

Requirements for a Degree

The Washington Semester involves seminars, research and internships drawing on governmental and private organization resources in the Washington area. Nominations to participate are made by the university, with final acceptance decided by American University.

Upon successful completion of four courses, 16 semester credits are earned and transferred to St. Thomas.

IDSC 310 Washington Semester (16 credits)



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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 (Opus College of Business for business majors) of the major field (including transfer credits)
- all credits in the department (Opus College of Business for business majors) of the major field earned at St. Thomas.

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

In addition, students in all majors except the 2008 business major areas must earn a minimum of 84 credits outside the major field. Students following the 2008 business major requirements must earn a minimum of 76 credits outside the Opus College of Business.

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.

Goals of the Core Curriculum

The importance of offering a well integrated undergraduate core curriculum flows from the commitment of St. Thomas as a Catholic university to the underlying unity of the human person: we are called to integrity in our personal, social, and spiritual lives. The unity of the person entails the interrelatedness of the various branches of knowledge, and we are guided in our search for such interrelations by the recognition that faith and reason

are fundamentally compatible and complementary. Moreover, this vision of the human person brings into focus the communitarian dimension of the person, leading us to emphasize the ethical and social development of all students and to insist that knowledge should serve the common good. Finally, because this tradition calls upon us to recognize the dignity of the human person, the curriculum fosters both an appreciation for the life of the mind and an awareness of interdependence with others on local, national, and global levels.

Drawing upon the Catholic identity of the university as an overarching principle, the undergraduate program is then framed by three additional key principles: *the pursuit of liberal learning*, serving as a foundation for *career preparation* viewed as cultivating a vocation to serve the common good, leading to *fruitful interaction with the urban community* within which the university flourishes.

Students formed within the architecture of such a curriculum will exhibit a love of learning and will act in accord with their deeper understanding of the responsibilities they carry within the various communities within which they participate. Through their learning they will be prepared to engage in fruitful dialogue across the many differences that constitute the polyphony of human culture, standing open to being challenged while exhibiting a readiness to seek out the deepest insights of those who at first might have seemed strikingly different from themselves.

To further these overarching objectives, graduates of St. Thomas should have developed:

- the ability to think analytically, critically, and creatively, and to solve problems by applying knowledge in appropriate circumstances
- the ability to write and speak clearly, to read demanding works with comprehension, to listen and observe carefully, and to respond appreciatively to the precise and imaginative use of language
- an understanding of the fine arts as modes of expression that deepen human experience and open new perspectives on human cultures
- an understanding of the nature and function of faith and the Catholic tradition in the modern world
- the ability to articulate and support moral and ethical judgments about what constitutes good actions and a good society
- the ability to participate responsibly in a democratic society, to respect the value of informed dialogue and to give thoughtful consideration to differing ideas
- an understanding of the responsibility of educated persons to contribute to the communities and the environment in which they live on local, national, and global levels
- knowledge of their own and others' cultures and traditions, including non-Western and non-majority cultures, and respect for the diversity of peoples and cultures within the fundamental unity of humankind
- knowledge of the natural world and of the modes of inquiry cultivated by the natural sciences
- the ability to reason quantitatively and to evaluate basic mathematical and statistical arguments
- the ability to understand how the power of technology can be used in service of the common good and as a tool within academic disciplines

- the ability to use knowledge from various fields and to integrate ideas across disciplinary boundaries
- knowledge in depth in at least one field of study, including an understanding of the route to acquiring knowledge and demonstration of some ability to do research or learn independently in that field.

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.

Overview of requirements:

Literature and Writing - 8 credits

Moral and Philosophical Reasoning - 8 credits

Natural Science and Mathematical and Quantitative Reasoning - 12 credits

Faith and the Catholic Tradition - 12 credits

Social Analysis - 4 credits

Historical Studies - 4 credits

Fine Arts - 4 credits

Language and Culture - 12 credits

Human Diversity - 4 credits

Computer Competency - *see page 28*

Health and Fitness - 0 credit

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, 421, and 422.

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

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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. (Normally, Web-based courses are not accepted as lab sciences that satisfy this lab science requirement. Any exceptions to this rule must be pre-approved by the Core Area Curriculum Review Committee in the Natural Sciences and Mathematics Division.)

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

BIOL 101 General Biology *or* BIOL 105 Human Biology *or* BIOL 106 Women, Medicine and Biology
BIOL 202 Genetics, Evolution, and Ecology
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
ENGR 123 Energy and the Environment
GEOL 102 Origins and Methods
GEOL 110 Geology of the National Parks *or* GEOL 111 Introductory Physical Geology *or* GEOL 114 The Science of Natural Disasters *or* GEOL 115 Environmental Geology
GEOL 113 The Earth's Record of Climate
GEOL 130 Earth History
GEOL 211 Earth Materials
GEOL 220 Oceanography
GEOL 252 Earth Surface Processes and Geomorphology
GEOL 260 Regional Geology and Geological Field Methods
IDSC 150 Development of the Natural World
PHYS 101 Physics as a Liberal Art I
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

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.

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

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

or

a second natural science course (with laboratory) from the first group (note the restrictions involving BIOL 101, 105, or 106, and GEOL 110, 111, 114 or 115).

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 knowledge, 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
POLS 104 American Government in Comparative Perspective
PSYC 111 General Psychology
SOCI 100 Introduction to Sociology
SOCI 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
HIST 115 The World Since 1900
HIST 116 African American History 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 110 Introduction to Art History
ARTH 280 Sacred Architecture and Space
ARTH 282 The History of American Architecture
ARTH 284 Arts of the African Diaspora
ARTH 285 Arts of Africa
ARTH 286 Women's Art in Cross-cultural Perspective
ARTH 289 Asian Art
ARTH 291 Topics in Non-Western Art
ARTH 297 Topics
ARTH 305 Greek Art and Archaeology
ARTH 310 Roman Art and Archaeology
ARTH 321 The Art and Culture of Modern Mexico (1824-1940)
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 351 Romanticism to Impressionism
ARTH 352 Art in the United States
ARTH 356 Modernism in European Art
ARTH 361 Contemporary 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: A Historical Survey
MUSC 219 Music in the United States
MUSC 222 Theology of American Popular Music
MUSC 412 History & Literature of Music II
THTR 111 Introduction to the Theater
THTR 221 World Theater, Origins to 17th Century (History of Theater I)
THTR 222 Modern and Contemporary World Theater (History of Theater II)
THTR 223 American Theater (History of Theater III)
THTR 259 Film I: Introduction to the Art of Film
THTR 260 History of Film: The Silent Era
THTR 261 History of Film: Sound Era, 1926 to Present Day
THTR 297 Topics
THTR 359 Film II: Film Theory and Criticism
THTR 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)

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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 should begin the process of the language/culture requirement waiver in their first year at UST.

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 perspectives 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
 ARTH 110 Introduction to Art History
 ARTH 284 Arts of the African Diaspora
 ARTH 285 Arts of Africa
 ARTH 286 Women's Art in Cross-cultural Perspective
 ARTH 289 Asian Art
 ARTH 291 Topics in Non-Western Art
 ARTH 321 The Art and Culture of Modern Mexico (1824-1940)
 BLAW 352 Gender Issues and the Law
 CATH 308 Woman and Man
 COJO 328 Communication of Race, Class, and Gender
 COJO 370 Intercultural Communication
 ECON 345 Economics of Development and Growth
 ECON 346 Country and Area Studies in Economics (dependent upon country involved)
 EDUC 212 Human Relations and Multicultural Education
 ENGL 217 Multicultural Literature
 ENGL 218 Literature by Women: Critical History
 ENGL 337 The Literature of Human Diversity
 ENGL 341 Literature by Women: Critical Questions
 ENGL 395 Issues in Literature and Culture (dependent on topic)
 GEOG 111 Human Geography
 GEOG 113 World Geography
 HIST 210 Modern Latin America, 1800 to the Present
 HIST 220 Introduction to Japanese History and Culture
 HIST 340 Foundations of Chinese Civilization
 HIST 341 The History of Modern China
 HIST 345 Family and Women in Chinese History
 HIST 366 History of the American Catholic Church
 HIST 368 History of 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
 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: A Historical Survey
 MUSC 222 The Theology of American Popular Music
 PHIL 208 Indian Philosophy
 PHIL 210 Chinese Philosophy
 PHIL 215 Introductory Ethics
 POLS 352 Third World Politics and Government
 PSYC 151 Cross-Cultural Psychology
 PSYC 205 Psychology of Women
 SABD *See the Office of International Studies for courses that have been approved.*
 SOCI 100 Introduction to Sociology
 SOCI 110 Social Problems
 SOCI 251 Race and Ethnicity
 SOCI 301 Cultural Anthropology
 SOCI 330 Religion and Society
 SOCI 353 Global Perspectives on Gender
 SOWK 340 Human Behavior and the Social Environment
 SPAN 411 Ethnicity and Multiculturalism of the Spanish-speaking World
 SPAN 412 Chicano and U.S. Latino Culture(s) and Literature(s)

SPAN 415 Hispanic Cinema Studies
 THEO 305 Theologies of Justice and Peace
 THEO 331 Christianity and World Religions
 THEO 332 Judaism
 THEO 334 Islam
 THEO 353 Women and the Old Testament
 THEO 354 Women and the Christian Tradition
 THEO 359 Women in the Early Church
 THEO 361 Black Religious Experience
 THTR 223 American Theater (History of Theater III)
 UMAIE *See the Office of International Studies for courses that have been approved.*
 WMST 205 Foundations in Women's Studies

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 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
 CISC 110 Introduction to Information Processing
 CISC 120 Computers in Elementary Education
 CISC 130/131 Introduction to Programming and Problem Solving
 CISC 200 Introduction to Computer Technology and Business Applications
 CISC 230 Object Oriented Design and Programming
 CISC 238 Software Design using Business Languages

CISC 340 Computer Architecture
 CISC 342 Computer Applications in Experimental Sciences
 COJO 256 Design Concepts of Communication
 COJO 258 Writing and Designing for the Web
 COJO 260 Electronic Media Production
 COJO 262 Radio Production
 COJO 270 Public Relations Writing
 COJO 360 Videography: Television Production in the Field
 COJO 450 Advanced Reporting
 COJO 460 Advanced Video Production
 ECON 311 Forecasting
 ECON 315 Empirical Methods in Economics
 ENGL 380 Issues in English Studies
 ENGL 421 Literary Magazine Practicum, Part I (2 credits) and ENGL 422 Literary Magazine Practicum, Part II (2 credits)
 ENVR 151 Humans and the Environment
 GEOG 112 Landscapes: Physical Systems
 GEOG 221 Computer Skills in Geography
 GEOG 223 Remote Sensing
 GEOG 321 Geographic Information Systems
 GEOG 322 Geographical Analysis
 GEOG 421 Applied Geographic Information Systems
 GEOL 113 The Earth's Record of Climate
 GEOL 252 Earth Surface Processes and Geomorphology
 HLTH 440 Health Education: 5-12 Curriculum, Assessment and Administration
 HLTH 464 Critical Issues in Health Education
 IDSC 380 Social Research
 IDTH 201 Introductory Statistics II (2 credits)
 IDTH 220 Statistics I
 IDTH 410 Operations Research I
 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 Introduction to Differential Equations and Systems
 MATH 303 Statistics for the Applied Sciences
 MATH 313 Probability
 MUSC 150 MIDI Studio (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 215 Foundations of Modern Physics: From the Atom to the Big Bang
 PHYS 225 Applications of Modern Physics: From the Atom to the Diode
 PHYS 399 Advanced Physics Laboratory I
 PHYS 400 Advanced Physics Laboratory II
 POLS 205 Introduction to the American Public Policy Process
 SOCI 220 Sociological Analysis
 SOWK 3750C/375T and 3760C/376T, or 3780C/378T Junior Fieldwork in Social Work
 SOWK 3800C/380T Social Research: Designs and Statistical Applications

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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

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 (Opus College of Business for business majors) 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 department in which the major is offered. No more than 48 semester credits in the department of the major field or 48 credits in the Opus 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.

Students in all majors except the 2008 business major areas must earn a minimum of 84 credits outside the major field. Students following the 2008 business major requirements must earn a minimum of 76 credits outside the Opus 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 (Opus College of Business for business majors) 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 average 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.



The Undergraduate Program

All matters pertaining to the undergraduate curriculum are under the jurisdiction of the faculty.

Courses

A “full” course is equivalent to four semester credits. Each course is assigned a subject area code consisting of four letters, which designates the department or discipline, followed by a three-digit number. For example, ENGL 111 is the English course numbered 111.

Courses with numbers having either 1 or 2 as the first digit are lower division courses, and those having 3 or 4 as the first digit are upper division courses.

Lower division courses are designed to give students a broad general liberal arts education, preparing them for the more specialized education offered at the upper division level.

When students become juniors, they generally pursue upper division courses. Upper division courses are designed to acquaint students with the content and methodology of a particular field.

The number of class meetings for a course varies with the nature of the course. The annual *Class Schedule* indicates the days and times each class meets.

Course Load

The normal course load is 16 credits. During the first semester at the university, a freshman is limited to 17 credits plus a physical education activity course. Students may take no more than 21 credits without permission from the Associate Dean of Academic Counseling.

Freshmen may not register for courses numbered 300 or above without permission from the department chair (except for foreign language courses when they have already completed a fourth semester of the language or its equivalent).

Students on academic probation may not register for more than 16 credits.

Final Examinations

Each semester ends with a final examination period. A two-hour session is scheduled for the final examination in each course in regular semesters.

Final examinations are not administered other than during the final exam week. However, if it is agreeable to students and the instructor to hold the final examination at a time other than the time scheduled, the exam may be held at another time within the final exam week.

Instructors will determine the final examination times for January term and summer session courses.

Registration

A student must register for a course before attending, and will not receive credit unless registered.

Students must attend the first day of class in order to secure their place in the course. The instructor has the option to drop a student from the class roster if the student was not in attendance on the first day of the session. Students must not assume they have been dropped if they did not attend the first day of class. To officially withdraw from the class, the student must file a Change in Registration form with the Office of the University Registrar or drop the course using the Murphy On-line Web registration system.

Each student is required to meet with his/her advis-