. Topics include systems of linear equations, matrices, vector spaces, linear transformations, and applications. Prerequisite: MTH 172 with grade “C-” or better.

MTH 357 Probability and Statistics (3)

Probability expectation, common distribution, and density functions. Estimation, confidence intervals, hypothesis testing, and regression. Prerequisite: MTH 172 with grade “C-” or better.

MTH 366 Geometry (3)

Course will study several types of geometries by considering their sets of axioms and proving theorems. Geometries covered are finite geometries, Euclidean geometry, projective geometry and non-Euclidean geometry. Course required to be certified to teach secondary mathematics. Prerequisite: MTH 220 with grade “C-” or better.

MTH 372 Complex Variables (3)

Introduction to complex analysis, the application of the theory of calculus to the complex numbers. Topics include complex functions, analytic and harmonic functions, complex elementary functions, complex integration, residue theory, and conformal mapping. Prerequisite: MTH 271 with a grade of C- or better.

MTH 381 Math Modeling (3)

Introduction to the basics of mathematical modeling emphasizing model construction, analysis and application. Students will develop spreadsheet models and MATLAB models for problems arising in areas such as physics, biology, and probability that can answer questions to real-world problems. Prerequisites: MTH 172 and MTH 201 or MTH 357. Grades of C- or better required.

MTH 395 Special Topics (3)

Selected topics in math. Prerequisite: Instructor’s permission. May be repeated for credit.

MTH 397 Directed Study (1-3)

A reading or research project in an area of interest to the student. This could be advanced study on the subject of a regularly taught upper-division course or study of a topic not covered in the regular curriculum.

MTH 400 Senior Paper (2-3)

Students write a detailed, thesis-style report describing the results of research or independent study. Open only to senior math majors.

MTH 461 Abstract Algebra (4)

Course will study properties of generalized algebraic systems. Topics include groups and rings (generalization of integers) and fields (generalization of real numbers). Course is proof-based. Prerequisites: MTH 220 and MTH 353 with grades “C-” or better.

MTH 471 Real Analysis I (4)

A proof-based course in the theory of the real numbers and the foundations of calculus. Topics include development of the real number system, limits of sequences and functions, continuity and uniform continuity of functions, and differentiation. Prerequisites: MTH 172 and MTH 220, plus one of the following: MTH 322, MTH 353, MTH 357, MTH 366. Grades of “C-” or better required.

MTH 472 Real Analysis II (3)

A second course in real analysis. Topics include convergence of series, point wise and uniform convergence of series of functions, and (Riemann) integration. Prerequisite: MTH 471 with grade “C-” or better.

MTH 495 Special Topics (3)

Selected topics in math. Prerequisite: Instructor’s permission. May be repeated for credit.

MUSIC

FACULTY

Darrell Born

The study of music encourages students to explore the value of music in their lives. Students who study music at Saint Martin’s University have the advantage of a strong music program within a liberal arts setting. Courses in music integrate the study of music literature, history and theory with musical performance to develop intellect, familiarity with a variety of cultures, interpersonal relationships and poise.

Keyboard Proficiency

All music students are required to take courses in basic piano and pass a functional keyboard proficiency examination. Students with prior piano training can waive basic piano coursework by challenging and passing the piano proficiency examination. Details regarding this examination are available in the Music Program office.

Recital

Music majors must complete junior (MUS 327) and senior (MUS 427) recitals. The junior recital is a half recital consisting of approximately 30 minutes of music. The senior recital is a full recital consisting of approximately one hour of music. Music minors are required to perform a junior recital and are encouraged to perform a senior recital. Students are required to enroll in the appropriate level of applied instruction for the semester in which they perform their respective recital.

Ensemble Participation

An undergraduate music major must earn a minimum of eight credits in large ensemble participation during eight different semesters to be eligible for graduation and must be enrolled in a large ensemble during each semester of full-time study.

A music minor must earn a minimum of four credits in large ensemble participation during four different semesters. For curricular purposes, a large ensemble is defined to mean MUS 285/385 Chorale, MUS 286/386 Band, or MUS 387 Orchestra. Instrumental majors are required to participate in MUS 286/386 or MUS 387. Vocal majors are required to participate in MUS 285/385. Various ensemble requirements are contained in specific curricula and may vary depending on scholarship award requirements. Ensembles are open, some through audition, to all students regardless of major.

Upper-Division Standing

Before enrolling in 300-level applied lessons, a student must pass the requirements of the major area upper-division jury. This jury examination requires the demonstration of, but is not limited to, the fundamentals of the student’s major area of performance. The student must show potential to continue improving in a manner that will lead to the successful completion of the performance requirements in the degree and major emphasis.

Recital Audition

Students who have registered to perform either the junior recital (MUS 327) or the senior recital (MUS 427) must perform and pass a recital audition at least two weeks prior to the recital date. A panel of at least three music faculty members will serve as the jury to hear the audition.

Recital Attendance

MUS 100 Recital Attendance, required of music majors for six semesters and of music minors for two semesters, provides the student musician an opportunity to gain insight into performance practices and concert etiquette in addition to hearing a variety of styles and genres.

Convocation and Studio Workshop

As a component of the course, Applied Lessons, students registered for the course are required to attend weekly Thursday noon workshops and convocation. Convocation provides a formal forum for student performance. Studio Workshop builds student technical skills and solidifies repertoire through performance within a nurturing workshop setting.

BACHELOR OF ARTS

General Education Core (40-46 semester hours)

Major in Music (50 semester hours)

The music major prepares students to be involved in a variety of musical pursuits, including teaching in a studio setting, teaching music in grades K-12, participating in a variety of performance organizations and serving as a music conductor. The program also provides preparation for advanced study in performance, music theory and literature.

Lower-Division Courses (21 semester hours)

- MUS 100 Recital Attendance (6 semesters at 0 credits)
- MUS 105 Music Theory I (3)
- MUS 105L Music Theory I: Aural Skills Lab (1)
- MUS 106 Music Theory II (3)
- MUS 106 L Music Theory II: Aural Skills Lab (1)
- MUS 110 Applied Lessons: Piano (2)
- MUS 112 Applied Lessons: Major instrument (4)
- MUS 220 Basic Conducting (3)
- Large Ensemble (4)*

Upper-Division Courses (29 semester hours)

- MUS 305 Music Theory III (3)
- MUS 305L Music Theory III: Aural Skills Lab (1)
- MUS 306 Music Theory IV (3)
- MUS 306L Music Theory IV: Aural Skills Lab (1)
- MUS 307 Musical Form and Analysis (3)

- MUS 312 Applied Lessons: Major Instrument (4)**
- MUS 327 Junior Recital (0)
- MUS 330 Music History I (3)
- MUS 331 Music History II (3)
- MUS 427 Senior Recital (1)
- Large Ensemble (4)*
- 3 semester hours of approved upper-division elective credit (3)

* Vocal students must enroll in MUS 285/385; instrumental students must enroll in MUS 286/386 or MUS 387.

** Students must have passed the upper-division jury exam before enrolling in 300-level applied lessons.

Minor in Music (23 semester hours)

The course of study for a music minor provides opportunities for students to study music from technical, cultural and performance perspectives.

Core Requirements

- MUS 100 Recital Attendance (2 semesters at 0 credits)
- MUS 105 Music Theory I (3)
- MUS 105L Music Theory I: Aural Skills Lab (1)
- MUS 106 Music Theory II (3)
- MUS 106L Music Theory II: Aural Skills Lab (1)
- MUS 108 Music in Western Culture (3)
- MUS 110 Applied Lessons – Piano (2)
- MUS 110 Applied Lessons – Instrument or Voice (4)
- MUS 327 Junior Recital (0)
- Large Ensemble* (4)
- MUS electives (2)

* Vocal students must enroll in MUS 285/385; instrumental students must enroll in MUS 286/386 or MUS 387.

Revised Washington State Education Endorsements

For information on the Washington State teacher education endorsement in choral music, instrumental music or general music, please refer to the requirements as outlined in the College of Education and Counseling Psychology section of the Undergraduate Academic Catalog.

MUSIC COURSES

MUS 100 Recital Attendance (0)

Through attending approved concerts and recitals, student musicians gain insight into performance practices and etiquette, as well as hearing a variety of styles and genres of music. Required of music

majors for six semesters and music minors for two semesters, with a minimum of five recitals per semester. May be repeated for transcript inclusion.

MUS 104 Music Fundamentals (3)

Study of the basic elements of music including note reading, notating music, major and minor scales, key signatures and clefs.

MUS 105 Music Theory I (3)

An introduction to the rudiments of music, including common practice harmony, analysis and ear training.

MUS 105L Music Theory I: Aural Skills Lab (1)

The primary goal of the Aural Skills Lab is to produce musicians who can perceive and make sound in meaningful, consistent musical patterns. The listening portion includes dictation of melodies, rhythms and harmonies, perceptions of musical events (e.g. meter or form), and ensemble skills. Performance includes sight-reading, conducting and improvisation. Must be taken concurrently with MUS 105

MUS 106 Music Theory II (3)

A continuation of MUS 105. Prerequisite: MUS 105 or instructor's consent.

MUS 106L Music Theory II: Aural Skills Lab (1)

The primary goal of the Aural Skills Lab is to produce musicians who can perceive and make sound in meaningful, consistent musical patterns. The listening portion includes dictation of melodies, rhythms and harmonies, perceptions of musical events (e.g. meter or form), and ensemble skills. Performance includes sight-reading, conducting and improvisation. Must be taken concurrently with MUS 106

MUS 107 History of Rock and Roll (3)

This course presents an historical survey of Rock and Roll from the musical and cultural environment prior to its inception through the majority of Rock's sixty-year history. It explores significant artists, bands and individuals, whose contributions have made it what it is today, and it demonstrates the interaction between and function of instruments in the Rock format. An objective view of the topic will be emphasized through recordings, musical analysis and class discussion.

MUS 108 Music in Western Culture (3)

A study of music as a cultural phenomenon in the life of Western mankind. Emphasis on selected composers and representative masterworks.

MUS 109 History of Jazz (3)

History of Jazz is a celebration of and introduction to a genre of music which can be considered a unique American art form. It is a survey focusing on the evolution of jazz styles, people and cultures of impact from its inception to the present. It emphasizes a study of diverse cultures, important performers, composers and musical techniques involved in the creation and performance of this special genre.

MUS 110 Applied Lessons (1)

For music minors, secondary instruments and non-majors; may not be taken for audit. One-half hour lesson per week plus convocation. Instruction offered in piano, organ, harpsichord, voice, flute, oboe, clarinet, saxophone, bassoon, trumpet, horn, euphonium, trombone, tuba, percussion, violin, viola, cello, contrabass, harp or guitar. Final exam conducted by jury in some sections. Prerequisite: Audition by committee. May be repeated for credit.

MUS 111 Applied Lessons (1)

For music majors who need to correct deficiencies in major instrument area; may not be taken for audit. One hour of private instruction per week plus convocation/area recital/ studio class. Final exam conducted by jury. See MUS 110 for instructional areas. Prerequisite: placement audition by committee. May be repeated for credit.

MUS 112 Applied Lessons (1)

For music majors; may not be taken for audit. One hour of private instruction per week plus convocation/area recital/studio class. Final exam conducted by jury. See MUS 110 for instruction areas. Prerequisite: placement audition by committee. May be repeated for credit.

MUS 195 Special Topics (1-3)

To be arranged with department advisor.

MUS 220 Basic Conducting (3)

A study of basic conducting techniques and score-reading skills applicable to instrumental and choral ensembles.

MUS 285 Saint Martin's Chorale (1-3)

A study of sacred and secular choral literature for the large ensemble. Emphasis on individual vocal and musical development during rehearsals. Culminates in a group performance.

MUS 286 College Band (1-3)

The band provides students who perform on wind or percussion instruments an opportunity to study, rehearse and perform music from the extensive wind band repertoire. Prerequisite: Audition or instructor's consent.

MUS 295 Special Topics (1-3)

To be arranged with department advisor.

MUS 305 Music Theory III (3)

Continuation of MUS 106 and beginning studies in counterpoint. Prerequisite: MUS 106 or instructor's consent.

MUS 305L Music Theory III: Aural Skills Lab (1)

The primary goal of the Aural Skills Lab is to produce musicians who can perceive and make sound in meaningful, consistent musical patterns. The listening portion includes dictation of melodies, rhythms and harmonies, perceptions of musical events (e.g. meter or form), and ensemble skills. Performance includes sight-reading, conducting and improvisation. Must be taken concurrently with MUS 305

MUS 306 Music Theory IV (3)

A continuation of MUS 305, with additional emphasis on contrapuntal techniques and 20th century harmony and composition. Prerequisite: MUS 305 or instructor consent.

MUS 306L Music Theory IV: Aural Skills Lab (1)

The primary goal of the Aural Skills Lab is to produce musicians who can perceive and make sound in meaningful, consistent musical patterns. The listening portion includes dictation of melodies, rhythms and harmonies, perceptions of musical events (e.g. meter or form), and ensemble skills. Performance includes sight-reading, conducting and improvisation. Must be taken concurrently with MUS 306.

MUS 307 Musical Form and Analysis (3)

This course advances students' understanding of music through formal, rhythmic, melodic and harmonic analysis. Students will develop skills and techniques that enable them visually and aurally to comprehend simple and complex forms, line, metric and tonal relationships, and the like within small and larger-scale musical structures. Prerequisite: MUS 306 or permission of instructor.

MUS 310 Applied Lessons (1)

For music minors, secondary instruments and non-majors at the upper-division level. See MUS 110 for instruction areas. Prerequisite: Upper-division jury examination.

MUS 312 Applied Lessons (1)

For upper-division music majors. See MUS 110 for instruction areas. Prerequisite: Upper-division jury examination.

MUS 321 Advanced Conducting (3)

Continuation of basic conducting, with emphasis on development of advanced choral, band and orchestra conducting skills. Topics include complex patterns, score reading and preparation, rehearsal techniques, an awareness of age and ensemble, and appropriate methodologies and pedagogies resulting in effective performance. Prerequisite: MUS 220 or instructor consent.

MUS 327 Junior Recital (0)

A recital given by a music major or minor in which the student performs with another student, each performing approximately one half-hour of music. Corequisite: MUS 310 for music minors; MUS 312 for music majors.

MUS 330 Music History I (3)

A study of major composers and compositions in Western culture prior to 1750. Includes an overview of important historical events in related fields and their influence on the development of music.

MUS 331 Music History II (3)

A study of the major composers and compositions in Western culture from 1750 to the present. Includes an overview of important historical events in related fields and their influence on the development of music.

MUS 335 Studies in Musical Context (3)

This course deepens students' knowledge of the literature and practices of music in their historical and contemporary contexts. Its focus varies by year and instructor.

MUS 375 Instrumental Chamber Ensemble (1-3)

These ensembles provide students with advanced instrumental background an opportunity to study challenging instrumental chamber music in which his/her instrument is commonly found. Students may audition for up to three different ensembles. Each ensemble will be expected to perform for a variety of functions both on and off campus. Specific ensembles will be offered based on student interest.

MUS 385 Saint Martin's Chorale (1-3)

A study of sacred and secular choral literature for the large ensemble. Emphasis on individual vocal and musical development during rehearsal. Culminates in group performance. Students who take MUS 385 will assume a leadership role in the chorale in their respective sections (i.e., soprano, alto, tenor, bass) and/or in the chorale in general. Prerequisite: MUS 285 or instructor's consent.

MUS 386 College Band (1-3)

The band provides students who perform on wind or percussion instruments opportunity to study, rehearse and perform music selected from the extensive wind band repertoire. Students who enroll in MUS 386 will assume a leadership role in their respective section and/or in the ensemble in general. Prerequisite: MUS 286 or instructor's consent.

MUS 387 College Orchestra (1-3)

This ensemble provides students with advanced instrumental backgrounds an opportunity to study a variety of challenging orchestral music with Student Orchestras of Greater Olympia (SOGO). Prerequisite: Audition or instructor's consent.

MUS 389 Jazz Ensemble (1-3)

A study of the basic styles of jazz and of improvisation through rehearsal and performance. Prerequisite: Audition or instructor's consent.

MUS 395 Special Topics (1-3)

To be arranged with department advisor.

MUS 397 Directed Study (1-3)

An opportunity for students to pursue research-based or scholarly projects on their own initiative. Prerequisite: Instructor's consent.

MUS 427 Senior Recital (1)

A recital given by a music major in which the student performs a music program approximately one hour in length. Corequisite: MUS 312.

MUS 430 Music in the Classroom (3)

Introduction to teaching music in the elementary classroom designed for elementary education classroom teachers. Course includes the study of music fundamentals and methods of teaching music in the elementary classroom. Selected interdisciplinary resources will be explored. No prior musical training is required. Offered on demand.

MUS 495 Special Topics (1-3)

To be arranged with department advisor.

RN TO BSN NURSING PROGRAM

FACULTY

Diane Hamilton

BACHELOR OF SCIENCE IN NURSING (RN TO BSN NURSING PROGRAM)

Mission

The nursing program at Saint Martin's University is dedicated to making a positive difference in the lives of its students and others through the core values of faith, reason, service and community. It empowers its students to pursue lifelong learning, accomplishment and fulfillment as nurses and human persons.

Goals

The nursing program is committed to providing an academic environment congruent with its mission and that of the university. Rooted in the liberal arts, its curriculum cultivates creativity and the ability to communicate and pursue ideas; critical thinking and independent inquiry; academic excellence; the formation of sound ethical judgments; and service to humanity. The program prepares nurses to:

- provide evidence-based care for a diverse and aging population that contributes to safe and high quality patient outcomes
- face the challenges associated with working with new technology and informatics
- create innovative changes to improve the delivery of health care
- promote inter-professional collaboration
- understand the research process and translate evidence into practice
- provide leadership in the workplace, community and profession
- influence policies, laws and regulations that promote nursing practice and improve the health care system

Accreditation

The RN to BSN Nursing program is accredited by the Commission on Collegiate Nursing Education.

Washington State Approval

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

RN-TO-BSN NURSING PROGRAM

Prerequisites for admission to the RN to BSN Nursing Program

- Admission to Saint Martin's University
- Associate degree or diploma in nursing
- Competitive GPA, with a minimum of a grade of C in each nursing core and prerequisite course
- Unrestricted Washington State Registered Nurse license. (Applicants currently enrolled in a nursing program may be offered provisional admission, pending passage of the NCLEX and receiving RN licensure which must be obtained by the end of the first semester in the program.)
- Successful program interview

Admission Process

- Students are admitted for all semesters; applications will be received and reviewed on an ongoing basis
- Complete an application for admission to Saint Martin's as a transfer student
- Submit an official copy of transcripts from every college attended
- Complete a FAFSA form for financial aid purposes.
- After admission to Saint Martin's University, you will be contacted to schedule a program interview. Interviews can be conducted in-person or by telephone

- Upon admission to the RN to BSN Nursing Program, a background clearance check is required.

BACHELOR OF SCIENCE IN NURSING

RN-to-BSN Program Requirements

All students must meet the university's graduation requirement of 120 total semester hours, which includes accepted transfer credit and at least 30 semester hours of course work completed at Saint Martin's University. A maximum of 90 semester hours (135 quarter hours) will be accepted in transfer toward fulfillment of requirements for the baccalaureate degree. Thirty semester hours of upper division credit will be awarded, based on verification of successful completion of the NCLEX- RN examination. General education, nursing core and elective courses may be taken simultaneously; courses may count for both general education and major requirements as appropriate. The program will be tailored as much as possible to meet the needs and interests of each student, taking into account the number and nature of credits accepted for transfer. Either part-time or full-time enrollment is possible.

General Education Core (40 semester hours)

Information about general education requirements, most of which may be satisfied by transfer credit, is found in the Academic Policies and Procedures section of this catalog.

Nursing Core Courses (21 semester hours)

Each core nursing course is offered at least once a year. Prerequisite or co-requisite course requirements may be waived if, in the judgment of the program director, it will significantly enhance the learning experience of the student.

- NUR 310 Health Policy (3)
- NUR 350 Translating Research into Evidence-Based Practice (3)
- NUR 370 Ethical Issues in Health Care (3)
- NUR 410 Promoting Population Health in the Community (2)
- NUR 411 Promoting Population Health in the Community Practicum (1)
- NUR 430 Leadership for Advancing Health (3)
- NUR 450 Care Coordination and Inter-professional Collaboration (3)
- NUR 490 Capstone (3)

Approved Elective Courses (6 semester hours)

Students may take an elective that is not listed if, in the judgment of the program director, it will significantly enhance their learning experience in the major.

- BA 303 Labor/Management Relations (3)
- BA 340 Human Relations in Management (3)
- NUR 320 Traditional Chinese Medicine and Evidence-Based Practice (3)
- NUR 330 Practicum at Shanghai University of Traditional Chinese Medicine (3)
- NUR 340 Global Health (1-6)
- PHL 301 Ethics (3)
- PSY 330 Psychology of the Family (3)

- PSY 343 Health Psychology (3)
- PSY 353 Drugs and Society (3)
- PSY 387 Body Image and Eating Disorders (3)
- PSY 440 Grief and Loss (3)
- SOC 302 Sex, Race and Disability (3)
- SOC 303 Sociology of Aging (3)
- SOC 396 Intercultural Communication (3)

NURSING COURSES

NUR 310 Health Policy (3)

Examination of health policy and its significance to practice. Overview of policy analysis, legislative and regulatory processes and issues such as health care reform, health care costs, Medicare and Medicaid, and health insurance. Principles of access, equity, affordability, and social justice in health care delivery. Students participate in the legislative, regulatory and political processes.

NUR 320 Traditional Chinese Medicine and Evidence-Based Practice (3)

Introduction to traditional Chinese medicine and the evidence base for its effectiveness. Comparison of US and Chinese health systems. Offered in collaboration with Shanghai University of Traditional Chinese Medicine.

NUR 330 Practicum at Shanghai University of Traditional Chinese Medicine (3)

Study of health care and traditional Chinese medicine at the Shanghai University of Traditional Chinese Medicine. NUR 320 is highly recommended prior to taking NUR 330.

NUR 340 Global Health (1-6)

International courses, practica or service-learning projects that promote an understanding of global responses to health problems. May be repeated for credit.

NUR 350 Translating Research into Evidence-Based Practice (3)

Integration of the research process and methods with elements of evidence-based practice to promote patient-centered, safe and effective care. Incorporation of informatics into the research process and the delivery of patient care.

NUR 370 Ethical Issues in Health Care (3)

Analysis of ethical theories and their application to problems confronted in healthcare practice. Philosophical considerations are applied in resolving ethical dilemmas and promoting the values of altruism, autonomy, human dignity, integrity, and social justice.

NUR 395 Special Topics (3)

To be arranged by department.

NUR 410 Promoting Population Health in the Community (2)

Examination of public health nursing and community health concepts to promote health and prevent disease for individuals, families, groups, communities and populations. Partnerships with community members, agencies and health systems are emphasized. Must be taken concurrently with NURS 411.

NUR 411 Promoting Population Health in the Community Practicum (1)

Application of public health nursing and community health concepts for the promotion of individual, family, group, community and population health through group work and a field experience. Inter-professional collaboration is encouraged. Must be taken concurrently with NURS 410.

NUR 430 Leadership for Advancing Health (3)

Application of leadership theories to develop skills, competencies and a personal leadership style required to advance health and the nursing profession. Strategies for collaboration with healthcare professionals to redesign healthcare systems and diffuse change.

NUR 450 Care Coordination and Inter-professional Collaboration (3)

Analysis of the role of nurses as care coordinators to promote safe, quality, cost-effective care and resources and of factors that affect the ability of nurses to provide care coordination. Exploration of strategies for inter-professional collaboration to promote team-based, patient-centered care.

NUR 490 Capstone (3)

An integrative experience that synthesizes learning in the core nursing curriculum. Students select a practice or policy problem, design a project to study or remedy the problem and, when possible, implement the project. Involves collaboration with a mentor. Prerequisites: NUR 310, 350, 370, 410, 411, 430, and 450.

PHILOSOPHY

FACULTY

Father George Seidel, O.S.B.

Father David Pratt

Philosophy surveys the history of human thought and studies the deepest concerns of human existence. It examines the intellectual heritage of the West in its historical roots and developments, but also addresses the central problems of the tradition in a systematic fashion, thereby giving the student a deeper insight into a significant aspect of his or her cultural heritage.

MINOR IN PHILOSOPHY

Lower-Division Courses

- PHL 201 Introduction to Philosophy

Upper-Division Courses

- 15 semester hours chosen from: PHL 301 Ethics; PHL 313 Philosophy of Being; PHL 314 Philosophy of Nature and Science; PHL 333 Social Philosophy;
- PHL 341 Philosophy of the Self; PHL 346 Contemporary Philosophy; or PHL 397 Directed Study

PHILOSOPHY COURSES

PHL 195 Special Topics (3)

Topics to be arranged with department advisor.

PHL 201 Introduction to Philosophy (3)

An introduction into the nature and problems of philosophy.

PHL 295 Special Topics (3)

Topics to be arranged with department advisor.

PHL 301 Ethics (3)

A critical inquiry of moral behavior as proposed by various ethical systems

PHL 313 Philosophy of Being (3)

A systematic study of the meaning of being and its properties, namely, the one, the true, the good and the beautiful.

PHL 314 Philosophy of Nature and Science (3)

A study of the physical world, presuppositions and methods of the natural sciences studying that world from a philosophical stance.

PHL 333 Social Philosophy (3)

A study of the philosophical models of social groups, concentrating especially on the 19th century.

PHL 341 Philosophy of the Self (3)

The structure of man/woman as a knowing and choosing being.

PHL 346 Contemporary Philosophy (3)

Early 20th-century philosophy, especially emphasizing the thought of Kierkegaard, Husserl and Heidegger.

PHL 356 Bioethics (3)

A critical investigation of ethical theory in relation to medical practice, health care, life sciences, genetic engineering, and agriculture.

PHL 395 Special Topics (3)

Topics to be arranged with department advisor.

PHL 397 Directed Study (1-3)

To be arranged with departmental advisor.

PHL 495 Special Topics (3)

Topics to be arranged with department advisor.

PHYSICS

FACULTY

Gordon Bellevue

Stephen Parker

Physics seeks to explain the workings of the physical world encompassing a vast scale from elementary particles to the cosmos. Physics interacts with fields such as chemistry, biology, astronomy and engineering to provide a background for study in these areas.

The minor in physics is intended for students who major in related fields and are interested in progressing in physics beyond the introductory sequence. Students who minor in physics will develop a deeper understanding of core physics principles and develop skills used by physicists, including laboratory techniques, mathematical and computational modeling, and research and presentation skills.

Minor in Physics (34 semester hours)

The minor consists of 31 semester hours of required courses and 3 upper-division semester hours in elective courses, drawn from the courses listed below:

Lower-Division Required Courses (21 semester hours)

- MTH 171 Calculus I
- PHY 171 / 171L Introductory Physics / Laboratory
- MTH 172 Calculus II
- PHY 172 / 172L Introductory Physics / Laboratory
- MTH 271 Calculus III

Upper-Division Required Courses (13 credits)

- PHY 303 Modern Physics with Laboratory
- PHY 314 Classical and Computational Mechanics
- PHY 399 Explorations in Physics
- One additional 3 semester hour upper-division course in a field of applied physics from the list below. Other elective courses may be counted toward the minor if, in the judgment of the department chair, they significantly enhance the student's learning experience in the program.
- PHY 355 Solid State Physics
- PHY 365 Astrophysics
- PHY 395 Special Topics (with permission of chair).

PHYSICS COURSES

PHY 105 The Physics Around Us with Laboratory (4)

An exploration of the basic physics that is happening all around us on an everyday basis. The course is aimed at non-science majors, so no mathematical background beyond high school algebra will be assumed. 3 hours of lecture and one 3-hour lab weekly. Not a prerequisite for other physics courses.

PHY 110 Introduction to Astronomy with Lab (4)

An introduction to astronomy, especially focused on the solar system. Topics may include the formation of the solar system, the Sun, the geology and atmospheres of the terrestrial planets, the giant planets, and their moons, comets, asteroids, extra-solar planets, life in the universe, and possibly other topics as desired. Course includes an observing component, part of which is done at night with the instructor, as well as a daytime laboratory component. Knowledge of basic algebra is assumed.

PHY 141 General Physics (4)

An algebra-based introduction to classical physics. Topics covered include vectors, kinematics, forces, rotational motion, fluids and thermodynamics. Prerequisite: MTH 122.

PHY 141L General Physics Laboratory (1)

To be taken concurrently with PHY 141.

PHY 142 General Physics (4)

A continuation of PHY 141. Topics include waves, sound, optics, light, electricity and magnetism. Prerequisite: PHY 141.

PHY 142L General Physics Laboratory (1)

To be taken concurrently with PHY 142.

PHY 171 Introductory Physics I (4)

A general introduction to physics for science and engineering students. Mechanics, properties of materials and thermodynamics are covered. Prerequisite: MTH 171. MTH 171 can be taken concurrently.

PHY 171L Introductory Physics I Laboratory (1)

To be taken concurrently with PHY 171.

PHY 172 Introductory Physics II (4)

A continuation of PHY 171. Topics include waves sound, light, optics, electricity and magnetism. Prerequisite: PHY 171 and MTH 172. MTH 172 can be taken concurrently.

PHY 172L Introductory Physics II Laboratory (1)

To be taken concurrently with PHY 172.

PHY 195 Special Topics (1-4)

Lower-division lecture and lab topics.

PHY 295 Special Topics (1-4)

Upper-division lecture, lab and seminar topics.

PHY 303 Modern Physics with Laboratory (4)

The 20th century saw fundamental changes in how we view our physical world. "Recent" advances in physics that may be covered in this course are Special Relativity, Introductory Quantum Mechanics, Atomic Structure, Nuclear Physics, and High Energy Particle Physics. 3 hours of lecture and one 3-hour lab weekly. Prerequisites: PHY 172 and MTH 271. MTH 271 can be taken concurrently.

PHY 314 Classical and Computational Mechanics (4)

An examination of the mechanics that underpin most of physics coupled with useful numerical methods for physics and other sciences. Topics may include Lagrangian and Hamiltonian mechanics, rotating bodies, numerical integration, Markov chains, and Monte Carlo methods, as well as a significant hands-on component building and modeling a physics system. Prerequisites: PHY 172, MTH 271. MTH 271 may be taken concurrently.

PHY 355 Solid State Physics (3)

A study of the physics of solids, concentrating on properties of atoms as a result of their periodic arrangement in a lattice. Topics may include crystal structures, reciprocal lattices, vibrations, band structures, superconductivity, and surface physics. Prerequisites: PHY 303 and PHY 314.

PHY 365 Astrophysics (3)

Modern astronomy is studied through the lens of physics. This course will examine astronomical bod-

ies using the physics that students have studied in prior courses. Topics may include star formation and evolution, orbital mechanics, stellar remnants, planets, galaxies, the big bang, and cosmology. Pre-requisites: PHY 303 and PHY 314.

PHY 395 Special Topics (1-4)

Upper-division lecture, lab and seminar topics.

PHY 399 Explorations in Physics (2)

Students will explore a self-chosen topic used the multi-faceted lens of a physicist. This course is intended to help students make connections amongst and reflect upon all of their previous physics courses. Prerequisite:

PHY 355 or PHY 365 or permission of instructor.

PHY 495 Special Topics (1-4)

Upper-division lecture, lab and seminar topics.

POLITICAL SCIENCE

FACULTY

Rex J. Casillas
Sonalini Sapra
Alexis Walker
Stephen Yoder

Political scientists seek to understand the basis of power in society, how that power is organized and exercised and its impact on people's lives.

Objectives of the major are to:

- Acquaint the student with the great issues of politics.
- Analyze alternative approaches to those issues.
- Develop the student's intelligent and lasting interest in society and politics and provide him or her with an environment for learning active self-governance.
- Serve practical needs of students planning a career involving the law, processes, institutions, techniques and social and economic environment of modern governments (areas stressed are law, public administration, the foreign service, journalism and business).
- Prepare students for graduate study with a view toward teaching and/or research.

Political and social ideas, movements and institutions are incomprehensible without adequate understanding of their history. Likewise, the study of history profits from awareness of political and social philosophies, institutions and concerns.

The major provides students with a mature understanding of politics and history. The department offers coursework in a program integrating history and political science. While students can elect either a history or political science degree, substantial coursework is required in both disciplines for departmental majors.

BACHELOR OF ARTS

General Education Core (40-46 semester hours)

Major in Political Science (36 semester hours)

Upper-Division Courses

- 27 upper-division semester hours in political science, including:
- PLS 300 International Relations;
- PLS 350 Government and Politics of Europe or PLS 352 Government Politics of Asia;
- PLS 385 Political Ideologies: Their Origin and Impact;
- PLS 498 Research Methods in History and Political Science;
- PLS 499 Senior Seminar Paper
- One course chosen from:
 - PLS 364 Political Behavior and Public Opinion;
 - PLS 366 Congress and the Presidency;
 - PLS 381 Political Parties
- 9 semester hours of history, all of which must be upper-division

NOTE: No more than six semester hours of credit in internships may be applied toward requirements for a political science major.

The following departmental courses may be applied to either (but not both) the political science or the history degree requirements: American Foreign Policy, American Constitutional Development, Political Ideologies, History of the Vietnam War, History of Capitalism, and the Cold War.

Political science majors are advised to pursue supporting coursework in philosophy, research methods, statistics and computer studies.

Minor in Political Science (21 semester hours)

Upper-Division Courses

- 12 upper-division semester hours in political science including:
- PLS 300 International Relations; PLS 350 Government and Politics of Europe; or PLS 352 Government Politics of Asia.
- One course chosen from: PLS 364 Political Behavior and Public Opinion; PLS 366 The Legislative Process; PLS 381 Political Parties;
- PLS 385 Political Ideologies: Their Origin and Impact.
- Six upper-division semester hours in history

Minor in International Relations (21 semester hours)

The minor in international relations seeks to provide students with an understanding of the political economic, social and cultural relations between nations. The minor requires coursework in political science, international relations, geography, history and languages, with additional electives in related fields, such as comparative politics, economics, sociology and cultural anthropology.

The minor recognizes the fact that we live in an interdependent world where globalization has had a tremendous impact on foreign and domestic policy. The minor may be of special interest to students majoring in business, the social sciences or humanities and who want an international dimension to their education.

Requirements:

- Nine semester hours consisting of: GPH 210 World Regional Geography; PLS 300 International Relations; PLS/HIS 310 American Foreign Policy or PLS/HIS 330 Cold War.
- One course (three semester hours) chosen from: HIS 211 History of Latin American Civilization; HIS 213 History of African Civilization to 1880; HIS 215 History of Islamic Civilization; HIS 217 History of Chinese and Japanese Civilization.
- Six semester hours or its equivalent chosen from: SPN 201/202 Intermediate Spanish; FRN 201/202 Intermediate French; JPN 201/202 Intermediate Japanese.
- One elective (three semester hours) chosen from: ECN 420 International Business; PLS 152 U.S. and World Affairs; PLS 325 History of the Vietnam War; PLS 350 European Politics; PLS 352 Asian Politics; SOC 103 Cultural Anthropology; SOC396 Intercultural Communication.
- Credit through the Defense Language Institute at the intermediate proficiency level may be used to fulfill this requirement.

POLITICAL SCIENCE COURSES

PLS 150 Survey of American Government and Politics (3)

Structure, functions and processes of American political system. Emphasis on impact of government and society on the lives of Americans.

PLS 151 Introduction to American Public Policies and Issues (3)

Examination of American public policy processes, structures and outcomes, with focus on selected policy ideas and issues.

PLS 152 Global Issues (3)

Critical analysis of a wide range of global issues, including terrorism, human rights, population and global environmental issues, arms control, nuclear proliferation and globalization.

PLS 195 Special Topics (1-3)

To be arranged with department advisor.

PLS 220 State and Local Politics and Administration (3)

Structures, functions and processes of state and local governments. Relationship between public administrative agencies and other government entities. Techniques of public administration.

PLS 295 Special Topics (1-3)

To be arranged with department advisor.

PLS 300 International Relations (3)

Study of major concepts and practices of international politics. Case studies on war; development of the modern state system; approaches to the study of peace; and the formulation and implementation of U.S. foreign policy.

PLS 310 American Foreign Policy (3)

A study of the origins, development and implementation of U.S. foreign policy. Equivalent to HIS 310.

PLS 325 History of the Vietnam War (3)

A history of the Vietnam War from 1945 to 1975. Although course focuses on U.S.- Vietnam relations, it also examines the French role in Indochina and regional developments since the war's end. Equivalent to HIS 325.

PLS 330 Cold War (3)

The course traces the origins of the Cold War, its impact on the foreign and domestic policies of the U.S. and Soviet Union, and the role of perceptions and misperceptions on the part of U.S. and Soviet decision-makers. Equivalent to HIS 330.

PLS 350 Government and Politics of Europe (3)

A study of the government and politics of Britain, France, Germany, Russia and selected other European political systems. Emphasis on comparative political methodology, political structures, political culture, political parties, interest groups and contemporary political and economic problems.

PLS 352 Government and Politics of Asia (3)

Study of the government and politics of China, Japan and selected Southeast Asian states. Emphasis on contemporary political and economic problems in the region.

PLS 360 Women and Politics (3)

Explores the role of women in American politics. Selected historic social and political struggles of women; the emergence and impact of "second wave" feminism; and the contemporary role of women in conventional and non-conventional political action. Particular attention given to the concepts of gender, class and race as they apply to the theory and practice of feminism.

PLS 364 Political Behavior and Public Opinion (3)

The political socialization process and development of political attitudes, values and beliefs. Opinion, voting, political participation and selected studies in political linkage.

PLS 366 Congress and the Presidency (3)

Examines the constitutional foundation, evolution, functions, roles and performance of Congress and the Presidency, attempting to develop a greater understanding of the most important relationship in American government.

PLS 378 American Constitutional Development (3)

Interpretation of the U.S. Constitution by the U.S. Supreme Court. Emphasis on questions of federalism; protection of property; civil liberties; and separation and delegation of government powers. Equivalent to HIS 378.

PLS 379 Judicial Process (3)

Role of the American court system. Roots of Anglo-American jurisprudence; political aspects of legal institutions; structure of American court system. Equivalent to CJ 379.

PLS 381 Political Parties (3)

Political parties in the United States and abroad, their history, composition, organization, leadership and influence on the formation and execution of public policy.

PLS 385 Political Ideologies — Their Origin and Impact (3)

Development of post-17th-century Western political and social theory. Democratic, Liberal, Conservative, Socialist, Marxist and Fascist perspectives, including 20th century developments. Equivalent to HIS 385.

PLS 390 Legislative and Administrative Internships (3-12)

Department permission and junior standing required.

PLS 395 Special Topics (1-3)

To be arranged with department advisor.

PLS 397 Directed Study (1-3)

Departmental permission required.

PLS 420 Philosophy of Law (3)

This course provides an overview of the nature, principles, theories and philosophical basis of western law. The purpose of the course is to acquaint students with the history of ideas that constitutes the foundation for western legal reasoning. Prerequisite: Sophomore standing. Equivalent to CJ 420.

PLS 430 Civil Liberties (3)

Investigation of the origins of the U.S. Constitution and its amendments. Emphasis on studying and clarifying effects of U.S. Supreme Court decisions and how they relate to society. Equivalent to CJ 430.

PLS 435 History of Capitalism (3)

Origins of private property, profit-taking and possessive individualism. Alternative explanations of the rise and fall of capitalism. Extensive reference to the experience of the North Atlantic community. Equivalent to HIS 435.

PLS 490 Legislative and Administrative Internships (3-12)

Department permission and junior standing required.

PLS 495 Special Topics (1-3)

To be arranged with department advisor.

PLS 498 Research Methods in History and Political Science (3)

This course is designed to give students a theoretical and practical knowledge of research methods in the disciplines of history and political science. Research Methods is a class about how historians and political scientists think about and do history and political science. It is intended to introduce students to the types of research used by historians and political scientists, the process of writing history and political science, the theoretical perspectives used by historians and political scientists today, and the implications of new technologies in the researching and writing of history and political science. In this course students will choose a research topic, perform a considerable amount of readings in the secondary literature, make a research design, and carry out the research necessary to write a senior thesis next semester.

PLS 499 Senior Seminar Paper (3)

PRE-LAW

FACULTY

Robert Hauhart

The pre-law curriculum at Saint Martin's University consists of courses offered by a number of departments including political science, history, criminal justice and business. Many majors offer strong preparation for legal study. Pre-law students are encouraged to select courses that stress writing skills, critical thinking, and broad exposure to a challenging array of courses that reflects our American intellectual heritage.

Admission to law school is heavily influenced by the applicant's University grade point average, score on the Law School Admission Test (LSAT), rigorous nature of his or her academic program, and supporting documentation. As a consequence, students interested in pursuing a legal education are encouraged to select a rigorous course of study, maintain above-average academic standing, and develop strong relationships with faculty who challenge and develop their intellectual skills. Since the goals and background of students vary, each student is advised according to his or her individual educational plan, interest, and situation.

PSYCHOLOGY

FACULTY

Tiffany Artime
Michael Butler
Emily Coyle
Jeremy Newton
Sheila Steiner

The Department of Psychology has three interrelated objectives:

- To provide students with knowledge through classroom work and field experience that will prepare them for entry-level positions in human services professions.
- To provide students with opportunities to examine and interpret human lives and relationships through psychological perspectives.
- To help prepare interested students for graduate study in psychology and related fields.

The department structures coursework and field placements to integrate experiential learning with rigorous study of psychology as the scientific study of human beings. The department's curriculum does not emphasize any single school of thought. Instead, it provides a broad-based education in psychology that gives students completing the program the skills and self-confidence to use a variety of perspectives in their work with people.

BACHELOR OF ARTS

General Education Core (40-46 semester hours)

Major in Psychology (42 semester hours)

Lower-Division Courses

- MTH 201 Introduction to Statistics
- PSY 101 Introduction to Psychology
- PSY 205 Child and Adolescent Development - or - PSY 215 Lifespan Development
- PSY 240 Research Methods

Upper-Division Courses (30 semester hours)

- PSY 320 Social Psychology
- PSY 335 Abnormal Psychology
- PSY 390 Psychology Internship -or- PSY 394: Psychology Research Internship I
- PSY 420 Personality Theories
- PSY 430 Learning, Cognition, and Behavior
- PSY 499 Senior Seminar
- 12 additional upper division electives in psychology

Minor in Psychology (21 semester hours)

Lower-Division Courses (6 semester hours)

- PSY 101 Introduction to Psychology
- PSY 240 Research Methods

Upper-Division Courses (15 semester hours)

- PSY 320 Social Psychology
- PSY 335 Abnormal Psychology
- PSY 420 Personality Theories
- 2 additional upper-division elective courses in psychology

PSYCHOLOGY COURSES

PSY 101 Introduction to Psychology (3)

A general survey of the psychological aspects of human behavior: cognition, motivation, learning, emotion, perception, personality, dysfunctional behavior and treatment. Application of principles to an understanding of one's own behavior and the behavior of others is stressed.

PSY 195 Special Topics (3)

To be arranged with department advisor.

PSY 205 Child and Adolescent Development (3)

Survey of human development and functioning from infancy through adolescence. Emphasis on placing development within the interpersonal, social and cultural settings that give an individual support and direction.

PSY 215 Lifespan Development (3)

A survey of human development and functioning across the lifespan, from conception through death. Biological, cognitive, and psychosocial processes are examined.

PSY 240 Research Methods (3)

The practice of social scientific research, methods of data collection and analysis. Emphasis on practical mastery of research skills and knowledge of data sources. Equivalent to SW 240.

PSY 295 Special Topics (3)

To be arranged with department advisor.

PSY 303 Adulthood and Aging (3)

Examination of aging from socio-psychological, developmental, and macro-psychological perspective. Social meaning and demography of aging, physical and psychological aging, role adjustments associated with retirement, death and bereavement, health care and social service needs, age discrimination, political economic and interpersonal problems and issues. Equivalent to SOC 303 and SW 303.

PSY 310 Psychology of Human Sexuality (3)

Focuses on physiological, psychological and cultural influences on human sexuality, intimacy and the development of sexual identity. Topics include sexual anatomy, human sexual response, sexual health and illness, pregnancy and childbirth, the paraphilias, sexual behaviors and intimacy.

PSY 315 Psychology of Religion and Spirituality (3)

This course will familiarize students with a wide variety of psychological topics related to the study of religion and spirituality. Topics will include: historically significant psychological theories of religion, prominent psychological theories and models contained within the world's major religious systems, the related but distinct psychological variables of religiosity and spirituality, cognitive systems of belief, social and emotional influences on belief and practice, and empirical research on specific spiritual disciplines and psychological orientations toward religion (that exist across religions, cultures, and time periods).

PSY 320 Social Psychology (3)

Overview of group formation and interaction in relation to environment. How they influence the individual's needs, attitude formations, prejudices, motivations, perceptions and communicative processes. Equivalent to SOC 320.

PSY 325 Psychology of Men (3)

Study of major issues having impact on development of male gender identity. Topics include: work, intimacy, parental relationships, violence, sexuality and attitudes toward women and men.

PSY 330 Psychology of the Family (3)

Survey of major systems theories used by psychologists to examine family life. Also covers ways in which family experiences can affect family members and how psychologists work with dysfunctional families.

PSY 333 Biological Psychology (3)

In this class we will examine the structure and function of the nervous system. We will also consider how the nervous system is involved in various behavioral and psychological phenomena, including sensation and perception, motivation, cognition, consciousness, stress, and psychological disorders. Current information derived from empirical research reports and other academic sources is emphasized. Prerequisites: PSY 101, PSY 240.

PSY 335 Abnormal Psychology (3)

In this course, students will receive a thorough introduction to the study, research, and treatment of mental illnesses (i.e. the common ways in which human beings suffer from distress and impairment). Major topics of lecture and discussion will include: the concept of "abnormality" in contemporary sci-

entific psychology, stigma, diagnostic procedures and criteria, the Diagnostic and Statistical Manual of Mental Disorders (the primary diagnostic classification system in the United States), specific mental health conditions and their treatments, and ethical principles related to the treatment of individuals with mental illnesses.

PSY 340 Interviewing (3)

Interviewing as a practical skill in social service and social science. Prerequisite: Junior standing.

PSY 343 Health Psychology (3)

Health Psychology is a rapidly growing field of study and practice, based on the bio-psychosocial model. The main focus is on the ways in which psychologists are involved in working alongside medical professionals to promote health and wellness. This includes the examination of the relationship between stress and illness, coping styles and techniques, stress management, coping with illness and lifestyle changes, prevention of illness, and the influence of personality and relationships on health and illness. Also sometimes known as Behavioral Medicine, psychologists use cognitive behavioral knowledge and techniques in directly providing patient care. They are also heavily involved in research on the important connections between health, stress, coping, and illness. Prerequisite: PSY 101.

PSY 345 Counseling Theories (3)

Survey of major theories of counseling.

PSY 353 Drugs, the Family and Society (3)

Overview of psychoactive substances, and their impact on individuals, families, and society. Abuse, dependence, treatment, and criminality of drug use are considered. Sociocultural theories of engagement with drug-use-supportive peer groups will also be examined. Prerequisite: PSY 101 or CJ 101. Equivalent to CJ 353.

PSY 355 Great Books in Psychology (3)

Study of seminal texts that have shaped modern psychology. Readings are in the contexts of development of psychology in particular and the social sciences in general.

PSY 360 History and Systems of Psychology (3)

Development of the major schools of thought in psychology. Emphasis on developments since 1900.

PSY 365 Industrial/Organizational Psychology (3)

Learning experiences in participatory management. Skill training in consensus, arbitration, negotiation, conflict resolution and effective communication.

PSY 370 Psychology of Dreams (3)

Study of physiological, historical, theoretical and functional aspects of dreaming. Theories of interpretation by Freud, Adler, Perls, Jung and Hall are explored. Application of group methods.

PSY 375 Multicultural Psychology (3)

This course investigates the bidirectional relationship between sociocultural factors and human thought and behavior by examining how major theoretical and empirical concepts in psychology might be understood through the multicultural lens. Characteristics and perspectives of several cultural groups identified by factors such as race, gender, class, disability status, and sexuality are discussed. Knowledge from various sources including films, reading, and scientific literature are analyzed and integrated. Benedictine themes of social justice and faith are interwoven. Prerequisite: PSY 101, Sophomore Status.

PSY 380 Psychology of Group Processes (3)

Study of major group therapy methods. Focus on understanding the value of different styles of leadership and treatment results.

PSY 385 Psychology of Women (3)

In this class students will study the development of female gender identity and theories related to the psychology of women. Research on girls' and women's development will be explored and contrasted to previous psychological models based on male development. Women's identity as "self in relation" will be examined as well as the clinical application of these theories.

PSY 387 Body Image and Eating Disorders (3)

This course focuses on cultural and psychological issues related to gender, body image, eating disorders, and obesity. Cultural and media messages about ideal body size are explored. The dangers of dieting are examined along with research on effective weight loss programs. We will review the professional literature on anorexia, bulimia, and binge eating disorders and look at research-based methods of assessment and treatment.

PSY 390 Applied Psychology Internship I (1-6)

Applied psychology interns will receive training and experience in delivering services to the public, through approved agencies and organization in the region. Interns are expected to procure internship positions prior to the beginning of an academic term. Prerequisite: permission of the instructor.

PSY 394 Psychology Research Internship I (1-6)

Psychology research interns will receive training and experience with the design and/or execution of scientific, psychological research, from faculty on campus, or through approved agencies and organizations in the region. Interns are expected to procure internship positions prior to the start of an academic term. Prerequisites: MTH 201 and PSY 240 with grades of "C-" or better, and permission of instructor.

PSY 395 Special Topics (3)

To be arranged with department advisor.

PSY 397 Directed Study (1-3)

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

PSY 405 Introduction to Child and Adolescent Therapy (3)

An overview of psychotherapy used with children and adolescents, with special emphasis on expressive therapeutic techniques, common diagnoses, and working with parents and systems such as CPS, schools, and the courts. Prerequisites: PSY 205 or PSY 215, or permission of instructor.

PSY 420 Personality Theories (3)

A survey of major theories of personality development.

PSY 430 Learning, Cognition, and Behavior (3)

This course covers major theories of human and animal learning, including behavioristic and cognitivist theories. The history of experimental psychology is also emphasized in this course. Topics include classical and operant conditioning, the biological basis of learning and memory, the rise of cognitive science, models of human memory, and the application of learning and cognitive theories to bring about positive behavioral changes. Prerequisite: PSY/SOC 240.

PSY 440 Death, Dying and Grief (3)

Overview of topics related to death, dying, and grief. Cultural, spiritual, developmental, sociological, and psychological considerations are addressed. Prerequisites: PSY 101 or SOC 101, and senior status or instructor permission. Equivalent to SOC 440.

PSY 445 Trauma and Recovery (3)

This course reviews the nature and course of trauma as well as recovery from trauma. Types of traumas are reviewed (e.g., interpersonal violence, combat, natural disasters), and the psychological consequences of trauma are described, including an emphasis on specific psychological disorders associated with trauma. Sociocultural issues (gender, race, SES) related to trauma are highlighted. Additionally, assessment, prevention, and treatment of traumatic stress are discussed. Prerequisites: PSY 101 and Sophomore status.

PSY 490 Applied Psychology Internship II (1-6)

Applied psychology interns will receive training and experience in delivering services to the public, through approved agencies and organization in the region. Interns are expected to procure internship positions prior to the beginning of an academic term. Prerequisite: PSY 390 with a grade of "C-" or better or permission of instructor.

PSY 494 Psychology Research Internship II (1-6)

Psychology research interns will receive training and experience with the design and/or execution of scientific, psychological research, from faculty on campus, or through approved agencies and organizations in the region. Interns are expected to procure internship positions prior to the start of an academic term. Prerequisites: MTH 201, PSY 240, and PSY 394 with grades of "C-" or better, and permission of instructor.

PSY 495 Special Topics (3)

To be arranged with department advisor.

PSY 498 Advanced Research Design (3)

In this class students gain experience designing and conducting research, analyzing data, and writing research reports. We will review experimental and non-experimental methods of research. Then, working in teams, students will conduct an empirical study of a research topic chosen by the instructor. Individually, students will develop a research proposal for an empirical study to be completed in the spring as their thesis projects. Prerequisites: MTH 201 and PSY 240 with grades of "C-" or better, senior status, and permission of instructor.

PSY 499 Senior Seminar (3)

Senior seminar students will produce and present an APA style, senior thesis paper on an approved topic in psychology, that demonstrates competency with respect to both content and writing ability.

RELIGIOUS STUDIES

FACULTY

Father Kilian Malvey, O.S.B.

Katie Bugyis

Ian Werrett

Religious Studies is an academic discipline offering a major, a minor and electives, enabling students with a variety of interests to explore religious traditions, practices and values. The Judeo-Christian heritage is emphasized, yet we foster respect for, and understanding of other religious traditions in our approach to education. Classes offer a wide range of topics, including scripture, religion and the arts, as well as traditions that facilitate our engagement in ethical and moral issues in the twenty-first century world. As representatives of the Catholic, Benedictine tradition, our faculty is committed to the inclusion of all perspectives in the search for the spiritual dimension of human experience.

BACHELOR OF ARTS

General Education Core (40-46 semester hours)

Major in Religious Studies (30 semester hours)

Lower-Division Courses (6 semester hours)

- Two courses chosen from: RLS 111 Introduction to Religious Studies; RLS 201 Introduction to Hebrew Scriptures; RLS 202 Introduction to the New Testament or RLS 203 Introduction to Theology.

Upper-Division Courses (24 semester hours)

- RLS 302 Comparative Religion
- RLS 304 Moral Choices
- RLS 305 Christian Thought and Ethical Practice
- RLS 318 History of Christianity
- RLS 499 Senior Thesis
- Three courses chosen from: RLS 301 Christianity and the Arts; RLS 303 Religious Thought Patterns; RLS 306 The Spiritual Quest; RLS 319 Global Catholicism; RLS 321 Religion in America; RLS 390/490 Internship; RLS 397 Directed Study; RLS 494 Spiritual Life Institute; PSY 315 Psychology of Religion

Minor in Religious Studies (18 semester hours)

Lower Division Courses (6 semester hours)

- Two courses chosen from: RLS 111 Introduction to Religious Studies; RLS 201 Introduction to Hebrew Scriptures; RLS 202 Introduction to the New Testament; or RLS 203 Introduction to Theology.

Upper Division Courses (12 semester hours)

- RLS 302 Comparative Religion
- RLS 304 Moral Choices

- RLS 305 Christian Thought and Ethical Practice
- One course chosen from: RLS 301 Christianity and the Arts; RLS 303 Religious Thought Patterns; RLS 306 The Spiritual Quest; RLS 318 History of Christianity; RLS 494 Spiritual Life Institute; PSY 315 Psychology of Religion

RELIGIOUS STUDIES COURSES

RLS 111 Introduction to Religious Studies (3)

Exploration of contemporary religious issues and themes; emphasis on Christianity.

RLS 195 Special Topics (3)

Topics to be arranged with department advisor.

RLS 201 Introduction to Hebrew Scriptures (3)

Introduction to the literature and thought of the Hebrew scriptures or the Old Testament including scriptures in their original context and as presupposition of subsequent Jewish and Christian life. Study includes the emergence of the Pentateuch from ancient oral and written traditions and its central place in the Hebrew Scriptures. Study includes creation, the covenant, the prophets and the wisdom literature.

RLS 202 Introduction to the New Testament (3)

A survey of the New Testament with particular emphasis on the Gospels as the faith expression of the early Christian community. An introduction to modern Biblical interpretation, with a study of the dominant themes in the Gospels, Epistles, Acts and the Book of Revelation.

RLS 203 Introduction to Theology (3)

Exploration of Christian theology through close study of the various questions it has pursued, methods it has employed, sources it has utilized, and genres it has found particularly conducive for articulating the mysteries of God, creation, and the human person. A diversity of Christian perspectives is presented.

RLS 295 Special Topics (3)

Topics to be arranged with department advisor.

RLS 301 Christianity and the Arts (3)

Expression of the Christian faith through classical and modern art forms.

RLS 302 Comparative Religion (3)

A study of major religions with emphasis on history, doctrine and ethics.

RLS 303 Religious Thought Patterns (3)

Questions confronting modern believers about issues such as death and dying, symbols and sacraments, faith and justice, human suffering and the existence of evil. A changing subject-matter course.

RLS 304 Moral Choices (3)

An extensive interdisciplinary discussion of ethical theories and applied ethics relevant to fields such as business, government, religion, engineering and medicine. Does not fulfill General Education Requirement for religious studies course.

RLS 305 Christian Thought and Ethical Practice (3)

Survey of Christian social thought on questions concerning the demands of justice and the ultimate ends of human beings as individuals and as members of both local and global communities. A service component is encouraged.

RLS 306 The Spiritual Quest (3)

Introduction to the basic history, theories and practices of Christian spiritual life. Concentration on Lawrence of the Resurrection, Teresa of Avila and Therese of Lisieux. Focus on contemporary application of spiritual practice in daily life.

RLS 307 Topics in Biblical Studies (3)

Exploration of areas or issues in the study of the scripture, including specific parts of the Bible (Hebrew scriptures and New Testament, the gospels, the letters of Paul, the prophets) or issues (the life and teachings of Jesus, the formation of the Canon).

RLS 318 History of Christianity (3)

Survey of the history of Christianity that is comprehensive in its chronological and geographical extent, beginning with the accounts of Christianity's foundation and propagation, and concluding with the current status of this religion in the world. Primary source documents will ground class discussions.

RLS 319 Global Catholicism (3)

Exploration of the structures, teachings, beliefs, and practices of Roman Catholicism from a global perspective, seeking to understand the Church's claims to unity in diversity. Topics include tradition, authority, liturgy, the sacraments, and contemporary challenges.

RLS 320 Literature and Theology (3)

Significant literature from various ages and cultures, and that literature's theological content and relevance for the contemporary student.

RLS 321 Religion in America (3)

Historical survey of religion in America from the earliest settlements to the present.

RLS 322 American Catholicism (3)

A chronological look at the development of American Catholicism in the context of U.S. and international secular and religious developments, including an examination of American Catholic life and thought and appraisal of the current state of American Catholicism.

RLS 340 Benedictine Studies (3)

Connects the Benedictine heritage of Saint Martin's University, bequeathed by fifteen hundred years of intellectual inquiry and community to each student's particular college experience. Although the emphases may vary, each section works from an academic perspective to the student's active understanding of her or his Saint Martin's experience as a part of the history of the Benedictine order. To that end, all sections include an out-of-class component that addresses some version of the question, "What has this heritage to do with my college years here and now, and my life after Saint Martin's?" This out-of-class component will be comparable in size and scope to a paper or project typical in a three-credit, upper-division class.

RLS 390 Internship (3)

Approved by the department and carried out under the direction of department members and internship coordinators.

RLS 395 Special Topics (3)

Topics to be arranged with department advisor.

RLS 397 Directed Study (1-3)

Special studies for students prepared to do individual research.

RLS 490 Internship (3)

Approved by the department and carried out under the direction of department members and internship coordinators.

RLS 494 Spiritual Life Institute (3)

One-week summer institute featuring major theologians, scholars, and public intellectuals. The goals of the institute are to encourage dialogue with individuals who are active in theological reflection, spiritual formation and peace and justice service throughout the world. The institute also works to foster and deepen the ecumenical spirit.

RLS 495 Special Topics (3)

Topics to be arranged with department advisor.

RLS 499 Senior Thesis (3)

Research essay prepared under direction of department members.

SCIENCE COURSES**SCI 105 Earth Science with Laboratory (4)**

This course introduces students to the Earth as a system of interconnected spheres (atmosphere, hydrosphere, lithosphere, and biosphere). Local geology is explored via field trips to unique geological sites (Mt Saint Helens, Mima mounds, glacial moraines). Laboratory topics cover local geology, the scientific method, plate tectonics, atmospheric science, and biosphere ecology.

SOCIETY AND SOCIAL JUSTICE**FACULTY**

Tam Dinh
Irina Gendelman
Robert Hauhart
Victor Kogan
David Price
Katya Shkurkin
Teresa Winstead

The Department of Society and Social Justice is an administrative unit that incorporates the intellectual orientations and curricula of several distinct but complementary programs. It offers the Bachelor of Arts degree in Communication Studies, Community Services, Criminal Justice, Sociology and Cultural Anthropology, and the Bachelor of Social Work as well as minor concentrations in all of those disciplines but Social Work, as well as in Legal Studies and Social Justice. The department is also home to the University's pre-law program. Detailed information about the curricula and course offerings for these programs can be found in their respective sections of this catalog.

SOCIAL JUSTICE

FACULTY

Robert Hauhart

David Price

Katya Shkurkin

The Social Justice program offers an interdisciplinary minor that focuses on non-legal forms of justice, and the corresponding societal settings for injustice, in society. In addition to courses exclusively listed in Social Justice, select courses from Criminal Justice, Political Science, History, Sociology, Women's Studies, and related areas contribute to the curriculum as electives. Students interested in acquainting themselves with the history, development, impact, and contemporary status of social justice initiatives may minor in Social Justice in support of their major field of study.

Minor in Social Justice (21 semester hours)

The minor requires completion of 9 required semester hours and 12 upper-division elective semester hours, drawn from the courses listed below.

Required Courses

- SJ 110/SOC 110 Introduction to Social Justice
- SOC 333 Women, Culture and Society
- CJ 430/PLS 430 Constitutional Safeguards and Individual Liberties

Approved Elective Courses

Electives may include up to 6 semester hours of internship credit. Additional courses may be cross-listed for social justice credit on an occasional basis. Other elective courses may be counted toward the minor if, in the judgment of the program director, they significantly enhance the student's learning in the program.

- SJ 301 Social Justice in Literature
- SJ 310 Social Justice in Film
- RLS 305 Christian Thought and Ethical Practice
- CJ/SOC/WS 307 Gender, Crime and Law
- SOC 316 History of Women in North American Social Work: 1848-1945
- HIS 319 United States Working Class History
- SOC 370 Social Action
- ENG 381 Women's Literature
- SJ 390 Internship
- SJ 395 Special Topics
- SJ 397 Directed Study

SOCIAL JUSTICE COURSES

SJ 110 Introduction to Social Justice (3)

This course will constitute an introduction to the ideas that have shaped the notion of social justice,

particularly since the inception of the United States. The course will introduce the historical conceptions of social justice in political theory and critically examine contemporary notions of social justice in our society.

SJ 301 Social Justice in Literature (3)

A close textual reading of classic literature with special attention to the social justice themes and moral significance of the readings. Selections vary but have included in the past classic texts by Kafka, Solzhenitsyn, Orwell, Wright, and others. Prerequisite: SOC 101, CJ 101, PSY 101, or SOC/SJ 110.

SJ 310 Social Justice in Film (3)

An intensive and engaging examination of social justice themes in classic films. Films include documentaries, Hollywood productions, and foreign films (with subtitles). Films vary but have included on *The Waterfront*, *Brokeback Mountain*, *Titicut Follies*, *Desert Hearts*, *City of Gold*, *Rabbit Proof Fence*, and others. Prerequisite: SOC 101, CJ 101, PSY 101, or SOC/SJ 110.

SJ 370 Social Action (3)

Social Action examines theories and methods employed by individuals and groups desiring to bring about planned social change. Various themes of social justice are also examined in the readings and lectures. The course begins with an assessment of theories of social action and change and progresses to critical examinations of case studies in which change was affected by working either within or outside of political or bureaucratic systems.

SJ 395 Special Topics (3)

Courses relevant to the Social Justice curriculum offered periodically on topics announced by the faculty. Courses may include topics such as: genocide studies; others. Prerequisite: CJ 101, SOC 101, PSY 101 or SJ110.

SJ 397 Directed Readings in Social Justice (1-3)

A semester of directed readings under the supervision of the Social Justice program advisor. Topic to be chosen by student in consultation with program advisor. Prerequisite: Senior Standing; 3.0 GPA; permission of the program advisor.

SJ 480 Service Learning in Social Justice (1-3)

An important feature of many social justice initiatives is direct involvement with community improvement efforts, social organizing, and political action. This course permits students to engage in direct social action through an organized service learning experience under the supervision of the instructor and a grass roots/community action group. Prerequisite: SOC 101, CJ 101, PSY 101, or SOC/SJ 110.

SOCIAL WORK

FACULTY

Tam Dinh

Katya Shkurkin

The Bachelor of Social Work (BSW) program prepares students for entry level generalist practice in the field of social work. The interdisciplinary curriculum is designed to provide a broad theoretical base for students to draw from for social work practice. Its goals are to:

- increase student knowledge of social work values and methods as an approach to intervening in human problems;

- increase student practice competencies in providing social work services to a diverse population in diverse life situations;
- encourage students to develop ethical and analytical thinking essential for professional social work;
- increase students' awareness of the broad profession of social work, including social welfare history, research, practice and graduate-level opportunities.

The social work major is offered only at the University's Lacey campus.

BACHELOR OF SOCIAL WORK

General Education Core (40-46 semester hours)

Major in Social Work (61 semester hours)

Lower-Division Courses (26 semester hours)

- BIO121 Human Biology/Human Biology Lab
- ECN 101 Introduction to Economics
- MTH 201 Introduction to Statistics
- PSY 101 Introduction to Psychology or PSY 205 Child and Adolescent Development
- SOC 101 Modern Society and Culture or SOC 102 American Social Problems
- SW 210 Introduction to Social Work
- SW 240 Research Methods

Upper-Division Courses (35 semester hours)

- SW 301 Child Welfare
- SW 303 Adulthood and Aging
- SW 340 Interviewing and Assessment
- SW 344 Case Management and Advanced Interviewing
- Choose one from: SW 302 Sex, Race and Disability, SW 316 History of Women in American Social Work: 1848-1945, SOC 333 Women, Culture and Society, or SOC 396 Intercultural Communication
- Choose one from: any upper-division PSY course
- SW 390 Internship, taken concurrently with SW 391 Internship Seminar
- SW 490 Advanced Internship-Session 1 taken concurrently with SW 491 Advanced Internship Seminar-Session 1
- SW 492 Advanced Internship-Session 2 taken concurrently with SW 493 Advanced Internship Seminar-Session 2.
- SW 498 Advanced Research Design
- SW 499 Senior Seminar

NOTE: Before enrolling in an upper-division internship (SW 490), students must meet the following requirements:

- Complete 12 semester hours of required major courses on the Lacey campus
- Complete SW 210, SW 340, SW 344, SW 390 and SW 391 with a grade of “B” or better
- Have an overall grade point average of at least 2.5

Internships may count for up to 27 semester hours toward graduation. A minimum of 12 semester hours of internships, which must include 3 semester hours of SW 390 and 9 semester hours divided between SW 490 and SW 492, are required. General Education semester hours may overlap with major requirements.

Minor in Social Work (23 semester hours)

For non-social work majors, who are looking to supplement their social science education with experiential learning.

For those who are undecided, who want to make the best of their junior year, and either chose the BSW program or another major.

Lower Division:

- SW 210 Introduction to Social Work (3)
- SW 240 Research Methods (3)

Upper Division:

- SW 301 Child Welfare (3) offered in spring
- SW 303 Adulthood and Aging (3) offered in fall
- SW 340 Interviewing and Assessment (3) offered in fall
- SW 344 Advanced Interviewing and Case Management (3) offered in spring
- SW 389 Pre-Internship Seminar (1) offered in fall
- SW 390 Internship (3) offered in spring
- SW 391 Internship Seminar (1) offered in spring

SOCIAL WORK COURSES

SW 210 Introduction to Social Work (3)

Introduction to methodology of social work with individuals, families and groups. Course also explores history of social welfare policy and ethical principles of social work. Prerequisite: sophomore standing.

SW 240 Research methods (3)

The practice of social science research, methods of data collection and analysis. Emphasis on practical mastery of skills and knowledge of data sources. Equivalent to PSY 240.

SW 301 Child Welfare (3)

History of child welfare in the United States; rights and needs of children when parents cannot fulfill parental responsibilities; services and methods used to secure and provide for children's developmental needs. Equivalent to SOC 301.

SW 302 Sex, Race, and Disability (3)

Social meanings of sex, race, and disability. Comparison of biological facts with common stereotypes

and discriminatory practices, current social policies, programs, individual rights and community responsibilities. Impact of stress on life, problems, and potentials. Equivalent to previous course SOC 302.

SW 303 Adulthood and Aging (3)

Examination of aging from socio-psychological, developmental, and macro-psychological perspective. Social meaning and demography of aging, physical and psychological aging, role adjustments associated with retirement, death and bereavement, health care and social service needs, age discrimination, political, economic and interpersonal problems and issues.

SW 316 History of Women in North American Social Work (1848-1945) (3)

This course focuses on the historical context, the sociological and feminist theories of the time, and specific leaders in the many communities that began to address social ills of our young nation. Special focus on the Settlement House movement, the Women's Clubs, and the Progressive Era. Equivalent to SOC 316 and WS 316. Open to non-majors.

SW 340 Interviewing and Assessment (3)

An overview of theoretical concepts of interpersonal communication, ethics, and standards of professional conducts as well as fundamental interviewing and assessment skills and techniques. Special emphasis is placed on sensitivity to cultural competent practice and awareness of the intersectionality between gender, spirituality, sexual orientation, ethnicity, and social class in practice. Prerequisite: Junior standing. Equivalent to PSY 340. This course is a prerequisite for SW 344.

SW 344 Case Management and Advanced Interviewing (3)

This course focuses on building advanced interviewing skills, introduces Case Management as practiced by private and publicly-funded social service agencies, and further develops ethical decision-making when working with vulnerable populations. Prerequisites: SW 210 and SW 340/PSY 340 (SW 340/PSY 340 may be taken concurrently) or instructor permission. This course is a prerequisite for SW 390 and SW 490. Offered in the spring.

SW 389 Pre-Internship Seminar (1)

This is a seminar in preparation for the first Social Work and Community Service Internships. Course will orient students to the process of obtaining an internship, to the resources available in the community, and support them with the goal of each student by the end of the fall semester having obtained and prepared to start their spring internship.

SW 390 Internship (1-6)

Experience with and application of social service principles and concepts in a selected community agency. Prerequisite: Completion of SW 210 with a grade of "B" or higher before starting internship, or instructor permission. Must be taken concurrently with SW 391. May be repeated for credit.

SW 391 Internship Seminar (1)

A seminar focused on integrating the practice competencies encountered in the internship experience. Must be taken concurrently with SW 390.

SW 395 Special Topics (1-3)

Selected topics in social work. Prerequisite: Instructor permission. May be repeated for credit.

SW 396 Intercultural Communication (3)

Cross-cultural examination of international, domestic and personal communication. Coursework intended for anyone whose work or lifestyle may involve encounters of the intercultural kind.

SW 397 Directed Study (1-3)

Opportunity for students to undertake individual research projects or advanced study of topics not covered by the regular curriculum. Prerequisite: Instructor permission. May be repeated for credit.

SW 490 Advanced Internship-Session 1 (1-6)

Experience with and application of social service principles and concepts in a selected community agency. Prerequisite: SW 390 and SW 391 with a grade of “B” or higher before starting internship, or instructor permission. Must be taken concurrently with SW 491. May be repeated for credit.

SW 491 Advanced Internship Seminar-Session 1 (1)

A seminar focused on integrating the practice competencies encountered in the internship experience. Prerequisite: completion of SW 390 and 391 with a grade of “B” or higher, or instructor permission. Must be taken concurrently with SW 490.

SW 492 Advanced Internship – Session 2 (1-6)

Experience with and application of social service principles and concepts in a selected community agency. Prerequisite: SW490/491 with a grade of “B” or higher before starting internship, or instructor permission. Must be taken concurrently with SW 493. May be repeated for credit.

SW 493 Advanced Internship Seminar – Session 2 (1)

A seminar focused on integrating the practice competencies encountered in the internship experience. Prerequisite: completion of SW 490 and 491 with a grade of “B” or higher, or instructor permission. Must be taken concurrently with SW 492.

SW 498 Advanced Research Design (3)

This course provides students with an advanced knowledge of social work research methods, measurement, questionnaire construction, sampling and analysis. There will be an emphasis on connecting theory with research in social work practice. Students will develop a research proposal for a research study to be completed in the spring Senior Seminar (SW 499).

SW 499 Senior Seminar (3)

A major research paper exploring some aspect of social work practice. The topic is developed in SW 498 during the fall semester, with the final and expanded study completed, written and presented in the spring. Prerequisite: senior standing.

SOCIOLOGY AND CULTURAL ANTHROPOLOGY

FACULTY

Robert Hauhart
Victor Kogan
David Price
Katya Shkurkin
Teresa Winstead

The Sociology and Cultural Anthropology Program is an interdisciplinary major designed to prepare students for work in a variety of fields, including sociological consulting, applied anthropology consulting, museum studies and a variety of service careers in both the public and private sector. Students in the program gain a broad-based education in critical reasoning and writing skills through the study of culture and society. The sociology and cultural anthropology major also serves the professional re-

quirements of other departments by examining the impact of culture, ethnicity, race and stratification in contemporary society.

BACHELOR OF ARTS

General Education Core (40-46 semester hours)

Major in Sociology/Cultural Anthropology (39 semester hours)

Lower-Division Courses

- SOC 101 Modern Society and Culture
- SOC 102 American Social Problems
- SOC 103 Introduction to Cultural Anthropology
- SOC 240 Research Methods

Upper-Division Courses

(27 upper-division semester hours in sociology and cultural anthropology, including:)

- SOC 318 History of Sociology and Anthropology
- SOC 320 Social Psychology
- SOC 350 Social Theory
- SOC 450 Advanced Research for the Social Sciences
- SOC 499 Sociology Seminar

Minor in Sociology/Cultural Anthropology (21 semester hours)

Lower-Division Courses

- SOC 101 Modern Society and Culture
- SOC 102 American Social Problems
- SOC 240 Research Methods

Upper-Division Courses

(12 semester hours of electives in sociology and cultural anthropology)

SOCIOLOGY AND CULTURAL ANTHROPOLOGY COURSES

SOC 101 Modern Society and Culture (3)

A survey of sociology and sociological theory. Examination of the basic forms and processes that characterize modern society and culture. Perspectives and answers of different sociologists are examined.

SOC 102 American Social Problems (3)

A survey of major social problems in American society. Emphasis on developing a foundation for understanding, researching and analyzing social problems.

SOC 103 Introduction to Cultural Anthropology (3)

Studies of societies that contrast with Western civilization, leading to an acquaintance with the concept of culture and its importance to an understanding of human behavior.

SOC 110 Introduction to Social Justice (3)

This course will constitute an introduction to the ideas that have shaped the notion of social justice, particularly since the inception of the United States. The course will introduce the historical conceptions of social justice in political theory and critically examine contemporary notions of social justice in our society.

SOC 195 Special Topics (1-3)

To be arranged with department advisor.

SOC 240 Research Methods (3)

The nature of social scientific research, methods of data collection and analysis. Emphasis on practical mastery of research skills and knowledge of data sources.

SOC 295 Special Topics (1-3)

To be arranged with department advisor.

SOC 301 Child Welfare (3)

Rights and needs of children; measures to secure them. Prerequisite: Junior standing.

SOC 302 Sex, Race and Disability (3)

Social meanings of sex, race and disability. Comparison of biological facts with common stereotypes and discriminatory practices, current social policies, programs, individual rights and community responsibilities. Impact of stress on life, problems and potentials.

SOC 303 Adulthood and Aging (3)

Examination of aging from socio-psychological, developmental, and macro-psychological perspective. Social meaning and demography of aging, physical and psychological aging, role adjustments associated with retirement, death and bereavement, health care and social service needs, age discrimination, political, economic and interpersonal problems and issues.

SOC 305 Juvenile Justice (3)

An examination of the legal history of the juvenile court; analysis of the problems and processes of the juvenile justice system. Equivalent to CJ 305.

SOC 306 Juvenile Rehabilitation (3)

Overview of history, definitions, and nature of those correctional theories, programs and practices that aim to deter criminal conduct in juveniles through efforts to change anti-social behavior. The course will examine historical and contemporary approaches to juvenile rehabilitation adopted in the United States and pursued cross-culturally in other countries Prerequisite: CJ 101 and SOC 101.

SOC 307 Gender, Crime and Law (3)

Overview of history, definitions, and nature of the relationship between gender and the criminal justice system. Historically, the American criminal justice system has been a "man's world" focused on crimes committed by men and institutions run by men. To address the historical lack of interest in women's roles and the status of LGBT individuals within the criminal justice world, the course will examine historical and contemporary roles played by women and LGBT individuals as offenders, professionals, prisoners, and victims. Special attention will be given to crimes against women/LGBT individuals and the efforts to investigate, prosecute, prevent and deter these crimes. Prerequisite: CJ 101 and SOC 101.

SOC 316 The History of Women in North American Social Work: 1848-1945 (3)

Focusing on the historical context, the sociological, psychological and feminist theories of the time, and specific leaders in many communities who began to address social ills of our young nation. Special focus on the Settlement House movement, the Women's Clubs, and the progressive era. Open to non-majors. Equivalent to WS 316.

SOC 318 History of Sociology and Anthropology (3)

Examination of the early sociology and anthropology masters; history of sociology and anthropology in a social context; emergence of sociology and anthropology as sciences; probable future development.

SOC 320 Social Psychology (3)

Overview of group formation and interaction in relation to environment. Examination of how they influence the individual in terms of needs, attitude formation, prejudice, motivation, perceptions and communicative processes. Equivalent to PSY 320.

SOC 325 Criminology and Juvenile Delinquency (3)

Nature and causes of crime and delinquency and efforts to control them. Equivalent to CJ 325.

SOC 333 Women, Culture and Society (3)

Examination of anthropological and sociological models of gender theory. Topics covered include social construction of gender, cross-cultural considerations of gender, essentialism, domestic organization, economic gender inequality, the politics of reproduction and models of engendered sexuality.

SOC 344 Case Management and Advanced Interviewing (3)

This course focuses on building advanced interviewing skills, introduces Case Management as practiced by private and publicly-funded social service agencies, and further develops ethical decision making when working with vulnerable populations. This course is a prerequisite for the Internships CSP390 and CSP490. Prerequisites: SW 210 and PSY 340.

SOC 350 Social Theory (3)

In-depth survey of the major conceptual framework of sociology, including theories of group action, social order and institutional change.

SOC 370 Social Action (3)

Social Action examines theories and methods employed by individuals and groups desiring to bring about planned social change. Various themes of social justice are also examined in the readings and lectures. The course begins with an assessment of theories of social action and change and progresses to critical examinations of case studies in which change was affected by working either within or outside of political or bureaucratic systems.

SOC 380 Marriage and the Family (3)

Sexual, marital and familial processes and conflicts in American society; cross-cultural examination of the family. Prerequisite: Sophomore standing.

SOC 395 Special Topics (1-3)

To be arranged with department advisor.

SOC 396 Intercultural Communication (3)

Cross-cultural examination of international, domestic and personal communication. Coursework in-

tended for anyone whose work or lifestyle may involve encounters of the intercultural kind.

SOC 397 Directed Study (1-3)

Prerequisite: Permission of instructor.

SOC 440 Death, Dying and Grief (3)

Overview of topics related to death, dying and grief. Cultural, spiritual, developmental, sociological, and psychological considerations are addressed. Prerequisites: PSY 101 or SOC 101, and senior status or instructor permission. Equivalent to PSY 440.

SOC 450 Advanced Research for the Social Sciences (3)

Course studies sociological research methods, measurement, observation, experimentation, survey methods, sampling, questionnaire construction and analysis. Prerequisite: SOC/PSY 240.

SOC 470 White Collar Crime (3)

Overview of history, definitions, and nature of those unlawful activities that constitute 'white collar' law violations. The course will examine historical and contemporary conduct that has been identified as government, corporate, occupational, and institutional crime and the law enforcement agencies and approaches in place to investigate, prosecute, prevent and deter these crimes. Prerequisites: CJ 101 or SOC 101.

SOC 495 Special Topics (1-3)

To be arranged with department advisor.

SOC 499 Sociology Seminar (3)

A major research paper on an approved topic under the direction of the department. Prerequisite: Senior standing.

THEATRE ARTS

FACULTY

David Hlavsa

The Theatre Arts Program seeks to integrate the study of dramatic literature and theatre history with theatrical practice as a means of developing intellectual, physical and spiritual adventurousness, openness of mind and increased understanding of the range of human experience. Courses prepare students for graduate studies, secondary school teaching certificates and professional lives in which written and interpersonal communication, aesthetic judgment, emotional understanding and organizational ability are of primary concern.

BACHELOR OF ARTS

General Education Core (40-46 semester hours)

Major in Theatre Arts (36 semester hours, at least 21 of which are upper-division)

- THR 201 Fundamentals of Theatrical Design and Technology
- THR 211 Acting I
- THR 302 Play Writing

- THR 305 Styles, Periods and Practices in Theatre
- THR 311 Acting II
- THR 450 Directing Practicum (must have three semester hours credit)
- ENG 203 Introduction to Drama
- ENG 341 Shakespeare
- 12 semester hours chosen from: THR 250/350 Acting Practicum; THR 290/390 Internship; THR 320 Scene Design; THR 330 Costume Design; THR 340 Lighting Design; THR 260/360 Design/Tech Practicum

NOTE: All students majoring in theatre arts are expected to work on each production each semester.

THR 250, 260, 290, 350, 360, 390 and 450 are offered on a variable-credit basis. The number of semester hours of credit, 1 to 4, earned will be based on the size and/or complexity of the role to be played or the production support tasks being undertaken. Proficiency in a foreign language is strongly recommended for those intending to apply for graduate studies leading to a master's and/or doctoral degree.

Minor in Theatre Arts (21 semester hours)

- THR 201 Fundamentals of Theatrical Design and Technology
- THR 211 Acting I
- THR 250/350 Acting Practicum (must have three semester hours credit)
- One course chosen from: THR 305 Styles, Periods and Practices in Theatre; THR 311 Acting II
- One course chosen from: ENG 203 Introduction to Drama; ENG 341 Shakespeare
- Three semester hours chosen from: THR 290/390 Internship; THR 320 Scene Design; THR 330 Costume Design; THR 340 Lighting Design; THR 260/360 Design/Tech Practicum
- Three semester hours chosen from: THR 302 Play Writing; THR 450 Directing Practicum

Revised Washington State Education Endorsements

For information on the Washington state teacher education endorsement in drama, please refer to the requirements as outlined in the education section of the Academic Catalog.

THEATRE ARTS COURSES

THR 101 Introduction to the Theatre (3)

Actors, directors, playwrights, designers. How do they do what they do? Find out by doing it yourself: exercises, discussions and demonstrations give students hands-on experience with what it is like to work in professional theatre. Fulfills the University's General Education fine arts requirement.

THR 195 Special Topics (3)

To be arranged with department advisor

THR 201 Fundamentals of Theatrical Design and Technology (3)

A historical study of theatrical design and technology (sets, costumes, lights, properties and sound) culminating in hands-on, collaborative theatrical design projects. Fulfills the Fine Arts Core requirement.

THR 211 Acting I (3)

Survey of basic acting theory and technique, including vocal and physical warm-ups, relaxation, improvisation, scene study and ensemble awareness. No performing experience necessary. No prerequisites. Course fulfills the University's General Education fine arts core requirement.

THR 250 Acting Practicum (1-4)

Students who act a substantial role in a theatrical production at Saint Martin's may obtain credit for their work. Prerequisites: Audition/interview and instructor's permission.

THR 260 Design/Tech Practicum (1-4)

Students may obtain credit for a substantial technical or design contribution to a theatrical production at Saint Martin's in the areas of costume; lighting; set; sound or makeup design; stage management; or technical direction. Prerequisite: Instructor's permission.

THR 290 Internship (1-3)

Internship with a professional or community theatre involving exposure to one or more of the following technical aspects: acting; directing; stage management; costume design and construction; set design and construction; lighting design and operation; sound design and operation; properties management.

THR 295 Special Topics (3)

To be arranged with department advisor.

THR 302 Play Writing (3)

The fundamentals of writing for the stage: conflict, action, character, plot, dialogue, setting and structure. Students work in collaboration with each other and with instructor to develop their ideas into original scripts. Prerequisite: Instructor's permission.

THR 305 Styles, Periods and Practices in Theatre (3)

A seminar of historical and/or modern theatre styles, periods and genres with an emphasis on the practical challenges of production in a contemporary context. Course may be repeated once with permission of department chair. Prerequisites: Junior standing or THR 101 or instructor's permission.

THR 307 Studies in Film (3)

How do films work? Critical survey of several narrative films in their historical context and exploration of filmmaking techniques — acting, directing, editing, screenwriting and other related topics — as a means of developing tools for analyzing films as art, popular culture and socio-political commentary.

THR 311 Acting II (3)

Survey of basic acting theory and technique, with intensive focus on scene study. No performing experience necessary. Prerequisite: Junior standing or instructor's permission. Course may be repeated once with permission of department chair. Course fulfills the University's General Education fine arts requirement.

THR 320 Scene Design (3)

A general overview of the history of architecture and interior design as applied to the collaborative process of creating environments for the stage. Methods of research and play analysis. Exploration of techniques and styles of rendering and model construction. Does not fulfill the University's General Education fine arts requirement. Prerequisite: THR 201 or instructor's permission.

THR 330 Costume Design (3)

General overview of the history of clothing design and construction as applied to the collaborative process of creating costumes for the stage. Methods of research and play analysis. Exploration of techniques and styles of costume rendering and construction. Does not fulfill the University's General Education fine arts requirement. Prerequisite: THR 201 or instructor's permission

THR 340 Lighting Design (3)

Stage lighting from the fundamentals of electricity and the development of lighting instruments to collaborative process of lighting theatrical productions. Does not fulfill the University's General Education fine arts requirement. Prerequisite: THR 201 or instructor's permission.

THR 350 Acting Practicum (1-4)

Students who act a substantial role in a theatrical production at Saint Martin's may obtain credit for their work. Prerequisites: Audition/interview and instructor's permission.

THR 360 Design/Tech Practicum (1-4)

Students may obtain credit for a substantial technical or design contribution to a theatrical production at Saint Martin's in the areas of costume; lighting; set; sound or makeup design; stage management; or technical direction. Prerequisite: Instructor's permission.

THR 380 Literature on Film (3)

The study of important examples of literature adapted to the medium of film.

THR 390 Internship (1-3)

Internship with a professional or community theatre involving exposure to one or more of the following technical aspects: acting; directing; stage management; costume design and construction; set design and construction; lighting design and operation; sound design and operation; properties management.

THR 395 Special Topics (3)

To be arranged with department advisor.

THR 397 Directed Study (1-3)

An opportunity for students to pursue research-based or scholarly projects on their own initiative. Prerequisite: Instructor's permission.

THR 402 Play Writing II (3)

Continuation of THR 401. Further exploration of basic concepts of writing for the stage. Students will complete a working draft of an original play. Prerequisites: THR 401 or instructor's permission.

THR 450 Directing Practicum (1-4)

Advanced students may arrange to direct a theatrical production at Saint Martin's. Prerequisite: Instructor's permission.

THR 495 Special Topics (3)

To be arranged with department advisor.

WOMEN'S STUDIES

FACULTY

Olivia Archibald
Rex J. Casillas
David Price
Katya Shkurkin

Women's Studies offers a comprehensive program that provides students with a multidisciplinary body of theoretical and factual knowledge about women.

The minor gives students information about women's experiences, history and changing roles, thus offering a valuable background for most professions and an important complement to any major. Coursework includes scholarship by and/or about women in literature, the arts, history, science, politics and other relevant fields of study. It also analyzes the experiences of women with respect to social, psychological, cultural and biological factors, and the construction and representation of gender.

Minor in Women's Studies (18 semester hours)

Required Courses (six semester hours)

- WS 200 Introduction to Women's Studies
- WS 400 Feminist Theory and Practice

Electives (12 semester hours chosen from the following)

- BIO 395 Women and Science
- ENG 381 Women's Literature
- ENG 312 Literature Criticism
- HIS 305 History of American Women
- HIS 315 Women's Sports History
- PLS 360 Women in Politics
- PSY 310 Human Sexuality
- PSY 385 Psychology of Women
- PSY 387 Body Image and Eating Disorders
- SOC 333 Women, Culture and Society
- WS 295/395/495 Special Topics
- WS 316 History of Women in North American Social Work
- WS 397 Directed Studies

WOMEN'S STUDIES COURSES

WS 195 **Special Topics in Women's Studies (3)**

Elective courses offered periodically on topics related to women's studies.

WS 200 **Introduction to Women's Studies (3)**

Introduction to research and methods of women's studies, focusing on a multi-disciplinary understanding of women's lives. Will examine how gender, class, culture, age, sexuality and physical ability intersect to impact our lives. Also explores women's contributions to the arts, humanities, social sciences and science.

WS 295 Special Topics in Women's Studies (3)

Elective courses offered periodically on topics related to women's studies.

WS 307 Gender, Crime and Law (3)

Overview of history, definitions, and nature of the relationship between gender and the criminal justice system. Historically, the American criminal justice system has been a "man's world" focused on crimes committed by men and institutions run by men. To address the historical lack of interest in women's roles and the status of LGBT individuals within the criminal justice world, the course will examine historical and contemporary roles played by women and LGBT individuals as offenders, professionals, prisoners, and victims. Special attention will be given to crimes against women/LGBT individuals and the efforts to investigate, prosecute, prevent and deter these crimes. Prerequisite: CJ 101 or SOC 101.

WS 316 The History of Women in North American Social Work: 1848-1945 (3)

Focusing on the historical context, the sociological, psychological and feminist theories of the time, and specific leaders in many communities who began to address social ills of our young nation. Special focus on the Settlement House movement, the Women's Clubs, and the progressive era. Open to non-majors. Equivalent to SOC 316.

WS 395 Special Topics in Women's Studies (3)

Elective courses offered periodically on topics related to women's studies.

WS 397 Directed Studies (3)

An examination of selected issues or research projects in women's studies. Program permission required.

WS 400 Feminist Theory and Practice (3)

Capstone experience for students with women's studies minors. Examination of feminist approaches to explaining women's experiences, their representations and their relative positions in societies. Prerequisite: WS 200 and senior status.

WS 495 Special Topics in Women's Studies (3)

Elective courses offered periodically on topics related to women's studies.

WORLD LANGUAGES

FACULTY

Brother Boniface V. Lazzari, O.S.B.
Kathleen McKain

Learning a world language is an integral part of any liberal arts education. The study of a world language not only opens the door to knowledge and understanding of another culture rich in literature and history, but also can afford a better comprehension of the student's own language and of how languages work in general. In addition, knowledge of a world language is a marketable skill. Knowledge of a world language offers students additional opportunities in an increasingly international market.

The Department of World Languages offers beginning through advanced courses in Chinese, French, Japanese and Spanish. In addition, the department offers a minor in both French and Japanese Studies.

Revised Washington State Education Endorsements

For information on the Washington State teacher education endorsement in Japanese, French and Spanish, please refer to the requirements as outlined in the education section of the Academic Catalog.

Minor in French (18 semester hours or equivalent*)

Lower-Division Courses:

- FRN 201 Intermediate French
- FRN 202 Intermediate French

Upper-Division Courses:

- Four three-credit courses at the FRN 300- or 400-level
N.B. These courses must be conducted in French in order to count toward the French Minor.

*The minor in French is based on French language proficiency. As such, students who can demonstrate proficiency beyond the 200-level may request that up to a maximum of six credits required for the minor may be waived, i.e., for FRN 201 and/or FRN 202. At least one course of those required for the minor must be taken at Saint Martin's University.

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

Minor in Japanese (18 semester hours or equivalent*)

*Students also have the option of completing a minor in Japanese Studies through the World Language Departments – approved student abroad programs. See Department Chair for more information.

Lower-Division Courses (12 semester hours of Japanese language, including:)

- JPN 101 Introduction to Japanese
- JPN 102 Introduction to Japanese, cont.
- JPN 201 Intermediate Japanese
- JPN 202 Intermediate Japanese, cont.

Upper-Division Courses

- Six semester hours in courses numbered 300 or above in Japanese studies or selected from the following (must include one non-language course): JPN 301 Advanced Japanese; JPN 302 Advanced Japanese, cont.; JPN 395 Special Topics; JPN 495 Special Topics; PLS 352 Government and Politics of Asia or other courses numbered 300 or above that relate to Asian history and culture, subject to approval of the Department of World Languages.

WORLD LANGUAGES COURSES

CHINESE

CHN 101 Introduction to Chinese I (3)

Fundamentals of pronunciation, grammatical forms and syntax. Language skills (speaking, understanding, reading and writing) are developed through a contrasting analysis of Chinese and English.

CHN 102 Introduction to Chinese II (3)

Fundamentals of pronunciation, grammatical forms and syntax. Language skills (speaking, understanding, reading and writing) are developed through a contrasting analysis of Chinese and English. CHN 101 or instructor's permission.

CHN 201 Intermediate Chinese I (3)

This course advances the four language skills. Prerequisites: CHN 102 or instructor's permission.

CHN 202 Intermediate Chinese II (3)

This course advances the four language skills. Prerequisites: CHN 201 or instructor's permission.

CHN 295 Special Topics, Chinese (3)

To be arranged: Prerequisites: CHN 202 or instructor's permission.

CHN 395 Special Topics, Chinese (3)

To be arranged: Prerequisites: CHN 202 or instructor's permission.

CHN 397 Directed Study, Chinese (3)

A specialized course in Chinese language and/or literature. Prerequisite: CHN 202 or instructor permission.

CHN 495 Special Topics, Chinese (3)

To be arranged: Prerequisites: CHN 202 or instructor's permission.

FRENCH

FRN 101 Introduction to French (3)

Fundamentals of pronunciation, grammatical forms and syntax. Language skills (speaking, understanding, reading and writing) developed through contrasting analysis of French and English.

FRN 102 Introduction to French (3)

Fundamentals of pronunciation, grammatical forms and syntax. Language skills (speaking, understanding, reading and writing) developed through contrasting analysis of French and English.

FRN 201 Intermediate French (3)

Advances the four language skills: speaking, understanding, reading and writing. Readings in French are introduced. Emphasis on communication. Prerequisites: FRN 101, FRN 102 or equivalents

FRN 202 Intermediate French (3)

Advances the four language skills: speaking, understanding, reading and writing. Readings in French are introduced. Emphasis on communication. Prerequisites: FRN 101, FRN 102 or equivalents

FRN 295 Special Topics, French (1-3)

To be arranged.

FRN 301 French Composition and Conversation (3)

This course emphasizes building competency in French in the areas of conversation and composition

(writing). As such, students are engaged in expressing themselves in French using a variety of materials from the French-speaking world. They are required to explore points of view from the French-speaking world on relevant issues and engage in cultural comparisons. They are also required to reflect on and improve their use of the structural components of French through grammar study and a variety of writing activities. The course is conducted in French.

FRN 310 Francophone Cinema (3)

This course emphasizes improving student knowledge and understanding of the importance of Francophone cinema. Students are required to explore and interact with a variety of French-language films from the French-speaking world, e.g., films from Senegal, Cote d'Ivoire, the D.R.C., Egypt, Belgium, France, Canada. Students are also required to reflect on the role and importance of cultural context within this artistic medium. Students are expected to improve their use of the structural components of French. This course is conducted in French.

FRN 326 Introduction to French Literature (3)

This course emphasizes developing skills in reading and discussing French literary texts at the intermediate-advanced level. Students explore texts written in French from the French-speaking world, e.g., Senegal, Cote d'Ivoire, the D.R.C., the Antilles, Belgium, France, Canada, Switzerland. Texts might include poetry, fables/fairy tales, short stories, short novels. Students are introduced to literary techniques, and how to discuss and write about literary texts in French. The course is conducted in French.

FRN 395 Special Topics, French (1-3)

To be arranged.

FRN 397 Directed Study, French (1-3)

A specialized course in French language and/or literature. Prerequisites: FRN 202 or instructor permission.

FRN 401 Advanced French Literature (3)

This course emphasizes developing skills in reading and discussing French literary texts at the advanced level. Students explore texts written in French from the French-speaking world, e.g., Senegal, Cote d'Ivoire, the D.R.C., the Antilles, Belgium, France, Canada, Switzerland. Texts will generally focus on a specific time period and might include novels, poetry collections short story collections. Students are expected to discuss and write in French about complex literary texts. The course is conducted in French.

FRN 495 Special Topics, French (1-3)

To be arranged.

JAPANESE

JPN 101 Introduction to Japanese (3)

Introduction to Japanese language and culture. Students begin to acquire knowledge of Japanese and the fundamentals of Japanese grammar. Cultural aspects of Japanese life will also be presented.

JPN 102 Introduction to Japanese (3)

Introduction to Japanese language and culture. Students begin to acquire knowledge of Japanese and the fundamentals of Japanese grammar. Cultural aspects of Japanese life will also be presented.

JPN 201 Intermediate Japanese (3)

Continuation of JPN 101 and 102. Building basic vocabulary and developing writing and speaking skills.

JPN 202 Intermediate Japanese (3)

Continuation of JPN 101 and 102. Building basic vocabulary and developing writing and speaking skills.

JPN 295 Special Topics, Japanese (1-3)

To be arranged.

JPN 301 Advanced Japanese (3)

Students will study speech, composition, complex kanji characters and advanced grammar. Focus continues to be on building the student's aural and oral capabilities. Thus, a large amount of vocabulary will be introduced. Japanese culture and current events also are discussed to create better understanding of Japanese culture as well as language.

JPN 302 Advanced Japanese (3)

Students will study speech, composition, complex kanji characters and advanced grammar. Focus continues to be on building the student's aural and oral capabilities. Thus, a large amount of vocabulary will be introduced. Japanese culture and current events also are discussed to create better understanding of Japanese culture as well as language.

JPN 395 Special Topics, Japanese (1-3)

To be arranged.

JPN 397 Directed Study, Japanese (1-3)

A specialized course in Japanese language and/or literature. Prerequisite: JPN 202 or instructor permission.

JPN 495 Special Topics, Japanese (1-3)

To be arranged.

SPANISH

SPN 101 Introduction to Spanish (3)

Fundamentals of pronunciation, grammatical forms and syntax. Language skills (speaking, understanding, reading and writing) are developed through a contrasting analysis of Spanish and English.

SPN 102 Introduction to Spanish (3)

Fundamentals of pronunciation, grammatical forms and syntax. Language skills (speaking, understanding, reading and writing) are developed through a contrasting analysis of Spanish and English.

SPN 201 Intermediate Spanish (3)

Advances the four language skills. Prerequisites: SPN 101, SPN 102 or equivalents.

SPN 202 Intermediate Spanish (3)

Advances the four language skills. Prerequisites: SPN 101, SPN 102 or equivalents.

SPN 295 Special Topics, Spanish (1-3)

To be arranged.

SPN 395 **Special Topics, Spanish (1-3)**

To be arranged.

SPN 397 **Directed Study, Spanish (1-3)**

A specialized course in Spanish language and/or literature. Prerequisites: SPN 202, or instructor permission.

SPN 495 **Special Topics, Spanish (1-3)**

To be arranged.

SCHOOL OF BUSINESS

Richard Beer, Dean

The School of Business offers a unified business program that integrates the separate functional areas of business. Customer satisfaction and the competitive need for continuous quality improvement provide the major focus for this integration. Emphasis also is placed on the multicultural setting of business competition, both in national and international markets, and on the political economy in which it operates.

The School of Business offers the following degree programs and options:

- Bachelor of Arts in Accounting
- Bachelor of Arts in Business Administration with concentrations in:
 - Accounting
 - Economics
 - Finance
 - Management
 - Marketing
- Minor in Economics (Minor in Economics is open to non-business and non-accounting majors)

FACULTY

Gina Armer

Diane Bingaman, Chair, Accounting

Don Conant, Director, MBA program

Margot Geagon

Heather Grob, Chair, Business Administration and Economics

Angela McCaskill

Riley Moore

Lisa Power

ACCOUNTING

Accounting is “the language of business” and is an essential part of every business organization. The study of accounting helps students develop analytical, communication, and problem-solving skills as well as master the principles that govern financial reporting and decision making. The accounting

department offers a variety of courses to prepare graduates for responsible positions in public practice, corporate accounting and governmental service.

Saint Martin's University is committed to its liberal arts heritage and students majoring in accounting are trained to be technically competent in their major and well-rounded professionals. All Saint Martin's students take the University's general education requirements. Accounting students begin by taking 15 semester hours of foundation courses. This is followed by 33 semester hours of a common professional component and 24 semester hours of requirements for completion of the major.

Undergraduate to MBA Fast Forward Option:

Seniors with permission of the MBA director may take up to nine (9) semester credits of graduate MBA courses as electives. Any credits earned will count towards the 120 semester hours required for the undergraduate degree and can also be applied towards the Saint Martin's University MBA degree requirements.

BACHELOR OF ARTS

General Education Core (40-46 semester hours)

Major in Accounting

Foundation Courses (15 semester hours)

- MTH 161 Mathematical Methods for Business and Social Sciences
-or- MTH 171 Calculus I
- MTH 201 Introduction to Statistics
- ECN 201 Principles of Microeconomics
- ECN 202 Principles of Macroeconomics
- BA 305 Business Communications

Common Professional Component (33 semester hours)

- ACC 201 Principles of Accounting I
- ACC 202 Principles of Accounting II
- BA 225 Business Law I
- BA 300 Principles of Finance
- BA 302 Applied Quantitative Management Techniques
- BA 311 Money, Banking and Financial Institutions
- BA 320 Operations Management
- BA 330 Principles of Marketing
- BA 420 International Business and Global Economics
- BA 435 Corporate Finance
- BA 499 Business Policy

Major Requirements (24 semester hours)

- ACC 301 Intermediate Accounting

- ACC301L Accounting Lab
- ACC 302 Intermediate Accounting
- ACC351 and ACC351L Individual Tax and Individual Tax Lab OR ACC352 and ACC352L Business Taxation and Business Taxation Lab
- ACC 353 Cost Accounting
- ACC 450 Auditing
- ACC 450L Auditing Lab
- 6 semester hours in upper-division accounting electives.

Preparation for the CPA Examination

Current education requirements in the state of Washington include at least one hundred and fifty semesters hours of college education, including:

- A baccalaureate of higher degree; and
- An accounting concentration as defined as at least:
- Twenty four semester hours of the equivalent in accounting subjects of which at least fifteen semester hours must be at the upper level or graduate level; and
- Twenty four semester hours of equivalent in business administration subjects at the undergraduate or graduate level.

ACCOUNTING COURSES

ACC 201 Principles of Accounting I (3)

Fundamentals of measuring and communicating financial aspects of business transactions to decision-makers. Course includes accounting concepts and standards related to the determination of net income and financial position. Emphasis on presentation of financial data for investment, credit and other decisions.

ACC 202 Principles of Accounting II (3)

Fundamentals of accounting emphasizing broad concepts and standards for managerial planning, control, and decision making. Prerequisite: ACC 201.

ACC 295 Special Topics in Accounting (1-3)

Courses that cover topics as announced by faculty.

ACC 301 Intermediate Accounting (3)

Review and intensive study of the concepts and standards used in determining net income and financial position. Emphasis is on the asset side of the balance sheet and related revenues and expenses. Prerequisite: ACC 202.

ACC 301L Accounting Lab (1)

Intermediate skills and techniques in financial reporting and statement preparation and analysis. The course integrates the processing of accounting information with the use of a commercial general ledger software package. An initial presentation of the software is included to develop a specific understanding of menus and navigation techniques. Discussion focuses on setup, maintenance, information entry and report generation. Specific topics of the accounting cycle are presented including journal transactions, accounts receivable, accounts payable, inventory, payroll, financial statements and special projects. Prerequisite: ACC 201 and previous or concurrent enrollment in ACC 202.

ACC 302 Intermediate Accounting (3)

Continuation of ACC 301. Intensive study of the liability and equity side of a balance sheet, along with related revenues and expenses. Introduction of additional topics, including study of accounting theories related to pensions, leases and earnings per share. Prerequisite: ACC 301.

ACC 351 Federal Taxation I (3)

Basic federal law provisions affecting individual income tax returns. Includes determination of gross income, adjustments to gross income and deductible expenses. Researching tax problems and tax planning; preparation of tax returns. Prerequisites: ACC 201 and ACC 202.

ACC 351L Federal Tax I Lab (1)

Laboratory experiences to accompany ACC 351 using contemporary tax software including: CCH Intelliconnect and Pro System FX Tax or similar resources. Prerequisite: Previous or concurrent enrollment in ACC 351.

ACC 352 Federal Taxation II (3)

Study of federal law affecting returns of partnerships, corporations, estates and trusts. Includes determination of gross income, and deductible expenses. Tax planning and preparation of tax returns are covered. Prerequisite: ACC 201 and ACC 202.

ACC 352L Federal Tax II Lab (1)

Laboratory experiences to accompany ACC 352 using contemporary tax software including: CCH Intelliconnect and Pro System FX Tax or similar resources. Prerequisite: Previous or concurrent enrollment in ACC 352.

ACC 353 Cost Accounting (3)

Determination and control of cost of materials, labor and overhead; responsibility accounting, budgets; forecasting, standards and variance analysis. Emphasis on providing more sophisticated financial data for managerial decisions. Prerequisite: ACC 202.

ACC 358 Governmental and Non-profit Accounting (3)

Accounting methods and reporting practices of non-profit entities, including state and local governments. Introduction to theory of fund accounting. Prerequisite: ACC 202.

ACC 390 Internship (1-6)

An opportunity to apply accounting theory and practice in a work environment under the supervision of University faculty and an intern supervisor.

ACC 395 Special Topics in Accounting (1-3)

Courses that cover topics as announced by faculty.

ACC 397 Directed Study (1-3)

A student/faculty-selected project that enables the student to research a specialized area of accounting. Prerequisites: Junior standing and permission of advisor.

ACC 401 Advanced Accounting (3)

Specialized fields of accounting such as partnerships, business combinations, consolidated statements, multinational accounting, segment reporting. Prerequisite: ACC 302.

ACC 405 Accounting Information Systems (3)

This course provides students with (1) an understanding of accounting information systems theory

and practice, (2) the knowledge to take advantage of new information technologies such as database management systems, decision support systems, expert systems and telecommunications, (3) the skills to integrate both financial and non-financial information into a corporate information systems schema, (4) the knowledge to assess controls, and (5) an understanding of systems analysis and design.

ACC 450 Auditing (3)

Techniques of auditing, including professional ethics; legal responsibilities, scope, objectives and nature of the audit; statistical sampling and auditing with computer systems; reporting standards for audit findings. Prerequisites: ACC 302, BA 225, MTH 201.

ACC 450L Audit Lab (1)

Laboratory experiences to accompany ACC 450 using contemporary audit software including ACL Software or similar resources. Prerequisites: previous or concurrent enrollment in ACC 450.

ACC 490 Internship (1-6)

An opportunity to apply accounting theory and practice in a work environment under the supervision of University faculty and an intern supervisor.

ACC 495 Special Topics in Accounting (1-3)

Courses that cover topics as announced by faculty.

ACC 499 Contemporary Issues in Accounting (3)

Course reviewing current literature on major issues affecting the accounting and auditing profession. Issues discussed in relation to the current political, social, legal and economic environment. Prerequisite: Senior standing.

BUSINESS ADMINISTRATION

Built on the General Education foundation informed by Saint Martin's Catholic, Benedictine heritage and values, Business Administration offers a unified business program that integrates the separate functional areas of business. Acknowledging the technologic innovation, ever-changing global marketplace, and challenged ecosystems currently shaping the world, the Business Administration Program offers students an opportunity to learn and practice general management skills, discover the need for ethical problem-solving and acquire functional business area expertise. Through practice and active learning, students also gain the ability to work cooperatively and productively in diverse teams. They become effective writers and speakers, and they demonstrate sharpened professional judgment. Students graduate with a broad perspective on the business world and its place in our culture. Saint Martin's graduates have the ability to work across business functions, adjust quickly to new situations, accept change and ambiguity as a natural part of life, and become enthusiastic lifelong learners.

International Scholars track: The School of Business offers the International Scholars track within the Business Administration major. The International Scholars track is a selective program which recognizes the achievements of selected students and their commitment to international business education and expands upon their passion for the field. Acceptance into the International Scholars track is limited and selective, and it requires a commitment to complement the Saint Martin's experience with study abroad terms in Asia and Europe (currently Japan, Korea, and Germany). Final selection is by a selection committee. There are no fixed selection criteria. The selection committee looks at the whole person including, but not limited to, academic performance, AP credits, nominations, letter of recommendations, extra-curricular activities, language skills, service commitments, etc. For further information and application to the program, contact the School of Business.

Undergraduate to MBA Fast Forward Option:

Seniors with permission of the MBA director may take up to nine (9) semester credits of graduate MBA courses as electives. Any credits earned will count towards the 120 semester hours required for the undergraduate degree and can also be applied towards the MBA degree requirements.

BACHELOR OF ARTS

General Education Core (40-46 semester hours)

Major in Business Administration

Foundation Courses (15 semester hours)

- MTH 161 Mathematical Methods for Business and Social Sciences -or- MTH 171 Calculus I
- MTH 201 Introduction to Statistics
- ECN 201 Principles of Microeconomics
- ECN 202 Principles of Macroeconomics
- BA 305 Business Communications

Common Professional Component (33 semester hours)

- ACC 201 Principles of Accounting I
- ACC 202 Principles of Accounting II
- BA 225 Business Law
- BA 300 Principles of Finance
- BA 311 Money, Banking and Financial Institutions
- BA 320 Operations Management
- BA 330 Principles of Marketing
- BA 335 Organizational Management
- BA 350 Business in Society: Ethics and Responsibility
- BA 420 International Business and Global Economics
- BA 499 Business Policy

Concentration

(9-18 semester hours, must select one with a maximum of two concentrations permitted)

Accounting: ACC 301 Intermediate Accounting
ACC 302 Intermediate Accounting
ACC 353 Managerial Cost Accounting

Economics: ECN325 The Evolution of Economic Thought
ECN 375 Cost-Benefit Analysis OR ECN 371 Econometrics
ECN 410 Public Finance

Finance:	BA 315 Investment Analysis ECN 410 Public Finance BA 435 Corporate Finance
Management:	BA 302 Applied Quantitative Management Techniques BA 303 Labor/Management Relations BA 340 Human Relations in Management
Marketing:	BA 344 Promotion, Advertising and Branding BA 355 Management of the Sales Force BA 431 Market Research and Consumer Behavior

Minor in Business Administration

Foundation Courses (15 semester hours)

- MTH 161 Mathematical Methods for Business and Social Sciences -or- MTH 171 Calculus I
- MTH 201 Introduction to Statistics
- ECN 201 Microeconomics
- ECN 202 Macroeconomics
- BA305 Business Communications

Professional Component (15 semester hours)

- ACC 201 Principles of Accounting I
- BA 311 Money, Banking and Financial Institutions
- BA 320 Operations Management
- BA 330 Principles of Marketing
- BA 335 Organizational Management

The semester hours for these courses only pertain to the business administration major and do not reflect the total number of semester hours necessary for graduation, which is 120.

BUSINESS ADMINISTRATION COURSES

BA 210 Career Management (1)

This practical course provides students with up-to-date tools leading to satisfy career employment. This includes both online and face-to-face instruction in interviewing techniques and developing sensitivity to organization culture. Instruction will be provided for the development of plans for personal advancement and career path selection.

BA 225 Business Law I (3)

Introduction to the American legal system (sources of law and legal process); forms of business (sole proprietorships, partnerships, LLCs and corporations); contract law; agency; employment law; torts; products liability; property law; wills & trusts; business ethics. Prerequisites: None.

BA 295 Special Topics (1-3)

Course covers topics announced by faculty.

BA 300 Principles of Finance (3)

Asset management, short-term and long-term financing, capital structure, cost of capital and capital budgeting. Prerequisites: ACC 201 and MTH 161 with a grade of C- or better; ACC 202 and MTH 201, which can be taken concurrently.

BA 302 Applied Quantitative Management Techniques (3)

Exposure to and practice in the use of mathematical tools for aiding managerial decision-making in the corporate and public sectors. Topics include mathematical modeling, linear and nonlinear programming, network analysis, simulation and other topics at the instructor's discretion. Prerequisites: MTH 161 and MTH 201 both with a grade of "C-" or better required..

BA 303 Labor/Management Relations (3)

A conceptual framework for the study of labor-management relations in the private and public sectors. Concentrates on development, structure and processes constituting the collective bargaining process in the United States today. Emphasis will be on the history and legal framework of U.S. labor-management relations and on negotiating and implementing a collective bargaining agreement.

BA 305 Business Communications (3)

Fundamentals of effective business communication form and style, business writing (letters, memos, reports, research proposals, texting), and effective business speaking (interviews, meetings and presentations, critical listening skills and quantitative reasoning). Emphasis is placed on using communication skills and technology to communicate complex data and relationships to individuals and large groups. Students will utilize telecommunications, e-video and internet and intranet enabled communication systems and relevant application software. Prerequisite: ENG 102 with C- or better.

BA 311 Money, Banking and Financial Institutions (3)

An exploration of money, banking and financial markets in the contemporary U.S. and world economies. Examines role of monetary theory and policy with an emphasis on financial institutions, markets and central banking. Prerequisite: BA 300.

BA 315 Investment Analysis (3)

Characteristics of securities, security markets, investment strategies, securities and portfolio selection; management. Prerequisite: BA 300 which can be taken concurrently.

BA 320 Operations Management (3)

Relationship of factor inputs to the final output of the firm. Organization, administration and internal working relationships of industrial and service firms. Such topics as layout, scheduling, inventory management and location analysis are covered. Prerequisites: MTH 161 or MTH 171 with a grade of "C-" or better required; MTH 201 or MTH 357 with a grade of "C-" or better required.

BA 325 Fundamentals of Entrepreneurship (3)

Examination of fundamental business concepts of the independently owned venture. Survey course highlights the interrelationships of the entrepreneurial venture, government and special interest groups.

BA 326 Business Law II (3)

Property law; debtor-creditor relations; bankruptcy; sales law (Uniform Commercial Code Art. 2 and

2A); Negotiable Instruments & Documents of Title (Uniform Commercial Code Art. 3 and 4); Secured Transactions (Uniform Commercial Code Art. 9); securities regulations; professional and legal responsibilities. Prerequisites: BA 225

BA 330 Principles of Marketing (3)

Analysis of marketing concepts; consumer demand and behavior; marketing functions of the firm; institutions in the marketing channel; people, product, price and promotion strategies.

BA 335 Organizational Management (3)

Study of the evolution of management, including differences between mechanistic and organic models. Organizational theory and interpersonal relationships. Prerequisite: Junior standing.

BA 340 Human Relations in Management (3)

The study of workers' relationships with their leaders, their jobs and the organization. Emphasis on how management of human resources insures that people work together more productively, meeting the needs of the individual and the goals of the organization.

BA 341 Marketing Management (3)

Case course integrating the student's previous marketing study. Marketing is shown as interrelated decision-making based on environmental assumptions that allocate organizational resources to product development, pricing ploys, distribution, advertising and personal selling. Marketing failures and successes are reviewed for decision guidelines. Prerequisite: BA 330.

BA 344 Integrated Marketing Communications (IMC) (3)

Traditional media, such as mass advertising and sales promotion by themselves no longer work. Promotional success demands marketers focus on their core asset; their customers. Today's marketers integrate and coordinate a diverse set of marketing tools (IMC) from media advertising to social marketing, within an increasingly fragmented marketplace that maximizes consistent message impact at minimal cost. Prerequisite: BA 330.

BA 350 Business in Society: Ethics and Responsibility (3)

A case course covering interrelationship of business decisions and society's goals. Cases will deal with such current social issues as pollution, discrimination, energy, poverty and corporate social responsibility. Course considers the business and social aspects of problems under consideration.

BA 355 Management of the Sales Force (3)

Course familiarizes students with management responsibilities unique to personal sales. Planning, recruiting, deployment, motivation and evaluation are key areas covered. Text, case studies and presentations will be reviewed. Prerequisites: BA 330; BA 335.

BA 360 Systems Analysis and Design (3)

Planning, design, cost analysis, implementation and evaluation of computerized systems. Prerequisites: CSC 200; MTH 161 or MTH 171.

BA 390 Internship (1-6)

Opportunity for students to apply knowledge of management theory and practice in a work environment while under supervision and guidance of management faculty and an intern supervisor.

BA 395 Special Topics (1-3)

Course covers topics announced by faculty.

BA 397 Directed Study (3)

A student/faculty-selected project that enables the student to research a specialized area of management. Prerequisites: Junior standing and permission of advisor.

BA 420 International Business and Global Economics (3)

Classical and modern theories of trade, sources of protectionism, economic interdependence among modern nations. Analysis of risks and opportunities of international marketing and finance. Prerequisite: Senior standing.

BA 425 Small Business Institute (1-3)

Provides students with hands-on experience in the context of serving as a consultant to local businesses. A team approach to problem-solving is emphasized and practiced via a group-prepared report of findings and recommendations.

BA 431 Market Research and Consumer Behavior (3)

Models of consumer behavior and techniques, uses of marketing research in making business decisions. Course covers preliminary research design; instrument development; data sources; sampling, processing and interpretation; and presentation of data. Prerequisites: MTH 201 or MTH 257; BA 330.

BA 435 Corporate Finance (3)

Develops analytical and decision-making skills in analyzing and solving complex financial problems facing organizations. Emphasis on financing of resources needed to attain organizational goals and on effective management of those resources. Prerequisite: BA 300 and BA 311.

BA 495 Special Topics (1-3)

Course covers topics announced by faculty.

BA 490 Internship (1-6)

Opportunity for students to apply knowledge of management theory and practice in a work environment while under supervision and guidance of management faculty and an intern supervisor.

BA 499 Business Policy (3)

Emphasis on policy formulation at upper levels of management. Course will stress problem analysis and decisions based on all environmental factors affecting the organization. This is an integrating course designed to draw on student's total University course experience. Prerequisites: Senior standing, completion of, or concurrent enrollment in, all courses in the common professional component.

ECONOMICS

As the social science that explains competitive behavior in the marketplace, economics underlies all business activity. It provides the student with a broader understanding of the social role of business in a market economy. Economics also looks at alternative strategies for allocating scarce resources. Economics minor is open to those students not pursuing a degree in business administration or accounting.

Minor in Economics***Foundation Courses*** (15 semester hours)

- MTH 161 Mathematic Methods for Business and Social Sciences -or- MTH 171 Calculus I
- MTH 201 Introduction to Statistics

- ECN 201 Principles of Microeconomics
- ECN 202 Principles of Macroeconomics
- BA 305 Business Communications

Requirements (12 semester hours)

- ECN325 The Evolution of Economic Thought
- ECN 375 Cost-Benefit Analysis OR ECN 371 Econometrics
- ECN 410 Public Finance
- BA 420 International Business and Global Economics

ECONOMICS COURSES

ECN 101 Principles of Economics (3)

An integrated introduction to the analysis of individual firms and markets, as well as aggregate economic variables. These include inflation, unemployment and economic growth, with a focus on the state's role in attempts to regulate the economy outside the market.

ECN 201 Principles of Microeconomics (3)

An introduction to the economic principles of consumer and producer behavior and government regulation, this course provides students with an understanding of supply and demand in differing market structures. We consider the private and social implications of pricing and profit maximization, policies towards market failure, and sustainable use of resource markets on a local level.

ECN 202 Principles of Macroeconomics (3)

An introduction to the economic principles of employment, money, and growth, this course will provide students with an understanding of major macroeconomics measures and policies. Students will learn how measures of unemployment, inflation, national income, inequality, and wealth shape policy. We also focus on achieving economic growth and sustainability through effective functioning of the financial system, monetary and fiscal policies, and international trade policies.

ECN 295 Special Topics in Economics (1-3)

Courses offered periodically, with topics announced by faculty.

ECN 325 The Evolution of Economic Thought (3)

A historical survey of economic thought from religion, science and philosophy and its impact on contemporary economic theory and practice. The philosophies that drive the economic way of thinking, the ideas of the great economic thinkers and their logical connections to the world will be analyzed. New economic ideas, evidence, problems and values are used to reconsider basic disputes and major contributions of the past.

ECN 371 Econometrics (3)

Foundation for economic analysis and forecasting that includes hypothesis testing, regression analysis and forecasting. Apply economic theories using statistical software, deepen knowledge of economics. Requires a strong grounding in mathematics, but will focus on practical issues and theoretical problems of obtaining and using data to conduct economic analysis. Prerequisites: ECN 101; MTH 201 or MTH 357.

ECN 375 Cost-Benefit Analysis (3)

Survey cost-benefit analysis topics, including principles of social welfare, regulation and democracy. Conduct and critically evaluate cost-benefit studies. Examine best practices in empirical and survey methods, valuation of life and human activities, especially use of natural resources. Debate topics in sustainable economics, including proper discounting, uncertainty and acceptable levels of risk. Prerequisites: ECN 201/202, MTH 161 with a C- or better, and BA 300

ECN 390 Internship (1-6)

Application of economics theory and practice in an actual work environment, with supervision by economics faculty and an intern supervisor. Prerequisites: Junior standing and permission of advisor.

ECN 395 Special Topics in Economics (1-3)

Courses offered periodically, with topics announced by faculty.

ECN 410 Public Finance (3)

Theories, policies and practices relating to government revenues, expenditures and debts. Budgeting procedure and public financial administration. Prerequisites: BA 300 and BA 311

ECN 495 Special Topics in Economics (1-3)

Courses offered periodically, with topics announced by faculty.

ECN 490 Internship (1-6)

Application of economics theory and practice in an actual work environment, with supervision by economics faculty and an intern supervisor. Prerequisites: Junior standing and permission of advisor.

ECN 499 Senior Project (3)

Prerequisite: Senior standing.

COLLEGE OF EDUCATION AND COUNSELING PSYCHOLOGY

VACANT, Dean

Saint Martin's University's education programs are approved by the Washington Professional Educator Standards Board. Candidates completing the elementary, secondary or special education options are eligible for certification by the state of Washington.

Certification requirements are subject to changes enacted by the state's Professional Educator Standards Board, which take precedence over requirements outlined in the University's catalog.

CAEP Accreditation: The Teacher Education Program at St. Martin's University is awarded TEAC accreditation by the Inquiry Brief Commission of Council for the Accreditation of Educator Preparation (CAEP) for a period of seven years, from October 2013 to October 2020. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, relicensure, or other purposes.

Title II 2014-2015 Institutional Report Card Information: The pass rate of the WEST-E for traditional program completers is 100 percent and for alternative route program completers is 100 percent. A total of 188 candidates were enrolled during 2014-2015; 52 traditional program and 12 alternate

route program candidates were enrolled in supervised internships during the 2014-2015 academic year. Candidates in the traditional program typically participate in 16 weeks of full-time supervised internship (560 hours); candidates in the alternate route program typically participate in a yearlong full-time supervised internship (1150 hours). Complete Title II Reports are available on the University website.

Through pre-program requirements, the University's education programs ensure that all candidates have knowledge in the liberal arts. During the professional sequence, candidates gain essential knowledge and skills and participate in varied field experiences in P-12 schools. University faculty, as well as local school district teachers, counselors and administrators, participate in the program and contribute to its quality and relevance.

A teacher/counselor/administrator education candidate at Saint Martin's will enter his or her first school prepared not only with knowledge, but also with strong values, an educational philosophy centered on meeting the needs of the individual child, and a base of practical experience on which to build.

Education and Counseling Psychology Programs: The undergraduate education programs include bachelor's in the following areas:

MAJORS

Educational Studies
Elementary Education
Special Education

MINORS

Physical Education
Education
Reading
Special Education

The Residency Teacher Certification Program (first-level certification): The program can be completed as part of a bachelor's degree. Saint Martin's has been authorized by the Washington Professional Educator Standards Board to offer teacher certificate competency-based endorsements in the following fields:

- biology
- bilingual education
- chemistry
- drama
- early childhood education
- early childhood special education
- elementary education
- English language arts
- English language learners
- French
- health/fitness
- history
- Japanese
- mathematics
- middle-level humanities
- middle-level math
- middle-level science
- choral music
- instrumental music
- general music
- reading
- science (only as an added endorsement)
- social studies
- Spanish
- special education

Candidates may be withdrawn from education programs at the discretion of the College of Education and Counseling Psychology as a result of the Staffing Level II/Intervention Level II process. Saint Martin's University makes no guarantees for candidates to be recommended for Washington State teacher certification based on course and field experience completion alone.

COLLEGE OF EDUCATION AND COUNSELING PSYCHOLOGY

CONCEPTUAL FRAMEWORK

Mission Statement: The mission of the College of Education and Counseling Psychology is to prepare a dynamic inclusive community of reflective professionals who use their knowledge, skills and dispositions to positively transform the lives of those they serve.

Vision Statement: As a community, we lead intellectual pursuits in a culture inspired by the interaction of faith, reason and service. Our graduates embrace the values of flexibility, equity, excellence, and compassion as reflective practitioners.

Philosophy Statement: The Education Programs at Saint Martin's University have been constructed to allow for the confluence of 1,500 years of Benedictine traditions of scholarship, education, hospitality, and community with current thoughts and practices of today. We feel that the blending of tradition and modernity allows us to develop education professionals with curiosity, who promote stimulating environments for increasingly diverse students, and who value the dynamics of pluralism, change, and individuality.

Purpose Statement: The purpose of the Saint Martin's University Programs is to provide a distinctive professional educational experience in our education programs. In partnership with our candidates and P-12 professional educators, we strive to realize potential, think critically, love learning, and grow in spiritual and ethical character with the goal of promoting the better education and welfare of children.

COMMITMENT TO EXCELLENCE

We are committed to assuring that candidates will be provided an intellectual and professional learning environment that is rigorous, relevant and realistic. Academic courses and program experiences are purposefully designed for candidates to probe deeper, reach further and to encourage creative and resourceful exploration of alternative pathways to address presented issues and tasks. Our programs are developed and conducted with high expectations that candidates will be personally engaged in their learning, stimulated in their thinking and genuinely challenged to expand the knowledge, skills, and dispositions within their chosen field. Candidates are intentionally guided, coached and supported in their enhancement of relevant and meaningful teaching, counseling, and administrative skills. Candidates will demonstrate their abilities to meet professional standards through effective oral and written communications, completion of realistic analysis, and critical thinking and problem solving tasks. Candidates are held accountable to demonstrate professional dispositions and organize and simultaneously manage multiple projects within established timelines.

Our learning community instills excellence in thought and service while nurturing a candidate's sense of personal and professional development. Therefore, candidates completing our academic and certification programs will be agents of change and educational leaders who are resilient, reflective practitioners meeting the needs of an evolving world.

Core Values: Our programs, therefore, involve the recognition of change, the constructivist approach to knowledge and skills formulation, multi-age grouping practices, technological utilization, and sig-

nificant themes of inquiry integrating both the practical and the theoretical aspects of knowledge.

Our curriculum engages candidates in basic skills development through inquiry-oriented, critical, reflective, creative, and imaginative thinking, and ethical decision making. Our programs support the use of case studies, field experiences, performance and reflective assessment, a strong background in academic content areas, and the need for candidates to be active agents in their education.

Candidates who complete our program(s) are able to function as future educators in a pluralistic, consensual, democratic society and recognize the need for instruction in both social (group) and personal (individual) realms.

Guiding Principles: The goal of Saint Martin's University College of Education and Counseling Psychology is to select and prepare candidates to become outstanding P-12 professionals. To the general University emphasis on basic strength in academic areas of study for all graduates, the College of Education and Counseling Psychology adds strong professional training programs which comply with specific state requirements. The programs are also shaped by practitioners who serve on its Professional Education Advisory Boards (PEAB). True to its Catholic Benedictine heritage, the College of Education and Counseling Psychology shares the University's strong emphasis on moral and ethical values and development of the whole person — intellectually, physically, and spiritually. A teacher/ counselor/ administrator educated at Saint Martin's will enter his/her first school prepared not only with knowledge, but also with strong values, an educational philosophy centered on meeting the needs of the individual child, and a base of experience upon which to build.

Program Design: Spiral/Integrated Program Design: Programs have been designed to integrate knowledge/skills throughout courses and various learning and field experience opportunities. Knowledge/skills are introduced, developed, practiced, and mastered as candidates proceed through the program from the introductory courses/ opportunities to the core foundation courses/opportunities, to methods courses/ opportunities, and, finally, to the internship. Full program design statements are available in the Education Candidate Handbook and on the website, www.stmartin.edu/education.

Goals: The following three goals, therefore, lead us to the core of the College of Education and Counseling Psychology Conceptual Framework:

1. **Curriculum** (Subject Matter Knowledge):
The College of Education and Counseling Psychology is dedicated to developing competent professional educators who have strong knowledge in subject matter. Individuals completing our programs will utilize/ communicate with technology as it relates to teaching; creatively participate in free and open inquiry; and problem-solve and construct/discover new learning opportunities for themselves, P-12 students and staff.
2. **Pedagogy** (Pedagogical Knowledge and Skills):
Individuals will develop and utilize pedagogical strategies and skills necessary to their program. Education Programs will provide a community for P-12 and SMU collaboration, thus enriching pre-service through the professional performance continuum. Individuals completing our programs will have participated in a variety of leadership and service opportunities and multiple P-12 field experiences, including placements with school districts with diverse student populations.
3. **Caring Community** (Professional Dispositions):
The Education Programs are dedicated to developing a caring

community of teacher/counselor administrator colleagues with strong ethical character, professional leadership, collaborative skill, openness to innovation, and personal integrity. Individuals completing our programs will reflect democratic traditions — including acceptance (hospitality) of all individuals and sensitivity for cultural diversity.

With these goals in mind, the College of Education and Counseling Psychology's programs were designed to supply its candidates with: an excellent background in academic and pedagogical theory and knowledge; the ability to apply that theory and knowledge in practical, daily situations, technological and teaching techniques for successfully transmitting that knowledge and application skill; a caring, nurturing attitude toward children and colleagues; skill, confidence and sensitivity in classroom leadership; and, the ability to gain employment.

All Education Programs: Academic Policy

Candidates should review prerequisites for all courses required for their education program. Candidates who preregister will be processed on the assumption that they will satisfactorily complete all coursework presently being taken.

Candidates must earn a grade of "C" (2.00) or better in each program course. Candidates who receive a "C-" in any course required by their program are required to retake the course. Candidates who receive two grades of "C-" or lower in any program or endorsement course, or whose overall grade point average falls below 3.0 (a "B" average), will be automatically withdrawn from the program. Candidates may reapply to the program when grade discrepancies have been rectified. Education candidates must meet the professional education requirements in effect when they are accepted to an education program within the College, not those in effect when they were admitted to the University. Ordinarily, courses completed more than seven years before admission or readmission to an education program do not meet professional requirements.

Candidates may need to repeat all or part of those courses before enrolling in the internship as per advisor recommendation.

All Education Programs: Waiver and Substitution Options

Waiver and substitution options are available for courses based on approved documentation of equivalent knowledge and skills. Contact the Education office (360-438- 4333) for additional details.

Residency Teacher: Procedures for Admission

Candidates must apply for admission before or during the semester in which they complete the pre-professional sequence of courses. Candidates should contact the education office to obtain a teacher education application packet.

Residency Teacher: Application

Applicants must submit the following materials to be considered for acceptance:

- \$35 application fee
- Forms contained within the application packet
- Pre-program planning (completed during advising appointment)
- Three letters of recommendation
- Copies of official transcripts from all colleges and universities attended (in addition to transcripts required by the Registrar's Office); an

overall grade point average of at least 3.0 is required.

- Passing scores on the WEST-B: reading, mathematics and writing tests (or an approved alternative, e.g., SAT or ACT)
- An on-site essay (handwritten, one and one-half pages) describing short and long-term goals as a professional educator
- Fingerprint receipt (WSP & FBI) within last two years

Applications are accepted on a rolling basis; priority dates for consideration are:

Lacey Campuses

June 1 for fall
November 1 for spring
March 1 for summer

Alternative Route (STAR) option

April 1 for summer academy

Joint Base Lewis-McChord Campuses

Fall 01 July 1
Fall 02 September 1
Spring 01 December 1
Spring 02 February 1
Summer April 1

All application forms, letters of recommendation, test scores and the application fee should be mailed to: College of Education and Counseling Psychology, Saint Martin's University, 5000 Abbey Way SE, Lacey, WA 98503-7500.

Residency Teacher: Competency-Based Endorsements

All teacher certification candidates are required to complete two competency-based endorsements of 30 or more semester credits each or equivalent. Course requirements may be satisfied by coursework completed at a regionally accredited, state-approved college/university with a grade of "C" or better; approved waiver documentation for previous life and/or work experience; and successful passing of the appropriate WEST-E/NES exams and Teacher Performance Assessment (edTPA).

To receive an endorsement in elementary education, middle-level or special education, a candidate must complete all the required courses and be recommended for a residency teaching certificate with an endorsement in elementary education (kindergarten- 8); middle-level (grades 4-9); or special education (kindergarten-12). In addition to an endorsement in elementary, middle-level and/or special education, each candidate is required to have at least one additional endorsement earned either at Saint Martin's or elsewhere.

Candidates for secondary education (grades 5-12) are required to have an academic major or equivalent (30 semester-hour minimum) in the area in which they intend to be endorsed as well as an additional endorsement.

Saint Martin's has been authorized by the Washington Professional Educator Standards Board to offer teacher certificate competency-based endorsements in the following fields: biology, bilingual education, chemistry, drama, early childhood education, early childhood special education, elementary education, English language arts, English language learners, French, health/fitness, history, Japanese, mathematics, middle-level humanities, middle-level math, middle-level science, choral music, instrumental music, general music, reading, science (added endorsement only), social studies, Spanish and special education.

Requirements for each of the revised Washington State endorsements offered by Saint Martin's University are listed found on the College of Education and Counseling Psychology's website.

Residency Teacher: Program Requirements

The residency teacher education program requires pre-professional courses, certification core courses and courses to complete two endorsements. Candidates must apply for acceptance to the program before or during the pre-professional sequence. All coursework must be completed before the internship.

To insure proper sequencing of courses, individuals planning to enter the Saint Martin's teacher education program must consult an advisor from the College of Education and Counseling Psychology prior to taking courses.

Veterans Administration candidates must contact the veteran services representative regarding VA benefits.

Candidates may be withdrawn from Education Programs at the discretion of the College of Education and Counseling Psychology as a result of the Staffing Level II/Intervention Level II process. Saint Martin's University makes no guarantees for candidates to be recommended for Washington State teacher/counselor/ administrator certification based on course and field experience completion alone.

Residency Teacher: Internship

The teacher certification program requires a supervised internship (also known as student teaching). A candidate is expected to complete all required courses and at least 12 semester hours at Saint Martin's University before the internship.

To facilitate placement, application for a supervised internship must be made by the deadline for the internship. Candidates should contact the College of Education and Counseling Psychology office for specific deadline dates. Candidates are asked to convey special placement requests at that time. University supervisors will discuss individual placement problems with candidates, but the University ultimately makes the internship assignments in cooperation with school district personnel. Candidates may not be placed in the same school in which a spouse or family member is employed. Candidates may not make special arrangements on their own. To do so may jeopardize placement at that school and/or district and may result in termination of any/all field experience placements in that district for the candidate.

Completion of an application for intern teaching and assignment to a school or classroom are tentative and are based on successful completion of coursework in progress. Candidates may be withdrawn from the internship at the discretion of the College of Education and Counseling Psychology faculty or of the administrators of the P-12 school.

Saint Martin's College of Education and Counseling Psychology placement offices make no guarantees for internship placement in a particular school district or school building, with a particular cooperating teacher or University supervisor, or during a particular semester. Education program staff will work diligently to obtain a placement for the internship, but final acceptance of a candidate is the prerogative of the school district.

All internship assignments are considered full-time work, normally requiring seven hours a day in the school, plus additional time for class preparation and seminars.

Candidates may not register for academic coursework other than the internship seminar during the semester in which they do the internship. Concurrent enrollment in the internship seminar is required of interns.

EDUCATIONAL STUDIES (NON-CERTIFICATION PROGRAM)

FACULTY

Eric Boyer
Fumie Hashimoto
Belinda Hill
Cindy Petersen

BACHELOR OF ARTS

This degree is designed for individuals interested in gaining knowledge, skills, and pedagogy in education theory and application, in combination with one of the selected area of studies. The five areas of focus are: Community Education, Early Childhood Education, Foundation Studies in Education and Culture, Health and Fitness, and STEM. This program provides opportunities for individuals who want to learn best practices to facilitate learning and to administer learning programs. This non-certification program, allows individuals to receive in-depth knowledge of the field of education combined with a focus area to meet their career needs. Program coursework also integrates the knowledge and skills of the 21st century: core knowledge and skills; learning and innovation skills; information, media, technology, and research; life and career skills.

General Education Core (42-48 semester hours)

General University degree requirements are listed in the “Academic Programs and Policies” section of this catalog.

Education Courses (30 semester hours)

Lower-Division Education Courses (6 semester hours)

- ED 205 Child and Adolescent Development (3)
- ED 202 Diversity in Educational Systems (3)

Upper-Division Education Courses (24 semester hours)

- ED 306 Curriculum and Instruction (3)
- ED 360 Classroom Management (3)
- SED 359 Introduction to Exceptionalities (3)
- ED 469 Capstone in Educational Studies (3)
- ED 493 Internship in Educational Studies (3)
- At least nine more credits in upper level education courses (9)

Courses selected for a focus area may include but are not limited to courses from the following disciplines: (24 semester hours as approved by advisor)

- Community Education: SOC, PSY, BUS, RLS,CJ, CSP, HIST, PLS
- Early Childhood Education: ED, ECE, PSY, SOC
- Foundation Studies in Education and Culture: SOC, ED, BUS
- Health and Fitness: PE, ED, PSY, NUR
- STEM: BIO, MTH,CHM, SCI, CSC, GE, CE, ME, PHY

Elective Coursework

Elective courses as needed to meet the 120 semester credit minimum for the bachelor's degree.

Upper Division Course Requirements

A minimum of 40 credits of 300 or 400 level credits are required for the degree.

Academic Policy

Students must earn a grade of "C" or better in each program course. Students who receive a "C-" in any course required by their program are required to retake the course. Students who receive two grades of "C-" or lower in any program or content area course or whose overall grade point average falls below 2.8 will be automatically withdrawn from the Educational Studies program. Students may reapply to the program when grade discrepancies have been rectified.

Application

Applicants must submit the following materials to be considered for admission:

- Forms contained within the BA Educational Studies application packet
- GPA 2.8 or better

Advising

To insure proper sequencing of courses, students planning to enter the Saint Martin's Educational Studies program must consult an advisor from the College of Education and Counseling Psychology.

ELEMENTARY EDUCATION

FACULTY

Kathleen Allen
Eric Boyer
Huabin Chen
Fumie Hashimoto
Nini V. Hayes
Belinda Hill
Linda Maier
Cindy Petersen
Dan Windisch

BACHELOR OF ARTS

Grades Preschool–8

General Education Core (40-46 semester hours)

General University degree requirements are listed in the "Academic Programs and Policies" section of this catalog.

Pre-Professional Courses (30-31 semester hours)

May include General Education and/or academic field/added endorsement courses:

- One mathematics course MTH 201 or above
- One U. S. history course
- One world history course

- One natural science course with laboratory
- PSY 101 Introduction to Psychology
- ENG 101 College Writing I
- ENG 102 College Writing II
- COM 106 Public Address -or- THR 211 Acting I
- ED 204 Introduction to Education
- ED 205 Child and Adolescent Development
- SOC 396 Intercultural Communications – or – ED 202 Diversity in Education Systems

Certification Core Courses (60 semester hours)

Includes an endorsement in elementary education

- ED 304 Practicum Level I
- ED 306 Curriculum and Instruction
- TED 312 Classroom Technology
- SED 359 Introduction to Exceptionality
- ED 360 Classroom Management
- ED 371 Education Law
- ED 383 Issues of Abuse/ Teacher as Counselor
- ED 411 Methods of Teaching Mathematics
- ED 415 Methods of Teaching Science
- ED 418 Methods of Teaching Social Studies
- ED 419 Methods of Teaching Language Arts
- ED 426 Methods of Teaching Language Acquisition
- ED 429 Arts and Movement
- ED 438 Literature for Children and Young Adults
- ED 470 Classroom Assessment
- ED 474 Primary Reading/Writing
- ED 476 Elementary Content-area Reading - Elementary Teachers
- ED 492 Elementary Education Practicum
- ED 494 Internship in the Elementary School
- ED 498 Internship Seminar: Elementary

Elementary Education Endorsement

To receive an endorsement in “elementary education, P-8,” a candidate must complete all required courses and be verified for program completion for a residency teaching certificate with an endorsement in elementary education (P-8) including passing state required exams.

Second/Additional Endorsement (14-40 semester hours)

In addition to the endorsement in “elementary education, P-8,” candidates are required to complete at least one additional endorsement in a second endorsable area. The additional endorsement may be

earned either at Saint Martin's University or elsewhere. Depending on the endorsement area, and with careful planning, this second endorsement may require only 14 or 15 semester hours.

PHYSICAL EDUCATION (MINOR)

FACULTY

Tim Healy

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

NOTE for PE 101 through PE 113: Each fall and spring semester, three to five activity courses, at least one from each category above, will be offered. Courses vary year-to-year. All one hundred leveled courses cover general physical activities that correspond to the course title.

Please contact the College of Education and Counseling Psychology or the Department of Physical Education for current semester offerings.

Minor in Physical Education

(19 semester hours; does not include a complete health/fitness endorsement)

Lower-Division Courses

- Two semester hours selected from: PE 202, PE 203 or PE 204

Upper-Division Courses

- 17 semester hours, including PE 301, PE 310, PE 345, PE 400, PE 401 and PE 430

Revised Washington State Education Endorsements

For information on the Washington State teacher education endorsement in health/fitness, please refer to the requirements as outlined under endorsements information in the education section of the Academic Catalog.

PHYSICAL EDUCATION COURSES

PE 101 Body Conditioning (1)

PE 102 Basketball (1)

PE 103 Volleyball (1)

PE 104 Aerobics (1)

PE 106 Golf (1)

PE 107 Tennis (1)

PE 108 Softball (1)

PE 109 Contemporary Dance (1)

PE 110 Badminton (1)

PE 111 Soccer (1)

PE 112 Self-defense Karate (1)

PE 113 Pickleball (1)

PE 114 Circuit Training (1)

PE 115 Tai Chi (1)

PE 116 Yoga (1)

PE 117 Walk-Jog Fitness (1)

PE 131 Intercollegiate Athletics (1)

May repeat for a maximum of eight semester hours of credit. Prerequisite: Permission of coach.

PE 195 Special Topics (1)

Special topic activity course as determined by student interests.

PE 202 Basketball Theory (2)

Fundamentals of basketball, including theories of offense and defense. Offered every third semester.

Rotates with PE 203 and PE 204.

PE 203 Baseball Theory (2)

Fundamentals of baseball, including strategy and basic skills. Offered every third semester. Rotates with PE 202 and PE 204.

PE 204 Methods of Coaching Track and Field (2)

Techniques, procedures and lesson planning. Offered every third semester. Rotates with PE 202 and PE 204.

PE 301 Foundations of Physical Education (3)

A thorough investigation of modern physical education based on past history and current trends and practices in the field. Offered every fourth semester. Rotates with PE 302, PE 345, PE 430.

PE 302 School Health Education (3)

Study of multiple factors contributing to conduct and maintenance of school health conditions and their relationship to the home and other community institutions. Offered every fourth semester. Rotates with PE 301, PE 345, PE 430.

PE 310 First Aid and Athletic Injuries (3)

Study of emergency methods used in common accidents. Students may qualify for Red Cross certificates.

PE 345 Psychology and Philosophy of Coaching (3)

Techniques and current practices. Offered every fourth semester. Rotates with PE 301, PE 302, PE 430.

PE 395 Directed Study (1-3)

Open only to seniors and graduate students who have shown both the ability and need to work independently, principally by directed study, discussion and research. Prerequisite: Approval of instructor, advisor and department chair.

PE 400 Kinesiology (3)

Exploration of anatomical and mechanical fundamentals of human motion.

PE 401 Exercise Physiology (3)

Course promotes understanding of theoretical and practical aspects of exercise physiology as they

relate to the teacher, coach, trainer and/or exercise specialist.

PE 430 Organizational Administration of PE, Intramurals and Intercollegiate Sports (3)

Administrative policies as they relate to program development budget, facilities, equipment, personnel, management and public relations in directing physical education, intramural and interscholastic and sports programs. Offered every fourth semester. Rotates with PE 301, PE 302, PE 345.

SECONDARY EDUCATION PROGRAM

FACULTY

Candice Carter

Cindy Petersen

Eileen Reilich

Dan Windisch

Grades 4–12

General Education Core (40-46 semester hours)

General University degree requirements are listed in the “Academic Programs and Policies” section of this catalog.

Certificate Endorsement/Academic Major (30-60 semester hours)

Academic majors typically range between 30 and 60 semester hours. Some credits may double as credits for a second or additional endorsement or for general education requirements.

Candidates for secondary program verification are required to have an academic major in the area in which they intend to be endorsed. Saint Martin's University is authorized to verify its graduates for teaching endorsements in secondary schools (grades 4-12) in the following academic majors: biology, chemistry, music (choral, instrumental, general), drama, English, history and mathematics.

Candidates must have advisors in both the College of Education and Counseling Psychology and their academic major.

Candidates completing the Secondary Education Program meet the requirements for a minor in education and are encouraged to declare the minor in Education.

Required Pre-Professional Courses * (24-25 semester hours)

- One mathematics course MTH 201 or above
- PSY 101 Introduction to Psychology
- ENG 101 College Writing I
- ENG 102 College Writing II
- COM 106 Public Address -or- THR 211 Acting I
- ED 204 Introduction to Education
- ED 205 Child and Adolescent Development
- SOC 396 Intercultural Communication –or– ED 202 Diversity in Educational Systems

* Some credits may be included in the University's General Education and/or academic major requirements.

Core Courses (42 semester hours)

Required before the internship:

- ED 304 Practicum Level I
- ED 306 Curriculum and Instruction
- TED 312 Classroom Technology
- SED 359 Introduction to Exceptionality
- ED 360 Classroom Management
- ED 371 Education Law
- ED 383 Issues of Abuse/Teacher as Counselor
- ED 426 Methods of Teaching Language Acquisition
- ED 470 Classroom Assessment
- ED 482 Reading Assessment and Intervention for Secondary Teachers
- ED 484 General Methods for Secondary Teachers
- ED 485 Content-area Reading for Secondary Teachers
- ED 487 Secondary Methods Seminar/Practicum
- ED 496 Internship in Secondary Schools
- ED 499 Internship Seminar: Secondary

Second/Additional Endorsements (0-40 semester hours)

In addition to the endorsement in the candidate's major, at least one additional endorsement is required. Candidates can earn the additional endorsement either at Saint Martin's University or elsewhere.

Minor in Education (19-20 semester hours)

Please see general information on education degree programs earlier in this catalog.

Lower-Division Courses (6 semester hours)

- ED 204 Introduction to Education
- ED 205 Child and Adolescent Development

Upper-Division Courses (13-14 semester hours)

- SED 359 Introduction to Exceptionality
- ED 306 Curriculum and Instruction
- ED 383 Issues of Abuse/Teacher as Counselor

Plus Two Courses Chosen From:

- ED 360 Classroom Management
- ED 371 Education Law
- TED 312 Classroom Technology
- ED 470 Classroom Assessment

NOTE: Completion of the education minor does not satisfy requirements for teacher certification. For a

minor in education, individuals must apply for acceptance before enrolling in any upper-division course-work. Candidates must meet the same requirements as those applying to major in education.

Minor in Reading (21-24 semester hours; does not include a complete endorsement in reading.)

Upper-Division Courses

- ED 419 Method of Teaching Language Arts
- ED 438 Literature for Children and Young Adults
- ED 474 Primary Reading/Writing
- ED 475 Reader-Writer Workshop
- ED 476 Content-area Reading for Elementary Teachers
-or- ED 485 Content-area Reading for Secondary Teachers
- ED 477 Reading Diagnosis
-or- ED 482 Reading Assessment/Intervention Secondary
- ED 479 Reading Practicum
- ED 481 Issues and Trends in Literacy Instruction

Washington State Competency-Based Endorsement Requirements

(Graduate-level courses may be substituted for lower-level requirements.)

For a competency-based endorsement, the candidate must have completed each of the following requirements:

- College of Education and Counseling Psychology requirements for Washington State Residency Teacher Certification in elementary education, secondary education, and/or special education.
- The knowledge/skills equivalent to a “major” (i.e., 30-45+ semester credits) in the endorsement area and related areas and/or approved waiver documentation.
- Appropriate methods courses

The candidate also must have:

- Passed the WEST-E/NES test in the appropriate endorsement areas.
- Been observed teaching.
- Met all areas on the Washington State Teacher Pedagogy Assessment (edTPA).

Complete information about endorsement requirements is available at the College of

Education and Counseling Psychology office and website. Endorsements may require additional methods courses specified on the endorsement forms available in the College of Education and Counseling Psychology office and on the website.

Endorsements Offered: Bilingual Education, Biology, Chemistry, Choral Music, Drama, Early Childhood, Early Childhood Special Education, Elementary Education, English Language Arts, English Language Learner, French, General Music, Health/Fitness, History, Instrumental Music, Japanese, Mathematics, Middle Level Humanities, Middle Level Math, Middle Level Science, Reading Literacy, Science, Social Studies, Spanish, Special Education.

NOTE – Special Education Endorsement: A candidate may be eligible for a pre-endorsement waiver from the Washington State Special Education Office if he or she is hired to teach a special education classroom and has completed the first seven courses (21 special education credits) listed above. The waiver involves allowing the teacher an additional three years after certification to complete the remaining nine semester hours in ED 424/MED 524 or ED426/ MED 526, ED 477/MED 577 and SED 445/MED 545. The waiver in this case does not indicate waiver of knowledge/skills, but a three-year approval to teach in special education while completing the remaining requirements for the endorsement. Please contact the University's Department of Special Education for additional information.

EDUCATION COURSES

ED 202 Diversity in Educational Systems (3)

The purpose of this course is to investigate the impact of social influences on learning and school experience in children and adolescents. The roles of race, poverty, gender, and other factors on the social contexts in which schools operate will be examined and analyzed for their impact on teaching and learning in schools. Students will apply knowledge of societal structures, oppression and privilege at a deeper level to the education system or take course content to another area of society to analyze impact. The roles individuals and institutions play in perpetuating and curbing oppression and privilege will be explored. Prerequisite: ENG 102 or concurrent enrollment.

ED 204 Introduction to Education (3)

Introduction to education as a profession. A survey of educational history, curriculum, funding, and governance, especially in the United States. Considerable attention given to preschool-12 curriculum, particularly the social forces that shape it.

ED 205 Child and Adolescent Development (3)

The emphasis of this class will be on gaining a basic understanding of research and theories of child and adolescent development. Provides a foundation to be expanded on in other education classes. Candidates will be encouraged to apply ideas and theories to education and to investigate a variety of resources for future reference.

ED 295 Special Topics (1-3)

Courses offered periodically on education topics announced by the faculty. May be repeated for credit. Prerequisite: Permission of instructor.

ED 297 Directed Practicum (1-3)

Candidate/faculty-selected internship in a specialized area. Includes 30 hour practicum plus 5 hour written assignment per credit enrolled. Offered on approval by faculty and Dean of Education. May be repeated for credit.

ED 300 Competency Seminar (1-2)

A seminar/independent study to assess a candidate's competency in state-required generic competency areas.

ED 304 Directed Practicum (0)

Thirty hour classroom-based field experience that connects the theory learned in coursework with practical application. A one hour biweekly seminar provides time for students to discuss what they are learning. Students enroll in the course concurrently with ED 306.

ED 306 Curriculum and Instruction (3)

Multiple approaches to curriculum and instruction emphasizing becoming a reflective teacher. Principles of organizing, sequencing, delivering, evaluating instruction. Emphasis on development of a thematic unit with lesson design based on state and national standards. Exploration of teaching methods such as cooperative learning, concept development and inquiry learning. Prerequisite: Acceptance as a teacher certification candidate.

ED 360 Classroom Management (3)

Through an understanding of current theories and practices in classroom management, candidates will begin to create their own philosophy of management. Includes, but is not limited to, strategies for individual and group behavior; instruction developed through systematic application of specific models. Includes a 10 hour practicum in a P-12 classroom. Prerequisite: ED 306 or concurrent enrollment.

ED 371 Educational Law (2)

Fulfills new Washington State requirements for understanding educational law and its relationship to contemporary school issues and problems. Covers state agencies and local school boards, university issues and law, teachers' employment, tenure, academic freedom and student issues of compulsory education. No prerequisite required.

ED 383 Issues of Abuse/Teacher as Counselor (2)

Course addresses the teacher's role in identifying, reporting and working with children who have been victims of child abuse. Also includes the role of the classroom teacher as counselor. No prerequisite required.

ED 395 Special Topics (1-3)

Courses offered periodically on education topics announced by the faculty. May be repeated for credit. Prerequisite: Permission of instructor.

ED 400 Training for Mentor Teachers (1)

Training to plan and structure the internship experience; observe and critique intern's lessons; confer with intern on progress, strengths and weaknesses; and write intern evaluations and recommendations. No prerequisite required.

ED 408 Practicum Level 2 (0)

Thirty hour classroom-based field experience that connects the theory learned in coursework with practical application. A one hour biweekly seminar provides time for students to discuss what they are learning. Students enroll concurrently in elementary methods courses and/or secondary reading courses.

ED 411 Methods of Teaching Math (4)

Objectives, materials, methods and curriculum for teaching preschool-grade 8 mathematics. Emphasis on theory, teaching strategies and integrated knowledge and skills of mathematics for elementary teachers, Washington State Essential Academic Learning Requirements and Grade Level Expectations. Includes a 10-hour observation and instruction practicum in primary-grade 8 mathematics. Prerequisite: ED 306

ED 415 Methods of Teaching Science (4)

Objectives, materials, methods and curriculum for teaching preschool-grade 8 science. Emphasis on theory, teaching strategies and integrated knowledge and skills of science for elementary teachers, Washington State Essential Academic Learning Requirements. Prerequisite: ED 306.

ED 417 Methods of Teaching Health and Physical Education (2)

Introduction of specific instructional methods unique to health/physical education for preschool-grade 8 education students. Emphasis of theory, teaching strategies and integrated knowledge/skills for health and physical education. Offered on demand. Prerequisite: ED 306.

ED 418 Methods of Teaching Social Studies (3)

Introduces education candidates preparing to teach preschool-grade 12 to specific methods used to teach social studies. Integrated thematic unit planning, map-globe interpretation and content specified in the Washington State Essential Academic Learning Requirements for grades P-8 will be emphasized. Course requires a 10-hour observation and instruction practicum in preschool-grade 12 social studies. Prerequisite: ED 306.

ED 419 Methods of Teaching Language Arts (3)

Objectives, materials, methods and curriculum for teaching listening, speaking, writing and reading in grades kindergarten-8. Emphasis on theory, teaching strategies and integrated knowledge and skills of language arts for elementary teachers, Washington State Essential Academic Learning Requirements and Grade Level Expectations. Includes a 10-hour instructional practicum in primary-grade 8 language arts. Prerequisite: ED 306.

ED 423 English Language Learner Practicum (3)

The purpose of this course is to apply theoretical knowledge learned in the elementary education program to the classroom setting and to gain experience working with language learners in an educational setting. This practicum serves as an opportunity to practice instructional activities in an extended field experience. The practicum will require candidates to spend 90 hours in a classroom containing at least 15% language learners (students qualifying for language assistance based on state assessments). Prerequisites: Last semester of coursework before final internship or following completion of ELL endorsement coursework, or instructor permission.

ED 424 Early Childhood Education (3)

Important issues related to teaching primary-grade 3 emphasized. Methods, curriculum and assessment specific to early childhood education will be reviewed, as will relationship of family and community to the student; classroom environment; and promotion of social competence. Prerequisite: ED 306; SED 359 or permission of instructor.

ED 425 Issues and Trends in English Language Learners and Bilingual Education (3)

Examination of the educational theories, practice and research related to the education of English Language Learners (ELL) and Bilingual Education. This course presents issues pertaining to educating English Language Learners, including program models, school community, assessment, and politics involving ELL and Bilingual Education. Involvement of parents, mainstream teachers and others who do not have ESOL or bilingual training in educating English Language Learners will be included. Additionally, discussions will include evaluating the historical, political, social/cultural, and linguistic issues involved in meeting the needs of students who are speakers of languages other than English. Resources for continuing professional development in the fields of second language instruction and bilingual education will be provided. Prerequisites: ED 306, ED 426.

ED 426 Methods of Teaching Language Acquisition (3)

Course focuses on developing candidates' proficiency-oriented teaching style, exploring various methodologies, theories and history of language acquisition. Candidates will be able to apply language acquisition theories and develop personal teaching styles. Uses English-as-a-second-language, English language learner, bilingual education and foreign language strategies. Includes a 10 hour practicum in

an ELL setting. Prerequisite: ED 306.

ED 427 Social Linguistics and People: Theory and Practice (3)

The course concerns the nature of human language, what the study of language tells us about the human mind and the relation of language to its cultural and educational context. The scope of the course is interdisciplinary and the topics explored reach beyond the boundaries of linguistics to other scientific disciplines that constitute the field of cognitive science: psycholinguistics, philosophy of language and the mind, anthropology and artificial intelligence. Examination of the educational theories, practice and research related to the education of diverse populations. The impact of social context factors such as race, ethnicity, culture, gender and economic status on social linguistics, knowledge bases, learning styles, socialization patterns and educational opportunity will be studied. Development of appropriate and diverse classrooms and curriculum will be emphasized. Prerequisite: ED 306, ED 426.

ED 428 Reading Instruction of English Language Learners (3)

The course provides knowledge of various methods of instruction for ELL/bilingual education students with emphasis on techniques for effective instruction and assessment of oral language development, reading and writing. Candidates develop multicultural curriculum to support language learning, using ELL/bilingual education strategies. Prerequisites: ED 306, ED 426.

ED 429 Arts and Movement (4)

This course explores the elements, principles, and pedagogy of visual art, drama, music and creative movement for the elementary classroom. Candidates will create and participate in arts experiences for the class. Prerequisite: ED 306.

ED 435 Information Sources and Retrieval (2)

Presentation and evaluation of print and non-print references for kindergarten-12 materials. Theory of selection and methods of incorporating materials into specific courses of instruction will be covered. Electronic sources of information for teachers and students will be reviewed. Prerequisite: ED 306.

ED 436 Library Media in the Instructional Program (3)

Issues and skills related to integration of the library media center and its resources into the school's instructional program. Prerequisite: ED 306.

ED 438 Literature for Children and Young Adults (3)

Nature, history and sources of children's books. Required for elementary certification, special education, reading, English and English/Language Arts endorsements. Prerequisite: ED 306.

ED 469 Capstone in Educational Studies (3)

This course is designed to synthesize the knowledge that students have gained in their program of study, integrating their learning in the field with educational theory. Students will expand their learning through extensive readings and focus on assessment and leadership skills as it applies to their area of concentration. Additionally, students will research a topic related to their internship. A research project is required. Prerequisite: Concurrent enrollment in ED 493.

ED 470 Classroom Assessment (3)

State and national trends of performance-based assessment for the classroom. Includes educational statistics, standardized tests and classroom test construction and interpretation. Also covers norm and criterion-referenced tests, alternative assessment, grading, computer management, conferencing skills. Prerequisite: ED 306 or concurrent enrollment.

ED 472 Integrated Approach to Phonics and Spelling (2)

An in-depth exploration of the theoretical rationale and research base for the learning and teaching of reading skills, content and strategies of phonemic awareness, phonics and spelling, as they are integrated into the reading program in elementary school. Prerequisites: ED 419, ED 474 and ED 476.

ED 473 Philosophy of Reading Instruction (3)

This course is designed to explore the theoretical base for teaching of reading in grades kindergarten-8; using research-based best practices to develop a personal classroom reading philosophy. Prerequisites: ED 419, ED 474 and ED 476.

ED 474 Primary Reading/Writing Instruction (2)

This course explores the reading and writing process as it pertains to teaching beginning reading. The five components of reading (phonemic awareness, phonics, fluency vocabulary, and comprehension) are applied to the teaching of beginning reading. Includes a 10 hour practicum in a P-8 classroom. Prerequisite: ED 419.

ED 475 Reader-Writer Workshop (3)

The purpose of this course is to develop an understanding of the reader-writer workshop approach to teaching reading and writing as an integrated process for K-8 students. Prerequisites: ED 419, ED 438, ED 474 and ED 476.

ED 476 Content-Area Reading for Elementary Teachers (2)

This course is planned to facilitate the application of specific reading and writing strategies to assist comprehension of printed materials in all subject areas by students at all levels of reading. Major components of reading (fluency, vocabulary and comprehension) are used in planning strategy lessons for use with students. Prerequisites: ED 419.

ED 477 Reading Diagnosis (4)

Explores the area of reading disabilities. Candidates learn when and how to use various assessments and instructional strategies to help struggling readers. Analysis of reading behavior using informal reading inventories, miscue analysis and other assessment tools. Includes a 10 hour practicum in a weekly tutoring experience, diagnosing children, planning and implementing instruction. Prerequisites: ED 419, ED 474, ED 476.

ED 479 Reading Practicum (3)

The purpose of this course is to apply theoretical knowledge learned in the reading program. Includes a 90 hour practicum that serves as an opportunity to observe and practice instructional activities in reading in an extended field experience. Prerequisite: ED 419, ED 474, ED 476.

ED 481 Issues and Trends in Literacy Instruction (3)

This course is designed as a candidate-centered forum in which candidates take a leadership role in the study and discussion of current reading topics and current research in literacy education. Prerequisites: ED 419, ED 474 and ED 476.

ED 482 Reading Assessment and Intervention for Secondary Teachers (2)

This course focuses on the reading behaviors of secondary candidates. Candidates will acquire the necessary knowledge and skills to support secondary students in reading complex materials. Candidates will explore the reading process and examine their own reading behaviors. Assessment strategies are studied and applied to the content areas taught in secondary schools. Includes a 10 hour practicum in a secondary school, either working in a reading program and/or tutoring a struggling student. Pre-

requisites: ED 306, and ED 485 or concurrent enrollment.

ED 484 Secondary Methods (3)

Candidates learn varied instructional methods via performance and observation of peer teaching. Also covered are advanced instructional planning and forming more effective relationships with students. Required concurrent enrollment with ED 487. Prerequisite: ED 306.

ED 485 Content Area Reading for Secondary Teachers (2)

This course explores the reading process as it is applied to the content areas taught in the secondary school. This course facilitates the application of specific reading and writing strategies to assist comprehension of expository materials in all subject areas by students at all levels of reading. Major components of reading (fluency, vocabulary and comprehension) are used in planning strategy lessons for use with students. Prerequisite: ED 306.

ED 486 Living and Learning in the Middle School (3)

Course intertwines specific needs of pre-adolescents (ages 10-14) with middle school philosophy, organization and specific teaching methods. Includes a 30-hour practicum integrating observation and teaching at the middle-school level. Prerequisites: ED 306.

ED 487 Secondary Methods Practicum/Seminar (3)

Specific research-based professional development models are emphasized. Field experiences and assignments will relate to the candidate's major teaching area. Includes a 90 hour practicum of structured observation and teaching experience in a high school plus a 15 hour seminar. Prerequisite: ED 484 or concurrent enrollment.

ED 491 Added Endorsement Practicum (3)

Includes 90 hours of practicum plus 15 hours for research/lesson plan preparation and final paper-work. Practicum involves structured observation, teaching preparation, teaching experience, and reflection in a P-12 setting in the added endorsement field. Includes a minimum of two observations by a university supervisor using the Washington State Teacher Pedagogy Assessment. Field experiences and assignments will relate to the candidate's added endorsement area. Prerequisite: Acceptance to Added Endorsement Program; permission of instructor.

ED 492 Elementary Education Practicum (3)

The purpose of this course is to apply theoretical knowledge learned in the elementary education program to the classroom setting. This seminar and specialty practicum serves as an opportunity to practice instructional activities in an extended field experience. Includes a 90 hour practicum in an elementary classroom plus a 15 hour seminar. Course may be substituted with SED 469/MED 569 or ED 479/MED 579. Prerequisite: Last semester of coursework before the internship.

ED 493 Internship in Educational Studies (3)

The purpose of this course is to apply theoretical knowledge learned in the educational studies program to the community setting. This internship serves as an opportunity to practice instructional activities in an extended field experience. 120 hours required. Prerequisite: Concurrent enrollment in ED 469.

ED 494 Teacher Internship (6-12)

Supervised full-time internship in an elementary school for one semester. Prerequisites: Completion of all required coursework and endorsements leading to recommendation for certification. Course fees apply.

ED 495 Special Topics (1-3)

Courses offered periodically on education topics announced by the faculty. May be repeated for credit.
Prerequisite: Permission of instructor.

ED 497 Directed Practicum (1-3)**ED 498 Teacher Internship Seminar (1)**

Seminar for intern teachers. Must be taken concurrently with ED 494 or SED 493.

SPECIAL EDUCATION (MAJOR AND MINOR)

FACULTY

Cindy Petersen

The Special Education major and endorsement prepares teachers to work with mildly or moderately disabled students in settings such as an inclusionary classroom, a resource room or a self-contained special education class.

Completion of the required 30 semester-hour endorsement will lead to an institutional recommendation that the candidate be verified for completion of an endorsement in special education for all levels (P-12). The University offers the option of supporting the candidate's request for a "waiver" to teach in special education after completion of the "core of 21." If the candidate selects this option, he or she has three years following issuance of the waiver, granted by the state Office of Superintendent of Public Instruction, to complete the additional nine credits to receive the full endorsement. The waiver in this case does not indicate waiver of knowledge/skills, but a three-year approval to teach in Special Education while completing the remaining requirements for the endorsement. Please contact the University's Department of Special Education for additional information.

NOTE: Completion of the special education major and endorsement program does not allow the certificate-holder to teach in a regular elementary or secondary classroom. Therefore, candidates also must complete the required elementary or secondary sequence, including at least eight weeks of internship in a regular classroom. The statement concerning "second/additional certificate endorsements" in the Elementary Education Program section of this catalog applies to special education as well as to elementary education. (37-60 semester hours).

BACHELOR OF ARTS

Grades Preschool-12 (128-148 semester hours)

General Education Core (40-46 semester hours)

General University degree requirements are listed in the "Academic Policies and Procedures" section of this catalog.

Pre-Professional Courses (24-25 semester hours)

Required before admission to the Special Education major as a certificate candidate:

- One mathematics course above MTH 201
- One U.S. history course (elementary and SED dual endorsements only)
- One world history course (elementary and SED dual endorsements only)

- One natural science course with laboratory (elementary and SED dual endorsements only)
- PSY 101 Introduction to Psychology
- ENG 101 College Writing I
- ENG 102 College Writing II
- COM 106 Public Address -or- THR 211 Acting I
- ED 204 Introduction to Education
- ED 205 Child and Adolescent Development
- SOC 396 Intercultural Communications – or- ED 202 Diversity in Educational Systems

Core Courses (59-60 semester hours)

Includes an endorsement in special education.

- ED 300 Competency Seminar (may be required for some students)
- ED 306 Curriculum and Instruction
- TED 312 Technology in the Classroom
- ED 360 Classroom Management
- ED 371 Education Law
- ED 383 Issues of Abuse/ Teacher as Counselor
- ED 424 Issues and Trends - Early Childhood Education-or- ED 426 Methods of Teaching Language Acquisition (ELL)
- ED 470 Classroom Assessment
- ED 477 Reading Diagnosis
- SED 445 School Drug Prevention and Counseling
- SED 359 Introduction to Exceptionality
- SED 461 Instructional Methods of Exceptional Learners
- SED 463 Management Strategies for Exceptional Learners
- SED 465 Transition to Adulthood for Exceptional Learners
- SED 466 Assessment of Exceptional Learners
- SED 467 Legal Issues and the IFSP/IEP
- SED 469 Seminar and Practicum in Special Education
- SED 493 Internship: Special Education
- ED 498 Internship Seminar: Special Education

Minor in Special Education

Please see general information on the Special Education Program earlier in this catalog. (The minor in SED does not include a complete endorsement in special education.)

Upper-Division Courses (21 semester hours)

- SED 359 Introduction to Exceptionality
- SED 461 Instructional Methods of Exceptional Learners

- SED 463 Management Strategies for Exceptional Learners
- SED 465 Transition to Adulthood for Exceptional Learners
- SED 466 Assessment in Exceptional Learners
- SED 467 Legal Issues and the IFSP/IEP
- SED 469 Seminar and Practicum in Special Education

SPECIAL EDUCATION COURSES

SED 195 Special Topics (1-3)

Courses offered periodically on special education topics announced by the faculty. Prerequisite: Permission of instructor. May be repeated for credit.

SED 295 Special Topics (1-3)

Courses offered periodically on special education topics announced by the faculty. Prerequisite: Permission of instructor. May be repeated for credit.

SED 297 Directed Practicum (1-3)

A candidate/faculty-selected internship in a specialized area for special education. Offered on approval by special education faculty and Dean of Education. May be repeated for credit.

SED 395 Special Topics (1-3)

Courses offered periodically on special education topics announced by the faculty. Prerequisite: Permission of instructor. May be repeated for credit.

SED 397 Directed Practicum (1-3)

A candidate/faculty-selected internship in a specialized area for special education. Offered on approval by special education faculty and Dean of Education. May be repeated for credit.

SED 359 Introduction to Exceptionality (3)

Introduction to philosophical, historical, legal and social implications of the exceptional student from an integrated, strategy-based pedagogical perspective. Includes 10 hours of classroom experience as part of the course. Prerequisites: ED 306 or concurrent enrollment.

SED 445 School Drug Prevention and Counseling (3)

Examines pharmacology, counseling approaches and school programs related to the school counselors' role in prevention, counseling and referral of students with drug and alcohol problems.

SED 461 Instructional Methods of Exceptional Learners (3)

Principles of organizing, sequencing, delivering and evaluating instruction for exceptional learners. Effective methods for teaching content-area material (reading, math, science, for example). Selecting and adapting curriculum. Prerequisites: SED 359; ED 306.

SED 463 Management Strategies for Exceptional Learners (3)

Strategies for individual and group behavior/instruction management. Various competencies developed in systematic application of specific models for exceptional learners. Strategies for organization, administration and participation with families and other significant parties are included. Prerequisites: SED 359; ED 360.

SED 465 Transitions to Adulthood for Exceptional Learners (3)

Examines the educational transition of differently abled people from school-based special education programs to independent living or agency-supported living through presentation and discussion of current literature, field-based participatory research, onsite visits and other appropriate formats. Prerequisite: SED 359.

SED 466 Assessment of Exceptional Learners (3)

Study of professional practice in special education assessment including ecological, classroom and curriculum-based assessment; norm- and criterion-referenced testing; diagnostic instruments and procedures; and alternative assessment strategies. Observation of school-based assessment techniques and practical application of learned techniques is required. Prerequisites: SED 359 and ED 306.

SED 467 Legal Issues and the IFSP/IEP (3)

Comprehensive study of federal and state regulations on development, implementation and evaluation of Individualized Family Service Plans/Individualized Education Plans for all settings involving exceptional populations. Communicative ethics and collaborative strategies joining families, school personnel and outside agencies are emphasized. Prerequisite: SED 359.

SED 469 Practicum in Special Education (3)

Observation, small group instruction and assessment of exceptional learners in public and private sectors. Prerequisites: Minimum of 3.33 grade point average in three prior SED courses.

SED 493 Internship: Special Education (6-12)

Supervised full-time internship with a split assignment. Special education candidates will split their internship between special education and either elementary or secondary, depending on their endorsements. Prerequisite: Completion of all required coursework and endorsements leading to recommendation for certification. Course fees apply.

SED 495 Special Topics (1-3)

Courses offered periodically on special education topics announced by the faculty. Prerequisite: Permission of instructor. May be repeated for credit.

SED 497 Directed Practicum (1-3)

A candidate/faculty-selected internship in a specialized area for special education. Offered on approval by special education faculty and Dean of Education. May be repeated for credit.

For ED/TED/MED courses, see specific course descriptions in the ED/TED/MED sections of the catalog.

TECHNOLOGY IN EDUCATION

FACULTY

Huabin Chen
Belinda Hill

TECHNOLOGY IN EDUCATION COURSES

TED 295 Special Topics (1-3)

Courses offered periodically on technology in education topics announced by the faculty. Prerequisite: Permission of instructor. May be repeated for credit.

TED 297 Directed Practicum (1-3)

A candidate/faculty-selected internship in a specialized area of technology in education. Offered on approval of technology in education faculty and the Dean of Education. May be repeated for credit.

TED 312 Technology for the Classroom (3)

Class explores ways to integrate computers and other technologies into classroom teaching, rather than computer skills themselves. Discussions focus on teaching philosophies, issues and trends in an information age. Candidates will develop curriculum and classroom materials using e-mail, internet and selected software. Emphasis on development of electronic portfolio.

TED 395 Special Topics (1-3)

Courses offered periodically on technology in education topics announced by the faculty. Prerequisite: Permission of instructor. May be repeated for credit.

TED 397 Directed Practicum (1-3)

A candidate/faculty-selected internship in a specialized area of technology in education. Offered on approval of technology in education faculty and the Dean of Education. May be repeated for credit.

TED 413 Multimedia Production for Educators (3)

Classroom applications of multimedia hardware and peripherals such as CD-ROMs, laserdiscs, scanners, digital cameras and video cameras. Ways to incorporate these techniques into the classroom will be explored. Book production, models, animation, cartoons, photography and posters, along with other multimedia models/techniques, are used to creatively express a view of the world. Candidates will create an advanced integrated multimedia project. Prerequisite: TED 312 or equivalent. (Offered on demand)

TED 414 Network Systems for Educators (3)

Exploration of management information systems development and network systems as they pertain to the preschool-grade 12 school environment. Candidates will create home pages for themselves and participate in the creation of pages for the Saint Martin's website. Course content will incorporate objectives and functions of a school's technology center, techniques and administrative procedures, including budget preparation, space use, selection and organization of materials and equipment. Prerequisite: TED 312. (Offered on demand)

TED 480 Readings in Technology in Education (1-2)

An independent reading course for candidates with special interests. Reading list to be developed by candidates and advisor. Prerequisite: Permission of instructor.

TED 490 Directed Practicum/Seminar in K-12 Schools (3)

Directed instructional project in which candidates spend 20-60 hours with a classroom teacher and 15 hours in seminar. Technology in education applications used in the classroom/school are assessed. A summary paper is required. Prerequisite: TED 414.

TED 495 Special Topics (1-3)

Courses offered periodically on technology in education topics announced by the faculty. Prerequisite: Permission of instructor. May be repeated for credit.

TED 497 Directed Practicum (1-3)

A candidate/faculty-selected internship in a specialized area of technology in education. Offered on approval of technology in education faculty and the Dean of Education. May be repeated for credit.

TED 499 Thesis (1-2)

THE HAL AND INGE MARCUS SCHOOL OF ENGINEERING

Dr. David H. Olwell, Dean

The mission of The Hal and Inge Marcus School of Engineering is: “To provide SMU engineering graduates with an education that will prepare them for successful careers in engineering practice and to prepare students for advanced graduate studies, and lifelong learning.”

The guiding philosophy of the Hal and Inge Marcus School of Engineering is to provide both a strong fundamental liberal education and a strong engineering education. The liberal arts portion of the program emphasizes ethical values, problem-solving skills and service to society and is administered in a supportive environment. The professional portion of the program is student-engineer centered, recognizing, supporting and developing the unique strengths and capabilities of each individual. Additionally, the engineer's role in the team, in the company and in society is a common thread that lends cohesion to the programs. The Engineering Advisory Board is a voluntary group of practicing professionals who help guide Saint Martin's School of Engineering in setting program goals and evaluating graduates.

With the Catholic, Benedictine tradition as the guiding principle, the University accomplishes its mission by recognizing the spiritual and ethical dimensions of all human activity and by celebrating the uniqueness and worth of each human being. The goal is to provide a living and learning environment that prepares students for active, responsible, and productive lives in their professions and as members of the local and global community.

In keeping with our Benedictine heritage, we provide an environment where spirituality, hospitality, service, and creativity can flourish. We nurture the student-engineer's spirit of inquiry and discovery, including self-discovery, and provide opportunities for them to develop their skills in varied forms of communication.

ADMISSIONS POLICY

There are separate admissions practices for the Bachelor of Science degree in Mechanical Engineering or Civil Engineering.

A student would apply to Saint Martin's University as an engineering major. However, admission into The Hal and Inge Marcus School of Engineering is contingent upon meeting specific criteria as outlined below. Upon acceptance, a student will declare Civil Engineering or Mechanical Engineering as their major.

Generally, a student will initiate the application process at the beginning of the second Semester of his or her sophomore year. The criteria for admission are the following:

- 2.5 GPA
- C- or better in the following courses (or equivalent if transferring from another institution):
 - MTH 171, Calculus 1
 - MTH 172, Calculus 2
 - PHY 171, 171L, Introductory Physics 1 and Lab (Calculus based)
- C or better in the following courses (or equivalent if transferring from another institution):

- GE 204, Statics
- GE 103, Graphics, Computer-aided Drafting and Solid Modeling
- Students may be conditionally accepted until the completion of the following courses with a C or better (or equivalent if transferring from another institution):
 - GE 205, Dynamics
 - GE 206, Mechanics of Materials

It should be noted that the following courses are prerequisites for some junior-level and subsequent senior-level engineering courses, even though admittance into the engineering program is not dependent on them:

- CHM 141/L, General Chemistry and Lab or CHM 145/L, Chemistry for Engineering Students with Laboratory
- MTH 322, Differential Equations
- PHY 172, 172L Introductory Physics 2 and Lab (Calculus based)

A student who has been rejected has the right to petition the Chairperson and ask for an interview to be considered for conditional or non-conditional acceptance. If the Chairperson denies acceptance, the student has the right to petition the Dean and ask for conditional or non-conditional acceptance.

You will be provided with an engineering advisor while you are engineering major (prior to acceptance into the Hall and Inge Marcus School of Engineering). However, this does not mean that you are automatically accepted into the Hal and Inge Marcus School of Engineering.

UNDERGRADUATE CURRICULUM

The undergraduate curriculum has been designed to meet the challenging objectives stated above. Laboratory work; written and oral communications; critical thinking and analysis; ethics; and design-oriented activities are integrated throughout the curriculum.

Approximately one quarter of the total number of credits required to graduate are devoted to the basic sciences and mathematics, with a similar number devoted to the humanities, social sciences and general education topics. Roughly half of the curriculum addresses engineering topics.

A common engineering core builds a foundation in fundamental mathematics and science, including calculus, chemistry and physics, during the student's first two years. Introductions are provided to engineering problem-solving and design and computer competency. During the sophomore year, students build on their foundation in the sciences and mathematics. Courses are taken in advanced mathematics, natural science and engineering mechanics.

Professional practice matters are included in courses introduced throughout the curriculum by participating practicing professional engineers. Continued involvement of practicing professional engineers in setting goals and evaluating program results is essential. It is provided by the school's Advisory Committee, a voluntary group of practicing professionals.

Our faculty strives to be sensitive to the needs of non-traditional students and students who seek an education in a more personalized, supportive small-college atmosphere.

They also seek to provide professional services, seminars, short courses, review courses and a professional forum for members of business, government and local industry. An important component of engineering education is the development of an appreciation of societal, ethical and moral issues that

accompany engineering professional practice.

Hence, in addition to scientific and engineering subjects, students complete a total of 30 credit hours in the liberal arts, including English and literature, humanities and social studies, art, religion and philosophy. These courses are not taken at random but with the specific intent of developing skills necessary for graduates to function effectively in a diverse work environment. The expected outcomes of the undergraduate curriculum are given on the school's website: www.stmartin.edu/engineering.

BACHELOR OF SCIENCE

While most of the classes taken in the first two years of the ME and CE programs are the same, there are some minor differences. For this reason, the graduation requirements for the CE and ME program are listed under each program. In addition, there is a listing of a "normal" four year program for CE and ME listed with the graduation requirements on the School of Engineering's website.

TRANSFER CREDITS

A significant number of Saint Martin's students elect to transfer some courses into the University from other accredited institutions. A course grade of a "C" or better is required for transfer of credits. Each request from a transfer student for advanced standing is considered individually, and a detailed program is designed to the applicant's needs. Courses taken in technical college programs generally are not acceptable for transfer. If you have any questions regarding your program, contact the head of your major at Saint Martin's or the Dean of The Hal and Inge Marcus School of Engineering.

MINIMUM GRADUATION REQUIREMENTS

All students must:

- Complete not less than 120 semester hours of credit. Commonly, students will need 128-129 semester hours of credit to complete an engineering degree at Saint Martin's.
- Complete not less than 30 semester hours at Saint Martin's University. Students transferring from a community college must complete no less than 60 credits at Saint Martin's University. All students must complete certain background or prerequisite classes either at Saint Martin's or at another institution of higher learning in addition to all other requirements. These classes are commonly the lower division (100 and 200 level) General Engineering Classes. Students who have completed a background or prerequisite class at another institution will not be required to repeat this class at Saint Martin's.
- Fulfill Saint Martin's University's general requirements for graduation including the General Education requirements..

GENERAL ENGINEERING COURSES

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

Basic graphics techniques and representations (orthographic, isometric, perspective) with traditional drawing and with computer-aided graphics for engineering applications. Use of drafting technology and solid modeling in engineering design and plans preparation. Course designed to build basic competency in interpreting and constructing technical drawings and solid models in AutoCAD for use in future design classes, including the senior design course. No previous computer experience required.

GE 104 Mechanical Engineering Introduction to CAD (3)

This course introduces the student to basic graphic techniques (orthographic, isometric, perspective)

with traditional drawing and with CAD graphics for mechanical engineering applications. The course is designed to ensure that students have the required skills to create and interpret drawings in 3-D and solid models using Solid-Works or current software available in the field. It will also introduce the students to analysis techniques for geometry and meshing. In addition, students will be introduced to graphing calculators.

GE 105 Introduction to Engineering Design (1)

Introduction to engineering problem-solving and the engineering design process. Student teams create practical solutions to simple engineering design projects. Emphasis is on stimulating interest and creativity within the framework of an open-ended repetitive, systematic process for generating alternatives, comparing potential solutions to project criteria and selecting the optimum solution to achieve objectives. Discussions and guest lectures on professionalism, ethics, economics, legal issues, safety and reliability are included. Transfer students register for GE 305.

GE 204 Statics (3)

Course represents the transition from theoretical studies of forces and equilibrium, as studied in physics, to applied science. The equilibrium of a particle when acted upon by a system of forces and the equilibrium of bodies in two and three dimensions are studied. Also covers equilibrium considerations for the design of trusses and machines, effects of friction on equilibrium and calculations of centroids and center of gravity. Prerequisites: MTH 171 and PHY 171.

GE 205 Dynamics (3)

Covers kinematics; motions of particles and rigid bodies and kinetics; force, mass and acceleration; work and energy; and impulse and momentum. Newton's second law is applied to the dynamics of particles and rigid bodies. Topics covered include development and application of the conservation of energy; impulse and momentum; and the conservation of momentum forms of the second law. Students learn to solve problems requiring the application of combinations of dynamics principles and to relate "real world" conditions to theoretical dynamic models and their results. Prerequisites: GE 204, MTH 171 and PHY 171.

GE 206 Mechanics of Materials (3)

Covers the fundamentals of mechanics that deal with the relationships between applied loads, internal stresses and deformations in deformable bodies. Topics include relationships between stress and strain; stress analysis for axial force, flexure, torsion, shear and combined loads; ultimate strength and safety factor; and deflections in beams and bars. Course represents the transition from statics to upper-division courses in geotechnical engineering, fluid mechanics, machine design, advanced stress analysis and structural analysis and design. Prerequisite: GE 204.

GE 207 Materials Laboratory (1)

Experimental techniques for measuring the stresses, strains and deflections associated with tension, compression, bending and torsion in structural members. Course is designed to supplement mechanics of materials classroom work with experimental verification and visualization. Emphasis is on practical application, laboratory technique, safety, data-handling and report-writing. As the first of the engineering laboratory classes, this course provides an important introduction to hands-on engineering experimentation. Prerequisites: GE 206 or concurrent registration.

GE 305 Engineering Seminar (1)

Seminar students are given presentations from visiting speakers and professors providing them with a better understanding of what engineers do in industry. Students have the ability to make valuable contacts and invite presenters from engineering specialties of interest. Students will be responsible,

either as individuals or as a team to schedule a guest speaker, conduct an interview, and submit a written biography on their chosen guest speaker. Freshmen register for GE 105. Transfer students register for GE 305.

**GE 359 Professional Ethics, Legal Issues and Applied Economics
in Contemporary Society (3)**

Introduction to professional and socioeconomic concepts. Ethical codes of conduct are presented and case studies discussed with an emphasis on safety and public welfare. Discussion of relevant concepts in contract law, torts, professional and product liability as they relate to society and engineering practice. Introduction of economic analysis in decision-making, including benefit/cost ratio, capital recovery, pay-back period and rate-of-return methods, with application to economic feasibility studies of corporate investment projects. Prerequisite: MTH 110 or higher.

CIVIL ENGINEERING

FACULTY

Dintie S. Mahamah, Chair
Floraliza Bornasal
Pius Igharo
Chun Kyung Seong,
Jill Walsh

The Department of Civil Engineering provides its students with an outstanding educational opportunity to enter a challenging and fulfilling professional career. Most of our students will enter professional practice in the South Sound area following their undergraduate studies. Many of our graduates enroll in the Master of Civil Engineering Program or the Master of Engineering Management at Saint Martin's as part-time students while working regionally in the profession.

Civil engineers plan, design, manage and construct buildings, bridges, highways, airports, dams, tunnels, ports, offshore structures, water supply systems, power plants, space structures and wastewater collection and treatment facilities. Civil engineering is a creative, practical and satisfying profession in high demand worldwide. Most civil engineers work in industry, government or private consulting firms. A professional engineering license is mandatory for career success as a civil engineer. Professional competence is built on a foundation of mathematics, physical and natural sciences, engineering sciences, design and laboratory experience. The basic scientific principles learned in these areas are then applied to practical problems in structures, foundations, transportation systems and environmental problems. The role of the engineer as problem-solver and designer is the common thread throughout the engineer's career, both during preparation and in practice.

In the junior and senior years, students are required to take a core program that includes structural, transportation, environmental and geotechnical engineering. They also take a minimum of eight credits of electives to begin specializing in a selected discipline area. All upper-division courses incorporate engineering design. The program culminates with a major, year-long teamwork-based capstone design experience in the senior year.

Goals and expected outcomes of the Department of Civil Engineering can be found on the University website, www.stmartin.edu/engineering.

EDUCATIONAL OBJECTIVES

Our graduates will be:

- valued members of their organization and successful practicing engineers.
- complex problem solvers who can apply critical, sound, and ethical judgment while designing sustainable engineering systems for our society.
- effective communicators providing quality interpersonal and leadership skills.
- steadfast in pursuing personal and professional growth opportunities (e.g., continuing education, advanced degrees, professional licensing, membership in professional societies, etc.) to foster personal and organizational growth.
- engaged in service to their profession and their communities, consistent with the Benedictine tradition to serve.

Student Outcomes:

Student outcomes for the civil engineering program are:

- (a) an ability to apply knowledge of mathematics, science, and engineering
- (b) an ability to design and conduct experiments, as well as to analyze and interpret data
- (c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
- (d) an ability to function on multidisciplinary teams
- (e) an ability to identify, formulate, and solve engineering problems
- (f) an understanding of professional and ethical responsibility
- (g) an ability to communicate effectively
- (h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
- (i) a recognition of the need for, and an ability to engage in life-long learning
- (j) a knowledge of contemporary issues
- (k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

CIVIL ENGINEERING MAJOR

Listed below are the classes required for graduation. These classes fall into four general categories: General Education; Mathematics, Science and Computer Science; General Engineering; plus, Civil Engineering. The classes listed under General Education do not match the University's general education requirements, as some of the mathematics, science requirements fulfill the University's general requirements.

The following lists the current requirements (128-129 total semester hours) for the BSCE degree:

CORE Requirements (33 semester hours)

Some Core Requirements are included in the Engineering Graduation Requirements (below) and are shown below. Please refer to the Academic Programs and Policies section of this catalog for more information and a list of allowed courses.

- ART Approved ART, MUS or THR Elective (3)
- UNI 101 Freshman Seminar (3)
- ENG 101 College Writing I (3)
- ENG 102 College Writing II (3)
- ENG Literature (3)
- HIS American History (3)
- HIS World, European, Asian, etc. (must not be U.S. History) (3)
- PHL Philosophy (3)
- RLS Religious Studies (3)
- SOC Social Sciences Elective I (3)
- SOC Social Sciences Elective II (3)

Math and Science Requirements (32 Semester hours)

- CHM 141 General Chemistry with Laboratory (5)
- MTH 171 Calculus I (4)
- MTH 172 Calculus II (4)
- MTH 322 Differential Equations (3)
- MTH 357 Probability and Statistics (3)
- Science elective from a third area (3) (Geology, Biology, as approved)
- PHY 171 Introduction to Physics I with Laboratory (5)
- PHY 172 Introduction to Physics II with Laboratory (5)

General Engineering Requirements (16 semester hours)

- GE 103 Graphics, Computer-aided Drafting and Solid Modeling (3)
- GE 204 Statics (3)
- GE 205 Dynamics (3)
- GE 206/207 Mechanics of Materials with Laboratory (4)
- GE 359 Professional Ethics, Legal Issues and Applied Economics in
- Contemporary Society (3)

Civil Engineering Requirements (47-48 semester hours)

- CE 304 Surveying with Laboratory (3)
- CE 308/309 Fluid Mechanics with Laboratory (4)
- CE 310 Civil Engineering Materials, with Laboratory (3)
- CE 321/322 Soil Mechanics with Laboratory (4)

- CE 323/324 Transportation Engineering with Laboratory (4)
- CE 330 Water Resource Engineering (3)
- CE 350 Structural Analysis (3)
- CE 350L Structural Analysis Laboratory (1)
- CE 360 Reinforced Concrete (4)
- CE 370 Hydraulic Engineering (3)
- CE 385 Environmental Engineering (3)
- CE 498 Senior Design (2)
- CE 499 Senior Design (2)
- CE Elective (3)
- CE Elective (3)
- CE Elective (3 or 2)

BACHELOR OF SCIENCE IN CIVIL ENGINEERING/MASTER OF CIVIL ENGINEERING OR MASTER OF ENGINEERING MANAGEMENT COMBINED DEGREE PROGRAM

A student enters the Bachelor of Science in Civil Engineering (BSCE)/Master of Civil Engineering (MCE) or Master of Engineering Management (MEM) combined degree program by applying for admission during his or her senior year at Saint Martin's.

If accepted, up to six credit hours of approved courses may be applied toward both the bachelor's and master's degrees. MCE courses, taken as undergraduates, would be fulfilling undergraduate civil engineering elective requirements. (MEM courses need to be cross-listed as MCE courses to count towards the BSCE degree). An additional six credits of MCE or MEM coursework may be taken as an undergraduate student and reserved for application to the master's degree. Thus, both the undergraduate and graduate degrees in civil engineering could be earned in five academic years.

CIVIL ENGINEERING COURSES

CE 220 Physical Geology (3)

Introductory study of basic concepts of physical geology. Topics include geologic time, plate tectonics, rocks and minerals, weathering and erosion, soils, structural geology, earthquakes, geomorphology, mass wasting, fluvial processes, coastal processes, glacial processes and groundwater. A basic science elective is recommended for civil engineers prior to upper-division courses in soil mechanics and foundations. Laboratory included.

CE 304/304L Surveying (3)

Fundamentals of plane measurement survey, including field use of instruments for distance measurement, traverse, differential levels, horizontal curve layout and the use of electronic and computer adjustment of errors. Introduction to technology in surveying practice (GPS, GIS). Understanding of key applications of surveying in civil engineering and construction practices. Lab taken included.

CE 308 Fluid Mechanics (3)

Course develops a fundamental understanding of fluid behavior essential to the study of technologically important situations encountered in courses to follow in hydraulics, hydrology and environ-

mental engineering. Covers fluid properties, fluid statics, fluid flow, viscous effects, fluid resistance, dimensional analysis, dynamic similitude, frictionless compressible flow and two-dimensional ideal fluid flow. Applications to flow measurement and flow in closed conduits and open channels. Lab taken concurrently. Prerequisites: GE 205, GE 206, MTH 322. Co-requisite: CE 309.

CE 309 Fluids Laboratory (1)

Laboratory experiments designed to provide physical demonstration of the fundamental principles covered in CE 308, Fluid Mechanics (taken concurrently). Experimental measurement and laboratory exercises in fluid behavior, including dynamic forces, flow rates and velocity distribution in closed and open systems. Emphasis is placed on experimental procedures, observation and recording of data, class teamwork, report writing, and relating results to theory. Prerequisite: CE 308 or concurrent registration.

CE 310 Civil Engineering Materials (3)

Classroom and laboratory study of the principal materials used in civil engineering, emphasizing the physical characteristics and mechanical properties that impact their application to civil engineering projects. Included are soils, aggregates, asphalt, cement, concrete, wood, steel and plastic. Code-based laboratory testing procedures to determine material properties and quality are introduced. General mechanics of materials theory is related to the behavior of the specific materials used in upper-division design courses in foundations, pavements, steel, concrete and wood. Lab taken concurrently.

Prerequisites: GE 206 and GE 207.

CE 321 Soil Mechanics (3)

Identification and classification of soils, determination and interpretation of mechanical properties for civil engineering purposes, and introductory applications in the mechanics of foundations and earth structures. Topics include site investigation, index properties, hydraulics of soils, soil stresses, compressibility, shear strength, slope stability, lateral earth pressures, bearing capacity and settlement. Course extends engineering mechanics to the use of soil as a structural material, introduces foundation design. Soil Mechanics Laboratory must be taken concurrently. Prerequisites: GE 206. CE 308 and CE 309 taken concurrently.

CE 322 Soil Mechanics Laboratory (1)

Field and laboratory testing procedures used to classify soils and measure their mechanical properties are conducted. Importance of testing in geotechnical engineering is emphasized; appreciation fostered for the approximations, limitations and risks inherent in applying test results to foundation design. ASTM and AASHTO standards are introduced and followed. A site and subsurface soils investigation is undertaken. Taken concurrently with CE 321.

CE 323 Transportation Engineering (3)

Planning and design of urban and intercity transportation, emphasizing a systems approach to problem definition and feasible solutions. Introduces volume analysis, geometric design, signalization, parking studies and development of models for establishing design criteria for transportation structures. A formal report of a traffic reconnaissance study of the selected site for the senior design project is made by student teams. Prerequisite: Junior standing.

CE 324 Transportation Engineering Laboratory (1)

Field and laboratory techniques for observation and measurement of traffic data collected under operational conditions; analysis of data using software packages. Traffic studies include speed volume, travel time, delay, turning movements, peak-hour factor, gap, and parking. Prerequisite: CE 323 concurrently.

CE 330 Water Resources Engineering (3)

Sustainability issues in water resources design, hydrologic processes, probability, risk analysis and uncertainty, surface runoff and flood control, groundwater water flow, sedimentation and erosion analysis. Prerequisites: CE 308, junior standing.

CE 350 Structural Analysis I (3)

Methods of analysis of statically determinate coplanar and space structures; introduction to analysis of indeterminate structures. Topics include estimation of design loads, truss analysis, shear and moment diagrams of beams and frames, influence lines, deflections by integration, virtual work, conjugate beam, approximate analysis of indeterminate structures, and basic stiffness method with an introduction to computer analysis techniques. Course links basic knowledge gained in Statics and Mechanics of Materials to upper division structural design courses. CE 350L Structural Analysis Laboratory must be taken concurrently. Prerequisite: GE 206.

CE 350L Structural Analysis Laboratory (1)

Laboratory experiments designed to provide physical demonstration of the important basic concepts and principles covered in CE 350 Structural Analysis I (taken concurrently). Laboratory exercises include measuring reactions and deflections in trusses, beams, frames and three-hinged arches, developing shear and bending moment diagram, influence lines for shear and bending moment of determinate structures, and building spatial structural models for study of bridge and building structural systems.

CE 360 Reinforced Concrete Design (4)

Analysis and design of reinforced concrete structures in accordance with the current ACI Building Code. Topics include basic concrete and reinforcing steel properties, introduction to fundamental reinforced concrete behavior and design philosophy, development of simple loads and load paths, load combinations, construction specifications and introduction to structural design/analysis software. Design/analysis elements include simple and continuous beams, one-way slabs, footings, retaining walls and introduction to columns. Students consider elements over full range of construction and behavior including ultimate strength, serviceability and basic detailing. Students learn to apply mechanics of materials and structural analysis principles to the design of reinforced concrete components. Prerequisites: CE 321 and CE 350.

CE 370 Hydraulic Engineering (3)

Application of hydraulic principles to the analysis and design of selected hydraulic facilities including reservoirs, dams, spillways, outlet works, open channels, closed conduit flow, water hammer, pipe networks analysis and hydraulic machinery. Course provides the practical extension of fluid mechanics theory to the design of hydraulic structures. Prerequisite: CE 308.

CE 385 Environmental Engineering (3)

Introduction to the effects of pollutants on the environment, and to the processes and design procedures for water and wastewater treatment plants. Topics include conceptual design of unit processes and operations, pretreatment, sedimentation, filtration, aeration, disinfection, sludge treatment and disposal, and advanced treatment. The basic knowledge gained in chemistry and fluid mechanics is combined and extended to the analysis of pollution effects and design of treatment facilities. Prerequisites: CHM 141 or 145 and CE 308.

CE 403 Engineering Construction Management (2)

Covers engineering project management from concept through design, procurement, construction and closeout. Topics include project delivery, contractual arrangements, construction documents,

project phases, cost-estimating, work-planning, scheduling, tracking and cost control, trend analysis and forecasting, administration of group process and leadership and economic feasibility analysis. Engineering economics reviewed, and use of the critical-path method included. Many topics are applicable to the concurrently offered senior design course. Prerequisite: GE 359.

CE 405 Insitu Soil Testing (2)

Introduction to site investigation procedures and insitu testing techniques to characterize field behavior of soils related to engineering properties. Field exercises in principles of mechanics of materials and structural analysis to the design of steel structures in conformance with current codes. Prerequisite: CE 350.

CE 418 Seismic Evaluation (3)

Fundamentals of seismology and geotechnical earthquake engineering, in accordance with the NEHRP and USGS procedures, with correlation to the UBC and IBC building codes. Topics include plate tectonics, earthquake faults, seismic magnitude and intensity, ground motion, seismic wave attenuation, development of response spectra, seismic hazard analysis, ground motion amplification, liquefaction analysis, dynamic slope stability, seismic design of retaining walls and mitigation of hazardous sites. Prerequisites: CE 321, CE 350, CE 360.

CE 420 Engineering Geology (3)

Introduction to engineering geology. Major topics include three-dimensional portrayal of subsurface conditions, endogenic and exogenic geological conditions applicable to civil engineering, land use planning, applied geomorphology and geophysics, hydrology and field methods for site-specific analysis of engineering geology problems.

Prerequisite: CE 321.

CE 425 Advanced Transportation Engineering (3)

Selected topics in advanced transportation planning techniques, signalization design, airport planning and design and transportation economics. Course is designed to equip students with practical design-oriented knowledge of land use impacts on transportation, travel demand forecasting, models of trip distribution and traffic assignment on the road network. Prerequisites: CE 323, GE 359.

CE 430 Foundation Design (3)

Geotechnical design of foundations and retaining structures. Structural requirements are combined with subsurface behavior to select and design the most suitable foundation type, focusing on safety, serviceability and economy of design. Topics include subsurface exploration methods, bearing capacity and settlement analysis for shallow and deep foundations, retaining walls and abutments, sheet piles, problem soils, ground improvement, slope stability and construction excavation and bracing. Basic soil mechanics theory is extended and applied to analytic and semi-empirical approaches in the geotechnical design of foundation systems for civil engineering structures. Prerequisites CE 321, CE 322, CE 350 and CE 360.

CE 435 Pavement Design (2)

Asphalt and concrete pavement design for highways and airfields. Covers wheel loads and design factors, stresses in flexible and rigid pavements, vehicle and traffic considerations, soil classification and characteristics, subgrade, design methods and bases and sub-bases. Combines soil mechanics theory and traffic requirements for an understanding of the fundamental behavior of pavements under traffic loads, with design of material and thickness to satisfy strength and serviceability performance objectives. Prerequisite: CE 321.

CE 440 Steel Design (3)

Analysis and design of structural steel members, connections and systems in accordance with current AISC Specification. Topics include steel properties, load combinations, design specifications, design of tension members, columns, beams, beam-columns, trusses, welded and bolted connections and structural systems to resist vertical and lateral loads. Senior civil engineering students will learn how to apply the principles of mechanics of materials and structural analysis to the design of steel structures in conformance with current design codes. Prerequisite: CE 350.

CE 445 Timber Design (3)

Analysis and design of wood structures by the allowable stress method, in accordance with the National Design Specification for Wood Construction and International Building Code. Topics include wood properties and specifications, design of solid and glued-laminated members, tension members, columns, beams, beam-columns, bolted and nailed connections, and plywood diaphragms and shear walls to resist lateral loads. Junior and senior civil engineering students learn to apply the principles of mechanics of materials and structural analysis to the design of wood buildings in conformance with current codes. Prerequisite: CE 350.

CE 450 Structural Analysis II (3)

Continued coverage of structural analysis beyond CE 350 with emphasis on indeterminate structures based on traditional structural analysis theory. Topics include deflection calculation using principles of strain energy and virtual work, Castigliano's theorem, developing influence lines for statically indeterminate structures, force method and Betti's Law and displacement method of structural analysis including slope deflection and moment distribution methods. Prerequisites: CE 350 and CE 350L.

CE 453 Matrix Structural Analysis (3)

Senior civil engineering students who have completed CE350 Structural Analysis will extend their classical structural analysis knowledge from CE350 to the advanced computer aided structural analysis theory and techniques currently used in practice. Topics covered include brief summary of matrix algebra, basic concepts of the force and displacement methods of structural analysis, forming member and structure stiffness matrices, the Gaussian elimination and Cholesky triangular inverse matrix algorithm, and examples of solving indeterminate trusses, beams and frames. In addition, virtual work displacement calculation, application of principle of minimum potential energy, finite element method (FEM) and simple examples of FEM application will be introduced. Students will learn commercial software currently used by practicing engineers. Prerequisite: CE350.

CE 460 Structural Systems Design (3)

Current professional practice in the design of structural systems for buildings and structures. Multiple material types are used in creating structural systems designed to resist dead, live, wind and earthquake loads in accordance with International Building Code and SEI/ASCE 7 criteria. Economical arrangements of components to achieve material compatibility, strength, serviceability and constructability are emphasized. The impacts of different professional disciplines' responsibilities comprising a typical project team are examined. Prerequisites: CE 350, CE 360.

CE 463 Dynamics of Structure (3)

Introduction of free and forced vibrating structures; equations of motion for single and multi degree of freedom structural system, response to harmonic, arbitrary or step excitations, analytical and numerical methods of determining natural frequency of vibration, linear and nonlinear system, un-damped, damped and resonant behavior of structures. These general concepts on the dynamic behavior of buildings and bridges are related to the of structural responses to earthquake induced motion. Structural design and analysis against earthquake loading will be introduced. Prerequisites: CE 350, CE 453.

CE465 Traffic Capacity Analysis (3)

Analyzes and evaluates capacity and level of service of highway facilities using methodology of the Highway Capacity Manual (HCM). Covers operational, design and planning applications. Specific focus on the application of the HCM methodology to two-lane rural highways, freeways and multi-lane highways, ramps and weaving segments, urban streets and signalized intersections. Use of HCS software emphasized. Prerequisites: CE323

CE 470 Solid Waste Engineering (2)

Engineering management and principles as applied to the collection, transport, re-use and disposal of solid wastes. Emphasis on municipal wastes. Prerequisite: CE 385, or Instructor permission.

CE 473 Earthquake Engineering (3)

Introduction to structural design for earthquake induced forces in accordance with current IBC and ASCE/SEI Code requirements. Topics include fundamentals of seismic ground motion, intensity, magnitude and soil effects; overview of damage caused by previous earthquakes and historic development of seismic design methods; dynamic structural behavior; basic load path/structural element considerations; and interaction of seismic design with other design requirements. Students apply design/analysis methods to simple timber, steel, and reinforced concrete/masonry buildings. Introduction to structural detailing, retrofit applications including unreinforced masonry, and nonstructural considerations. Prerequisites: CE 321, CE 350, CE 360, CE 440.

CE 475 Bridge Engineering and Design (3)

Analysis and design of bridge structures based on Load Resistance Factor Design (LRFD) in accordance with the AASHTO and WADOT Bridge Design Specifications. Topics on load resistant factors and parameters, live load systems and application, flexural analysis and design, modified compression field theory in shear and torsion design, a strut and tie analysis and design for disturbed regions, fatigue and fracture problems in steel bridge and substructure design. Focus will be on the reinforced concrete deck and pre-stressed girder composite bridge structures. Design of steel girder bridge also will be introduced. During the course, students will design and prepare structural drawings of a bridge. Prerequisites: CE 360 and CE 440

CE 480 Environmental Laboratory Processes (2)

Laboratory analysis techniques for water and wastewater evaluation, including solids, dissolved oxygen, coliform counts, BOD and microbial examinations. Prerequisite: CE 385.

CE 490 Internship (1-3)

Coordinated through the University's Career Center and the School of Engineering, the Department of Civil Engineering grants approval of credits for work. Students who are currently employed in civil engineering-related jobs are given the opportunity to discover relationships between academic topics and professional practice. Prerequisites: Junior standing and approval of department chair.

CE 495 Special Topics (1-3)

Selected topics in engineering approved by the School of Engineering. Prerequisite: Permission of instructor.

CE 498 Senior Design I (2)

First of a two-semester capstone design sequence, integrating various design / analysis methods presented in CE courses, and also to providing students with design experiences required to be successful and productive engineering team members. Topics include: effective verbal, written and technical communication, including report and construction document/plan preparation; design project planning,

coordination and quality control; engineering ethics; importance of and preparation for professional registration; awareness of public policy and related legal issues; local, global and historic perspectives of civil engineering by introducing case studies of successful civil engineering projects and design/construction failures while improving communication skills. Working professionals will be brought in for presentations discussing important contemporary issues. The process culminates in an initial conceptual design and team organization for the design project. Prerequisites: CE 323, CE 330, CE350, CE 360, and CE 385. However, CE 323, and CE 385 may be taken as co-requisites in the fall senior year.

CE 499 Senior Design II (2)

Second of a two-semester capstone design sequence. Multi-tasked student teams take the conceptual study done in Senior Design I through design development to produce final computations, contract documents, design drawings, cost estimates, and specifications. Students make written and oral presentations before a selected panel of judges. Practicing engineers from the local community are included in the panel. Working professionals will be brought in for presentations discussing important contemporary issues. Prerequisite: CE 498 and CE360 as corequisite

COMPUTER SCIENCE

FACULTY

Richard Beer
Xuguang Chen
Radana Dvorak

The computer science program offers a solid foundation in the fundamentals of computer science, with concentrations in software design and development, web and mobile application design and development, and business database applications. Courses are also offered in areas such as computer security, game design, and artificial intelligence to serve individual interests and needs. Computer science faculty members work with students individually and in small classes, in a rigorous educational environment. The in-class portion of the program is supplemented by hands-on experience in the university's computer labs and an optional off-campus internship. All students are required to complete a significant creative project as part of the capstone course in their senior year. Moreover, the computer science program is embedded in the university's strong liberal arts curriculum. It thereby helps ready its students to pursue a broad range of careers, whether immediately upon graduation or after going on to seek an advanced degree. The program continues to evolve in response to advances in computer science and information technology and the needs of business and industry, in order to prepare its graduates for a lifetime of professional advancement, personal satisfaction, and service to society.

In order to graduate with a computer science major or minor, students must receive a minimum grade of "C-" in all degree requirements listed below, with the overall GPA for these courses no lower than 2.33.

BACHELOR OF SCIENCE

Core Requirements (40 semester hours)

Major in Computer Science (55-57 semester hours)

Foundation Courses (24-25 semester hours)

- BA 305 Business Communications or ENG 306 Professional and Academic Writing Skills
- CSC 101 Introduction to Computer Science

- CSC 180 Introduction to Programming
- CSC 210 Database Fundamentals
- CSC 215 Network Fundamentals
- MTH 161 Mathematical Methods for Business and Social Sciences or MTH 171 Calculus I (required for Software Design and Development concentration)
- MTH 201 Introduction to Statistics or MTH 357 Probability and Statistics (recommended for Software Design and Development concentration)
- MTH 200 Mathematics for Computer Science

Software Design and Development Concentration (32 semester hours)

- CSC 200 Intermediate Programming
- CSC 250 Web Programming and Management
- CSC 340 Data Structures and Algorithms
- CSC 345 Data Communications and Networking
- CSC 385 Operating System Architecture
- CSC 446 Software Engineering: Analysis and Design
- CSC 450 Software Testing
- CSC 480 Senior Project
- MTH 172 Calculus II
- MTH 353 Linear Algebra

Web and Mobile Application Design and Development Concentration (31 semester hours)

- CSC 230 Introduction to Web Development
- CSC 250 Web Programming and Management
- CSC 350 User-Centered Design
- CSC 355 Advanced Web Development
- CSC 375 Mobile Application Development
- CSC 455 Cloud Technologies and Web Services
- CSC 460 E-Commerce Development
- CSC 480 Senior Project
- 6 additional semester hours in computer science at the 300 or 400 level

Database Concentration (31 semester hours)

- CSC 310 Database Design
- CSC 360 Introduction to Data Analysis
- CSC 380 Administering and Managing Databases
- CSC 415 Data Mining
- CSC 463 Data Visualization Tools
- CSC 475 Designing Business Intelligence Solutions

- CSC 480 Senior Project
- 9 additional semester hours in computer science at the 300 or 400 level

Minor in Computer Science (18 semester hours)

- CSC 180 Introduction to Programming
- CSC 200 Intermediate Programming
- CSC 210 Database Fundamentals
- CSC 230 Introduction to Web Development
- CSC 340 Data Structures and Algorithms
- CSC 446 Software Engineering: Analysis and Design

COMPUTER SCIENCE COURSES

CSC 101 Introduction to Computer Science (3)

This course offers an introduction to the field of computer science and the fundamentals of computer programming. It presents key topics in the field and introduces object-oriented programming and scripting programming using Python. No prior computer science or programming experience is necessary. Prerequisite: MTH 101 (MTH 101 may be taken concurrently).

CSC 160 Introduction to Computing Technology (3)

Provides an overview of computer concepts and vocabulary for business and science students. Includes an overview of various computer systems and introductory Windows applications including Word, Excel and Power Point. Internet concepts and tools are included in this course.

CSC 162 Systems and Advanced Applications (3)

This course adds depth and breadth to the material of CSC 160, Introduction to Computing Technology. Students will work on advanced Office Suite tutorials and software projects, including Microsoft Access. Students will become more familiar with computer hardware troubleshooting, configuration and maintenance. Prerequisite: CSC 160.

CSC 180 Introduction to Programming (3)

Introduction to object-oriented programming through systematic problem definition and design of appropriate solutions. A contemporary programming language, C#, will be used throughout. Pre- or Co-requisite: CSC 101.

CSC 200 Intermediate Programming (3)

The course will advance the student's knowledge of programming and skills in program design and construction. Emphasis on advanced features of C# language, programming techniques, style conventions and elementary data structures. Prerequisite: CSC 180 and MTH 121.

CSC 210 Database Fundamentals (3)

This course introduces and explains database management, key core database concepts and skills, and how databases are used in technology, by industries, and by end-users. Pre- or Co-requisites: CSC 101 and MTH 101.

CSC 215 Network Fundamentals (3)

This course introduces the fundamental concepts of computer networking, covering all aspects of distributed networks of the internet, intranets, and extranets. It also covers design strategies used in

practice in industry, highlighting ISPs, Wi-Fi- and cellular networks. Prerequisite: CSC 101.

CSC 220 Computer Organization and Assembly Language (3)

Overview of elementary computer architecture and assembly language. Exploration of data representation and digital logic to gain insight into the electronic environment of computers. Includes processor theory and concentrates on the Intel 80X86 series. Several short programs will be written in assembly language. Pre- or Co-requisites: CSC 200.

CSC 230 Introduction to Web Development (3)

This introductory course starts with how the web works and covers key web development concepts, enabling the student to understand what it takes to build a web application. Back end and front end development are covered, and student will gain fundamental knowledge to create simple web pages. Prerequisite: CSC 101.

CSC 240 Introduction to Visual Basic Programming for Microsoft Office (3)

Introductory programming course using Visual BASIC. Course assumes that student has no prior knowledge of computer programming. Emphasis will be placed on structured programming, visual interfaces and VBASIC projects. Programs will be written using loops, decision logic structures and various methods and techniques of data management. The class project will use Visual BASIC as an interface to an Access database as it might be used in an office environment. Pre or Co-requisite: CSC 160 or equivalent.

CSC 250 Web Programming and Management (3)

This course introduces students to webpage construction, website design and website management techniques. Students will learn to design, construct and publish web pages. Prerequisites: CSC 101.

CSC 295 Special Topics (1-3)

To be arranged with department advisor.

CSC 310 Database Design (3)

This course goes more deeply into database design, development, and administration. Relational and Semantic Object model and languages are covered. Students will focus on SQL, T-SQL and no-SQL, as they learn how to plan and implement a backup strategy, trace activity, and manage security. Practical experience will be obtained through individual projects. Prerequisite: CSC 210.

CSC 320 Project Management (3)

Students will receive a solid grounding in all aspects of project management and a comprehensive introduction to the roles, responsibilities and techniques used by today's successful project managers. Students will learn to use appropriate project management software tools such as MS Project and Primavera SureTrak. Prerequisites: CSC 101, CSC 210, CSC 215.

CSC 325 Computer Security (3)

This course focuses on the fundamentals of information security that are used in protecting the information both in computers and traveling over computer networks. It also covers principles for building secure systems and gives industry examples. Students will also learn how to design secure systems, find vulnerabilities in code and design software systems that limit the impact of security vulnerabilities. Prerequisites: CSC 101, CSC 180, CSC 215, CSC 340, MTH 121, MTH 200 (CSC 340 may be taken concurrently).

CSC 340 Data Structures and Algorithms (3)

A study of data types, abstract data types, data structures and associated algorithms. Use of lists, trees and graphs will be studied. Different searching and sorting algorithms will be examined. Prerequisite: CSC 180 and MTH 121.

CSC 345 Data Communications and Networking (3)

The course will introduce the basics of data communications and networking. Students will learn the terminology and concepts of contemporary data communications and networking. Laboratory exercises will consist of building a simple Local Area Network. Prerequisite: CSC 215.

CSC 350 User-Centered Design (3)

Introduction to programming in the Windows GUI environment. Comparison with other GUI environments. A language based on the Windows paradigm, such as Visual Basic, will be covered. Some content in computer graphics will be included in the course. Prerequisite: CSC 230.

CSC 355 Advanced Web Development (3)

Students build and deploy modern web application architecture that runs over the Internet. The focus is on back-end and middleware development. Rich media web pages such as an interactive wiki will be built with a database back-end. This course also covers basic web security and encryption topics. Prerequisites: CSC 180, CSC 210, CSC 215, CSC 250.

CSC 357 Game Design and Animation (3)

Students will learn how to use the JavaScript language and the Processing JS library to create drawings and animations. They will explore basic gamification including UX (user experience) and game topics such as psychology of games, management or education. The course also covers flash animation and principles that make things more fun and engaging. Prerequisites: CSC 180, CSC 250 and MTH 161 or MTH 171.

CSC 360 Introduction to Data Analysis (3)

This course introduces Language R and other tools, methods, and skills that data scientists need in order to understand data. Students will explore topics such as data manipulation, data analysis with statistics, machine learning, data communication with information visualization, and working with big data. Prerequisites: CSC 210 and MTH 201 or MTH 357. CSC 210 may be taken concurrently.

CSC 365 Programming for Information System Managers (3)

Course will expose students to common programming practices in COBOL and a high-level database front-end language, such as NATURAL or SQL. Includes programming projects that demonstrate knowledge and skill necessary for entry-level programming at a professional level. Prerequisites: CSC 180, CSC 210, CSC 215.

CSC 370 Principles of Programming Languages (3)

Principles of programming languages, their concepts and constructs will be taught. Students will learn features of various contemporary programming languages and scripting languages. Pre- or Co-requisite: CSC 340.

CSC 375 Mobile Application Development (3)

This course focuses on tools used to design mobile applications. It covers mobile platforms, mobile browsers, and native applications. Students design and develop web services that access local and remote data from various data sources. They will learn how to deploy services to hybrid environments, including on-premises servers and Windows Azure, and best practices in terms of test usability. Strong

programming skills are recommended. Prerequisites: CSC 250 and MTH 121.

CSC 380 Administering and Managing Databases (3)

This course provides the knowledge and skills needed to maintain a SQL Server database. It focuses on how to use SQL Server features and tools with relation to maintaining a database. Students need to have at least a basic knowledge of SQL or T-SQL. Prerequisites: CSC 310. CSC 310 may be taken concurrently.

CSC 385 Operating System Architecture (3)

Principles of operating systems. Process management, memory management, auxiliary storage management, resource allocation, scheduling algorithms. Includes batch-processing systems, interacting systems, multiprogramming systems and basic file systems. Prerequisite: CSC 101.

CSC 395 Special Topics (1-3)

To be arranged with department advisor.

CSC 397 Directed Study (1-3)

To be arranged with department faculty.

CSC 410 Introduction to Artificial Intelligence (3)

This course introduces the wide field of Artificial Intelligence and how AI technology is utilized in such areas as gaming, finance, medical diagnosis, and journalism/media. Students will learn the basic concepts and applications of AI. Topics include machine learning, probabilistic reasoning, robotics, computer vision, search, game playing, and natural language understanding. Each topic examines the methods, tools, and techniques used to solve AI problems. Prerequisites: CSC 200, CSC 340, MTH 171. All may be taken concurrently.

CSC 415 Data Mining (3)

This course cover the major concepts and techniques of data mining, such as analysis of text data and how to discover interesting patterns, extract useful knowledge, and understand how the information can support decision making. It also covers statistical approaches applied to arbitrary text data. Pre-requisite: CSC 360.

CSC 420 Information Systems for Managers (3)

Exploration of contemporary issues and practices related to the management of information systems. Course covers a study of information and its use throughout modern organizations; in-depth examination of human and ethical issues surrounding information systems, and how these factors contribute to the success or failure of an organization. Prerequisite: CSC 210.

CSC 423 Implementing a Data Warehouse (3)

Students will learn how to implement a data warehouse to support a business intelligence solution and learn about data integrity and how to enforce it using Master Data Services. Prerequisites: CSC 360, CSC 380.

CSC 425 Cryptography (3)

This course focuses on the workings of cryptographic primitives and how they are used. It covers public key cryptography, key exchange methods, and signature schemes, and it provides an overview and discussion of public key infrastructure. Prerequisite: MTH 160 or MTH 171.

CSC 430 Introduction to Computer Theory (3)

Provides an overview of computer theory. Formal languages, Turing machines and Finite Automata provide major content. Also covers Chomsky's theories of languages, context-free grammars, push-down automata and how these theories led to development of computers. Prerequisite: CSC 340.

CSC 446 Software Engineering: Analysis and Design (3)

Introduction to software engineering. The course will introduce various analysis and design methodologies, with emphasis on object-oriented methodology such as OMT (Object Modeling Technique) or UML (Unified Modeling Language) to specify and design software systems. As an exercise, the students will write a system specification and design document of a non-trivial software system, the output of which will be carried over to CSC 480 as the foundation for their senior project (CSC 480). Prerequisites: CSC 200, CSC 210.

CSC 450 Software Testing (3)

The quality of a software product is often said to be the result of good testing. As such, testing and quality assurance is playing a critical role in software development. In this course, students will learn the fundamentals of software testing, black box testing, white box testing and generation of test plans and test cases. The essence of software quality assurance also will be covered. Prerequisite: CSC 200.

CSC 455 Cloud Technologies (3)

This course covers core distributed computing concepts that underlie cloud computing systems and the basic concepts underlying cloud services. Students will be able to use services such as AWS or OpenStack Dashboard to construct cloud services or applications. Prerequisites: CSC 215.

CSC 460 E-Commerce Development (3)

Students will learn how to develop E-Commerce sites. Principles of E-Commerce and components that make successful E-Commerce and some marketing aspects will be discussed. Class is software engineering-oriented, as opposed to marketing-oriented. Students will configure a server and develop websites to support electronic commerce. This is a hands-on class where students will actually build and experiment with sites. Prerequisites: CSC 180, CSC 210, CSC 215, CSC 230.

CSC 463 Data Visualization Tools (3)

The course covers tools and techniques for summarizing data, and it introduces a wide aspect of visualization such as story, numbers, architecture, and code. Plotting systems in R will be covered, along with basics of data graphics including visualization of multidimensional data. SQL Server reporting services will also be used to build models. Prerequisites: CSC 360 and MTH 161 or MTH 171.

CSC 475 Designing Business Intelligence Solutions (3)

Students will implement self-service business intelligence (BI) and Big Data analysis solutions. Enterprise and self-service BI will be explored, and students will utilize SQL Server Reporting Services, Microsoft Excel, Microsoft SharePoint Server, and Microsoft Power BI for Office 365 to create self-service data models and reports. Prerequisites: CSC 360, CSC 380, CSC 463 (CSC463 may be taken concurrently).

CSC 480 Senior Project (4)

A capstone course where students will apply what they have learned to create a significant software product under supervision of the instructor. In most cases, projects are done in a team environment. Some projects may be sponsored by outside agents. Prerequisite: CSC 446, or CSC 455, or CSC 460, or CSC 475 (CSC 475 may be taken concurrently).

CSC 490 Industry Internship (1-3)

Application of concepts and techniques in an off-campus work environment. Prerequisite: Permission of department.

CSC 495 Special Topics (1-3)

To be arranged with department advisor.

CSC 497 Directed Study (1-3)

To be arranged with department faculty.

Microsoft Software Systems Academy

The Microsoft Software & Systems Academy (MSSA) is an 18-week program designed to provide software development training to active duty service members transitioning out of the military. The program was inspired by Sen. Patty Murray's legislation, the "VOW to Hire Heroes Act" and serves as a bridge for America's veterans from a military career to the technology field.

The 16 credit hours comprise of courses from the Computer Science degree program. The MSSA is only available at JBLM.

MECHANICAL ENGINEERING

FACULTY

Shawn Duan, Chair

Kevin Almer

Jerry Budelman

Isaac Jung

Rico Picone

Paul Slaboch

Frank Washko

Mechanical engineers design products and systems used by the public for a variety of applications. They work in areas as diverse as aerospace, bioengineering, energy systems, propulsion and transportation systems, automated manufacturing and heating, ventilation and air conditioning (HVAC).

Due to the versatility, flexibility and ability of mechanical engineers to work in a team, a wide spectrum of career opportunities is open to them. Practicing mechanical engineers are generally required to take a product from concept to prototype and beyond. In preparing for lifelong learning, it is necessary to develop the whole person. In addition to professional competency, a balanced program encompassing strong communication skills and an appreciation for the arts, humanities and social sciences is required. Professional competence is built on a foundation of mathematics, physical and natural sciences, engineering sciences, design and laboratory experience. The principles learned in such disciplines are applied to mechanical design and systems, energy-related issues and fluid mechanics. The role of the engineer as problem-solver and designer is the common thread throughout the curriculum. Most mechanical engineering graduates take positions in industry, state government or business. Some, however, continue their formal education in a graduate program.

A major goal of the junior year is to develop the students' skills through engineering topics equally divided between the department's focuses in energy and in structures and motion. Computers are used when appropriate to aid in reaching and interpreting solutions to engineering problems. Students participate in five laboratory courses that emphasize the statistical nature of systems and their behavior.

Mechanical, thermal, and systems design activities are continued in three junior-year courses.

The main goal in the senior year is to integrate knowledge in science with engineering topics, thereby developing a degree of maturity in the student's engineering capabilities. Seniors may tailor their curricula by choosing nine semester hours of technical electives. Each of these technical electives includes design as an important component. As such, students may decide to develop depth in a certain area or to develop breadth in several areas. Some students choose to pursue an independent research project under faculty direction.

The senior year culminates in a two-semester sequence in engineering design. The first emphasizes design considerations and methods required to solve open-ended problems, as well as written and oral communication of the design solution. The final design course is a capstone that requires integration of knowledge gained in preceding analysis and design courses with generation of a concept-to-prototype schema.

EDUCATIONAL OBJECTIVES

Our graduates will be:

- valued members of their organization and successful practicing engineers.
- complex problem solvers who can apply critical, sound, and ethical judgment while designing sustainable engineering systems for our society.
- effective communicators providing quality interpersonal and leadership skills.
- steadfast in pursuing personal and professional growth opportunities (e.g., continuing education, advanced degrees, professional licensing, membership in professional societies, etc.) to foster personal and organizational growth.
- engaged in service to their profession and their communities, consistent with the Benedictine tradition to serve.

Student Outcomes:

Student outcomes for the mechanical engineering program are:

- (a) an ability to apply knowledge of mathematics, science, and engineering
- (b) an ability to design and conduct experiments, as well as to analyze and interpret data
- (c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
- (d) an ability to function on multidisciplinary teams
- (e) an ability to identify, formulate, and solve engineering problems
- (f) an understanding of professional and ethical responsibility
- (g) an ability to communicate effectively
- (h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context

- (i) a recognition of the need for, and an ability to engage in life-long learning
- (j) a knowledge of contemporary issues
- (k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

MECHANICAL ENGINEERING MAJOR

The following is a list of courses required for graduation. These courses fall into four general categories: General Education; Mathematics and Science; General Engineering; and Mechanical Engineering. The courses listed under General Education will not match the University's general education requirements, as some of the mathematics, science requirements fulfill the University's general requirements.

The following lists the current requirements (129 total semester hours) for the BSME degree:

Core Requirements (33 semester hours)

Some Core Requirements are included in the Engineering Graduation Requirements and are shown below. Please refer to the Academic Programs and Policies section of this catalog for more information and a list of allowed courses.

- ART approved ART, MUS, or THR Elective (3)
- UNI 101 Freshman Seminar (3)
- ENG 101 College Writing I (3)
- ENG 102 College Writing II (3)
- ENG Literature (3)
- HIS American History (3)
- HIS World, European, Asian, etc. (must not be U.S. History) (3)
- PHL Philosophy (3)
- RLS Religious Studies (3)
- SOC Social Sciences Elective I (3)
- SOC Social Sciences Elective II (3)

Math and Science Requirements (minimum 32 semester hours)

- CHEM 141 General Chemistry with Laboratory (5) - or CHM 145 Chemistry for Engineering Students with Laboratory (5)
- MTH 171 Calculus I (4)
- MTH 172 Calculus II (4)
- MTH 271 Calculus III (3)
- MTH 322 Differential Equations (3)
- MTH 353 Linear Algebra (3)
- PHY 171 Introduction to Physics I with Laboratory (5)
- PHY 172 Introduction to Physics II with Laboratory (5)

General Engineering Requirements (16 semester hours)

- GE 103 Graphics, Computer-Aided Drafting and Solid Modeling (3)
- GE 204 Statics (3)
- GE 205 Dynamics (3)
- GE 206/207 Mechanics of Materials with Laboratory (4)
- GE 359 Professional Ethics, Legal Issues and Applied Economics in Contemporary Society (3)

Mechanical Engineering Requirements (48 semester hours)

- ME 300/L Manufacturing Processes with Laboratory (3/1)
- ME 302 Machine Design (3)
- ME 305 Engineering Computer Applications (3)
- ME 308/309 Fluid Mechanics I with Laboratory (3/1)
- ME 315 Instrumentation and Experimental Design (3)
- ME 316 Mechatronics and Measurement Systems Laboratory (1)
- ME 340 Thermodynamics I (3)
- ME 345 Mechatronics (3)
- ME 350 Parametric Solid Modeling (2)
- ME 370 Systems Analysis and Design (3)
- ME 410 Vibration Theory (2)
- ME 430/L Heat Transfer/Laboratory (3/1)
- ME 498 Senior Design I (2)
- ME 499 Senior Design II (2)
- Approved ME Elective (3)
- Approved ME Elective (3)
- Approved ME Elective (3)

BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING / MASTER OF MECHANICAL ENGINEERING COMBINED DEGREE PROGRAM

A student enters the Bachelor of Science in Mechanical Engineering (BSME)/Master of Mechanical Engineering (MME) combined degree program by applying for admission during his or her senior year at Saint Martin's. If accepted, up to six hours of approved graduate courses may be applied toward both the bachelor's and master's degrees. MME courses, taken as undergraduates, would be fulfilling undergraduate mechanical engineering elective requirements. An additional six credits of MME program coursework may be taken as an undergraduate student and reserved for application to the master's degree. Thus, both the undergraduate and graduate degrees in mechanical engineering could be earned in five academic years.

MECHANICAL ENGINEERING COURSES

ME 300 Manufacturing Processes (3)

Study of commonly used industrial processes, quality control, manufacturing materials and numerical control. Design and manufacture of simple artifacts. Introduction of various processes available for producing engineering artifacts from raw material. Also covers material selection and the production process for an application, along with the fundamentals of statistical quality control. Students will be required to plan the production process and to design tooling for work-holding and sheet metal work. Concurrent lab enrollment required. Prerequisite: GE 206.

ME 300L Manufacturing Processes Laboratory (1)

Design of work-holding devices for measurement and manufacturing, metal-cutting, welding and sheet metal working. Reinforces theoretical knowledge obtained in ME 300. Corequisite: ME 300.

ME 301 Theory of Machines (3)

This course introduces fundamental topics of kinematics and dynamics of machinery in respect to the synthesis of mechanisms in order to accomplish desired motions of tasks, and also the analysis of mechanisms in order to determine their rigid-body dynamic behavior. These topics are fundamental to the broader subject of machine design. This course introduces the design process as it applies to the solution of real life, unstructured engineering design problems and improves students' ability to communicate their understanding of the subject through professional quality technical reports and oral presentations. Prerequisites: MTH 172, GE 205.

ME 302 Machine Design (3)

Course covers theoretical and practical design of machine parts and simple systems. Includes the integration of the basic engineering disciplines necessary for proper analysis, synthesis and design of structures, simple machines or processes, including screws, springs, bearings and gearing. Establishment of design criteria based on stress and fatigue analysis and on experimental results, statistical considerations, materials, steady and variable loading. Prerequisite: GE 206

ME 305 Engineering Computer Applications(3)

This course provides an introduction to engineering computer applications with specific emphasis on Matlab and MS Excel as the primary computing tools. Students learn how to navigate the Matlab environment and create professional engineering graphics. Programming is taught with application to numerical solution of mathematical and engineering problems. The use of advanced functions in Excel as an engineering tool is also taught. Prerequisite: GE 206 and MTH 271

ME 306 Intermediate Mechanics of Materials (3)

Advanced course in strength of material and structural design. Prime goal is cultivating student's capability of modeling complex real-world problems into analytical models and solving them numerically or analytically. Emphasis on indeterminate structural analysis, energy method, buckling problems and computational structural mechanics. Structural design and analysis of the senior design project is conducted during course. Prerequisites: MTH 322, GE 206, GE 207.

ME 308 Fluid Mechanics (3)

First course in fluid mechanics covers fluid properties, fluid statics and flows, viscous effect, dimensional analysis, two-dimensional ideal flow, flow measurement for both liquid and gas and compressible flow of gases. Also covers viscous flow in pipes, as well as statistical analysis of experimental data, static and dynamic characteristics of physical signals and experimental methods. Prerequisites GE 205, GE 206, MTH 322.

ME 309 Fluid Mechanics Laboratory (1)

Lab experiments are organized and scheduled to support the academic course, ME 308. Emphasis is on conducting specific experiments, observation and written reports that discuss the related theory and results. Developing a team approach to the experiments is a part of the learning exercise. Experimentation on fluids (liquid and gas), behavior of fluids, including static and dynamic forces, flow rates, velocities, jets, velocity distributions and tow-tank experiments, automated data acquisition and recording. Corequisite: ME 308.

ME 312 Fluid Mechanics II (3)

Continued coverage of fluid mechanics with more advanced mathematical treatment and with emphasis on external incompressible flow and internal compressible flow. Introduction of viscous, heterogeneous, incompressible and compressible fluid flows, with emphasis on fundamental phenomena, experimental techniques, measurement systems, research methods and data analysis. Course also acquaints student with current problems, literature and patents on fluid mechanics of heterogeneous fluids in steady state and transient flow. Application of design problems to simple flows, boundary layer theory, nozzles and diffusers. Introduces numerical solutions. Prerequisite: ME 308.

ME 315 Instrumentation and Experimental Design (3)

Course introduces students to the subject of engineering measurements, placing special emphasis on the fundamental aspects of engineering measurements, experimental techniques, sensors and measurement systems, computer-aided measurement systems, research methods and design of experiments and measurement systems. Course includes open-ended design project of mechanical parameter measurement systems, experimental testing, data analysis, uncertainty analysis and error propagation, report-writing and final presentations. Prerequisite: PHY 172, MTH 271 and ME 316 which can be taken concurrently.

ME 316 Mechatronics and Measurement Systems Laboratory(1)

The laboratory provides hands-on experience working with various types of instrumentation and electrical components. The lab manual includes experiments in analog AC circuits, DC logical circuits, motors and generators. Lab also includes experiments involving measurement of temperature, velocity, acceleration and pressure. Co-requisites: ME 315 and ME 345.

ME 340 Thermodynamics I (3)

The first and second laws of thermodynamics, beyond that introduced in elementary physics and chemistry courses, will be covered. Application of thermodynamic laws to practical engineering problems such as turbines, compressors, nozzles, throttles, heat exchangers and mixing chambers. Emphasis is on the concept and practical problems of power generation, refrigeration, internal combustion engines and heat pumps. Primary emphasis is given to heat engines, including internal and external combustion engines. Open-ended design projects provide an introduction to design in thermal sciences/engineering and foster teamwork. Prerequisites: CHM 141 or CHM 145; PHY 172; MTH 322 which can be taken concurrently.

ME 341 Thermodynamics II (3)

Emphasis is placed on the practical applications of the principles of thermodynamics developed in ME 340 and extended to cycle analysis. Primary emphasis is given to steam power plants, refrigerators, and heat pumps. The application of psychrometric principles, gas mixtures, thermodynamics property relations, chemical and phase equilibrium, the thermodynamics of high speed gas flows and combustion also are covered. Prerequisite: ME 340.

ME 345 Mechatronics (3)

The student will be able to apply Kirchhoff's laws to analyze A.C. circuits with inductive and capacitive elements and understand the power transfer, impedance matching and frequency response elements of design; to design controllers using operational amplifiers; and have sufficient knowledge of semiconductor physics to assemble functional circuits from available transistors and integrated circuits. He or she will learn how to interface and program embedded microprocessors into an automated system. Alternative electromechanical, hydraulic and pneumatic actuation systems will be evaluated, modeled and simulated as system-level case studies are performed by each student. Prerequisites: MTH 322 and PHY 172.

ME 350 Parametric Solid Modeling (2)

Course concentrates on parametric three dimensional (3D) solid modeling. Topics include fundamentals of parametric modeling and parametric constraints, parent/child relationships, generation of datum features (points, lines, planes), and advanced 3D construction tools. Assembly modeling and basic motion analysis are covered with applications to computer aided manufacturing (CAM) and rapid prototyping. An introduction to finite element analysis (FEA) is taught, including mesh generation and the application of constraints and loads. Students maintain a focus on design and manufacturability of parts throughout the course. Prerequisites: GE 103 or instructor's permission.

ME 360 Material Science (2)

Course provides the necessary background of material science and engineering that can be applied to manufacturing processes, strength of materials, machine design, electrical and electronics engineering. Emphasis on heat treatments, material properties and processes and understanding of the relationship between material structures, processing and properties of materials. Introduction to modern composite materials, corrosion and wear prevention techniques. Modern engineering materials and their properties are considered in terms of microstructure. Phase diagrams and corrosion mechanics are introduced. A design project will be conducted. Prerequisites CHM 141 or CHM 145 and GE 206.

ME 370 Systems Analysis and Design (3)

Students mathematically model and develop equations of motion for systems with mechanical, electrical, thermal and fluid components; multiple degrees of freedom; linear and rotational motion; natural, forced, damped, un-damped and coupled modes using Newton's second law, D'Alembert's Principle, Energy and LaGrange Methods, and Laplace transforms to obtain the transient and steady-state response of linear time invariant systems. Students will design feedback control algorithms which will force these systems to meet dynamic response and performance requirements in a stable manner using frequency response and root-locus eigenvalue-placement techniques. Prerequisites: MTH 322, GE 205, and MTH 353 which can be taken concurrently.

ME 383 Engineering Design/Creative Problem Solving (3)

Learn engineering design methodologies related to: product definition; concept generation; individual, group, and organizational decision making; project management; and problem solving processes. Use techniques to generate innovative product solutions that include creative critical thinking, logical analysis, brainstorming techniques, and intuitive design. In addition to lectures and discussions, the course emphasizes application of these skills through real world applications, case studies, small group discussions, and projects. Prerequisites: ME 300, ME 350. Concurrent prerequisite: ME 302

ME 385 Biomechanical Engineering (3)

Course makes students aware of the various ways in which engineers can contribute in the field of medicine. Students are introduced to the mechanics of the human body's physical movements and are given an overview of physiology and anatomy as applicable to mechanics and kinematics of joints. Focus is on sensory organs, mechanics of load-bearing, dynamics of human motion and the causes

and effects of the failures of joints. A major component is the design of engineering artifacts to assist in motion and/or replace limbs. In addition, students design measurement techniques for assessing the performance of sensory organs. Prerequisite: Junior standing.

ME 404 Finite Element Analysis (3)

The course introduces the finite element method, its mathematical foundation, and its use in the analysis of engineering systems and structures. The course covers finite element concepts including mathematical/variational formulations, shape functions, two- and three-dimensional solids, stiffness of truss, beam, and plate members, elements assembly, computer programming and convergence. "ANSYS" and "COMSOL Multiphysics" finite element software packages will be used. Prerequisites: GE 206, ME 305

ME 410 Vibration Theory (2)

Course deals with some limitations imposed on the design of dynamic systems due to vibrations. Course covers single and multiple degrees of freedom systems; free and forced vibrations; spectral analysis of forcing functions and system response; vibration resonance and damping; wheel and rotor balancing; vehicle suspension system design; protection of delicate and sensitive instruments from environmental vibrations; design concepts in seismometers and accelerometers. Students conduct a paper design of an instrument employing the principles of vibration theory or resolve an actual vibration problem in a machine or equipment. Prerequisites GE 205, MTH 322, MTH 353.

ME 411 Smart Materials and Structures (3)

This course introduces students to the different types of smart materials and structures that are currently under research or used in the industry. Topics include Shape memory alloys, ferroelectric materials, piezoelectric materials and composites, pyroelectric materials, magnetostrictive materials, electro-rheological and Magneto-rheological fluids and polymers, viscoelastic materials, active and passive vibration damping techniques, and periodic structures. COMSOL Multiphysics software will be used in modeling such materials and structures. Prerequisites: GE 206, ME 305

ME 412 Aircraft Structures (3)

This course introduces students to the basics of aircraft structural analysis. Topics include Structural components of aircraft, materials used in aircraft industry, airworthiness, airframe loads, fatigue, bending, shear and torsion of thin walled beams, structural idealization, and stress analysis of aircraft components. Commercial FEM software (ANSYS or COMSOL) will be used in modeling aircraft components. Prerequisites: GE 206, ME 300, ME 305.

ME 419 Hydraulic Control Systems (3)

This course introduces fundamentals of hydraulic power transmission and controls at component and system level. Fluid power transmission and controls are based on physical laws of fluid mechanics and basic principles of control theory. Fundamentals: principles of hydraulic power transmission, fluid properties, fluid mechanics for hydraulic power transmission, electrohydraulic analogy, basic hydraulic parts (pumps, valves, actuators), basic hydraulic circuits, flow and pressure control, motion control using resistance control, and hydraulic servo systems. Prerequisite: ME 308, Concurrent Prerequisite: ME 370.

ME 420 Turbo Machinery (3)

Course deals with fundamentals of the fluid mechanics and thermodynamics of turbo-machinery with emphasis on gas turbines, including cycles, components and component-matching. Behavior and design of compressors, turbines and pumps. Upon successful completion of course, students will be able to evaluate the performance of turbo-machinery and design and optimize component and system performance. Prerequisites: ME 308, ME 340.

ME 422 Numerical Methods in Engineering (3)

Selected topics in numerical methods are developed to solve problems in fluid mechanics, heat transfer, vibrations and acoustics. Examples include, volume-control analysis for flow continuity, momentum and energy in rectangular, spherical and cylindrical coordinates; applications of Fourier series; Taylor series, Laplace transforms, Lagrangian interpolation and the Newton-Raphson method to solve systems of equations. Topics will change to reflect demands in undergraduate engineering courses, for engineering graduate school preparation and for general professional development. Prerequisite: MTH 322, ME 305.

ME 425 Heating, Ventilating and Air Conditioning (3)

Specific course goals are to demonstrate the basic application of the principles of thermodynamics and heat transfer to air conditioning systems. Introduce the theoretical basis for the design of air conditioning systems. Topics include indoor air quality, heat transmission in buildings, solar radiation, space heating and cooling loads, energy calculations and pumping. A design project will be performed. Prerequisites: ME 340 or instructor's permission.

ME 426 Computational Fluid Mechanics (3)

This course provides an introduction to the scientific principles and applications of CFD. It first provides an understanding of the basic finite difference and finite volume numerical methods for solution of the Navier-Stokes and Euler equations. Then, the course will turn to practical experience through the use of commercial CFD codes in a number of analysis projects. Model problems are used to study the interaction of physical processes with numerical techniques, including: model stability, grid generation, boundary conditions, viscous flows, compressible flows, and turbulence models. Prerequisites: ME 308.

ME 430/430L Heat Transfer/Heat Transfer Laboratory (3/1)

Application of the principles of conduction, convection and radiation heat transfer to practical problems. Study of conduction in one and two dimensions, steady and transient states with emphasis on classical solutions. Forced and natural convection in external and internal flows, as well as boiling and condensation. Introduce basic calculations for heat exchangers. Radiation properties and exchange between surfaces also covered. Three hours lecture; one three-hour lab per week. Prerequisites: ME 340, ME 308 and MTH 322.

ME 433 Photovoltaics Systems Engineering (3)

This is a combination lecture series and lab course elective designed to give students the ability to understand and design Photovoltaic power generation systems for home and small utility scale applications. Topics covered will include the history and future of solar cell technology, electrical characteristics and limitations of thin-film, polycrystalline, and mono-crystalline silicon cells, power conversion and maximization, off grid and grid-interactive systems, siting and mounting considerations, regulatory compliance, instrumentation, and system economics. Students will characterize simulated solar panels and, working in teams, will integrate balance of systems components to achieve a predictably cost effective power production system. As the dominant technology in today's solar market, the physics of silicon based solar cells will be explored both in lecture and the lab. In addition to engineering principles, the economics of solar power, environmental considerations and the impact of photovoltaics on public policy will be explored. Prerequisite: ME345, Electrical engineering principles and lab or equivalent

ME 434 Solar Thermal Engineering (3)

Fundamentals of solar radiation, radiation characteristics of opaque surfaces, transmission through glazing, thermal analysis of flat plate and concentrating solar collectors; solar energy storage; solar water-heating, photovoltaic systems. Prerequisites: ME 340.

ME 435 Energy Systems (3)

Focus is on energy systems associated with electric power-generation. Specific goals are to expose the student to the various sources of energy including renewable energy sources (solar and wind), nuclear, geothermal, biomass and fuel cells. Students will develop an understanding of basic energy economics, environmental impact and industrial risks. Relate the principals of thermodynamics and heat transfer to the application of available energy resources and promote the concept of energy conservation through proper system design. Prerequisites: ME 340, ME 430, and ME 430L.

ME 436 Thermal Design of Heat Exchangers (3)

Classification of heat exchangers, design methods, single phase convection correlations and two-phase correlations, pressure drop calculations, fouling of heat exchangers. Study of various types of heat exchangers: double-pipe heat exchangers, shell-and tube heat exchangers, compact heat exchangers, plate heat exchangers, condensers and evaporators. Prerequisites: ME 430/430L.

ME 437 Computational Heat Transfer and Thermal Modeling (3)

Application of finite difference numerical methods to heat transfer from steady two dimensional heat transfer to transient three dimensional (explicit and implicit methods). Computations and characterization for designs of thermal systems using commercial thermal software. Learn to build finite element models: geometric modeling, elements and meshing, fields, materials and element properties, thermal/fluid boundary conditions, groups, viewing, display. Learn to evaluate the models, analysis set up, results and plots. Applications to thermal engineering problems. Thermal engineering design projects assigned will be modeled thermally using commercial thermal software. Prerequisite: ME 430.

ME 440 Internal Combustion Engines (3)

Study of engine types including hybrid systems and operation, engine design parameters, ideal and actual engine cycles, thermochemistry of fuel-air mixtures, properties of working fluids, gas exchange processes, combustion in spark-ignition and compression-ignition engines, pollutant formation and control and engine operating characteristics. Course design project consists of an optimization study among selected engine design parameters and/or the design of an engine mechanical system or an engine system involving the solution of a gas dynamic and/or heat transfer problem. Prerequisite: ME 340.

ME 447 Heat Transfer in Electronic Packaging (3)

Background on materials used in electronics manufacturing and their thermal properties. Failures in electronics due to thermal reasons, contact resistance, and miniature heat pipes will be covered. Design projects will be assigned. Prerequisites: ME 430/430L.

ME 451 Advanced Fluid Mechanics (3)

Course covers the study of vorticity dynamics and Biot-Savart Law as well as ideal two-dimensional flow through the use of stream functions and velocity potentials. Laminar flow is studied, including exact solutions of the Navier-Stokes equations and elementary lubrication theory. Boundary layers are studied in both the laminar and turbulent regimes and computed using both the Blasius solution and Flakner-Skan similarity solutions. Aerodynamics is introduced including conformal mapping, Kutta-Zhukhovsky lifting line theory, and wings of finite span. Compressible flows are covered including normal shock waves and convergent-divergent nozzles. Finally, students are introduced to computational fluid dynamics including finite difference and finite element methods. Prerequisites: ME 308 and MTH 322.

ME 452 Automated Manufacturing and Tool Design (3)

Introduction to numerical and empirical calculations for the design of work-holding devices. Sensitivity to the production aspects of tool design is emphasized. Course deals with tooling required for

mass production. Machining, sheet-metal working, welding fixtures and tools will be developed. In addition, students are required to design fixtures and gripping devices for automated manufacturing. Design projects represent a primary portion of course. Prerequisite: Senior standing in ME program.

ME 454 Robotics and Automation (3)

Course focuses on the application of kinematics and dynamics in automated machinery. Actuators and control systems in automation are introduced. Emphasis on use of hard and programmable automation in the design of systems for manufacture, as well as use of sensors and interrupts in small design tasks. Extensive hands-on experience in the lab is a major course component. Prerequisite: Senior standing in ME program.

ME 456 Design for Manufacturing (3)

Examination of design considerations for the production of parts using traditional metal-cutting and forming, EDM, plasma-working lasers and manufacturing systems. Design projects constitute a significant portion of this course. Prerequisite: ME 450.

ME 458 Safety and Reliability in Systems Design (3)

Introduction to the methods of failure mode and effects analysis and the application of Boolean algebra and probability theory to fault tree and event tree analyses and Markov modeling. System designed for safety, reliability and maintainability; and regulatory agencies and product liability are covered. Three studies are conducted, including a trade-off study involving system cost and maintenance and system reliability. Prerequisite: MTH 357.

ME 460 Gas Dynamics (3)

Course extends student's knowledge of compressible fluid flow beyond that introduced in elementary fluid mechanics courses. Also provides background and tools sufficient for solution of engineering design problems involving gas flow. One-dimensional flow; isentropic, shock waves, constant-area flow with friction and with heating or cooling are covered. Also covered are two-dimensional flow; small perturbation theory, Gothert's rule, sweepback, supersonic airfoils, method of characteristics, Prandtl-Meyer expansion, and oblique shock waves. Prerequisites: ME 312, ME 340.

ME 464 Flight Mechanics (3)

Application of fluid mechanics and dynamics to flight. Aircraft lift, drag, propulsion, range, endurance, rate of climb, take-off, landing, stability and control are studied. Students learn to apply principles of dynamics and fluid mechanics to traditional flight problems of aircraft, such as its range, rate of climb, stability and controllability. Emphasis will be on developing methods for use in design. Students will demonstrate their ability to use these methods through team design problems. Safety of the flight is emphasized. Application to aircraft design. Prerequisites: ME 308, ME 340.

ME 468 Modeling and Simulation (3)

Analytical and numerical analysis of dynamic behavior of dynamical or mechanical systems via multi-body modeling and simulation. Emphasis on understanding aspects of modeling and analysis process associated with real systems (spacecraft, automotive, etc.). Review of traditional dynamic analysis methods (including Kane's method). Comparison of the different formulations and their applicability of computer simulation. Treatment of constraints, extraction of data from equations of motion, and computational issues. Use of Autolev software. Prerequisites: GE 205, ME 370. Concurrent prerequisites: ME 305

ME 470 Systems Analysis and Design (3)

Students will analyze various dynamic systems using Laplace transforms to determine their natural and forced responses, classical methods of compensation development and gain selection such as the

Bode and Evan's methods. Given time and frequency response and steady-state error specifications students will be able to relocate the system eigenvalues to produce desired result. System stability will be established based on bounded-input-bounded-output, Routh and Liapunov criteria. Modern methods of control law design in state-space will be used to estimate and control the system state in an optimum fashion. Methods for converting these algorithms to digital form will be developed and the implications of sampling and quantization will be defined. Methods of dealing with nonlinearities will be learned. Prerequisite: ME 370.

ME 476 Statistical Mechanics (3)

The course will introduce students to the concepts of statistical mechanics. Microscopic interactions are connected to macroscopic thermodynamic system behavior. Topics include probability, the kinetic theory of gases, Liouville's theorem, conservation laws, the entropy of mixing, the microcanonical ensemble, the canonical ensemble, Hamiltonian mechanics, and an introduction to quantum mechanics. Prerequisites: ME 315, ME 340, MTH 353

ME 490 Internship (1-3)

Coordinated through the University's Career Center and the School of Engineering, the Department of Mechanical Engineering grants approval of credits for work. Students who are currently employed in mechanical engineering-related jobs are given the opportunity to discover relationships between academic topics and professional practice. Prerequisites: Junior standing and approval of department chair.

ME 495 Directed Study (1-3)

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

ME 498 Senior Design I (2)

First of a two-course sequence providing a culminating experience to seniors. Students will design a significant engineering project requiring engineering practice and development of alternatives and evaluation based on technical, financial and social considerations. Course will stress design methods, conceptualization, synthesis, creativity, open-ended design, economics, safety, team-building, component and system development. In the first course, projects normally will be conducted through preliminary design, with students working independently. Emphasis on written, graphic and oral communication, as well as technical content. Prerequisites:, ME 302, ME 345, and ME 370. Concurrent prerequisite: ME 430.

ME 499 Senior Design II (2)

Continuation of ME 498. Project is taken through final design, construction and testing, with students working in design teams. Culmination of design experience and synthesis of all theoretical and practical knowledge into the production of an engineering artifact/system. Prerequisites: ME 498.

ENGLISH AS A SECOND LANGUAGE (ESL)

FACULTY

Josephine Yung, Vice President, International Programs and Development
Marco Tulluck, Associate Dean, International Programs and Development
Michael Shohan
Blaine Snow

MISSION

The mission of the English as a Second Language (ESL) Program is to develop students' English proficiency so that they can matriculate into an academic undergraduate or graduate degree program at Saint Martin's University or elsewhere. In order to matriculate, students must achieve a TOEFL score of 525 PBT for undergraduate study or 550 PBT for graduate study at Saint Martin's. The secondary purpose of the ESL program is to provide visiting cultural exchange students with a transformative educational experience.

GOALS

The goals of the ESL Program are as follows:

- 1) To increase students' English proficiency level to meet the requirement for matriculation into a degree program at Saint Martin's University.
- 2) To prepare students with the academic skills necessary for success in a degree program at Saint Martin's.
- 3) To increase students' knowledge of American culture and values so that they can become highly engaged and active members of the Saint Martin's community.
- 4) To increase students' English language skills through discussion of Saint Martin's Catholic Benedictine values, reflection on the values of their own culture, and examination of their own personal values.

CURRICULUM

The Saint Martin's ESL Program is centered on a core curriculum of academic English courses. In addition to the core curriculum classes, one skills enhancement course will be offered at each level during an ESL term. Full-time ESL students take 5 core academic English courses and 1 skills enhancement course per week (18 classroom hours per week).

ESL classes are structured at five levels of communicative competence:

Level 1 (Beginning)

Level 2 (Pre-intermediate)

Level 3 (Intermediate)

Level 4 (Upper-Intermediate)

Level 5 (Advanced)

The levels offered each semester depend on enrollment. Levels 1, 2, 3, and 4 will generally be offered in both the fall and spring semesters. Level 5 will be offered as needed. No minimum TOEFL score is required for entry into the program. Level placement is based on TOEFL score (if it is available), review of a writing sample, and an interview. The following is a guideline for how level placement generally corresponds with students' institutional TOEFL paper-based exam scores:

Level 1 = 375 – 415

Level 2 = 415 – 445

Level 3 = 445 – 475

Level 4 = 475 – 500

Level 5 = 500 – 524

Students with a TOEFL (PBT) score of 480 – 524 and satisfactory academic progress in all ESL courses are eligible for concurrent status, which allows them to take a combination of ESL classes and undergraduate courses at Saint Martin's. Students with TOEFL scores of 525 and above are eligible for full-time undergraduate study.

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

ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM COURSES

ESL 001 – 015 Summer Session ESL Special Topics

Course content varies from year to year.

ESL 020/030/040/050/060/070/080/090 Grammar/Writing

Covers the full sequence of English grammar structures and parts of speech through specific writing assignments and interactive exercises.

ESL 025/035 Grammar

Intensive practice in mastering basic grammar through grammar exercises and contextualized writing assignments.

ESL 028/048/068/088 American History

Overview and survey of North American and U.S. history for the purpose of understanding American attitudes, values, politics and people.

ESL 038/058/078/098 History of the Americas

Overview and survey of North, Central and/or South American history for the purpose of understanding the United States in its geographical, economic, social and political context.

ESL 021/041 Reading Skills

Focuses on foundational reading skills such as reading for the main idea, skimming, summarizing and anticipating the topic using level-appropriate stories, essays, poems and biographies.

ESL 031/051/071/091 Understanding Literature

Offers a general understanding of literature, focusing on a step-by-step approach to literary analysis, discussion and literary writing.

ESL 061/081 Literature and Poetry

Focuses on skills to understand and analyze a variety of literature and poetry.

ESL 024/044/064/084 American Culture

General survey of the broad diversity of American mainstream and minority cultures through the study of American personalities, music, film, sport, art, science, business, geography, politics, relationships, families, marriage, lifestyles and customs. Explores the diversity of American values, beliefs, feelings and cultural assumptions.

ESL 034/054/074/094 Cultures of America

General survey of the diverse cultures present in the United States, including cultures based on nationality, ethnicity, race, sexuality, social and economic classes. The class will study the ways these cultures influence and affect U.S. society and the ways that these cultures have developed over time.

ESL 027/037 Pronunciation

Focuses on listening and speech challenges that are particular to the students' native languages through a variety of intensive speech exercises and pronunciation games.

ESL 022/042 Listening/Speaking through Drama

Focuses on developing students' comfort with using the spoken English language through scenes and plays designed to increase familiarity with American culture and common social contexts in the United States.

ESL 032/052**Listening/Speaking**

Focuses on developing listening and speaking skills by exposing students to a variety of spoken English, including different accents, intonation and paces of speech so that students can develop their ability to better understand spoken English. Students will also learn and practice ways to improve their speech in English, including work on pronunciation, intonation and their ability to orally present information and ideas to large and small groups.

ESL 062/082**Conversation Skills**

Focuses on the practice of spoken English and conversational skills in a relaxed and open context. Emphasis is on building speaking confidence/listening comprehension and on skills that fit various American conversational contexts.

ESL 072/092**Contemporary Issues**

Focuses on the practice of spoken English and conversational skills in the study of current domestic and international social, economic, environmental and political issues.

ESL 026/046/066/086**International Studies**

Introductory comparison of international cultures through a general survey of current global and international economic, political, social and environmental issues.

ESL 036/056/076/096**World Cultures**

Covers intercultural communication in an international context by exploring differences not only between national cultures such as Korean, Japanese, French and Mexican, but also between subcultures such as race, gender, religion, language, social class, age and sexual orientation.

ESL 023/043**Writing Skills**

Focuses on building foundational writing skills in English such as paragraph forms, punctuation, spelling and grammar.

ESL 063/083**College Writing**

Designed for international students who are planning to matriculate or immigrant students needing writing improvement. Focuses on writing reports, essays, journals, speeches and research papers, as well as on using narration, description, observing and reporting, profiling and exposition.

ESL 033/053/073/093**Writing Workshop**

A class where international students put their creative energy together into creating, writing, designing and producing a writing project, such as a newspaper, poetry display, short story exhibition or other related projects.

ESL 047/077**English in Music and Film**

Explores the American vernacular and popular culture through the study of American music styles and lyrics and film.

ESL 057/067**American Music History**

Explores American history as it relates to music and American music as it has both reflected and influenced history.

ESL 045/055/065/075/085/095 TOEFL Skills and Strategy

Covers successful test-taking strategies and strengthens skills through intensive work in all four sections of the Next Generation TOEFL test: listening, speaking, reading and writing.

ESL 069/089

Intercultural Communication

This course is designed specifically for international students studying abroad in North America. Students focus on the broad outlines of cultural differences to gain awareness of the many ways in which misunderstandings occur due to unconscious cultural assumptions. Through readings, group work, class activities, guest speakers, in-class discussions and written essays, they learn to work around or avoid such miscommunications to become more mindful and skillful communicators in their globally interconnected world.

ESL 079/099

University Preparation

This course focuses on preparing advanced English language students to enter U.S. university-level courses effectively by emphasizing the importance of class participation, discussion and critical thinking. The course will cover note-taking skills as well as strategies for being a successful, balanced student.

ESL 029/039/049/059

Special Topics

To be arranged with department advisor.

The following ESL foreign language courses are offered to semester exchange students from sister universities:

ESL 016a	ESL 017a
ESL Chinese I	ESL Chinese II
ESL 016b	ESL 017b
ESL Spanish I	ESL Spanish II
ESL 016c	ESL 017c
ESL French I	ESL French II
ESL 016d	ESL 017d
ESL Korean I	ESL Korean II
ESL 016e	ESL 017e
ESL German I	ESL German II
ESL 016f	ESL 017f
ESL Japanese I	ESL Japanese II



DIRECTORY

DEANS

Dr. Jeff Crane (2016)

Dean, College of Arts and Sciences.

B.A. (1993), The Evergreen State College
M.A.(1998), Washington State University
Ph.D (2004), Washington State University

Dr. Richard Beer (2010)

Dean, School of Business

B.S. (1976), Technische Fachhochschule
Berlin; M.A. (1980),
Wake Forest University; M.S. (1983),
University of Minnesota; Dr.-Eng. (1987),
Technische Fachhochschule Berlin.

Dr. David H. Olwell (2015)

Dean, School of Engineering.

B.S. (1980), U.S. Military Academy
M.S. (1989), University of Minnesota
Ph.D (1994), University of Minnesota

Fumie Hashimoto

Interim Dean,

College of Education and Counseling Psychology

FACULTY

Year following name indicates when faculty member joined Saint Martin's University

Kathleen Allen (2004) Professor, education. B.S. (1985), Oregon State University; M.S. (1996), Portland State University; Ed.D. (2004), George Fox University.

Bonnie Amende (2007) Associate professor, mathematics. B.S. (1994), University of Wyoming; M.S. (1997), University of Utah; Ph.D. (2005), University of Oregon.

Olivia Archibald (2000) Professor, English. B.A. (1971), Marshall University; M.A. (1973), Marshall University; Ph.D. (1998), University of Iowa.

Gina Armer (2014) Visiting Assistant Professor. B.A. (1978), University of Puget Sound; M.B.A. (1988) Pacific Lutheran University; B.S. (2001) Central Washington University; Ph.D. (2009) University of Idaho-Moscow.

Brian Barnes (2008) Associate professor, history. B.A. (2000), University of California, Santa Barbara; M.Ed. (2001), University of California, Santa Barbara; M.A. (2003), University of Washington; Ph.D. (2008), University of Washington.

Todd Barosky (2012) Assistant Professor, English. B.A. (2003), The College of the Holy Cross; Ph.D. (2010), The Graduate Center of the City University of New York.

Jeff Birkenstein (2004) Professor, English. B.A. (1994), University of California, Los Angeles; M.A. (1996), California State University Long Beach; M.A., (2002), University of Kentucky; Ph.D. (2003), University of Kentucky.

Robert Bode (2014) Assistant professor, biology. B.S. (2005), Hope College; Ph.D. (2011), Cornell University.

Darrell Born (2003) Associate professor, music. B.M. (1997), Biola University; M.M. (1999), Wichita State University.

Eric Boyer (2016) Assistant professor, education. B.A. (2002), University of Puget Sound; M.A.E. (2005), Loyola Marymount University; Ph.D. (2015), Seattle Pacific University.

Katie Ann-Marie Bugyis (2015) Assistant professor, religious studies. B.A. (2005), University of Notre Dame; M.A. (2009), Yale Divinity School; Master of Medieval Studies (2011), University of Notre Dame; Ph.D (2015), University of Notre Dame.

Michael P. Butler (2008) Associate professor, psychology. B.S. (1996), University of Illinois-Champaign Urbana; M.A. (1999), American University; M.A. (2001), Fordham University; Ph.D. (2006), Fordham University.

Rex J. Casillas (1987) Associate professor, history. B.A. (1975), Western Washington University; M.A. (1977), Western Washington University; Ph.D. (1983), University of Utah.

Julia McCord Chavez (2011) Assistant professor, English. B.A. (1992), DePauw University; J.D. (1995), Indiana University School of Law-Bloomington; M.A. (2001), University of Wisconsin-Madison; Ph.D. (2008), University of Wisconsin-Madison.

Huabin Chen (1994) Professor, education. B.Ed. (1981), Shanghai Teachers' University; M.Ed. (1989), Idaho State University; Ph.D. (1994), Indiana University.

Xuguang Chen (2016) Assistant professor, computer science. BS (1996), Liaoning University; M.A.S. (2004), University of Regina; Ph.D. (2014), University of Regina.

Jae Ho Chung (2016) Assistant Professor, engineering. BE (2005) Kwangwoon University; MS (2010) Columbia University; Ph.D. (2015), University of Florida.

Aaron J. Coby (2007) Associate professor, biology. B.S. (1995), Saint Xavier University; M.S.E.S. (2000), Indiana University; M.P.A. (2000), Indiana University; Ph.D. (2005), Indiana University.

Emily F. Coyle (2016) Assistant professor, psychology. B.S. (2010) Washington and Lee University; M.S. (2012) The Pennsylvania State University; Ph.D. (2015) The Pennsylvania State University.

Sonia De La Cruz (2015) Assistant professor. B.A. (2002), San Francisco State University; M.A. (2007), San Francisco State University; Ph.D. (2014), University of Oregon

Tam Dinh (2012) Assistant professor, social work. B.A. (1997) University of Washington; M.S.W. (1998), University of Washington; Ph.D. (2008), University of Southern California.

Shawn Duan (2014) Full Professor, mechanical engineering. B.S. (1982), Kunming University of Science and Technology; M.S. (1988), Tianjin University; Ph.D. (1999), Rensselaer Polytechnic Institute.

Daniel Einstein (2016) Assistant Professor, engineering. B.S. (1996), University of Massachusetts; Ph.D. (2002), University of Washington

Godfrey J. Ellis (1988) Professor, counseling psychology. B.A. (1973), Brigham Young University; M.S. (1975), Brigham Young University; Ph.D. (1979), Washington State University.

Diana Falco B.A. (2016) Associate professor, criminal justice. (2001), Niagara University; M.S. (2002), Niagara University; Ph.D. (2008), Indiana University of Pennsylvania.

Brandy Fox (2016) Assistant Professor, chemistry. B.S. (2006), Saint Martin's University; M.S. (2008), University of Oregon; Ph.D. (2011), University of Oregon.

Samuel Fox (2014) Assistant professor, biology. B.S. (1997), Oregon State University; M.S. (2006), University of Central Florida; Ph.D. (2011), Oregon State University.

Margot Salas Geagon (2016) Associate Professor, business. B.B.A. (1999), Western New Mexico University; M.B.A. (2003), Marylhurst University; Ph.D. (2009), Waldon University.

Irina Gendelman (2007) Associate professor, communication. B.A. (1991), University of Michigan; M.A. (2002), University of Washington; Ph.D. (2008), University of Washington.

Aaron Goings (2012) Assistant professor, history. B.A. (2002), Saint Martin's University; M.A. (2005), Central Washington University; Ph.D. (2011), Simon Fraser University.

Heather Grob (2005) Associate professor, business. B.A. (1990), University of Denver; Ph.D. (1998), University of Notre Dame.

Diane Hamilton B.S.N. (1991), Saint Martin's University; M.N. (2000), University of Washington; DNP (2015), American Sentinel University.

Scot Harrison (2001) Associate professor, library. B.A. (1986), University of Massachusetts at Amherst; M.A. (1991), University of Texas at Austin; M.L.I.S. (2001), University of Washington.

Mary Jo Hartman (2005) Associate professor, biology. B.S. (1986), University of Iowa; M.S.(1994), Western Washington University; Ph.D. (2003), University of South Carolina.

Fumie Hashimoto (2000) Professor, education. B.A. (1992), Eastern Oregon State College; M.Ed. (1993), Heritage College; Ph.D. (1997), Washington State University.

Robert Hauhart (2006) Professor, criminal justice. B.S. (1972), Southern Illinois University; A.M. (1973), Washington University; J.D. (1981), University of Baltimore School of Law; Ph.D. (1982), University of Virginia.

Nini Visaya Hayes (2016), Assistant professor, education. B.A. (2003), Western Washington University; M.I.T. (2006), Seattle University; Ed.S. (2014), University of Massachusetts-Amherst; Ed.D. (2015), University of Massachusetts-Amherst.

Tim Healy (1996) Assistant professor, education, physical education. B.A. (1978), Washington State University; M.A. (1982), Washington State University.

Belinda Hill (1996) Associate professor, education. B.S. (1977), Clemson University; M.Ed., (1986), Saint Martin's College; Ph.D. (1999), University of Washington.

David A. Hlavsa (1989) Professor, theatre arts. B.A. (1984), Princeton University; M.F.A.(1986), University of Washington.

Pius Igharo (1996) Associate professor, civil engineering. B.S. (1963), Swarthmore College; M.S. (1965), Columbia University; Ph.D. (1971), University of Pittsburgh.

Han Soo Jung (1991) Associate professor, mechanical engineering. B.S. (1974), Seoul National University; M.S. (1984), University of Florida; Ph.D. (1991), University of Florida.

Kaj Kayij-Wint (2014) Visiting assistant professor, counseling psychology. B.A. (2005), Providence College; M.A. (2011), Saint Martin's University.

Father Gerard Kirsch, O.S.B. (1970) Assistant professor, history. B.A. (1965), Saint Martin's College; M.A. (1970), University of Illinois.

Victor M. Kogan (1990) Professor, criminal justice, sociology. M.A. (1959), Kazakh State University; M.A. (1963), Kazakh State University; Ph.D. (1985), Institute of State and Law of the USSR Academy of Sciences.

Nathalie Kuroiwa-Lewis (2007) Associate professor, English. B.A. (1992), College of St. Scholastica; M.A. (1995), State University of New York at Albany; M.A. (1998), St. Cloud State University; Ph.D. (2007), University of Arizona.

Brother Boniface V. Lazzari, O.S.B. (1975) Associate professor, Spanish. B.A. (1967), Saint Martin's College; M.A. (1973), Universidad Nacional Autonoma de Mexico; S.T.B. (1987), Universidad Pontificia Comillas.

Dintie S. Mahamah (1984) Professor, civil engineering. B.S. (1977), University of Science and Technology; M.S. (1980), Washington State University; Ph.D. (1984), Washington State University.

Linda Maier (2013) Assistant professor, education. B.A. (1977), Calvin College; M.A. (1981), Western Washington University; Ph.D. (2011), University of Washington.

Joseph M. Mailhot (1986) Associate professor, mathematics. B.A. (1984), Western Washington University; M.S. (1986), Western Washington University.

Father Kilian J. Malvey, O.S.B. (1961) Professor, religious studies and English. B.A. (1964), Saint Martin's College; M.A. (1970), Marquette University; D.Min. (1980), University of California, Berkeley; M.T.S. (1984), Boston Theological Institute.

Kathleen McKain (1993) Associate professor, French. B.A. (1985), Pacific Lutheran University; M.A. (1988), Middlebury College.

Stephen X. Mead (1986) Professor, English. B.A. (1978), S.U.N.Y., Purchase; M.A. (1981), Indiana University; M.A. (1983), Indiana University; Ph.D. (1986), Indiana University.

Gregory Milligan (2002) Associate professor, chemistry. B.S. (1983), University of Oregon; Ph.D. (1990), University of Washington.

Riley Moore (2001) Associate professor, economics. B.S. (1987), University of Washington; M.B.A. (1989), Mississippi State University; Ph.D. (1993), Mississippi State University.

Jeremy W. Newton (2011) Assistant professor, psychology. B.S. (2000), University of Georgia; Ph.D. (2010), University of California, Davis.

Leticia Nieto (1992) Professor, counseling psychology. B.A. (1981), George Fox College; M.A. (1983), Azusa Pacific University; Psy.D. (1987), Ryokan College.

Margaret A. Olney (2005) Professor, biology. B.A. (1992), Swarthmore College; Ph.D. (1999), Stanford University.

Jamie Olson (2008) Associate professor, English. B.A. (2002), The College of Saint Scholastica; M.A. (2004), University of Michigan; Ph.D. (2008), University of Michigan.

Carol Overdeep (2005) Associate professor, mathematics. B.S. (1984), University of Puget Sound; M.A. (1987), California State University-Fullerton; M.B.A. (1999), University of Rhode Island; Ph.D. (2003), University of Rhode Island.

Stephen Parker (2009) Assistant professor, physics. B.A. (1991), Lawrence University; M.S. (1993), University of Washington; Ph.D. (2001), University of Washington.

Cynthia Petersen (1993) Professor, education. B.A. (1977), Pacific Lutheran University; M.A. (1984), Pacific Lutheran University; Ed.D. (1989), University of San Francisco.

Rico Picone (2014) Assistant Professor, mechanical engineering. B.S. (2008), University of Nevada in Las Vegas; M.S. (2010), University of Washington; Ph.D. (2014), University of Washington.

Katherine Porter (2000) Associate professor, mathematics. B.S. (1983), Montana College of Mineral Science and Technology; M.S. (1987), University of Delaware; M.S. (1998), University of Alabama in Huntsville; Ph.D. (1999), University of Alabama in Huntsville.

Elisabeth Power (2016) Assistant Professor, business. B.S. (1997) Northern Michigan University; M.S. (1998), Syracuse University; M.B.A. (2013), Western Governors University; Ph.D. (2016), Gonzaga University

Father David E. Pratt (2008) Assistant professor, philosophy. B.A. (1983), Dominican School of Philosophy and Theology; M.Div. (1990), St. Vladimir's Orthodox Seminary; M.A. (1995), Dominican School of Philosophy and Theology; STL (2002), Jesuit School of Theology, Santa Clara University; Ph.D. and S.T.D (2015), Katholieke Universiteit Leuven.

David Price (1994) Professor, sociology, and cultural anthropology. B.A. (1983), The Evergreen State College; M.A. (1985), University of Chicago; Ph.D. (1993), University of Florida.

Eileen Reilich (1997) Associate professor, education. B.S. (1980), University of Idaho; M.Ed. (1986), Washington State University; Ph.D. (1999), Washington State University.

Julia Schiavone Camacho (2014) Visiting assistant professor, history and political science. B.A. (1997), University of Arizona; M.A. (2003), University of Texas; Ph.D. (2006), University of Texas.

Sonalini Sapra (2016) Assistant professor, political science. B.A. (2001) Lady Shri Ram College, Delhi University; M.A. (2002), University Of Warwick; Ph.D. (2009) Vanderbilt University.

Father George J. Seidel, O.S.B. (1961) Professor, philosophy. B.A. (1955), Saint Martin's College; M.A. (1960), University of Toronto; Ph.D. (1962), University of Toronto.

Chun Kyung Seong (1995) Professor, civil engineering. B.S. (1970), Seoul National University; M.S. (1975), Seoul National University; Ph.D. (1983), Lehigh University.

Ekaterina “Katya” Shkurkin (1999) Professor, community services, social work, and sociology. B.A. (1977), University of California; M.S.W. (1979), Columbia University; Ph.D. (2005), California Coast University.

Michael Shohan (1988) Instructor, ESL Program B.A. (1983), The Evergreen State College.

Paul Slaboch (2012) Assistant professor, mechanical engineering. B.S. (2004), University of Notre Dame; M.S. (2008), University of Notre Dame; Ph.D. (2009), University of Notre Dame.

Arwyn Smalley (2008) Associate professor, chemistry. B.S. (1998), Western Washington University; M.S. (2001), University of Oregon; Ph.D. (2005), University of Oregon.

Blaine A. Snow (2000) Instructor, ESL program. B.A. (1988), The Evergreen State College.

Sheila M. Steiner (2008) Professor, psychology. B.A. (1988), Central Washington University; M.S. (1990), Central Washington University; M.A. (1993), University of California, Davis; Ph.D. (1998), University of California, Davis.

Father Peter Tynan, O.S.B. (2005) Library archivist. B.S. (1992), University of Nebraska-Lincoln; M.A. (1999), Gonzaga University; M.L.I.S. (2001), University of Wisconsin-Milwaukee; M.A., M.Div. (2011), Mount Angel Seminary.

Alexis N. Walker (2016) Assistant professor, political science. B.A. (2006) Willamette University; M.A. (2012) Cornell University; Ph.D. (2014) Cornell University.

Frank Washko (2014) Assistant Professor, mechanical engineering. B.S. (1994), M.S. (1995), M.B.A. (2001), and Ph.D. (2003), Wayne State University; J.D. (2007), Georgetown University.

Ian Werrett (2006) Associate professor, religious studies. B.A. (1996), Saint Martin's College; M.A. (2000), Trinity Western University; Ph.D. (2006), University of St. Andrews.

Dan Windisch (1989) Professor, education. B.A. (1970), Western Washington University; M.S. (1974), Old Dominion University; Ed.D. (1983), Washington State University.

Teresa Winstead (2007) Visiting assistant professor, sociology and cultural anthropology. B.A. (1994), Augustana College; M.A. (2005), Indiana University; Ph.D. (2013), Indiana University.

Thomas Woodruff (2010) Visiting assistant professor, psychology. B.A. (1979), Trinity University; M.A. (1991), University of Northern Colorado; Ph.D. (2002), University of Kansas.

Wook-Sung Yoo (2016) Associate Professor, computer science. D.D.S. (1982), Seoul National University; M.S. (1988), Florida Institute of Technology; Ph.D. (1995), Florida Institute of Technology.

Peggy Zorn (1995) Associate professor, counseling psychology. B.A. (1978), San Diego State University; M.A. (1985), Human Relations Institute.

FACULTY AND STAFF EMERITI

Chris Allaire

Associate professor emeritus, civil engineering. B.S. (1956), U.S. Military Academy; M.S. (1961), Texas A & M University;

James Harmon

Associate professor emeritus, civil engineering. B.S. (1961), U.S. Military Academy; M.S. (1964), Princeton University.

Robert Harvie

Professor emeritus, criminal justice. B.S. (1962), Washington State University; M.A. (1973), University of Illinois; J.D. (1972), University of Oregon.

Carl A. Manning

Professor emeritus, physics, mathematics. B.S. (1966), University of Illinois; M.S. (1969), University of Washington.

Gloria Martin

Professor emeritus, English. B.S. (1964), Edinboro State College; M.A. (1966), Purdue University; Ph.D. (1982), University of Wisconsin, Madison.

Mary Lou Peltier

Professor emeritus, biology. B.A. (1965), Immaculate Heart College, Los Angeles; M.A.(1969), Immaculate Heart College, Los Angeles.

Mary Conley Law

Registrar emeritus, registrar (1975), B.A. (1964) Culver-Stockton College; M.S. (1971) Illinois State University – Normal.

Anthony de Sam Lazaro

Professor emeritus, engineering. B.S. (1963), University of Madras, India; M.S. (1973), University of Moscow, Russia; M.Sc. (1978), University of Madras; Ph.D. (1989), University of Wales, Cardiff, United Kingdom.

Norma Shelan

Professor emeritus, community services, sociology. B.A. (1970), University of Texas; M.S.W. (1978), University of Washington.

David R. Spangler

President emeritus. B.S. (1962), U.S. Military Academy; M.S. (1966), University of Illinois; Ph.D. (1977), University of Illinois.

Haldon Wilson

Professor emeritus, business. B.A. (1966), The Citadel; M.P.A. (1978), University of Puget Sound; M.B.A. (1980), University of Puget Sound.

SAINT MARTIN'S ABBEY

Right Reverend Neal Roth, O.S.B.

Abbot

Father Justin McCreedy, O.S.B

Prior

St. Martin's Abbey

Lacey, Washington

Brother Boniface V. Lazarri, O.S.B.

University Corporation Secretary

St. Martin's University

Lacey, Washington

Brother Ramon Newell, O.S.B.

Subprior

BOARD OF TRUSTEES

Joseph S. William

Chair
Williams Group, LLC
Yelm, Washington Chair

A. Richard Panowicz

Vice-chair
Retired
Olympia, Washington

Abbot Neal G. Roth, O.S.B., '65,

Chancellor Abbot, St. Martin's Abbey
Lacey, Washington

Roy F. Heynderickx, Ph.D., President

President, Saint Martin's University
Lacey, Washington

Joseph Alongi HS '62, '64

Alongi Contracting
Olympia, Washington

Kenneth W. Anderson

Broker/Owner
Coldwell Banker
Evergreen Olympic Realty, Inc.
Olympia, Washington

Armandino A. Batali '59

President/Owner, Armandino's Salumi
Restaurant & Salumi Artisan Cured Meats
Seattle, Washington

Kathy Beecher

Human Resources (Retired)
Richland, Washington

Father Bede Classick, O.S.B.

Treasurer
St. Martin's Abbey
Lacey, Washington

John B. Carr, Ph.D., '59

Retired
Wilmington, Delaware

Medrice Coluccio

CEO, Providence Health & Services
Olympia, Washington

Sister Joyce Cox, BVM

Director for Ecumenical/Interreligious Dialogue
Archdiocese of Seattle
Seattle, Washington

Waite Dalrymple, '65

Parametrix (Retired)
Olympia, Washington
Br. Luke Devine, O.S.B., '01
St. Martin's Abbey
Lacey, Washington

Lori G. Drummond

CEO, Olympia Federal Savings
Olympia, Washington

Daniel Dugaw, DO, HS '68

Physician
Olympia, Washington

Gerry Gallagher '83

Vice President of Sales & Marketing
GM Nameplate
Seattle, Washington

Br. Boniface V. Lazzari, O.S.B., '67

St. Martin's Abbey
Lacey, Washington

Kathy Lombardo

Consultant
Olympia, Washington

Father Kilian Malvey, O.S.B. HS '55, '64

St. Martin's Abbey
Lacey, Washington

Matthew Marcus '94

Marcus Real Estate Services
Olympia, Washington

Father Justin McCreedy, O.S.B., HS'55, C'64

St. Martin's Abbey
Lacey, Washington

Br. Bede Nicol, O.S.B.

St. Martin's Abbey
Lacey, Washington

Kathleen C. O'Grady
President and Trustee
the O'Grady Foundation
New York, NY

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

Katie Opitz
Lieutenant Colonel Army
Nursing Corp (Retired),
The Wave Car Wash (owner)
Lacey, WA

George Parker '71
Boeing
Shoreline, WA

Pat Rants
President/Co-CEO, The Rants Group
Olympia, Washington

Richard A. Roney, '64
Owner - Northwest Tax & Financial Services
Centralia, Washington

Jay C. Rudd, MD
Ophthalmologist, Clarus Eye Center
Lacey, Washington

C. Court Stanley
President, Port Blakely Companies'
Forest Business
Centralia, Washington

Cynthia S. Worth
Attorney at Law, LL.M.
Tumwater, Washington

TRUSTEE EMERITI

Kenneth J. Berchtold '59
Northrop Grumman (Retired)
Los Angeles, California

Lillian Cady
(Retired)
Seattle, WA

G. Michael Cronk HS '61, '64
Chairman and CEO of
Purchasing Solutions, LLC
Oak Brook, Illinois

Mary Gentry '73
Attorney (Retired)
Olympia, Washington

Father Alfred J. Hulscher, O.S.B., '51
St. Martin's Abbey
Lacey, Washington

Harold Marcus, LHD '00
(Retired)
Olympia, Washington

Terence R. Monaghan, PE, CEng., '62
President, VECO Engineering Group (Retired)
Palm Desert, California
Olympia, Washington

UNIVERSITY ADMINISTRATION

Abbot Neal Roth, O.S.B.
Chancellor

Roy F. Heynderickx, Ph.D.
President

Molly E. Smith, Ph.D.
Provost and Vice President for Academic Affairs

Father Bede Classick, O.S.B.
Treasurer

Genevieve Canceko Chan
Vice President for Marketing
and Communications

Edward J. Barton, CFA, CPA, JD
Vice President of Finance

Br. Boniface V. Lazzari, O.S.B.
Secretary of Corporation

Cecilia Loveless
Vice President for Institutional Advancement

Melanie R. Richardson
Dean of Students

Pamela Holsinger-Fuchs, Ph.D
Dean of Enrollment

Josephine Yung
Vice President for International
Programs and Development

ADMINISTRATIVE OFFICES

University General Information

360-491-4700
FAX: 360-459-4124

Academic Affairs, Office of

Molly E. Smith, Ph.D., Provost and Vice President
for Academic Affairs
360-438-4310

Admissions, Office of

800-368-8803 / 360-438-4311

Alumni Relations, Office of

800-220-7722 / 360-486-8885

Arts and Sciences, College of

Jeff Crane, Ph.D., Dean
360-438-4564
jcrane@stmartin.edu

Athletics Department

Bob Grisham, Athletic Director
360-438-4305
bgrisham@stmartin.edu

Business, School of

Richard Beer, Ph.D., Dean
360-438-4512
jrbeer@stmartin.edu

Campus Life, Office of

Vacant, Director
360-438-4577

Campus Ministry, Office of

Angela Carlin, Director
360-412-6152

Career Development

Ann Adams, Associate Dean
360-486-8842
aadams@stmartin.edu

Centralia College Extended Campus

Carol Jacobs, Program Manager
360-736-9391 ext. 414
cjacobs@stmartin.edu

Counseling and Wellness, Office of

Jan Berney, Director
360-438-4371
jberney@stmartin.edu

Disability Support Services, Office of

Geoff Brown, Coordinator
360-438-4580
TTY: 360-438-4556
gbrown@stmartin.edu

**Education and Counseling
Psychology, College of**

Vacant
360-438-4333

Engineering, School of

David H. Olwell, Ph.D., Dean
360-438-4320
dolwell@stmartin.edu

Extended Campus-McChord Field

Mercedes Garrido, Campus Manager
253-584-3533
mgarrido@stmartin.edu

**Extended Learning Division (Joint Base
Lewis-McChord, Centralia College,
and Tacoma Community College)**

Radana Dvorak, Ph.D., Dean
360-412-6141
rdvorak@stmartin.edu

Finance Office

Edward J. Barton, CFA, CPA,
JD, CFO/Vice President
360-438-4390
ebarton@stmartin.edu

**Financial Aid, Office of (Student
Financial Service Center)**

Michael Grosso, Director
360-438-4463
mgrosso@stmartin.edu

Graduate Studies, Office of

Chris Maund, Associate Dean
of Graduate Studies
360-410-6142
cmaund@stmartin.edu

Housing and Residence Life, Office of

Timothy McClain, Director
360-412-6163
tmcclain@stmartin.edu

Human Resources, Office of

Cynthia Johnson, Director
360-486-8131
cjohnson@stmartin.edu

Institutional Advancement, Office of

Cecilia Loveless, Vice President
360-438-4586
cloveless@stmartin.edu

Integrated Technology Services, Office of

Greg Davis, Associate Vice President
360-438-8772
gdavis@stmartin.edu

**International Programs and
Development, Office of**

Josephine Yung, Vice President
360-438-4375
jyung@stmartin.edu

Joint Base Lewis-McChord (JBLM) Campus

Cruz Arroyo, Division Director
253-964-4688
carroyo@stmartin.edu

Learning and Writing Center

Deborah Debow, Director
360-438-8880
ddebow@stmartin.edu

Marketing and Communications, Office of

Genevieve Canceko Chan, Vice President
360-438-4332
gchan@stmartin.edu

O'Grady Library

Scot Harrison, Dean
360-486-8808
sharrison@stmartin.edu

President, Office of the

Roy F. Heynderickx Ph.D., President
360-438-4307
president@stmartin.edu

Public Safety, Office of
Howard Thronson, Director
360-486-8876
hthronson@stmartin.edu

Registrar, Office of the
Cindy Tayag, Registrar
360-438-4356
ctayag@stmartin.edu

Service & Diversity Initiatives, Office of
John Hopkins, Associate Dean
360-486-8847
jhopskins@stmartin.edu

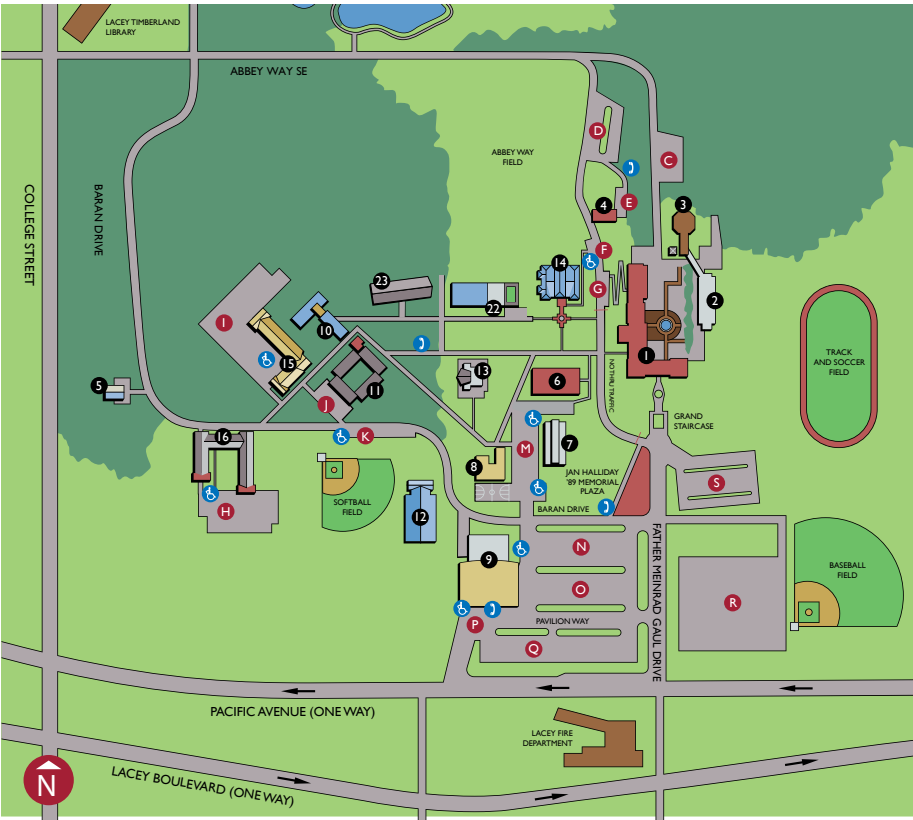
Student Financial Service Center
Debbie Long, Assistant Dean
360-438-4389
dlong@stmartin.edu

Student Affairs, Office of
Melanie Richardson, Dean of Students
360-438-4367
mrichardson@stmartin.edu

Veteran’s Benefit Certification Official
Ronda Vandergriff, Assistant Registrar
360-438-4356
rvandergriff@stmartin.edu

Website / www.stmartin.edu
Carl Lew, Web Manager
360-438-4461
clew@stmartin.edu

CAMPUS MAP



LEGEND

BUILDINGS

1. Old Main (Bookstore on 2nd floor)
2. Monastery
3. Abbey Church
4. Lynch Center (Abbey Guest House)
5. Zaverl Hall (Maintenance Building)
6. Harned Hall (Academic Building)
7. Engineering Annex
8. Trautman Student Union Building (TUB)
9. Hal and Inge Marcus Pavilion/Norman Worthington Conference Center
10. Baran Hall (Residence)
11. Burton Hall (Residence)
12. Charneski Recreation Center
13. Kreielsheimer Hall (Art Education)
14. O'Grady Library
15. Spangler Hall (Residence)
16. Parsons Hall (Residence)
22. Cebula Hall (Engineering)
23. Industrial Lab (Engineering)

PARKING

- C. University and Abbey visitor lot
- D. Lynch employee lot ★
- E. Lynch private guest lot
- F. O'Grady Library lot ♿
- G. Reserved employee lot ★
- H. Parsons Hall (resident student lot) ★
- I. Baran/Spangler Hall (resident student lot) ★
- J. Burton Hall (resident student lot) ★
- K. Softball (resident student/student lot) ★
- M. Employee lot ★
- N. NE Pavilion lot ★
- O. SE Pavilion lot ★
- Q. South Pavilion lot ★
- R. Overflow lot
- S. Grand Staircase student lot ★

★ = open parking

★ = permit required

♿ = handicapped only

DIRECTIONS TO SAINT MARTIN'S

From Interstate-5 Northbound:

Take College St. exit #108.
Turn right onto College Street.

From Interstate-5 Southbound:

Take Martin Way exit #109.
Turn right onto Martin Way.
Turn left onto College Street.

From College Street to Old Main Classroom and Administration Building:

Proceed to 6th Avenue. Turn left on 6th Avenue.
Follow signs to Old Main and visitor parking.

From College Street to the Hal and Inge Marcus Pavilion and Norman Worthington Conference Center:

Proceed to Lacey Boulevard; turn left. Proceed to Franz Street; turn left.
Proceed to Pacific Avenue; cross to the University entrance at
Father Meinrad Gaul Drive.
Follow signs to Pavilion and Conference Center.

**Information contained in this catalog is subject to change. Please consult
with the appropriate office with questions and/or concerns.**

INDEX

- A -

Abbey Church, 8, 257
Abbey, Saint Martin's, 5, 7, 8, 21, 251
About this catalog, 4
Academic calendar, 12-13
Academic dishonesty, 45-48
Academic honors, 48
Academic policies/procedures, 45-68
Academic probation, 48
Academic suspension, 48-49
Academic values, 7
Acceptance of admission offer, 19
Accounting, 171-175
Accounting courses, 173-175
 Accounting faculty, 171
 Accounting major, 172-173
 Accounting, preparation for
 CPA examination, 173
Accreditation, 4
Admission, 14-23
 Acceptance of admission offer, 19
 Application for, 16-17
 Application for readmission, 23
 Application for reinstatement, 23
 Education, 21
 Engineering, 21
 Extended learning, 20
 First-year, 15-17
 Graduate, 21
 International students, 22
 Summer Session, 21-22
 Transfer, 18
 Undergraduate, 14-24
Administration, University, 254
Administrative offices, 254-256
Advanced Placement, 17, 55
Advising, 49
All-University courses, 75
Application for admission, 16-17
 Applicants with military experience, 23
 Application for first-year admission, 16-17
Application for degree, 49

 Application for transfer admission, 19
Application for graduate programs, 21
 Home school applicants, 17
Areas of study, 73-74
Art, 66-77
 Art courses, 66-67
 Art faculty, 76
Arts and Sciences, College of, 75-171
Athletic and recreational programs, 24
Attendance, 49-53

- B -

Belltower, The, 28
Benedict of Nursia, 6, 8
Benedictine values, 7
Bachelor's degrees, requirements, 70
Baran Hall, 10, 37, 257
Burton Hall, 10, 29, 37, 257
Biology, 77-95
 Biology courses, 80-95
 Biology faculty, 77
 Biology major, 78
 Biology minor, 80
Board of trustees, 252-253
Board refund, 41-42
Bon Appetit, 10, 24
Bookstore, 10, 257
Business, School, 171-182
 Accounting, 171-175
 Business Administration, 175-180
 Concentrations, 171
 Economics, 180-182
Business Administration, 175-180
 Business Administration courses, 177-180
 Business Administration faculty, 171
 Business Administration major, 176-177
 Business Administration minor, 177

- C -

Calendars, 12-13
Campus dining services, 25
Campus facilities, 8-11

- Campus life, 26
- Campus map, 256-257
- Campus ministry, 27
- Career services, 27
- Cebula Hall, 8, 9, 257
- Center for Learning, Writing and Advising, 27
- Centralia College extended campus, 9, 20, 39
- Change of grade, 59
- Change of registration, 53
- Chemistry, 85-91
 - Chemistry courses, 87-91
 - Chemistry faculty, 85
 - Chemistry major
 - (Bachelor of Arts), 86
 - Chemistry major
 - (Bachelor of Science), 86-87
 - Chemistry minor, 87
- Civil engineering, 212-221
 - Civil engineering courses, 215-221
 - Civil engineering faculty, 212
 - Civil engineering major, 213-215
 - Master of Civil Engineering, 215-221
 - BSCE/MCE or MEM combined degree, 215
- Conduct, 11
- Commencement, 53
- Competency-based endorsements, 187, 196
- Computer science, 221-228
 - Computer science courses, 223-228
 - Computer science faculty, 221
 - Computer science major, 221-223
 - Computer science minor, 223
- Communication studies, 91-96
 - Communication studies faculty, 91
 - Communication studies major, 92
 - Communication studies minor, 92
 - Communication studies courses, 93-96
- Community services, 96-97
 - Community services courses, 97
 - Community services faculty, 96
 - Community services major, 96-97
- Core themes, 7
- Counseling and Wellness Center, 27-28, 255
- Course number classifications, 53
- Courses at extended campuses, 44
- CPA exam, preparation for, 173

- Credit for life experience
 - (FOCUS program), 37, 38, 53-54
- Credit through testing, 54-55
- Criminology and Criminal justice, 98-101
 - courses, 98-101
 - faculty, 98
 - major, 98
 - minor, 98
- Curriculum Resource Center, 10

- D -

- “D” grades, transfer of, 58
- Degree completion, 55
- Degree, application for, 49
- Dining services, 25
- Directed study, 55
- Directions to campus, 257
- Directory, 245-257
 - Administrative offices, 254-255
 - Board of trustees, 252-253
 - Deans, 246
 - Faculty, 246-250
 - Faculty and staff emeriti, 251
 - Saint Martin’s Abbey, 251
- Disability Support Services, Office, 28, 255
- Double major degree program, 56

- E -

- Economics, 180-182
 - Economics courses, 181-182
 - Economics faculty, 171
 - Economics minor, 180-181
- Education and Counseling Psychology,
 - College of, 182-207
 - Academic Policy, 186
 - Accreditation, 182
 - Competency-based endorsements, 183, 187
 - Conceptual framework, 184
 - Education minor, 195-196
 - Elementary education, 190-192
 - Physical education, 192-194
 - Reading minor, 196
 - Secondary education, 194-203
 - Special education, 203-206

- Student teaching/internship, 188
- Technology in education, 206-207
- Waiver and substitution option, 186
- Endorsements, Washington State
 - competency-based requirements, 183, 187, 196-197
 - Endorsements offered, 196-197
- Elementary education, 190-192
 - Elementary education faculty, 190
 - Elementary education major/endorsement, 190-191
 - Endorsements, second/additional, 191
- Emeriti, faculty and staff, 251
- Engineering, School of, 208-239
 - Bachelor of Science, 210
 - Civil engineering, 212-215
 - Computer Science, 221-228
 - Engineering, general courses, 212-215
 - Master of Civil Engineering (MCE), 215-221
 - Master of Engineering Management (MEM), 215-221
 - Mechanical engineering, 228-239
 - Minimum graduation requirements, 210
 - Transfer credits, 210
 - Undergraduate curriculum, 209-210
- English, 101-106
 - English courses, 103-106
 - English faculty, 101
 - English major, 102
 - English minor, 102
- English as a Second Language (ESL), 239-243
 - ESL courses, 241-243
 - ESL faculty, 239
- Enrollment, 56
- Enrollment at other colleges, 56
- Equal opportunity statement, 5
- Event Services and Facilities, 24
- Expenses, 37-39
- Extended learning, 9, 20-21
 - Admission, 20-21
 - Degree options, 20-21
 - Tuition refund policy, 41
 - Withdrawal policy, 68

- F -

- Facilities (campus), 8-11
- Faculty, 246-250
 - Faculty and staff emeriti, 251
- Family Educational Rights and Privacy Act (FERPA), 56-57
- Federal work-study, 36
- French, 168-169
- Fee schedule, 38-39
 - Payment, 39
 - Registration fees, 38
 - Special fees, 38-39
 - Student services fees, 38
- Filing a grievance about a grade, 60
- Financial aid, 30-36
 - Applying for, 30
 - Award, 30-31
 - Eligibility requirements for, 31-33
 - Grants (gift aid), 35
 - Other means, 36
 - Satisfactory Academic Progress, 31-32
 - Scholarships, 35
 - Student loans, 36
 - Timeframe to receive aid, 33
 - Undergraduate students, 32-33
- FOCUS program, 37, 38, 53-54
- Food service, 25

- G -

- Geography, 107
- GoArmyEd, 39, 40, 41
- Grade point average, 58
- Grades, 57
- Grants (gift aid), 35
- Grievance, procedure for filing, 60-61

- H -

- Hal and Inge Marcus Pavilion, 10, 11, 24, 257
- Harned Hall, 9, 257
- Health Center, 29
- Health insurance, 38
- History of Saint Martin's, 6
- History, 107-114
 - History courses, 109-114

History faculty, 107
History major, 108
History minor, 109
Home school applicants, 17
Humanities, Programs in, 75-171

- I -

Incomplete Grades, 58
 Incomplete, request for, 51
 Incomplete, removal of, 51
Independent study, 60
Interdisciplinary Studies, 114-115
International Baccalaureate, 55
International relations minor, 138-139
International students, 22
 Health insurance for, 38
International Programs and
 Development, Office of, 22, 28
Internships, 61
Insights, 28-29
Involuntary leave, 63-64

- J -

Japanese minor, 167, 169-170
Joint Base Lewis-McChord extended
 campus, 20, 42-44, 255

- K -

Kreielsheimer Hall, 9, 257

- L -

Lambert Lodge, 9
Late validation, 38-39
Leave of Absence, 61-64
Legal Studies, 116-117
Loans, student, 36
Location of Saint Martin's, 8

- M -

Majors and areas of study,
 undergraduate, 73-74
Marcus (Hal and Inge) Pavilion, 10, 11, 24, 257
Martin of Tours, 6

Master of Business Administration
 (MBA) program, 172, 162
Master's programs in engineering, 215-221
 Master of Civil Engineering (MCE)
 program, 215-221
 Master of Engineering Management
 (MEM) program, 215-221
 Combined degree (BSCE/MCE)
 program, 215-221
Mathematics, 118-123
 Mathematics courses, 120-123
 Mathematics faculty, 118
 Mathematics major (Bachelor of
 Arts), 119-120
 Mathematics major (Bachelor of
 Science), 118-119
 Mathematics minor, 120
McDonald, Angus, 6
Mechanical engineering, 228-239
 Educational objectives, 229-230
 Mechanical engineering courses, 232-239
 Mechanical engineering faculty, 229-230
 Mechanical engineering major, 230-231
 Combined degree (BSME/MME)
 program, 231-239
Military applicants, 23, 29
Military service (ROTC), 29
Mission of the University, 5
Mission statement, 5
Music, 123-129
 Music courses, 125-129
 Music faculty, 123
 Music major, 124-125
 Music minor, 125
Mukogawa Women's University, 6
Multimedia Center, 10

- N -

Non-degree students, 64-65
Norman Worthington Conference
 Center, 11, 24, 257

- O -

O'Grady Library, 9, 10, 38, 255, 257
Old Main, 8, 9, 10, 257

- P -

Parsons Hall, 10, 257
Pass/no pass grades, 58
Payment of fees, 36
Philosophy, 133-134
 Philosophy courses, 133-134
 Philosophy faculty, 133
 Philosophy minor, 133
Physical education, 192-194
 Physical education courses, 192-194
 Physical education faculty, 192
 Physical education minor, 192
Physics, 134-137
 Physics courses, 135-137
 Physics faculty, 134
 Physics minor, 135
Plagiarism, 46-47
Policies and procedures, 45-68
Political science, 137-141
 International relations minor, 138-139
 Political science courses, 139-141
 Political science faculty, 137
 Political science major, 138
 Political science minor, 138
Post 9/11 GI Bill, 23
Pre-law, 142
 Pre-law faculty, 142
Property loss or damage, 39
Psychology, 142-147
 Psychology courses, 143-147
 Psychology faculty, 142
 Psychology major, 142-143
 Psychology minor, 143
Publications, 29

- R -

Reading, minor (education), 196
Readmission, returning students, 23
 Application for, 23
Charneski, Recreation and fitness center,
 8, 24, 257

Refund policy, 39-41
 Action required, 40
 Calculations and appeals, 40
 Non-refundable payments, 40
 Room and Damage Deposit, 41
 Room refund, 42
 Withdrawal dates, 40-41
Registration, 65
Registration fees, 38
Religious studies, 148-151
 Religious studies courses, 149-151
 Religious studies faculty, 148
 Religious studies major, 148
 Religious studies minor, 148-149
Removal of incomplete grade, 59
Repeating courses, 65
Request for an incomplete grade, 58-59
Residence charges, 37-38
Residence halls, 10-11
Residence life, 25-26
Residency requirements, 65
RN to BSN in Nursing, 129-133
ROTC, 29
Running Start, 16-17

- S -

Saint Benedict of Nursia, 6, 8
Saint Martin of Tours, 6
Saint Martin's Abbey, 5, 7, 8, 21, 251
Satisfactory Academic Progress (SAP), 32
Schedule limitations, 65
Scholarships, 35
Secondary education, 194-203
 Secondary education faculty, 194
Science and Mathematics, Programs in, 75
Social Sciences, Programs in, 75-76
Society and Social Justice, 151
Social Justice, 152-153
Social Work, 153-157
 Social Work courses, 155-157
 Social Work faculty, 153
 Social Work major, 154
 Social Work minor, 155
Sociology and cultural anthropology, 157-161
 Sociology courses, 158-161
 Sociology faculty, 157

- Sociology major, 158
- Sociology minor, 158
- Spangler Hall, 11, 37, 257
- Spanish, 170-171
- Special education, 203-206
 - Special education courses, 205-206
 - Special education faculty, 203
 - Special education minor, 204-205
- Special fees, 38-39
- Spiritual Life Institute, 21, 148, 151
- St. Gertrude Dining Hall, 10
- Student affairs, 26, 256
- Student classification, 66
- Student conduct, 11
- Student Health Center, 29
- Student health insurance, 38, 40
- Student responsibility, 66
- Student Right to Know Act, 66
- Student services fees, 38
- Student teaching, 188
- Students and military service, 29
- Summer Session, 21-22
- Suspension, 49

- T -

- Table of contents, 2
- Technology in education, 206-207
 - Technology in education courses, 206-207
- Technology in education faculty, 206
- Theatre arts, 161-164
 - Theatre arts courses, 162-164
 - Theatre arts faculty, 161
 - Theatre arts major, 161-162
 - Theatre arts minor, 162
- Track and field facility, 11, 24
- Transcripts, 66
- Transfer admission, 19
- Transfer "D" grades, 58
- Trautman Student Union Building, 9, 11, 257
- Tuition rates, 37
- Tuition refunds, 40-41

- U -

- Undergraduate majors and areas of study, 73-74
- Undergraduate programs, 69-239

- V -

- Veterans, 23, 66-67
- Veterans Administration, vocational rehabilitation applicants, 23
- Voluntary medical leave of absence, 62-63

- W -

- Waiver of Degree Requirements, 67
- Washington State competency-based endorsement requirements, 196-197
- Washington, D.C. programs, 61
- Withdrawal, 68
 - From extended campus courses, 68
 - From Lacey campus courses, 68
 - From University, 68
- Women's studies, 165-166
 - Women's studies courses, 165-166
 - Women's studies faculty, 165
 - Women's studies minor, 165
- Work study, 36
- World languages, 166-171
 - Chinese, 167-168
 - French, 168-169
 - French minor, 167
 - Japanese, 169-170
 - Japanese minor, 167
 - Spanish, 170-171
 - World language courses, 167-171
 - World languages faculty, 166
- Worthington (Norman) Conference Center, 11, 24, 257
- Writing Minor, 102-103

- Y -

- Yellow Ribbon Program, 23

- Z -

- Zaverl Hall, 11, 257