

hensive *Class Schedule* for the five institutions is published annually to facilitate the exchange of courses and students among the colleges.

Full-time, degree-seeking undergraduate students in the day division are eligible to register for exchange courses in the fall and spring semesters. Students are limited to one exchange course each semester. An exception to this are students majoring in Social Work or Theater, each of which is a joint program with the College of St. Catherine.

Exchange courses are not transfer courses, and thus courses taken through the ACTC are considered UST courses and do not impact senior residency requirement. *Note:* For courses during the summer sessions, students register at the college offering the courses and have a transcript of the completed work sent to St. Thomas. These summer courses are considered transfer courses.

In addition to the course exchange, St. Thomas students may choose a major or minor area of concentration at any of the other four institutions. The student must be accepted into the major or minor by the appropriate department chair at the school where the program is offered. The proposed program must be approved by the Committee on Studies at St. Thomas.

The 4-1-4 Calendar

The undergraduate program follows a 4-1-4 calendar. This calendar consists of a fall semester during the months of September through December, a four-week January term, and a spring semester during the months of February through May. Each of the semesters consists of approximately 14 weeks of classes and a four-day examination period.

Regular Semesters

During the fall and spring semesters, a student normally enrolls for sixteen credits.

The January Term

Students may enroll for a maximum of four credits in a January term.

Summer Sessions

The university offers two six-week sessions, one eight-week session and one twelve-week session during the months of June through August. A student may enroll for a maximum of eight credits in a given session, with a maximum of sixteen credits for the summer.



Requirements for a Degree

To receive a bachelor's degree, a student must successfully complete a minimum of 132 credits and fulfill all degree requirements.

A minimum grade point average (GPA) of 2.00 must be achieved in all of the following categories:

- all credits presented for graduation (including transfer credits)
- all credits earned at St. Thomas
- all credits in the department of the major field (including transfer credits)
- all credits in the department of the major field earned at St. Thomas.

If the student has elected to declare a minor field, all credits in the department of the minor (including transfer credits) and all credits in the department of the minor field earned at St. Thomas must have a GPA of 2.00.

In addition, the student must earn a minimum of 84 credits in areas outside the major field.

No more than eight credits in Experiential Learning may be counted toward the minimum 132 credits for graduation.

No more than one-eighth of the courses taken at St. Thomas presented for graduation may be graded on the S-D-R system.

No two courses may be equivalent or overlapping. (Credit is not given for a course that overlaps a course previously taken or a cross-listed course in another department. Such courses are indicated in the course descriptions by the number of the conflicting courses in parentheses following the title.)

The same course may be used to satisfy both a requirement in the core curriculum and in the major and minor fields.

Within the core curriculum, the same course may satisfy a core or core-area requirement and simultaneously satisfy the requirement in human diversity or computer competency.

Senior residency requires that a graduate have completed thirty-two of the final thirty-six credits at St. Thomas, at one of the other four ACTC colleges, or through an affiliated program.

The Core Curriculum

All bachelor degrees awarded by the University of St. Thomas shall meet the core curriculum requirements of the undergraduate program. The core curriculum is organized into nine curricular areas and two competency requirements.

Courses used to satisfy the requirement in a curricular area are of two types:

- core courses* – in which a specific course is designated as fulfilling a requirement; and
- core-area courses* – in which a selection is made from a list of courses designated as fulfilling the requirement.

Requirements for Degree

Curricular Areas

Literature and Writing

(8 credits)

This sequence of courses develops students' critical awareness of language by helping them to recognize the relationship between their own experience and the interpretive possibilities of literature. Attention is paid to the integration of the individual's composing process and the process of reading and understanding texts. These courses foster attentive reading, careful thinking, and effective writing. There are two ways to fulfill this requirement:

a) students enroll in these two core courses:

- ENGL 111 Critical Reading and Writing I:
Fiction and Nonfiction Prose
ENGL 112 Critical Reading and Writing II:
Drama and Poetry

b) students with qualifying ACT scores enroll in:

- ENGL 190 Critical Reading and Writing:
Major Genres

plus

one additional core-area literature course in English numbered above 200 with the exception of ENGL 251, 252, 253, 300, 305, 321, 322, 326, 380, 401, 402, 403, and 480.

Moral and Philosophical Reasoning

(8 credits)

What am I? How should I live? Philosophers throughout the centuries have pondered these questions which are of decisive importance for the whole of human life.

In the first course, students will study the elements of logic, the method of philosophy, and will read about the nature of the human person. In the second course, students will focus on questions of human conduct – questions about what is right and wrong, good and bad, in the lives of individual persons and human societies. These courses are not mere histories of philosophical opinion; they are substantive inquiries into the meaning of human life insofar as it can be grasped by reason alone. Thus, they complement the courses students take in theology and in other areas.

The two core courses are:

- PHIL 115 Philosophy of the Human Person
PHIL 214 or 215 Introductory Ethics

Natural Science and Mathematical and Quantitative Reasoning

(12 credits)

Students are required to take a core-area course in natural science with a laboratory component, a core-area course in mathematics, and a third core-area course in natural science (with a laboratory component), mathematics (MATH 114 or higher), quantitative reasoning or computer science.

Core-area courses in natural science focus on the natural world and develop students' abilities to evaluate scientific arguments critically, and enhance their quantitative and analytical reasoning skills. The laboratory component of these courses is an inquiry-based approach with opportunities for students to refine their observational skills through the

acquisition and organization of data, analysis and interpretation of data, and the presentation of conclusions orally or in writing.

Students select one of the following core-area natural science courses:

- BIOL 101 General Biology*
BIOL 102 Conservation Biology
BIOL 105 Human Biology*
BIOL 201 Diversity and Adaptation
BIOL 202 Genetics and Population Biology
CHEM 100 Chemistry in Our World
CHEM 101 Environmental Chemistry
CHEM 111 General Chemistry I
CHEM 112 General Chemistry II
CHEM 115 Accelerated General Chemistry
GEOL 102 Origins and Methods
GEOL 110 Geology of the National Parks
GEOL 111 Introductory Physical Geology
GEOL 113 The Earth's Record of Climate
GEOL 114 The Science of Natural Disasters
GEOL 115 Environmental Geology
GEOL 130 Earth History
GEOL 211 Mineralogy
GEOL 220 Oceanography
GEOL 252 Geomorphology
GEOL 260 Regional Geology and Field Methods
IDSC 150 Development of the Natural World
PHYS 101 Physics as a Liberal Art I
PHYS 102 Physics as a Liberal Art II
PHYS 104 Astronomy
PHYS 105 Musical Acoustics
PHYS 109 General Physics I
PHYS 110 General Physics II
PHYS 111 Introduction to Classical Physics I
PHYS 112 Introduction to Classical Physics II

*only one of these courses may be counted toward the natural science requirement

The core-area courses in mathematical reasoning include experience in the application of relevant knowledge to solve problems, promote the recognition and classification of numerical, geometrical, and relational patterns, enhance students' abilities to develop mathematical arguments, and to understand the connections between real-world data and mathematical models.

Students select one of the following core-area mathematics courses:

- MATH 100 Mathematical Sampler
MATH 101 Finite Mathematics
MATH 109 Calculus With Review II
MATH 111 Calculus for Business and Social Science
MATH 113 Calculus I
MATH 114 Calculus II
MATH 121 Structures of Elementary Mathematics
MATH 128 Introduction to Discrete Mathematics

The third core-area courses allow students to broaden or deepen their exposure to natural science, mathematics, quantitative reasoning and/or computer science.

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Students select a core-area course from the following list:

MATH	114	Calculus II
MATH	121	Structures of Elementary Mathematics
MATH	128	Introduction to Discrete Mathematics
QMCS	120	Computers in Elementary Education and LOGO
QMCS	220	Statistics I

or

a second natural science course (with laboratory) from the first group

Faith and the Catholic Tradition

(12 credits)

Certain questions continue to be of pervasive concern for human beings: the nature of the universe, the existence and nature of God, the nature of human beings, the proper relationship of a human being to his or her world, the source of evil and the possibility of redemption, to name but a few. This sequence of three courses aims to acquaint students with the nature and importance of these questions and will assist them in articulating for themselves responses which have been formulated in light of their knowledge of the Catholic tradition and the Christian faith.

The first, a core course, provides students with a theological framework within which individuals and groups have addressed questions of faith and human existence throughout Christian history.

The second set of core-area courses provides students with an opportunity to address these same questions of human existence in four themes: revelation, Christian anthropology, worship and cultural engagement.

The third set of core-area courses allow students both the opportunity to engage questions which relate to faith and culture and to integrate the knowledge with other disciplines.

Students select three courses as follows:

THEO	101	The Christian Theological Tradition
or		
THEO	102	The Christian Theological Tradition: The Bible and the Early Church (2 credits)
and		
THEO	103	The Christian Theological Tradition: St. Augustine to the Present (2 credits)

plus:

THEO	200-level course
THEO	300-level course

Social Analysis

(4 credits)

The goal of this requirement is to ensure that all students develop basic abilities to perform social scientific analyses of patterns of social interactions. Core-area courses in social analysis provide a broad introduction to the perspectives offered by one of the traditional social sciences. Courses will consider empirical and/or normative analysis, how social science knowledge differs from other kinds of know-

edge, what constitutes data, the relationship between data and theory, and major conceptual perspectives. Where appropriate, courses will provide an understanding of and sensitivity to the diversity of American and/or other societies, an international perspective, and will address issues of social concern.

To meet this requirement, students must earn the equivalent of a full course in a single department. Students may not use fractional courses from multiple departments to meet the requirement.

Students choose one of the following core-area courses:

ECON	211	Current Economic Issues
ECON	251	Principles of Macroeconomics
ECON	252	Principles of Microeconomics
GEOG	111	Human Geography
GEOG	113	World Geography
POL	105	Politics and Government in Comparative Perspective
PSY	111	General Psychology
SOC	100	Introduction to Sociology
SOC	110	Social Problems

Historical Studies

(4 credits)

Core-area courses in historical studies aim to increase students' knowledge of the history of the modern world and its origins. Each of these courses also provides an introduction to historical methods of inquiry and analysis. A third goal is to foster awareness of the diversity within human history. Students choose one of the following core-area courses:

HIST	111	Origins of the Modern World to 1550
HIST	112	The History of the Modern World since 1550
HIST	113	Early America in Global Perspective
HIST	114	The Modern U.S. in Global Perspective

Fine Arts

(4 credits)

A core-area course in one of the fine arts aims to enhance students' understanding of and appreciation for one or more of the fine arts (art, music, or theater). Students gain an understanding of the role of the fine arts in expressing and maintaining, discovering and questioning a culture's dominant beliefs and ideals. The focus of these courses is broad enough to encompass different periods, cultures, and styles, but also allows an intensive scrutiny of the way in which the work of art, music, or theater is composed and created. Students have a variety of choices in fulfilling this requirement.

Students may choose one of the following core-area courses:

ARTH	151	Introduction to Art History I
ARTH	152	Introduction to Art History II
ARTH	159	Principles of Art History (2 credits)
ARTH	280	Sacred Architecture and Space
ARTH	285	Arts of Africa and the African Diaspora

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ARTH	286	Women's Art in Cross-Cultural Perspective
ARTH	289	Asian Art
ARTH	291	Topics in Non-Western Art
ARTH	297	Topics
ARTH	300	Ancient Near East and Egypt
ARTH	305	Greek Art and Archaeology
ARTH	310	Roman Art and Archaeology
ARTH	320	Art and Culture of Colonial Mexico
ARTH	330	Churches and Mosques in the First Millennium
ARTH	335	Cathedrals, Monasteries, and Caliphates
ARTH	340	Southern Renaissance Art and Society
ARTH	345	Baroque and Rococo Art
ARTH	347	Golden Age of Spain
ARTH	350	19th Century: Neoclassicism to Symbolism
ARTH	355	20th Century: Cubism to Installation
ARTH	391	Native American Art
ARTH	392	American Art
MUSC	115	Understanding Music & Culture
MUSC	118	Understanding Music & Culture to 1850 (2 credits)
MUSC	119	Understanding Music & Culture 1850 to Present (2 credits)
MUSC	120	Orchestral Literature
MUSC	130	Introduction to World Music
MUSC	216	Jazz in America
MUSC	217	Music of the Americas
MUSC	218	Black American Music: An Historical Survey
MUSC	219	Music in the United States
MUSC	222	theology of American Popular Music
MUSC	412	History & Literature of Music II
THR	111	Introduction to the Theater
THR	221	History of Theater I: Classical through 17th Century
THR	222	History of Theater II: 18th Century to Contemporary
THR	223	History of Theater III: American
THR	259	Film I: Introduction to Narrative and Non-Narrative World Cinema
THR	260	History of Film: The Silent Era
THR	261	History of Film: Sound Era, 1926 to Present Day
THR	297	Topics
THR	359	Film II: Film Theory and Criticism
THR	412	Drama: Theory and Criticism

Students may choose to participate for four semesters in one of the following music ensembles:

MUSN	140	Women's Choir
MUSN	142	Chamber Singers
MUSN	143	Liturgical Choir
MUSN	160	Concert Choir
MUSN	185	Symphonic Band
MUSN	186	Symphonic Wind Ensemble

(a combination of four semesters in 142 and 160 or 185 and 186 will fulfill the requirement)

Language and Culture

(12 credits)

A sequence of foreign language study aims to develop students' skills in using a foreign language in a variety of tasks, including conversing, reading, writing and listening with comprehension. The language is used as the essential vehicle for coming to a deeper understanding of other cultures. The courses guide students toward a realization that the study of a foreign language provides a comparative basis from which to analyze their own language and culture. Study of the language will allow students to relate course content with that of courses taught in other disciplines.

Students must complete the 111, 112, and 211 sequence in a particular language. All students with previous language experience must take a placement examination administered by the Department of Modern and Classical Languages. The student's previous work in the language will be considered. The Department of Modern and Classical Languages will make the final determination regarding the placement of students in foreign language courses.

Students with sufficient proficiency in a language may test out of 211 and receive a waiver of the requirement. A waiver does *not* add credits on the student's transcript.

Students whose primary language of communication is a language other than English and who have learned English as a second language are exempt from the foreign language requirement. It is the student's responsibility to present evidence to the chair of the department to support this exemption request.

Human Diversity

(4 credits)

Courses fulfilling the human diversity requirement focus on one or more of the following areas of inquiry: racial and ethnic minorities; class; gender; marginalized groups; non-Western culture.

These courses assist students in understanding the perspectives, values, experiences, works and achievements of the peoples and cultures being studied, recognizing that the experiences, beliefs, and values of any group being studied are not monolithic, but may vary widely within the group. Whenever possible they include materials (*e.g.*, writings, films, narratives, oral histories, artwork) which are produced by the population or culture under study.

Courses consider ways in which individual preconceptions, stereotypes, and assumptions affect understanding of issues related to diversity or consider ways in which position and privilege affect understanding of issues related to diversity. In addition, these courses address ways in which power and privilege operate at the institutional/systemic level.

Courses fulfilling the human diversity requirement explicitly address the ways in which the study of diversity is valuable to a liberal arts education and fosters respect for the diversity of peoples and cultures within the fundamental unity of humankind. These courses also address how the discipline involved contributes to an understanding of the groups or culture under study and how the per-

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spectives of the groups or culture might expand understanding of the discipline itself.

Courses available to fulfill the requirement are:

ACST	200	Introduction to American Cultural Studies	MUSC	222	The Theology of American Popular Music
ARTH	151	Introduction to Art History I	PHIL	208	Indian Philosophy
ARTH	152	Introduction to Art History II	PHIL	210	Chinese Philosophy
ARTH	285	Arts of Africa and the African Diaspora	PHIL	215	Ethics East and West
ARTH	286	Women's Art in Cross-cultural Perspective	POL	105	Politics and Government in Comparative Perspective
ARTH	289	Asian Art	POL	352	Third World Politics and Government
ARTH	291	Topics in Non-Western Art	PSY	151	Cross-Cultural Psychology
ARTH	320	Art and Architecture of Colonial Mexico	PSY	205	Psychology of Women
ARTH	391	Native American Art	SABD		<i>See the Office of International Studies for courses that have been approved.</i>
BLAW	352	Gender Issues and the Law	SOC	100	Introduction to Sociology
CATH	308	Woman and Man	SOC	110	Social Problems
CATH	326	Church in Latin America (THEO 326)	SOC	251	Race and Ethnicity
COMM	322	Intercultural Communication	SOC	255	Gender in American Society
COMM	340	Rhetoric of Race, Class, and Gender	SOC	301	General Anthropology
ECON	345	Economics of Development and Growth	SOC	330	Religion and Society
ECON	346	Country and Area Studies in Economics (dependent upon country involved)	SOC	351	Immigration, Fear and Hate
EDUC	212	Human Relations and Multicultural Education	SOWK	340	Human Behavior and the Social Environment
ENGL	217	Multicultural Literature	THEO	305	Theologies of Justice and Peace
ENGL	218	Literature by Women: Critical History	THEO	322	Theology of Global Economics
ENGL	337	The Literature of Human Diversity	THEO	326	Church in Latin America (CATH 326)
ENGL	341	Literature by Women: Critical Questions	THEO	331	Christianity and World Religions
ENTR	390	Diversity Issues in Entrepreneurship	THEO	332	Judaism
GEOG	111	Human Geography	THEO	333	Contemporary Judaism
GEOG	113	World Geography	THEO	334	Islam
HIST	210	Modern Latin America, 1800 to Present	THEO	353	Women and the Old Testament
HIST	220	Introduction to Japanese History and Culture	THEO	354	Women and the Christian Tradition
HIST	340	Foundations of Modern China	THEO	359	Women in the Early Church
HIST	341	The History of Modern China	THEO	361	Black Religious Experience
HIST	345	Family and Women in Chinese History	UMAIE		<i>See the Office of International Studies for courses that have been approved.</i>
HIST	347	The Modernization of Taiwan, Hong Kong, and China	WMST	205	Foundations in Women's Studies
HIST	366	The Catholic Church in the United States			
HIST	368	Women in the United States			
HIST	369	African-American History			
HIST	372	The United States and Vietnam			
IDSC	291	The Anatomy of Violence			
IDSC	312	Gender and Science			
JOUR	305	Gender, Race and Mass Media			
JPST	250	Introduction to Justice and Peace Studies			
MUSC	130	Introduction to World Music			
MUSC	216	Jazz in America			
MUSC	217	Music of the Americas			
MUSC	218	Black American Music: An Historical Survey			

Competency Requirements

Computer Competency

Technology is very much a part of our world. The computer is the basic tool to much of this technology. The goals of the computer competency requirement are to:

1. Focus on the basic skills that all students, regardless of major, should have;
2. Be a building block upon which majors can add as appropriate;
3. Prepare students for the applications they are likely to encounter after graduation, in a modern technological society.

The Computer Competency requirement includes two first-year requirements and a second-level requirement. The first-year requirements correspond to goal number 1 above and are intended to verify that students have the basic technological skills that instructors will expect for completing coursework. The second-level requirement corresponds to goals 2 and 3 and is intended to provide an opportunity for students to learn and demonstrate a computer-related competency more directly related to each student's chosen major field and future career.

Reflecting the constantly changing nature of the computer world, the detailed requirements of

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the competency also change. The current process may be found in *The Computer Competency Requirement at the University of St. Thomas: A Guide for Students* available from the office of Academic Counseling.

The following sampling of courses contain computer components beyond the basic skills, and will satisfy the second-level Computer Competency.

BIOL	102	Conservation Biology
BIOL	210	Introduction to Laboratory Research
BIOL	315	Biology of Plants
BIOL	333	Ecology
BIOL	354	Neurobiology
BIOL	415	Plant Physiology and Adaptation to Stress
CHEM	300	Quantitative Analysis
CHEM	331	Chemical Thermodynamics and Reaction Dynamics
CHEM	332	Quantum Chemistry and Molecular Spectroscopy
COMM	160	Electronic Media Production
COMM	260	Audio Production
COMM	270	Videography: Television Production in the Field
COMM	370	Advanced Video Production
ECON	311	Forecasting
ECON	315	Empirical Methods in Economics
ENGL	380	Issues in English Studies
ENGL	480	Literary Magazine Practicum
ENVR	151	Humans and the Environment
GEOG	112	Physical Geography
GEOG	221	Computer Skills in Geography
GEOG	222	Geographical Analysis
GEOG	223	Remote Sensing
GEOG	321	Geographic Information Systems
GEOG	421	Advanced Geographic Information Systems
HLTH	440	Health Education: 5-12 Curriculum, Assessment and Administration
HLTH	464	Critical Issues in Health Education
JOUR	220	Design Concepts of Communication
JOUR	225	Writing and Designing for the Web
JOUR	350	Public Relations Writing
JOUR	410	Advanced Reporting
MATH	108	Calculus with Review I
MATH	109	Calculus with Review II
MATH	113	Calculus I
MATH	114	Calculus II
MATH	200	Multi-Variable Calculus
MATH	210	Linear Algebra and Differential Equations
MATH	303	Statistics for the Applied Sciences
MATH	313	Probability
MUSC	150	MIDI Studio (2 credits)
MUSC	180	Multi-track Recording (2 credits)
MUSC	220	Digital Recording and Sampling (2 credits)
MUSC	240	Music/Audio Post Production (2 credits)
MUSC	303	Music Notation on Computer (2 credits)

PHYS	105	Musical Acoustics
PHYS	111	Introduction to Classical Physics I
PHYS	112	Introduction to Classical Physics II
PHYS	225	Introduction to Modern Physics I
PHYS	226	Introduction to Modern Physics II
PHYS	399	Advanced Physics Laboratory I
PHYS	400	Advanced Physics Laboratory II
POL	205	Introduction to the American Public Policy Process
QMCS	110	Introduction to Information Processing
QMCS	120	Computers in Elementary Education and LOGO
QMCS	201	Introductory Statistics II
QMCS	215	Rapid Application Development
QMCS	220	Statistics I
QMCS	230	Software Design Using the JAVA Language
QMCS	238	Software Design using Business Programming Languages
QMCS	281	Object-oriented Design and Programming
QMCS	300	Computer Organization
QMCS	342	Computer Applications in Experimental Sciences
QMCS	410	Operations Research I
SOC	220	Sociological Analysis
SOWK	380	Social Research: Designs and Statistical Applications

Health and Fitness

(0 credit)

This course in health and fitness provides students with the knowledge, skill, and technique necessary to become a physically-educated person: persons who are able to design and maintain a lifestyle of fitness and wellness. As students complete this competency requirement, they should develop a knowledge and understanding of the role of physical activity in their lives, and how it contributes to lifelong health and wellness; and they should have a better understanding of the extent to which physical activity contributes to all dimensions of an individual's life.

It is strongly recommended that this requirement be completed by the end of the freshman year, or at least by the end of the third semester.

Students enroll in the following core course:

PHED	100	Foundations for Fitness
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Major Requirements

Regular Majors

After a student has completed 48 semester credits, a student must apply to be admitted to a major in his or her chosen field. Admission to a major field is necessary to allow the student the opportunity to continue registering with his/her class.

A student must complete one of the regular major concentrations described in the section on Curricula with a grade point average of 2.00 or better in courses taken in the department of the major required for the major. (See section on Academic Programs for a list of these majors.)

A major in a Bachelor of Arts degree program consists of 28 to 44 credits in the area of concentration plus allied courses as specified by the depart-

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ment in which the major is offered. No more than 48 semester credits in the department of the major field or 48 credits in the College of Business for majors in the area of business may be counted toward the 132 credits required for a degree.

A major in a Bachelor of Science degree program (or an Engineering program) may require more than 48 semester credits in the field of the major.

At least 84 credits must be presented that are not in the department of the major for all baccalaureate degrees. For majors in the areas of business, these credits must be outside the College of Business.

Students with transfer courses in the major must also attain a 2.00 grade point average for the courses taken in the department of the major at St. Thomas. (See section on Requirements for a Degree).

If major field requirements or courses specified in the catalog are no longer available, the chair of the appropriate department will designate acceptable substitutes for the major program.

The department has the right to specify how many courses in the major field (and at what level) must be taken at St. Thomas. Students may earn more than one major.

Procedures for applying to a major are available from the Office of the University Registrar.

Majors at other ACTC Institutions

A student wishing to complete a major offered at one of the ACTC schools (and not offered at St. Thomas), must file a petition with the Committee on Studies for approval. In the petition, the student should indicate his/her acceptance for the major by the chair of the department at the other institution, the list of courses that will need to be completed at that institution, and the name of a St. Thomas faculty member in a closely-related field who will act as an adviser. Core curriculum requirements for St. Thomas and any prerequisites for courses in the major program offered at St. Thomas will be taken on the home campus.

Individualized Majors

A student may pursue a major other than one of the regular majors described in the section on Curricula.

An individualized major requires the selection of a faculty adviser, a proposal explaining the rationale for the selection of courses (which should include lower- and upper-division courses), a number of credits in accordance with the guidelines for a regular major, and approval by the Committee on Studies.

Minor Requirements

Regular Minors

A student is not required to complete a minor. A minor consists of 20 to 26 credits in the area of concentration including all prerequisites and allied courses as determined by the department or program offering the minor.

A minimum grade point average of 2.00 is required for the courses in the minor. Transfer students must also attain a minimum grade point aver-

age of 2.00 for minor courses taken at St. Thomas.

The department has the right to specify how many courses in the minor field (and at what level) must be taken at St. Thomas.

A student may earn more than one minor.

Minors at other ACTC Institutions

A student wishing to complete a minor offered at one of the ACTC schools (and not offered at St. Thomas), must file a petition with the Committee on Studies for approval. In the petition, the student should indicate his/her acceptance for the minor by the chair of the department at the other institution, and the list of courses that need to be completed.

Individualized Minors

A faculty adviser should be chosen for the minor. Individualized minors must be approved by the Committee on Studies.

Senior Residency Requirement

Thirty-two of the final 36 credits that a student takes for the degree must be taken through the University of St. Thomas. Credits earned at ACTC colleges and through affiliated programs are considered exchange credits and count toward the residency requirement.

Addition of major, minor, or degree after graduation

A student who has been graduated from the University of St. Thomas may add an additional major by fulfilling all the remaining requirements of the major. The 32-credit senior residency requirement need not be met a second time. No more than one additional transfer course may be used to meet major and allied requirements.

A student who has been graduated from the University of St. Thomas may add a minor by fulfilling all the remaining requirements of the minor. The 32-credit senior residency requirement need not be met a second time. No more than one additional transfer course may be used to meet minor and allied requirements.

A student who has been graduated from the University of St. Thomas may add a second degree (such as a B.S. added to the original B.A.) by fulfilling all the remaining requirements of the degree. The 32-credit senior residency requirement need not be met a second time. The second degree may not be in the same discipline as the original degree.

