The University of Notre Dame
Mission Statement of the University of Notre Dame

**CONTEXT**

This statement speaks of the University of Notre Dame as a place of teaching and research, of scholarship and publication, of service and community. These components flow from three characteristics of Roman Catholicism which image Jesus Christ, his Gospel, and his Spirit. A sacramental vision encounters God in the whole of creation. In and through the visible world in which we live, we come to know and experience the invisible God. In mediation the Catholic vision perceives God not only present in but also working through persons, events, and material things. There is an intelligibility and a coherence to all reality, discoverable through spirit, mind and imagination. God's grace prompts human activity to assist the world in creating justice grounded in love. God's way to us comes as communion, through the communities in which men and women live. This community includes the many theological traditions, liturgies, and spiritualities that fashion the life of the church. The emphasis on community in Catholicism explains why Notre Dame historically has fostered familial bonds in its institutional life.

A Catholic university draws its basic inspiration from Jesus Christ as the source of wisdom and from the conviction that in him all things can be brought to their completion. As a Catholic university, Notre Dame wishes to contribute to this educational mission.

**THE MISSION**

The University of Notre Dame is a Catholic academic community of higher learning, animated from its origins by the Congregation of Holy Cross. The University is dedicated to the pursuit and sharing of truth for its own sake. As a Catholic university, one of its distinctive goals is to provide a forum where through free inquiry and open discussion the various lines of Catholic thought may intersect with all the forms of knowledge found in the arts, sciences, professions, and every other area of human scholarship and creativity.

The intellectual interchange essential to a university requires, and is enriched by, the presence and voices of diverse scholars and students. The Catholic identity of the University depends upon, and is nurtured by, the continuing presence of a predominant number of Catholic intellectuals. This ideal has been consistently maintained by the University leadership throughout its history. What the University asks of all its scholars and students, however, is not a particular creedal affiliation but a respect for the objectives of Notre Dame and a willingness to enter into the conversation that gives it life and character. Therefore, the University insists upon academic freedom, which makes open discussion and inquiry possible.

The University prides itself on being an environment of teaching and learning that fosters the development in its students of those disciplined habits of mind, body, and spirit that characterize educated, skilled, and free human beings. In addition, the University seeks to cultivate in its students not only an appreciation for the great achievements of human beings but also a disciplined sensibility to the poverty, injustice, and oppression that burden the lives of so many. The aim is to create a sense of human solidarity and concern for the common good that will bear fruit as learning becomes service to justice.

Notre Dame also has a responsibility to advance knowledge in a search for truth through original inquiry and publication. This responsibility engages the faculty and students in all areas of the University, but particularly in graduate and professional education and research. The University is committed to constructive and critical engagement with the whole of human culture.

The University encourages a way of living consonant with a Christian community and manifest in prayer, liturgy, and service. Residential life endeavors to develop that sense of community and of responsibility that prepares students for subsequent leadership in building a society that is at once more human and more divine.

Notre Dame's character as a Catholic academic community presupposes that no genuine search for the truth in the human or the cosmic order is alien to the life of faith. The University welcomes all areas of scholarly activity as consonant with its mission, subject to appropriate critical refinement. There is, however, a special obligation and opportunity, specifically as a Catholic university, to pursue the religious dimensions of all human learning. Only thus can Catholic intellectual life in all disciplines be animated and fostered and a proper community of scholarly religious discourse be established.

In all dimensions of the University, Notre Dame pursues its objectives through the formation of an authentic human community graced by the Spirit of Christ.
The University of Notre Dame

Notre Dame is at once a Catholic university, a national symbol, and an international community of religious faith, intellectual inquiry, and devotion to the powerless. Among its conspicuous features are its academic reputation, an elaborately designed and golden-domed administration building, a famous collegiate football team, a popular shrine to the Mother of God, two fascinating lakes, a pleasantly landscaped campus, and a spirited student body surrounded by an intensely loyal community of alumni and friends who unabashedly refer to themselves as the Notre Dame “family.”

The institution was founded on the site of an old Catholic missionary outpost in 1842. The founders were a small and impoverished band of French and Irish religious brothers whose leader was Rev. Edward F. Sorin, C.S.C., an impetuous, strong-willed, and apparently tireless priest. In a memoir titled My Notre Dame, Thomas Stritch, professor emeritus of American Studies and Notre Dame historian, wrote that Father Sorin “cared Notre Dame out of the Northern Indiana wilderness and by sheer strength of character made it go. He built and rebuilt, recruited students where he could, and gradually began the unique image Notre Dame still enjoys. In a college or university, reputation is everything. Somehow Sorin developed a favorable one for Notre Dame, one that reverberated throughout the American Catholic world, the Eastern Seaboard as well as the Midwest. Long before football was invented, Notre Dame caught the imagination of American Catholics.”

Father Sorin was a member of the Congregation of Holy Cross, a then recently formed Catholic religious community that would own and administer the University from its foundation until 1967, when the University’s governance was legally transferred to a predominantly lay board of trustees. The University’s bylaws ensure that the Congregation will continue to exert a prominent influence on its administration. They stipulate, for example, that Notre Dame’s presidents must always be chosen from among the priests of the Congregation’s Indiana Province. The Congregation also ministers to the University if founded through the many Holy Cross priests serving on the University’s faculty, the counselors and chaplains who live with the undergraduate students in the residence halls, and the staff of the campus ministry office.

In 1972, five years after the change in governance, a new chapter of University history began to be written as the first undergraduate women were admitted to Notre Dame. Today, the majority of living Notre Dame alumni have been graduated from a fully coeducational institution.

Obviously, many other aspects of the University have been changed by more than a century and a half of turbulent and unpredictable happenings in the Catholic Church and in American life and culture. Fires, outbreaks of infectious diseases, the Civil War, waves of European immigrants and refugees, Church controversies, the Great Depression, two world wars and several smaller bloodlettings, the civil rights movement, and other social convulsions in America, all have involved members of the Notre Dame family and have left deep and indelible imprints on the character and rich tradition of the institution. Rev. William Corby, C.S.C., a successor to Father Sorin, played a memorable national role as a Union chaplain at the Battle of Gettysburg; Rev. Julius Nieuwland, C.S.C., a scientist and faculty member, invented synthetic rubber; Notre Dame students were participants in a nationally publicized scuffle with a resurgent Ku Klux Klan; the University’s colorful football team and something of its campus atmosphere were enshrined in American history and myth by a film featuring a memorable performance by an actor who later became a president. More recently, a second film dramatized the University’s spirit and gave a new name to unheralded athletes—Rudy.

Most notably, Notre Dame’s reputation, so zealously nurtured, sustained, and celebrated by Father Sorin and his successors, has become increasingly international in recent years because of the establishment of numerous academic and community service programs in the Holy Land, Mexico, Chile, Ireland, England, Austria, France, Italy, Spain, Australia, Japan, and other countries.

Despite these remarkable and generally welcome alterations in institutional shape and scope, Notre Dame’s proud and self-conscious claim to be a Catholic university and its intent to be a great Catholic university remain unchanged from Father Sorin’s day. The University boasts a core curriculum that includes required courses in theology and philosophy. In administrative and disciplinary affairs, Notre Dame holds itself responsible to the teaching of the Catholic Church, and it holds its students, faculty, and staff responsible for their own conduct, particularly in matters affecting the common good. Precisely because it is a Catholic university, it is a place where men and women from all faiths and backgrounds are to be made welcome. The staffs of the residence halls, campus ministry, the Center for Social Concerns, and the Alumni Association all continue to invite and encourage Notre Dame students, graduates, faculty, and administrators to pray together, to discuss and share their hopes, joys and sorrows, to bear with and sustain one another, and always to serve those most in need.

Student Life

First and foremost, Notre Dame offers its students a quality education, made possible by an excellent faculty, advanced research facilities, experienced administration, and a well-developed educational philosophy. But cognizant that values, character, and leadership skill are developed as often in the context of caring relationships as in selected reading from various textbooks, the University offers more to its students—a student life rich in depth and variety, one that is nationally recognized and characteristically deep in its impact on those who share in it. To make our “definition” of the University more complete, we shall briefly describe some of the main aspects of student life. Our first consideration will be the students themselves.

Students. Notre Dame is one of a handful of truly national universities, with students drawn from all 50 states and some 70 countries. One factor all the students have in common, though, is strong academic ability. In addition, an annual survey of freshmen taken by the American Council on Education indicates that Notre Dame students, to a greater degree than their peers nationally, are confident of academic success and see themselves as having originality and leadership potential.

The Campus. One especially appealing aspect of life at Notre Dame is the campus itself. The University’s 1,250 acres, with two lakes, extensive wooded areas, and tree-lined quadrangles, contribute to a serene park-like atmosphere that does wonders to alleviate the pressures of academic life.

The collegiate Gothic style of many of the structures, the ornate Main Building (with a golden dome), and the Basilica of the Sacred Heart and the stately and masonry carvings that abound on campus have always been a source of delight to students and tourists alike.

Residentiality. Over the years no single nonacademic characteristic of Notre Dame has made a greater impression on students than the University’s residential tradition. It is a tradition as old as the University itself. Father Sorin established at Notre Dame the sort of residential ambience he had known at French universities. Nineteenth-century students slept, ate, studied, and attended classes en masse in wings of the Main Building. The regimen was strict: a prefect roused students at 6 a.m., supervised their prayer, meals, study, and recreation and returned them to bed 16 hours later.

Times have changed, as well as the discipline, but not the importance of residentiality in student life. According to a committee focusing on University priorities, “Next to its academic mission and Catholic character, residentiality is the least dispensable of Notre Dame’s hallmarks.”
Each of Notre Dame's 27 undergraduate residence halls has an atmosphere and character of its own. Each has its traditions and generates a feeling of loyalty and camaraderie among its inhabitants. The halls are staffed by rectors, assistant rectors, and resident assistants who endeavor to challenge, facilitate, and support students in integrating the meaning and practice of Christianity today through the development of a community that is humanizing, worshipping, and service-oriented. Consequently, the residence halls form the base of many spiritual, athletic, social, and volunteer service activities. Spiritual life is integral to full human development.

First-year students are required to live on campus, and the vast majority of upperclass students find it worthwhile to do the same when space is available. Approximately 80 percent of undergraduates live on campus. At the same time, a variety of off-campus housing is available in the South Bend area.

Spiritual Life. Notre Dame stands for the belief that all who teach, work, and study at the University should discover, reinforce, and strengthen their convictions, values, and traditions. A mature religious or spiritual life is integral to full human development. This can be hidden, stifled, or allowed to stagnate; but it can also be challenged and encouraged to grow. In residence hall life and classroom, in liturgy and celebration, in volunteer work and athletic competition, Notre Dame people strive for a wholeness in their lives, even a holiness, as they discover who they are in these multiple arenas.

Notre Dame is a professedly Catholic place, which means—at its core—that all are welcome. Beliefs are strengthened by commitment to God, to one another, and to the human family in love and service, while at Notre Dame and throughout life.

The Office of Campus Ministry provides a series of retreats, catechetical instruction for those who wish to join the Catholic Church or find deeper understanding of religious matters, a program of preparation for marriage, and counseling in matters of personal conscience formation. Mass is celebrated daily in the Basilica of the Sacred Heart and in many of the residence hall chapels. There are frequent prayer services of many forms throughout the year, including eucumenical prayer services sponsored by Campus Ministry. Students who are not Catholic are always welcome at any of the various activities sponsored by Campus Ministry. Congregations of many faiths in South Bend also welcome students in their worship.

Clubs and Organizations. Notre Dame has a wealth of clubs and organizations for interested students. Interests and commitments vary widely and are reflected in the number and scope of groups.

Some clubs have an academic orientation, ranging from campus branches of national organizations, such as the American Institute of Architects, to strictly local clubs, such as the Chemistry and Finance clubs.

Other groups relate to ethnic and special-interest organizations. These clubs include the Asian American Association, the Black Cultural Arts Council, the Chinese Students Association, and the Native American Student Association, to name a few.

Students who enjoy music may choose from a wide selection of choirs, bands, and ensembles. Students may audition for the renowned Notre Dame Glee Club, the Notre Dame Liturgical Choir, the Notre Dame Choralale, the Notre Dame Folk Choir, Voices of Faith Gospel Ensemble, or the Notre Dame Women's Choir. The famous Notre Dame Marching Band, the nation's oldest university marching band, is one of many choices available for musicians. Another is the concert band, which travels to a different part of the United States each spring, representing Notre Dame in concert. Other specialty groups include a jazz band and orchestra.

Center for Social Concerns (CSC). The Center for Social Concerns provides a wide variety of service and social action opportunities, programs, seminars, and courses. For more information, see "Center for Social Concerns," later in this section of the Bulletin.

Media. Students with interests in journalism usually are attracted to an outlet in the various media on campus.

The Observer, a student newspaper serving the Notre Dame-Saint Mary's College community, is published five times a week, offering a vital line of communication within the University, as well as the chance to keep up with the "outside world."

The Scholastic is a news/general information magazine. The Juggler, Notre Dame's journal of the arts, is published once a semester and features prose, poetry, photography, and illustrations. The award-winning Dome, the University yearbook, appears every April.

There are a number of other student publications with more specialized audiences—for example, Notre Dame Student Business Review and Technical Review, which appear periodically throughout the year and are student-produced.

WSND/FM and WVFI are the University's student-run broadcast media. WVFI, which broadcasts over the Internet, airs mostly progressive rock and special programs, while WSND has a more classical selection (until late evening, when rock and jazz are featured).

Annual Events. Notre Dame students look forward to participating in several events that occur annually on campus.

Notre Dame's theatre department presents several major productions each year, and tryouts are open to all students. The Notre Dame Student Players present less traditional theatre, providing one drama or musical each semester.

The Sophomore Literary Festival is a celebration of the literary arts. Visiting authors read from their works, expound on personal philosophy and offer student workshops. Guests in recent years have included Ken Kesey, W.P. Kinsella, Jean and Robert Hollander, and Candace Bushnell.

An Festival, a celebration noted for its creativity, is held during April. The Bookstore Basketball tournament (700-plus teams!) and outdoor entertainment and band performances are a few highlights of the celebration.

Students also take advantage of the nearby Lake Michigan beaches and the Michigan ski areas. Trips to Chicago are frequently organized to attend the theatre, museums, shops, or sporting events or just to spend the day sightseeing. The South Bend community offers shopping, parks, sports, movies, and cultural events via the Symphony and Theatre League. The East Race Waterway is an attraction providing kayaking, tubing, and rafting.
Athletics. The name “Notre Dame” no longer brings thoughts of just a football powerhouse, and with good reason. Notre Dame has developed into an outstanding academic institution but at the same time has expanded its athletic excellence beyond the football field.

Intercollegiate
The University is committed to a well-rounded program for both men and women. The Fighting Irish athletic tradition, renowned throughout the United States, encompasses much more than football and basketball. Notre Dame boasts national contenders in many Olympic sports, including women’s soccer, baseball, women’s fencing, and men’s fencing, all of which ranked number one in the country at some point during the past three seasons, and women’s basketball, winner of the 2001 national championship.

The women’s intercollegiate athletic program, which has grown tremendously over the last 15 years, now includes 13 varsity sports. (There are also 13 men’s sports.) Notre Dame women athletes compete in basketball, tennis, fencing, lacrosse, swimming, volleyball, softball, golf, indoor track, outdoor track, cross country, soccer, and rowing.

The Notre Dame student body plays an important role in the success of the teams that represent the University. Anyone who has attended a football pep rally or seen a top-ranked basketball team upset in the Joyce Center knows why. The pride and loyalty displayed by “the greatest student body in the world” are a moving force that embodies the spirit of the Notre Dame community. Athletic contests at Notre Dame are an integral part of the social life as well as an opportunity for the athletically gifted to test their skills with the nation’s best.

Intramurals, Club Sports, Instruction, Special Events, and Fitness
Housed in the Rolfs Sports Recreation Center, the Office of Recreational Sports provides extensive opportunities in these four program areas. More than 200 activities are offered throughout the year.

The Intramural programs allow members of the student body to grab a share of the limelight while also promoting rivalries among the residence halls. For others, intramurals are a chance to stay in shape, get away from the books, or enjoy a purely recreational sport.

Club sports are recreational or competitive and are conducted by student officers with the guidance of the RecSports Office. These clubs determine for themselves the extent of activity and competition. Currently, 29 club sports are offered.

RecSports’ instructional program offers over 20 classes, including a wide array of dance, martial art, sport, and outdoor recreation classes. Campus fun runs, a biathlon, and Late Night Olympics are among the special event offerings. And, drop-in events include ice skating, badminton, volleyball, and indoor soccer.

The Challenge U Fitness program offers exercise classes; conducts assessment, testing, and consulting; and provides information through demonstrations and lectures. More than 90 classes are offered in a variety of aerobic, toning, and water exercise programs, as well as yoga and t’ai chi. Students are encouraged to make informed choices about their health and fitness and to utilize the numerous fitness facilities available to them.

Facilities
Notre Dame is home to some of the finest athletic facilities at any university. The 78,000-square-foot Rolfs Sports Recreation Center has a large state-of-the-art fitness room with more than 30 cardiovascular machines and a full complement of strength machines and free weights. The Rolfs also has a three-lane, 1/8 mile track; three courts for basketball, volleyball, and badminton; a rink-style court for soccer and inline hockey; and two activity rooms for dance, aerobics, and martial arts. The Rockne Memorial is legendary for its highly competitive pickup basketball games. The “Rock” contains not only two basketball courts but also has 10 handball/racquetball courts, one combination squash/handball court, a swimming pool with a spectator gallery, a smaller pool for family use, a climbing wall, a weight room, a fitness room, a ballet/exercise room, and a martial arts room.

In addition to the nine-hole Notre Dame Golf Course, the 18-hole William K. and Natalie O. Warren Golf Course opened in the spring of 2000 on the northeast edge of campus. Other outside facilities include basketball courts in several locations, 24 outdoor tennis courts, and several multipurpose playing fields.

Notre Dame’s Joyce Center has been called one of the most complete sports complexes in the country. Not only is there an 11,418-seat basketball/volleyball arena but also a fieldhouse containing a two-lane track, a 2,667-seat hockey arena, boxing and weight rooms, and five volleyball courts. Elsewhere in the building are an auxiliary gym, two intramural gyms and a gym for fencing, six handball/racquetball courts, and two squash courts. The Rolfs Aquatic Center, with its Olympic-sized swimming pool, completes this complex.

The Loftus Sports Center houses Meyo Field and the Haggar Fitness Complex. The center, which measures 614 by 210 feet, also contains practice areas for lacrosse and soccer, and rooms for sports classes and conferences. A six-lane indoor track circles Meyo Field, a 120-yard synthetic-turf practice field (new in 2003). Haggar Fitness Complex features 40,000 pounds of weights, used primarily for training of the varsity teams.

The University’s Eck Pavilion, a 35,000-square-foot structure, is the place on campus for indoor tennis. Inside are six courts, coaches’ offices, showers and lockers, a repair shop, a vending lounge, and an observation deck. The pavilion is used by the varsity men’s and women’s tennis teams.

Other facilities used by Irish athletic teams include:

• Notre Dame Stadium, with its 80,795 seats, home to Irish football since 1931.
• Alumni Field, with its 2,500 seats, home since 1990 to men’s and women’s soccer.
• Moose Krause Stadium, with its 5,000 seats, home to men’s and women’s outdoor track and men’s and women’s lacrosse.
• Frank Eck Stadium, with its 2,500 seats, home to Irish baseball since 1994.
• Ivy Field, with many recent improvements, home to Notre Dame softball.

Student Union. The unique blend of elements that gives the Notre Dame community its identity has, over a period of years, shaped the character of the Student Union.

The greatest influence on the Student Union is the system of residence halls, which not only provides students with a place to live but also serves as the principal center for social interaction on campus. Each hall has its own government, consisting of a hall president, vice president, cabinet, and judicial board, which works in cooperation with the hall staff to develop the best possible environment for its residents. As the basic unit of student government, the halls, and their needs significantly shape the campus-wide Student Union.

The relatively simple structure of the Student Union has evolved gradually in response to changing attitudes and needs of the student body. At the head of the Student Union is its chief executive officer, the student body president. Although the duties of the job have tended to vary with the priorities of each officeholder, in general the student body president represents the interests of the student body in all areas of life at Notre Dame.

Probably the most representative of the Student Union groups is the Hall Presidents’ Council, which meets weekly to discuss the various aspects of hall life and to coordinate activities among the halls.

The Campus Life Council was created by the University’s Board of Trustees to allow for discussion among students, faculty, and administrators concerning life on campus. The council is empowered to pass resolutions recommending student life policy changes to the administration.

The programming arm of the student senate at Notre Dame is the Student Union Board. This board coordinates such events as lectures, plays, concerts, movies, and more. In addition, it coordinates An Total and the Sophomore Literary Festival (which were previously mentioned under “Annual Events”), as well as the Collegiate Jazz Fest, Acoustic Cafe, student bands, and other student performances, professional entertainment, and special events. The Student Union Board also coordinates services such as plant and furniture sales, as well as refrigerator rentals.
Student Conduct. A Catholic university is a society composed of faculty and students whose primary purpose is the pursuit of Christian wisdom. The society can exist only in an atmosphere of responsibility and good order. The University seeks, therefore, to provide those conditions and opportunities best suited for educating the student.

Students registering at the University of Notre Dame agree to abide by the regulations concerning student conduct set forth in *du Lac, A Guide to Student Life*, which is distributed to each student. *du Lac* is also available on the University’s Web site, www.nd.edu.

The University reserves the right to deny the privilege of enrollment to any student whose conduct or attitude is believed to be detrimental to the welfare of the institution.

Saint Mary’s College. Because of the proximity and rich tradition common to Notre Dame and Saint Mary’s, the two institutions share many activities in the area of academics as well as social events, student organizations, and community service projects. The two institutions maintain a cooperative program permitting a limited number of courses to be taken at the neighboring institution. Because of the extensive cooperation between the two, the campuses are aptly referred to as the “Notre Dame-Saint Mary’s community.”

The Spirit of Inclusion at Notre Dame

“Strangers and sojourners no longer...” (Ephesians 2:19)

The University of Notre Dame strives for a spirit of inclusion among the members of this community for distinct reasons articulated in our Christian tradition. We prize the uniqueness of all persons as God’s creatures. We welcome all people, regardless of color, gender, religion, ethnicity, sexual orientation, social or economic class, and nationality, for example, precisely because of Christ’s calling to treat others as we desire to be treated. We value gay and lesbian members of this community as we value all members of this community. We condemn harassment of any kind, and University policies proscribe it. We consciously create an environment of mutual respect, hospitality and warmth in which none are strangers and all may flourish.

One of the essential tests of social justice within any Christian community is its abiding spirit of inclusion. Scriptural accounts of Jesus provide a constant witness of this inclusiveness. Jesus sought out and welcomed all people into the Kingdom of God—the Gentile as well as the Jew, women as well as men, the poor as well as the wealthy, the slave as well as the free, the infirm as well as the healthy. The social teachings of the Catholic Church promote a society founded on justice and love, in which all persons possess inherent dignity as children of God. The individual and collective experiences of Christians have also provided strong warrants for the inclusion of all persons of good will in their communal living. Christians have found their life together enriched by the different qualities of their many members, and they have sought to increase this richness by welcoming others who bring additional gifts, talents and backgrounds to the community.

The spirit of inclusion at Notre Dame flows from our character as a community of scholarship, teaching, learning and service founded upon Jesus Christ. As the Word through whom all things were made, Christ is the source of the order of all creation and of the moral law which is written in our hearts. As the incarnate Word, Christ taught the law of love of God and sent the Holy Spirit that we might live lives of love and receive the gift of eternal life. For Notre Dame, Christ is the law by which all other laws are to be judged. As a Catholic institution of higher learning, in the governance of our common life we look to the teaching of Christ, which is proclaimed in Sacred Scripture and tradition, authoritatively interpreted by Church teaching, articulated in normative understandings of the human person, and continually deepened by the wisdom born of inquiry and experience. The rich heritage of the Catholic faith informs and transforms our search for truth and our understanding of contemporary challenges in higher education.

*This statement was adopted by the officers of the University on August 27, 1997, in conjunction with an Open Letter to the Notre Dame community.*
Academic Profile

DEGREES AND ACADEMIC PROGRAMS

The University is organized into a First Year of Studies, four undergraduate colleges, an architecture school, a graduate school of four divisions, a graduate business school, a law school, and several graduate research study centers.

All incoming freshmen spend their first year in the First Year of Studies and then move into the college or school of their choice as sophomores—College of Arts and Letters, Mendoza College of Business, College of Engineering, College of Science, or School of Architecture.

In the 2003–2004 academic year, students enrolled in the College of Arts and Letters topped the undergraduate enrollment figures with 2,769. There were 1,660 business students, 993 science students, 735 in engineering, and 193 in architecture.

The College of Arts and Letters offers curricula leading to the degree of bachelor of fine arts in art studio or design and bachelor of arts majoring in:

- American Studies
- Anthropology
- Art, Art History and Design
- Art Studio
- Art History
- Design
- Classics
- Arabic
- Classics
- Greek and Roman Civilization
- East Asian Languages and Literatures
- Chinese
- Japanese
- Economics
- English
- Film, Television, and Theatre
- German and Russian Languages and Literatures
- German
- Russian
- History
- Mathematics (honors only)
- Medieval Studies
- Music
- Philosophy
- Philosophy/Theology (joint major)
- Political Science
- Program of Liberal Studies
- Psychology
- Romance Languages and Literatures
- French
- Italian
- Spanish
- Sociology
- Theology

The Mendoza College of Business offers the degree of bachelor of business administration with majors in:

- Accountancy
- Finance
- Management
- Management Information Systems
- Marketing

The College of Engineering offers curricula leading to degrees of:

- B.S. in Aerospace Engineering
- B.S. in Chemical Engineering
- B.S. in Civil Engineering
- B.S. in Computer Engineering
- B.S. in Computer Science
- B.S. in Electrical Engineering
- B.S. in Environmental Geosciences
- B.S. in Mechanical Engineering

The College of Science offers the degree of bachelor of science majoring in:

- Applied Physics
- Biochemistry
- Biological Sciences
- Chemistry
- Chemistry/Business
- Chemistry/Computing
- Environmental Sciences
- Mathematics
- Physics
- Physics/Computing
- Physics/Education
- Physics in Medicine
- Preprofessional Studies
- Science–Business
- Science–Computing
- Science–Education

The School of Architecture offers the degree of bachelor of architecture (five-year program).

Also, supplementary majors (African and African American Studies, Gender Studies, Computer Applications, Peace Studies, etc.) may be taken only as supplementary majors. In addition, the Arts and Letters supplementary preprofessional studies major provides students with an opportunity to complete a major in health-related science. Students may take supplementary majors/minors in departments of other colleges, but their dean may specify certain modifications in their curriculum. Undergraduates may obtain bachelor degrees in combination programs with other colleges in integrated five-year programs.

The course and program requirements for degrees are determined by the various colleges and schools. These colleges are independent of one another and provide academic instruction within the various programs and departments. The dean of each college has authority, along with the college council, to determine minimum admission standards, requirements for a major and a degree from the program, and dismissal from the college and University.

The student who wishes to transfer from one college to another college within the University must have the approval of the deans of both colleges. The accepting dean has discretion about which credits are acceptable toward the degree in the new college.

Dual Degree. Programs leading to dual degrees (two undergraduate degrees, such as a bachelor of arts and a bachelor of business administration, or a bachelor of arts and a bachelor of science in an engineering major) are distinct from programs in which a student receives one degree with two majors (such as a bachelor of business administration with a major in finance and a major in government). Dual degree programs require the permission of the deans of both colleges.

The requirements for a dual degree generally are as follows: The student completes all of the University requirements, all of the requirements for both colleges, all of the requirements for both majors, and the total number of degree credits specified for a dual degree in the two colleges. (In the College of Arts and Letters, the requirement includes the College Seminar.) While the total number of hours required does depend on the two major programs, the minimum required total number of degree credits is set to be 30 degree credits beyond the college total for the college with the greater required number of degree credits.

Academic Governance. The major source of academic governance within the University is the Academic Council, made up of administrators, faculty, and students from each of the four colleges and chaired by University President Rev. Edward A. Malloy, C.S.C. All major decisions concerning academic policy and scheduling throughout the University are made by this board.

Along with the Academic Council, each college is served by a college council representing its faculty and students. The purpose of the council is to suggest and plan academic programs and to make decisions regarding academic policy within the college. Each college also has a student advisory council.
whose function is to elicit student ideas and concerns regarding college policy, to formulate those ideas, and to make suggestions to the college council.

Advising. Once students have chosen a college, they should contact the Office for Undergraduate Studies of the appropriate college and speak with one of the advisors: Architecture—110 Bond Hall; Arts and Letters—105 O’Shaughnessy Hall; Business—101 Mendoza College of Business; Engineering—257 Engineering Building; Science—174 Hurley Hall. After a major has been declared, students are assigned a departmental advisor as well.

Pre-Law Advising. Students planning to attend law school may consult with the University pre-law advisor, Assistant Dean Ava Preaches, in 105 O’Shaughnessy Hall.

The Summer Session. Summer courses are offered by the regular University faculty to students at all levels—undergraduate, graduate, professional, and special.

In addition to meeting the needs of the academic-year students who are continuing work on their degrees, the summer session also serves teachers, industry personnel, and professional and career groups. These graduate students are provided an opportunity to work on advanced degrees, fulfill certification requirements, improve their professional position, or take enrichment courses. The summer session embraces not only the traditional seven-week period of course work but also a series of one- to two-week minicourses and workshops.

Degree Requirements

Application must be made to the registrar for a degree.

The receipt of a baccalaureate degree from the University requires the satisfactory completion of the curriculum. This includes:

University Requirements Courses

Composition 1
Mathematics 2
Natural Science 2
*History 1
*Socail Science 1
*Theology 2
*Philosophy 2
*Fine Arts or Literature 1
†Physical Education 2

* One of these requirements must be a University Seminar 180.
† This requirement can also be fulfilled through first-year enrollment in ROTC.

(a) Without prior permission from the appropriate college dean, special studies and directed readings do not satisfy University or college requirements.

(b) In addition to these University requirements, each college has its own requirements that must be completed.

(c) First-year students are required to complete a University seminar; composition; two semester courses in mathematics; two semester courses in natural science; one semester course chosen from: history, social science, philosophy, theology, fine arts; and two semester courses in physical education or in ROTC. Foreign language is not a University requirement, but it is required in the programs of the College of Arts and Letters, the College of Science, and the School of Architecture. (The University seminar will satisfy the relevant requirement in fine arts, literature, history, social science, philosophy, or theology.)

(d) Satisfactory work in a major or a concentration program of study.

(e) A minimum cumulative average of 2.00.

(f) A minimum of 60 credit hours at the University.

(g) The last year in residence.

Composition. The aim of First-Year Composition is to help students learn how to craft an argument based on different sources of information. This entails teaching students a general set of reasoning strategies that they can use to persuade an audience. A course in argument is essentially a course in rhetoric: rhetoric provides a way to think about writing and speaking as part of conversation, a conversation that aims to bring about both understanding and, perhaps, agreement.

University Seminars. University seminars are designed to foster interaction between first-year students and faculty in small settings. These courses, designated by the "180" number, are offered by every department (except CAPP) within the College of Arts and Letters and will satisfy the relevant University requirement in history, literature, fine arts, and social science, and the first course of the philosophy or theology requirement. These seminars will include a significant writing component and require a minimum of 24 pages with at least one rewrite of a corrected paper. Each first-year student will be required to complete one University seminar.

Mathematics. The University requirement of two mathematics courses can be met in one of two fashions. Most students in the College of Arts and Letters will take two mathematics courses of non-duplicating content chosen from a list of courses with numbers starting with 104. (For a list of courses that duplicate content, see "Science Degree Credit" in the College of Science section of this Bulletin.)

Students majoring in the Arts and Letters Preprofessional Program or mathematics, or in other colleges or the School of Architecture, will fulfill the requirement through the appropriate calculus sequence.

For students in the Mendoza College of Business, the required calculus sequence is MATH 105–108. Students in the School of Architecture take MATH 105–110. Also acceptable are the calculus sequences MATH 105–108, or the calculus sequences required of students in the College of Engineering or the College of Science. Students majoring in the College of Science will fulfill their University mathematics requirement through one of the following calculus sequences: MATH 119–120, MATH 125–126, MATH 165–166, or MATH 195–196. The sequences MATH 119–120 and MATH 195–196 are acceptable for students in certain programs emphasizing the life sciences such as biological sciences or the preprofessional programs in either the College of Science or the College of Arts and Letters. For students in the College of Engineering, the mathematics requirement is fulfilled through the calculus sequence MATH 125–126 or MATH 165–166.

Non-preprofessional students in the College of Arts and Letters may fulfill their mathematics requirement by taking any of the calculus sequences required of students in other colleges or the School of Architecture. There are other mathematics courses specially designed for students in this college. These include Finite Mathematics (MATH 104) or course options chosen from the grouping MATH 111 through 118. (Note: The course MATH 103 fulfills only University natural science requirements and not University mathematics requirements.)

For details concerning the proper selection of a mathematics sequence for a given major, see the heading “Course 2—Mathematics” in the First Year of Studies section of this Bulletin.

Natural Science. The University requirement of two natural science courses can be met in one of two fashions. Students majoring within either the College of Science or the College of Engineering will complete this requirement in their first year with a laboratory introductory sequence such as BIOS 161–162, CHEM 117–118, CHEM 121–122, PHYS 131–132, or PHYS 151–152. Students majoring within the College of Arts and Letters or
the Mendoza College of Business either may follow the above pattern and study one science in depth or alternatively may choose two from the group of specially designed topical science courses offered by the Departments of Biological Sciences, Chemistry and Biochemistry, Mathematics, Physics, and Pre-professional Studies. Among these offerings, students will find courses emphasizing the environment from various perspectives (BIOS 107, CHEM 102); courses surveying chemistry, mathematics, or physics from the conceptual and elementary level (CHEM 101–102, MATH 103, PHYS 101–102, PHYS 105, PHYS 115–116); and a wide variety of courses on specialized topics of general interest in science, including BIOS 101 through 117, PHYS 105, PHYS 110 or 210, PHYS 171–178, and SCPP 101.

Students are warned that it is possible to lose degree credit because of overlapping content, for instance between laboratory courses and topical science courses. See “Science Degree Credit” in the College of Science section of this Bulletin.

History. The study of history incorporates the essential elements of liberal learning—namely, acquisition of knowledge and understanding, cultivation of perspective, and development of communication and critical thinking skills. It reflects concern for human values and appreciation of various contexts and traditions. It provides a perspective essential to understanding contemporary issues.

History courses examine various aspects of the religious, political, economic, social, and cultural developments of Europe, Asia, Africa, Latin America, Australia, and the United States.

The University requires that each student take one history course. The requirement may be satisfied by an appropriate University Seminar 180.

Social Sciences. Social sciences, through the development of theoretical perspectives and systematic methodologies, aim at describing and understanding the human condition today. Comparing and contrasting other societies and modes of social organization with our own demonstrates the complexities of our time and place.

Through social science courses, the student achieves an understanding of the individual in social relationships. Principles in each course are illustrated from the data of contemporary society. Human relationships are described and analyzed in the cultural, familial, communal, economic, and political orders. The study of the social sciences also involves insights into motives, attitudes, and values. The student learns the methods and techniques of the social sciences.

The social science requirement can be satisfied by any three-hour course in the Departments of Anthropology, Economics, Political Science, Psychology, and Sociology.

The University requires that each student take one social science course. This requirement may be satisfied by an appropriate University Seminar 180.

Theology. Theology is required of all students because the University strongly believes that every student should reflect upon the questions of a human being’s relation to God in a manner that is consistent with University-level discourse.

The University requires that all students take two courses (six credit hours) in theology. The first course, Foundations of Theology: Biblical and Historical (THEO 100, 180, or 200), is an academic introduction to the college-level study of Scripture and, through documents of the early church, a critical understanding of the foundations of Christian doctrine.

The second course is normally chosen from courses numbered 202–299. This course builds on an intelligent grasp of tradition to show how theological doctrines developed, especially in the Catholic tradition. This understanding helps students come to a more mature comprehension of their faith and appreciate the intellectual history of Catholicism.

Students normally are expected to take both of the required theology courses at Notre Dame. Transfer students to Notre Dame are expected to take at least one theology course at Notre Dame. Those who wish to transfer theology credits from another college or university must receive the permission of the director of undergraduate studies in philosophy and the dean of their college.

Fine Arts or Literature. The University requires one course in fine arts or literature. Students who have first majors in the College of Arts and Letters are required to take one course each in fine arts and literature.

Fine Arts. Liberal education involves not only the development of skills of analysis and expression but also the acquisition of sensitivities to the nuances of aesthetic value. Fine arts is broadly conceived. Courses in painting, sculpture, art history, music appreciation and history, creative writing, screen arts, filmmaking, and theatre are among the available offerings. This requirement also may be satisfied by an appropriate University Seminar 180.

Literature. The literature courses aim at cultivating in the student habits of precision and accuracy as well as an interest in, a respect for and a reasonable control of the English language. There is precision of thought and word in Shakespeare and Yeats that is different from, but no less precise than, Newton and Euclid. In works of literary art these uses of language evoke and sustain a created world in which individuals find satisfaction and fulfillment of their sense of beauty and truth. Most college students can enrich their whole lives by acquiring discriminating judgment in the selection and personal appraisal of what they read and view. The courses in literature, by systematic and extensive practice in the reading of works of various kinds, will help the student become a judicious reader of literary form.

Appropriate courses from the Departments of English, Classics, East Asian Languages and Literatures, Romance Languages and Literatures, German and Russian Languages and Literatures, and, occasionally, American Studies satisfy this requirement. The requirement may also be satisfied by an appropriate University Seminar 180.

Graduation Rate

Of the students entering a full-time, first-year, bachelor degree-seeking program in the fall of 1997, 95 percent graduated within six years.

The complete IPEDS Graduation Rate Survey may be found in the Office of Institutional Research.
Grading System

<table>
<thead>
<tr>
<th>Letter</th>
<th>Grade</th>
<th>Point Value</th>
<th>Legend</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.000</td>
<td>Highest passing grade for graduate students.</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>3.667</td>
<td>Unsatisfactory work (courses without semester credit hours, as well as research courses, departmental seminars or colloquia or directed studies, workshops; field education and skill courses).</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.333</td>
<td>Unsatisfactory work (courses without semester credit hours, as well as research courses, departmental seminars or colloquia or directed studies, workshops; field education and skill courses).</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.000</td>
<td>Unsatisfactory work (courses without semester credit hours, as well as research courses, departmental seminars or colloquia or directed studies, workshops; field education and skill courses).</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.667</td>
<td>Unsatisfactory work (courses without semester credit hours, as well as research courses, departmental seminars or colloquia or directed studies, workshops; field education and skill courses).</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.333</td>
<td>Unsatisfactory work (courses without semester credit hours, as well as research courses, departmental seminars or colloquia or directed studies, workshops; field education and skill courses).</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.000</td>
<td>Lowest passing grade for graduate students.</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.667</td>
<td>Lowest passing grade for undergraduate students; zero point value for graduate students.</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.000</td>
<td>Lowest passing grade for undergraduate students; zero point value for graduate students.</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Failure.</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>0</td>
<td>Given with the approval of the student's dean in extenuating circumstances beyond the control of the student. It reverts to “F” if not changed within 30 days after the beginning of the next semester in which the student is enrolled.</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>0</td>
<td>Incomplete (reserved for advanced students in advanced studies courses only). It is a temporary and unacceptable grade indicating a failure to complete work in a course. The course work must be completed and the “I” changed prior to the beginning of the final examination period of the next semester in which the student is enrolled; otherwise, the “I” grade remains on the transcript and is computed as equivalent to an “F” in calculating averages.</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Discontinued with permission. To secure a “W” the student must have the authorization of the dean.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NR</td>
<td>Not reported. Final grade(s) not reported by the instructor because of extenuating circumstances.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F*</td>
<td>No final grade reported for an individual student.</td>
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</tbody>
</table>

Grades assigned by the registrar, i.e., not to be given by the faculty:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Satisfactory work (courses without semester credit hours, as well as research courses, departmental seminars or colloquia or directed studies, workshops; field education and skill courses).</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory work (courses without semester credit hours, as well as research courses, departmental seminars or colloquia or directed studies, workshops; field education and skill courses).</td>
</tr>
<tr>
<td>V</td>
<td>Auditor (graduate students only).</td>
</tr>
</tbody>
</table>

If, with the approval of the student's dean, an “X” grade is given in the student's graduating semester, it will revert to “F” if not changed within 30 days from the date of graduation.

If a student receives a grade of “I” in the graduating semester, it will revert to “F” if not changed within 30 days from the date of graduation.

Honors at Graduation. In the undergraduate colleges, degrees will be granted with honors if the student has a 3.400 cumulative average; a 3.600 cumulative average is required for graduation with high honors; and a 3.800 cumulative average is required for graduation with highest honors.

Note: Beginning with the class that entered in the fall of 2001, the following honors-at-graduation regulation will apply:

In the undergraduate colleges or schools, degrees will be granted with highest honors (summa cum laude) if the student's grade-point average ranks among the top 5.000 percent of those students graduating from the student's college or school; for students whose grade-point average ranks among the top 10.000 percent of the student's college or school, degrees will be granted with high honors (magna cum laude); for students whose grade-point average ranks among the top 30.000 percent of the student's college or school, degrees will be granted with honors (cum laude). Students who meet the requirements of more than one category of honors will be awarded only the highest honor for which they qualify.

Grade Reports. Beginning with final grades for the fall 2003 semester, the Office of the Registrar no longer mails a paper copy of grades, unless a copy is requested. Grade information is available to students on IrishLink (a secure Web-based service). The Printed Grade Report Request form is available from the Office of the Registrar Web site, www.registrar.nd.edu. Midsemester deficiency reports and mid-semester grades for First Year of Studies students will continue to be mailed for undergraduates.

Accreditation and Academic Association. The University of Notre Dame is a member of the North Central Association of Colleges and Secondary Schools, the National Catholic Education Association, the Association of American Colleges, the American Council on Education, the National Commission on Accrediting (not an accrediting agency), the Council of Graduate Schools in the United States, and the Midwest Conference on Graduate Study and Research, and it is fully accredited by the Indiana State Board of Education. The University is also a member of the Indiana Conference of Higher Education, the International Association of Universities, the Catholicarum Universitatum Foederatio (Federation of Catholic Universities) and the Institute of International Education.
Academic Code of Honor

The University of Notre Dame is a community of students, faculty, and administrators who come together to learn, work, and grow in moral character. Central to the concept of community is a belief in the importance of honorable behavior for oneself and for the community as a whole. The Academic Code of Honor fosters this dual sense of honorable behavior.

The Academic Code of Honor represents a valuable educational tool for exercising the power of community and for expressing the Christian values of the University. By setting high standards of conduct for the members of the Notre Dame community, the Academic Code of Honor formally recognizes the ability of students to take responsibility for their ethical behavior. The Academic Code of Honor commits all students to perform academic work honestly. It commits a student to take action when academic dishonesty occurs. It commits faculty to strive to engender an atmosphere of trust in the classroom and to share responsibility. The Academic Code of Honor advocates responsibility, an integral part of the moral growth that Notre Dame espouses.

A handbook provides an outline of procedures under the Academic Code of Honor and a summary of the thinking that has gone into the establishment of the code at the University of Notre Dame. To obtain a copy of the handbook, write or call Office of the Provost, 300 Main Building, Notre Dame, IN 46556, (574) 631-8261.

Notre Dame NetID Student Policy

The University of Notre Dame NetID accounts and related services are intended for faculty, staff, and currently enrolled students. “A student must register and enroll at the dates and times announced by the registrar.” (Academic Code 4.1) A student who fails to enroll by the announced date will forfeit his or her right to access his or her NetID account and related services. University computing resources supplied by way of the NetID are normally available to a student for up to 60 days after his or her graduation date. A student granted a leave-of-absence would normally retain access to University computing services for up to two semesters. A student who is separated from the University due to an academic suspension, academic dismissal, or withdrawal will no longer have access to University computing services, unless an extension has been approved by the dean of his or her college. A student attending Notre Dame for the summer only, with a nondegree seeking status will normally remain access to University computing services for up to 60 days after the August graduation date. A student who is separated from the University for other reasons, will no longer have access to University computing services.

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<table>
<thead>
<tr>
<th></th>
<th>NetID Deactivation</th>
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<tbody>
<tr>
<td>January Graduates</td>
<td>60 days after January Graduation Date</td>
</tr>
<tr>
<td>May Graduates</td>
<td>60 days after May Graduation Date</td>
</tr>
<tr>
<td>Saint Mary's Students</td>
<td>60 days after Graduation Date (Consult Saint Mary's Registrar)</td>
</tr>
<tr>
<td>Holy Cross Students</td>
<td>60 days after Graduation Date (Consult Holy Cross Registrar)</td>
</tr>
<tr>
<td>August Graduates</td>
<td>60 days after August Graduation Date</td>
</tr>
<tr>
<td>Summer Nondegree</td>
<td>60 days after August Graduation Date</td>
</tr>
<tr>
<td>Authorized leaves</td>
<td>Extension of NetID for up to 2 semesters</td>
</tr>
<tr>
<td>Academic Suspension/ Dismissal</td>
<td>Upon Suspension (Unless an extension has been approved by the University)</td>
</tr>
<tr>
<td>Withdrawals</td>
<td>Upon Withdrawal (Unless an extension has been approved by the University)</td>
</tr>
<tr>
<td>Disciplinary Suspension</td>
<td>Upon Suspension</td>
</tr>
<tr>
<td>Disciplinary Dismissal</td>
<td>Upon Dismissal</td>
</tr>
</tbody>
</table>
Academic Regulations

Embodied within the Academic Code are policies and regulations governing the student attainment of academic credit and degrees from the University of Notre Dame. Such regulations have been enacted by the Academic Council of the University, which retains the authority and responsibility for the review and amendment of the Academic Code. The administration and interpretation of academic regulations rest with the academic officers of the University, namely, the provost, the deans, and the University registrar. The responsibility to abide by the Academic Code resides with the students, faculty, and administration. The complete Academic Code is published in du Lac, the University’s guide to student life, as well as the Faculty Handbook.

Academic Resources

Faculty. In 2003–04, Notre Dame’s regular teaching and research faculty numbered 783 full-time and 327 part-time. Other faculty, such as administrators, professional specialists, librarians, and research fellows numbered 390 full-time and 78 part-time. Ninety-eight percent of the full-time instructional faculty have terminal degrees, 91 percent of them have doctorates. Ninety-seven percent of the full-time instructional faculty are lay persons.

University Libraries. The University library system consists of 11 libraries, which house most of the books, journals, manuscripts, and other non-book library materials available on the campus. Currently, the collections contain nearly 3 million volumes, more than 3 million microform units, more than 3,000 electronic titles, and more than 20,800 audiovisual items to support the teaching and research programs. In the past year, the libraries added more than 59,475 volumes and received about 11,200 serial titles.

The Theodore M. Hesburgh Library, a 14-story structure, serves as the main library, and its collections are of primary interest to the students and faculty of the College of Arts and Letters and the College of Business Administration. The tower also contains the University Archives; the Medieval Institute Library, with the Frank M. Folsom Ambrosiana Microfilm and Photographic Collection, and the Anastos Byzantine Collection; the Mark K. Davis Drawings Collection; and the Jacques Maritain Center.

The University, along with more than 162 academic and research libraries, maintains a membership in the Center for Research Libraries, which has access to more than 4 million volumes of materials and more than 1.5 million microfilms important for research. The University Library was elected to the Association of Research Libraries in 1962.

The Business Information Center, located in the Mendoza College of Business, is an innovative, all-electronic facility supporting existing and emerging programs and research. There are currently 45 electronic databases and about 350 books and audiovisual items. This state-of-the-art facility is equipped with 32 individual workstations and two group learning areas providing handicapped access and the group areas fully equipped for instructional support, and it provides access to and instruction and assistance in the use of a broad range of bibliographic, numerical, full-text, and graphic databases in business and related disciplines.

The Kellogg/Kroc Information Center, located in Room 318 of the Hesburgh Center for International Studies, supports work in international studies.

The Art Slide Library, located in 110 O’Shaughnessy Hall, became a branch library in July 2002. Created to support the Art, Art History, and Design Department, the Art Slide Library provides photographic images for teaching, research, student slide presentations, and historical documentation. The slide collection consists of approximately 230,000 slides available to all University faculty, students, and visiting patrons. Web sites have been created to support the art history courses. An in-house database facilitates access to the collection for teaching and research purposes.

The remaining seven libraries were established to meet the teaching and research needs of the College of Engineering, the College of Science, and the Law School. These libraries generally contain the more recent literature, and the Hesburgh Library retains the older materials.

The Engineering Library, located on the first floor of Fitzpatrick Hall of Engineering, has a collection of 50,179 volumes and approximately 25,000 microform units and receives more than 300 paper journals and about 1,450 e-journals related to engineering. The facility provides database searches as well as bibliographic instruction.

The Architecture Library has a collection of more than 27,540 volumes and more than 91 currently received paper journals and five e-journals pertaining to various aspects of architecture.

The Chemistry/Physics Library, located in Room 231 of the Nieuwland Science Hall, maintains a collection of some 40,956 volumes and currently receives about 59 paper journals and 934 e-journals in all fields of chemistry and physics. It can provide database searches and bibliographic instruction.

The Life Sciences Library, located on the first floor of the Paul V. Galvin Life Sciences Center, houses an estimated 26,000 volumes and receives approximately 329 print journals and 921 e-journals in the fields of biology, life sciences, and medicine. It offers database searching and bibliographic instruction.
The Mathematics Library, located in the lower level of the Hayes-Healy Center, has a collection estimated at 49,085 volumes and subscribes to about 168 paper and 373 e-journals dealing with all areas of pure and applied mathematics.

The Radiation Chemistry Data Center, located in Room 105 of the Radiation Research Building, has a collection of 4,810 volumes and receives seven journals and 20 e-journals in radiation chemistry. It serves many of the information service needs of the radiation chemical community throughout the United States and abroad.

The Kresge Law Library, although located in and administered by the Law School, is available for use by all students, faculty, and staff. It has a collection of more than 605,919 books and microform equivalents of law and law-related material and subscribes to more than 6,491 serial publications.

Institutes, Centers, and Laboratories. The many and diverse institutes, centers, and laboratories maintained by the University are an indication of the spectrum of scholarly interest that students are able to join in and profit from.

Institutes, centers, and specialized research laboratories at Notre Dame include the Helen Kellogg Institute for International Studies, the Joan B. Kroc Institute for International Peace Studies, the Keough Institute of Irish Studies, the Erasmus Institute, the Nanovic Institute for European Studies, the Medieval Institute, and the Radiation Laboratory. Other institutes, centers, and similar entities are the Center for Environmental Science and Technology (CEST); the Center for Advanced Scientific Computing; the Center for Astrophysics at Notre Dame University (CANDU); the Center for Applied Mathematics; the Center for Molecularly Engineered Materials; the Center for Civil and Human Rights; the Center for Continuing Education; the Center for Philosophy of Religion; the Center for Research in Business, embracing the Center for Business Communication, the Center for Ethics and Religious Values in Business, and the Center for Research in Banking; the Center for Social Concerns; the Center for the Study of Contemporary Society, which embraces the Gerontological Research Center, the Laboratory for Social Research, the Multinational Management Program, and the Philosophic Institute; the Charles and Margaret Hall Cashwa Center for the Study of American Catholicism; the Ecumenical Institute (Jerusalem); the Energy Analysis and Diagnostics Center; the Center for Nano Science and Technology; the Environmental Research Center (UNDERC); the W.M. Keck Center for Translational Research; the Whelte Cancer Research Center; the Institute for Church Life, which embraces the Center for Pastoral Liturgy and Retreats International; the Institute for Scholarship in the Liberal Arts; the Jacques Maritain Center; the Reilly Center for Science, Technology and Values; the Urban Institute for Community and Educational Initiatives; the Thomas J. White Center for Law and Government; and the William and Katherine Devers Program in Dante Studies.

Other laboratories include: the Hessett Center for Aerospace Research, the Air and Water Quality Analysis Laboratory, the Aquatic Biology Laboratory, the Biofluid Mechanics Laboratory, the Catalysis Laboratory, the Fluid Dynamics Laboratory, the Bernard J. Hank Family Environmental Research Laboratory, the LOBUND Laboratory, the Parasitology Laboratory, the Solid State Material and Devices Laboratory, the Vector Biology Laboratory, and the Zebrasfish Research Facility. These research centers contain specialized facilities and equipment.

Research. The University receives approximately $70 million in sponsored research and sponsored program funds annually. Active programs of scholarly work occur in discipline-oriented departments in the humanities, fine arts, science, social science, engineering, law, and business areas of the University. In addition, University institutes and centers facilitate research across departmental lines.

The Graduate School's Office of Research is responsible for assisting faculty in various aspects of sponsored program activity and technology transfer. It reviews and transmits all formal proposals, monitors the status of proposals, negotiates contracts and grants, accepts awards for the University on behalf of faculty members, and is responsible for the administrative management of all grants, contracts, and cooperative agreements supporting research, training, service, and equipment. The Office of Research also provides guidance in seeking external sponsored program support, assistance in proposal and budget preparation, and support in all areas of electronic research administration.

The Office of Research Home Page is designed to assist faculty from all academic units in the identification of funding sources. Current issues related to sponsored program activity as well as proposal preparation are also highlighted.

Inquiries regarding this information should be addressed to the Graduate School, Office of Research, 511 Main Building; www.nd.edu/~research.

Sinte Museum of Art. The museum features collections that place it among the finest university art museums in the nation.

The Mesoamerican collection highlight is the comprehensive, exceptional holdings of Olmec works, the earliest Mexican collection.

The Kress Study Collection has been the foundation for developing Italian Renaissance art, which includes a rare Ghirlandajo altarpiece panel. The Baroque collection highlights works by Bloemaert, Coypel, and van Ruisdael. Selections from the Fiederssen Collection of 70 notable Rembrandt van Rijn etchings are exhibited frequently; and the 18th-century collection includes such masters as Boucher, Vigee-Lebrun, Reynolds, Conca, and de Mura.

The critically acclaimed John D. Reilly Collection of Old Master to 19th-Century Drawings includes examples by Tintoretto, Tiepolo, Oudry, Fragonard, Ingres, Gericault, Miller, and Degas. The Noah and Muriel Burkin Collection of 19th-Century French Art is the foundation of one of the museum's major strengths, featuring paintings and drawings by Corot, Boudin, Courbet, and Gerome.

The Decorative and Design Arts Gallery spans the 18th through 20th centuries and exhibits early porcelains from Sevres and Meissen. Exceptional ceramics, furniture, glass, and silver pieces represent both the Arts and Crafts and Art Nouveau styles of the 19th century in addition to the Art Deco and Bauhaus modern movements. Twentieth-century-designed pieces by Wright, Stickley, and Hoffman are also on view.

The Janos Scholze Collection of 19th-Century European Photography contains some 5,500 images of persons and places taken during the first 40 years of camera use.

Native American art focuses on early 19th-century, Plains Indian-painted war records and costumes; it also features Mimbres- and Anasazi-painted ceramics from the prehistoric Southwest.

The developing American collection has 19th-century landscapes by Durand and Inness and portraits by Eakins, Sargent, and Chase. Among highlights of the West and the Southwest regions are paintings by Higgings, Ufer, Russell, and Remington.

Traditional works of African art such as textiles, masks, and sculptures are in the collection as well.

Twentieth-century styles and movements are seen in paintings by Miro, O’Keefe, Avery, Glackens, Pearlstein, and Scully. Modern sculptures by Barlach, Zorach, Cornell, Calder, and Rickey complement the paintings and drawings.

Croatian-American sculptor Ivan Mestrovic, who taught at Notre Dame from 1955 until his death in 1962, created many works that remain on campus. Major pieces can be seen in the museum, at the Eck Visitors’ Center, and at the Basilica of the Sacred Heart.

Loan exhibitions from major museums and private collections mounted by the Sinte are offered periodically in the O’Shaughnessy Galleries, as is the annual exhibition of student art by candidates for M.F.A. and B.F.A. degrees. Special events and programs include lectures, recitals, films, and symposia held in the 304-seat Annenberg Auditorium and in the galleries.
Admission

This year we expect more than 11,000 students will apply for admission to Notre Dame's entering class. Most of the applicants will have the academic aptitude and preparation necessary to complete a degree program at the University. The Committee on Admissions will decide which applicants will be among the 1,975 included in the class. To understand how this is done, it is first necessary to know the procedure for applying to Notre Dame.

ACADEMIC PREPARATION

Most applicants will have taken and successfully completed the most challenging program of studies available in their high schools. We strongly recommend a curriculum including four years each of English, mathematics, science, history, and foreign language.

All successful applicants are admitted to the First Year of Studies. However, entrance requirements differ slightly for students planning to pursue studies in science and engineering. Sixteen units are required of all students as described below:

For students intending to choose a major in the College of Arts and Letters or the Mendoza College of Business, excluding the arts and letters premedical/ preclinical program and the combined arts-engineering program, the 16 units must be distributed as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units Required</th>
</tr>
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<tr>
<td>English</td>
<td>4</td>
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<tr>
<td>Algebra, advanced algebra, trigonometry, and geometry</td>
<td>3</td>
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<tr>
<td>Foreign language</td>
<td>2</td>
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<tr>
<td>History</td>
<td>2</td>
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<tr>
<td>Science</td>
<td>2</td>
</tr>
<tr>
<td>Additional English, mathematics, science, history, social studies, and language courses</td>
<td>3</td>
</tr>
</tbody>
</table>

For students intending to major in the College of Science, the College of Engineering, the School of Architecture, the arts and letters premedical/ preclinical program or the combined arts-engineering program, the distribution must be:

<table>
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<tr>
<th>Subject</th>
<th>Units Required</th>
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<tbody>
<tr>
<td>English</td>
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<tr>
<td>Algebra, advanced algebra, trigonometry, and geometry</td>
<td>3</td>
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<tr>
<td>Foreign language</td>
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<tr>
<td>History</td>
<td>2</td>
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<tr>
<td>Chemistry</td>
<td>1</td>
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<tr>
<td>Physics</td>
<td>1</td>
</tr>
<tr>
<td>Additional English, mathematics, science, history, social studies, and language courses</td>
<td>2</td>
</tr>
</tbody>
</table>

The unit is the credit for a year of satisfactory work in an accredited secondary school. The two language units required must be in the same language. In some cases, the Committee on Admissions waives the foreign-language requirement.

APPLICATION PROCESS

First-year students are admitted to the University of Notre Dame for only the fall semester of each academic year. A student who wishes to be considered must have the following items on file: (1) a completed application, (2) an official high school transcript, (3) a letter of evaluation from a secondary school teacher and (4) an official report of scores on the Scholastic Assessment Test (SAT I) by the College Board or the Assessment by American College Testing (ACT).

Application. New application forms are available in August of each year. After receiving your application, you should follow the instructions carefully because the application is your opportunity to tell us about yourself. Include any information about your personal and academic circumstances that will help us evaluate your application.

Students may apply online via our Web site: admissions.nd.edu.

High School Transcript. Your high school must submit an official copy of your transcript, including a listing of your senior-year courses.

Teacher’s Evaluation. Only one evaluation will be required in your application file. The form for this evaluation is included in the application packet. The teacher who knows you best, both as a student and as a person, should complete the evaluation. Please do not request letters from people who have not been involved in your educational development.

Testing. All applicants are required to take the SAT I or ACT. The test results are part of the evaluation process for admission. You must take one of these tests no later than January of your senior year.

The College Board code for the University of Notre Dame is 1841, and the ACT code for Notre Dame is 1252.

If you have taken other standardized tests (SAT II, AP, IB, TOEFL), please include the results with your application. We will use these scores as supplementary information, although they cannot be used in place of the SAT I or ACT.

Anyone who wishes to continue the study of French, German, or Spanish at Notre Dame should take the SAT II subject test in that language. The results will be used for placement purposes.

Students enrolled in home-school programs or in high school programs that substitute certification of competencies for grades must take three SAT II tests: science, history, and foreign language.

DECISION AND NOTIFICATION PLANS

Students seeking admission to Notre Dame's entering class must choose to have their applications reviewed under one of two procedures.

1. Early Action—If you are an outstanding student with strong junior-year SAT I or ACT scores, you should consider applying for Early Action admission. You must apply by November 1 and have all supporting documents in the Office of Admissions by that date. Early Action applicants will receive a decision letter before Christmas. If admitted under Notre Dame's Early Action procedures, you are not required to withdraw your other college applications and have until May 1 to confirm your enrollment at Notre Dame. You will receive financial aid consideration under the same procedures as Regular Action applicants. The Committee on Admissions will defer decisions on some Early Action applicants until we can compare their credentials with those of the Regular Action applicants. We will mail a decision to the deferred applicants by early April. If you are denied admission under Early Action, that decision is final, and you may not reapply in Regular Action.

2. Regular Action—Most applicants choose this plan, which requires that you apply by December 31 and have all supporting documents in the Office of Admissions by that date. We will mail decision letters by early April.
ADMISSION

Early Action:
Apply by November 1
Decision before Christmas
Confirm enrollment at Notre Dame by May 1

Regular Action:
Apply by December 31
Decision by early April
Confirm enrollment at Notre Dame by May 1

Deposits. If admitted, you must confirm your intention to enroll by submitting a $500 advance payment by May 1. This enrollment deposit is not refundable.

Waiting List. Some applicants will be notified that they have been placed on a waiting list and will receive a final decision during the period of mid-May to mid-June. If placed on the waiting list, you should make plans to attend another institution because we cannot predict how many applicants will gain admission from the waiting list in a given year. Students admitted from the waiting list have two weeks to submit a $500 advance payment, confirming their intention to enroll in the first-year class.

The Campus Visit. We welcome visits from prospective applicants. Our staff members meet with groups of students and parents to discuss admissions policies and procedures, the First Year of Studies program, degree programs, student life, financial aid, and other topics of interest.

Appointments for weekday sessions are available from March through mid-December. Appointments for Saturday morning sessions are available from early September to early May. You should call our office for an appointment at least two weeks in advance of your visit. Campus tours are available when classes are in session and on most weekdays of the summer. If you would like a guided tour, please request tour information when you call for an appointment.

The Office of Admissions is closed on certain holidays and holiday weekends. Be sure to call us for an appointment before you confirm any travel plans. Our telephone number is (574) 631-7505.

THE SELECTION PROCESS

Notre Dame seeks to enroll intelligent, inquisitive, energetic, and compassionate students who will bring a diversity of talents and backgrounds to our campus. In selecting the class, the Committee on Admissions evaluates thoroughly each applicant’s personal and academic credentials.

Academic Achievement. In evaluating a student’s academic achievement, the Committee on Admissions considers a student’s curriculum, class rank, concentration of talent in the high school, test scores, teacher evaluation, and personal statement. Most students admitted to Notre Dame have taken the most demanding courses available, rank among the top students in their schools, and have done quite well on standardized tests. We could cite the average rank and median test results of our admitted students, but a listing of such numbers is often misinterpreted. Each year, some applicants with high test scores and class rank are not admitted while some students with less impressive numbers are selected for admission based on their other outstanding academic and personal accomplishments.

Personal Qualities. The lifeblood of Notre Dame resides in its people: faculty, staff, and students. Each potential student’s application is studied to determine what talents, skills, and interests that person might offer Notre Dame’s community. We have a strong interest in people who can make unique contributions and will share their talents with us—talents as musicians, writers, technicians, tutors, athletes, artists, volunteer workers, actors, organizers, thinkers, conversationalists, poets, jugglers, or dancers. There is need in each freshman class for a variety of talents and personal qualities. The listing of activities, written statements, and evaluations gives us a view of the person represented by the application. It is important to present talents and intellectual interests on the application form.

The Notre Dame Scholar. Each year the Committee on Admissions designates a select number of the admitted students as Notre Dame Scholars. This recognition is based upon their outstanding academic and extracurricular accomplishments throughout their high school careers. These students appear to exhibit the greatest potential for academic and social contributions within the Notre Dame community and are generally the strongest prospects from an applicant pool of more than 11,000 individuals.

All admitted applicants are considered for the Notre Dame Scholar distinction. Notre Dame Scholars will be notified of the designation in their letter of admission.

A monetary award accompanies this distinction if the student has demonstrated substantial financial need as determined by a careful review of the Financial Aid Profile of the College Scholarship Service and the FAFSA.

During the academic year the Office of Admissions enlists many of the scholars to serve as hospitality hosts to prospective students. Through this program, applicants may tour the campus and spend a night in a residence hall.

STUDENTS WITH DISABILITIES

Each year Notre Dame admits a number of academically talented students with various disabilities. Once enrolled here, students with disabilities may use a variety of services intended to reduce the effects that a disability may have on their educational experience. Services do not lower course standards or alter essential degree requirements but instead give students an equal opportunity to demonstrate their academic abilities. Students can initiate a request for services by registering with the Office for Students with Disabilities (OSD) and providing information that documents his or her disability. Individual assistance is provided in selecting the services that will provide access to academic programs and facilities of the University.

OSD provides services to students with mobility, hearing and visual impairments as well as students with learning disabilities. The services that are typically used include alternative formats of textbooks, modifications in the way students take exams, and readers, note takers, and academic aids. The University maintains accessible rooms in nine residence halls for students with physical disabilities.

All Notre Dame students must supply the necessary initiative and determination to discover and utilize the available campus resources. Students with disabilities will find that a truly creative ability to solve daily problems may be as important to success as developing alternative skills through academic experience. We invite admitted applicants to visit Notre Dame and become familiar with the facilities here before making a final college choice.

For more information, contact the Office for Students with Disabilities at (574) 631-7157 or (574) 631-7173 (TTY).
INTERNATIONAL STUDENTS

Notre Dame welcomes students from around the world. International students enhance the cultural and intellectual atmosphere of our community.

The admissions process for international students who are not Permanent Residents of the United States differs slightly from the process for U.S. citizens. To complete an application, an international student must submit a Certification of Finances. This document is provided with the application and is on our Web site: admissions.nd.edu/international/index.cfm. Additionally, as English proficiency is critical to a student’s academic success at the University, students who do not speak fluent English must take the Test of English as a Foreign Language (TOEFL). The Scholastic Aptitude Test (SAT I) or the American College Test (ACT) is also required for admission. Students who have difficulty locating a test center that administers the SAT or ACT should contact the American Embassy or an American school in their area.

International students wishing to apply for our limited need-based financial assistance must complete both the Certification of Finances and a CSS Foreign Student Aid Application. Based upon a review of academic credentials, financial need, and availability of scholarship resources, a student may be considered for financial assistance. Financial aid packages may include student loans, student employment, and University scholarship assistance.

To avoid potential problems with international mail, we urge students living outside the United States to apply online via our Web site, admissions.nd.edu, and to submit all other application materials by courier service.

TRANSFER ADMISSION

Some students are admitted to Notre Dame with advanced standing. If you wish to apply for admission as a transfer student, you must have (1) completed at least one academic year at an accredited college or junior college, (2) obtained the equivalent of at least 27 semester hours of transferable credit, and (3) maintained a cumulative “B” average in all courses. (The competition is such that the average GPA for admitted students is significantly higher.) The committee gives strong preference to applicants who have completed Notre Dame’s first-year course requirements. Correspondence courses, USAFI courses, and credits earned through the College Level Examination Program (CLEP) are not acceptable.

To be eligible for an undergraduate degree, you must complete at least 60 credits at Notre Dame, including the senior year. Thus, if you are beyond sophomore level at another college not in a special program, it is unlikely that you will gain admission as a transfer student.

As a transfer applicant you must provide the Office of Admissions with (1) a completed application form, (2) an official transcript from each college attended along with course descriptions, (3) a final high school transcript, and (4) an official SAT I or ACT score.

If you are interested in transferring to Notre Dame, please note that we cannot guarantee on-campus housing to transfer students. Off-campus housing close to the University is available; students are offered campus accommodations from a waiting list if rooms become available.

You must submit your transfer application for the fall semester by April 15. The Transfer Admissions Committee will notify you of its decision between June 1 and July 15.

The deadline for the spring semester is November 1. The committee will notify you of its decision between December 1 and January 15.

Please contact us to request the appropriate application form if you are interested in applying for transfer admission. Write to:

Office of Undergraduate Admissions
Attention: Transfer Admissions Committee
University of Notre Dame
Notre Dame, IN 46556-5602

Students may apply online via our Web site: admissions.nd.edu.

Fees and Expenses

In the undergraduate colleges, the University is essentially a residence school for full-time students. As many students as accommodations will allow are housed in the campus residence halls. First-year students are obliged to live on campus. Permission to live off campus must be obtained from the dean of students. The fees listed below are for the academic year 2004–05 and are subject to change according to factors operating within the economy that affect universities as well as the country as a whole.

Campus Resident Student. The basic fee for the academic year 2004–2005 ranges from $18,244 to $18,329 per semester. This fee entitles the student to instruction and tuition for the semester; meals in the University dining halls; a room in a residence hall; the use of the general library and the departmental libraries; admission to many lectures, concerts, and entertainments in Washington Hall; the use of the Rockne Memorial, the Joyce Center, the Rolfs Sports Recreation Center, the athletic fields, and the University golf course (there is a nominal fee for the use of the golf course and for the ice rink in the Joyce Center); a copy of each issue of the Scholar (the newspaper of the University) and a copy of the Dome (the yearbook of the University) in the second semester (for seniors who have left at the end of the first semester, there will be a charge of $5 to cover the cost of mailing the Dome).

* Rooms are available in 27 residence halls. A security deposit of $50 is required as a room reservation guarantee and for any damages that may be caused by the campus resident student. This deposit is refundable upon graduation or departure from the University after review and approval by the Office of Student Accounts.

Off-Campus Student. The tuition fee for the full-time off-campus student is $14,535 per semester for the academic year 2004–2005, which entitles the student to instruction for the semester and those things listed above under the total fee for the campus resident student. For the off-campus student requiring board and lodging at the University Health Services in time of illness, there is a charge of $75 a day.

Part-Time Undergraduate Student. An undergraduate degree-seeking student must be in full-time status each semester. Any undergraduate student who is enrolled in at least 12 credit hours is considered full-time. A student who believes that special circumstances may require him or her to carry fewer than 12 semester hours in any semester (including a senior in his or her last semester) must seek approval to be part-time from his or her respective college. This request and conversion, if approved, must be made before the seventh class day of a fall or spring semester. If permission is granted, the dean will notify the Office of Student Accounts of the change of status and an adjustment to tuition will be made if necessary. There will be no adjustment of tuition unless permission is given by the dean and the class schedule is changed before the seventh class day of the fall or spring semester.
Undergraduate Fees.
• Technology Fee: $125 per semester.
• Health Center Access Fee: $50 per semester.
• Student Activity Fee: $40 per semester.
• Observer Fee (daily student newspaper): $6 per semester.

The above fees do not cover the cost of textbooks, stationery, etc., which is estimated at $850 per year for the average undergraduate student.

The technology fee provides partial funding for the University’s enterprise-wide technology infrastructure, which provides all students access to the Internet, e-mail, coursework, campus clusters, ResNet, and a wide array of the latest software. This fee provides for the growth in student services, such as course and degree requirements, Web Registration, and value-added Internet related capabilities.

The health center access fee provides students access to all services at the University Health Center and University Counseling Center, including 24-hour medical care and counseling/mental health assistance, alcohol and drug education programs, and health-education and wellness programs. This fee provides partial funding to address increasing student health and wellness needs, along with funding to maintain health facilities.

Group Sickness or Accident Insurance. To assist in financing any medical or hospital bills, a group insurance plan is available to students. Notre Dame requires all international students to have health insurance coverage.

At the beginning of the academic year, the opportunity is provided to show proof of personal health insurance. In the event such proof is not presented, the student will be automatically enrolled in the University-sponsored plan and the charge for the premium will be placed on the student’s account. The last date an international student may be waived from the University Student Insurance Plan is September 15, 2004.

Information regarding the University-sponsored plan is mailed to the student’s home address in July. Additional information is available in University Health Services by calling the Office of Insurance and Accounts at (574) 631-6114.

The cost of the premium for the 2004–2005 academic year (effective August 15, 2004, to August 15, 2005) is $999.

Payment Regulations. All fees and required deposits are to be paid in advance of each semester. Billing will be made one month before each semester. The University does not accept credit card payments. Remittance should be made payable to the University of Notre Dame. Notre Dame students taking certain courses at Saint Mary’s College that carry special fees will be billed for such charges according to Saint Mary’s rates.

Withdrawal Regulation. Any graduate, law, M.B.A.,* or undergraduate student who at any time within the school year wishes to withdraw from the University should contact the Office of the Registrar. To avoid failure in all classes for the semester and to receive any financial adjustment, the withdrawing student must obtain the appropriate clearance from the dean of his or her college and from the assistant vice president for Residence Life.

On the first day of classes, a full-tuition credit will be made. Following the first day of classes, the tuition fee is subject to a prorated adjustment/credit if the student (1) withdraws voluntarily for any reason on or before the last day for course discontinuance at the University, or (2) is suspended, dismissed or involuntarily withdrawn by the University, for any reason, on or before the last day for course discontinuance at the University, or (3) is later obliged to withdraw because of protracted illness, or (4) withdraws involuntarily at any time because of military service, provided no credit is received for the classes from which the student is forced to withdraw.

Upon return of the student forced to withdraw for military service, the University will allow him or her credit for that portion of tuition charged for the semester in which he or she withdrew and did not receive academic credit.

Room and board charges will be adjusted/credited on a prorated basis throughout the entire semester.

Students receiving University and/or Federal Title IV financial assistance who withdraw from the University within the first sixty percent (60%) of the semester are not entitled to the use or benefit of University and/or Federal Title IV funds beyond their withdrawal date. Such funds shall be returned promptly to the entity that issued them, on a pro rata basis, and will be reflected on the student’s University account.

This Withdrawal Regulation may change subject to federal regulations. Examples of the application of the tuition credit calculation are available from the Office of Student Accounts upon request.

Executive M.B.A. students are subject to a different Withdrawal Regulation and Tuition Credit Calculation, both of which may be obtained from the Executive M.B.A. Program.

Payment Plan for Budgeting Educational Expenses. The University makes available an interest-free monthly payment plan through Academic Management Services (AMS). One AMS Place, PO. Box 991, Swansea, MA 02777. This plan allows families to spread our education payments over a ten- or nine-month period rather than make two larger payments, one at the beginning of each semester.

The annual fee to enroll in the AMS program is $55. That cost includes a life insurance provision called Tuition Protection Coverage, which would pay the University the remaining balance of the plan in the event that the designated bill payer should die. For more information on the AMS Monthly Payment Plan, call AMS at (800) 635-0120.

Student Financial Aid

The Office of Student Financial Services, which includes the Offices of Financial Aid, Student Accounts, and Student Employment, administers all student financial aid programs, a broad array of financial products and services, and payment plans, to assist in helping to make a Notre Dame education affordable for all families.

Principles. Notre Dame subscribes to the principles of student financial aid administration as endorsed by the College Scholarship Service of the College Board and the National Association of Student Financial Aid Administrators. Notre Dame, along with the hundreds of other institutions, states, and organizations that follow these principles, includes demonstrated financial need as a criterion in awarding financial aid. In addition to a student’s academic and personal credentials, financial need is an essential factor in the awarding of the University’s scholarship/grant programs.

Among the many myths that exist about the financial aid process, perhaps the most common is that which claims that only the low-income family is eligible for financial aid. Unfortunately, as a result, many students do not even apply for aid because it is assumed that the family income is too high. Although income is an important factor in determining a family’s ability to pay for college, it is only one of the many factors considered. The size of the family, age of parents, number of family members in college, assets and liabilities, and private school costs are also considered.

Equally significant in determining need is the cost of attending an institution. The same student may have adequate family resources for attendance at a public institution but may show substantial need at a higher-cost institution, such as Notre Dame. Those families feeling the need for financial assistance are encouraged to investigate the possibilities outlined herein.

Inherent in the concept of need is the premise that the primary responsibility for financing a college education lies with the family. Notre Dame assumes that families will contribute to the student’s education to the extent they are capable.

The difference between the family contribution and the student’s total collegiate expenses for a given year is financial need. Another way of expressing this concept is outlined below:

Cost of Attendance
– Family Contribution

= Financial Need
Cost of Attendance. Expenses for college will vary from one institution to another and are subject to change from one year to the next. Estimated average expenses for first-year undergraduates at Notre Dame for the 2004–2005 academic year include:

- Tuition and Fees: $29,510
- Room, Board, and Phone: $7,590
- Books: $850
- Personal/Transportation: $1,400

Total: $39,350

There will be variations in the above costs based on residence hall accommodations, travel costs, and personal expenses. It should be noted that, because of rising costs, annual increases in the above budget can be anticipated.

Family Contribution. The University assumes parents will contribute to their children’s education to the extent they are capable as long as the student is enrolled as an undergraduate. Notre Dame cannot accept financial responsibility for students whose parents discontinue this support for reasons other than ability to pay. It is important to note that the family includes both the parents and the student. Students seeking financial aid will be expected to contribute toward their educational expenses. This self-help may include resources from a portion of their own assets, as well as earnings resulting from work prior to and during their enrollment at Notre Dame. In a very real sense, students who borrow also contribute to their costs from their future earnings.

Given the premise that families have the primary responsibility for paying for the cost of a student’s education, Notre Dame is committed to making the University affordable by annually meeting the full demonstrated financial need of its students.

Verification. The federal government requires the University to verify and document certain information provided by students and their families in relation to an application for assistance. Such documents may include copies of federal income tax returns and W-2 forms. For purposes of verification, the University currently participates in the Federal Quality Assurance Program.

Financial Aid Application Process. To be consistent in estimating a family’s ability to pay, Notre Dame has subscribed to a nationally approved uniform method of needs analysis. Many institutions and other organizations involved in the administration of student financial aid programs also subscribe to this institutional methodology.

Because the federal government is a major provider of student aid, it has created a set of criteria to determine a student’s eligibility for its programs. This information is gathered annually on the Free Application for Federal Student Aid (FAFSA). All students seeking financial aid consideration for either federal and/or non-federal student aid programs must file the FAFSA. The FAFSA is available at www.fafsa.ed.gov and should be filed between January 1 and February 15 for prospective first-year students, January 1 and February 28 for continuing students, and January 1 and March 31 for prospective transfer students.

The College Scholarship Service (CSS) also provides a supplemental application known as the CSS Financial Aid PROFILE. This application often allows the student and family to provide additional, more comprehensive information with which the institution can make a better evaluation of the family’s financial circumstances. The PROFILE (along with the appropriate fee) must be submitted to CSS by February 15 for prospective first-year students, February 28 for continuing students, and March 31 for prospective transfer students to be considered for the financial aid programs administered by Notre Dame, including scholarship programs. Students seeking only federal aid need to file only the FAFSA. Students applying for both federal and institutional aid consideration must file the FAFSA and the CSS PROFILE, listing the University of Notre Dame as a recipient. The federal school code for identifying Notre Dame on the FAFSA is 001840. Notre Dame’s CSS code for the PROFILE is 1841.

Students may complete the CSS PROFILE at www.collegeboard.com.

The CSS PROFILE is made available in the fall of the year and may be filed as soon as the applicant and family have reasonable estimates of what family income figures for the current calendar year will be. In some cases, it may be necessary to wait until the calendar year is completed to obtain more accurate information. In either case, the CSS PROFILE must be submitted as directed. If tax information for the previous calendar year is not yet completed, reasonable estimates may be used. Applicants for financial aid should also be prepared to submit directly to the Office of Financial Aid copies of parents’ and student’s federal tax returns and parents’ W-2 forms for the calendar year prior to the academic year for which financial assistance is being requested. These documents should be signed and sent directly to the Financial Aid Office, which reserves the right to request additional documentation and/or clarification of a family’s financial situation.

It should also be noted that a prospective first-year or transfer student should not wait for an admissions decision prior to filing for financial aid. Priority consideration will be given to students who meet the FAFSA and CSS PROFILE filing deadlines. Additional consideration may be given to late applicants if funding permits.

Upon proper and timely submission of the FAFSA and the CSS PROFILE, the applicant will automatically be considered for all forms of assistance, including University scholarships, which the Financial Aid Office administers.

Financial Need. Upon receipt of the FAFSA and CSS PROFILE, the Financial Aid Office will carefully review the information in light of the applicant’s individual circumstances and the funding levels of the various programs it administers. It will consider any special circumstances mentioned in the narrative section of the CSS PROFILE or brought to its attention by the student or parents. The result of this analysis is an estimated family contribution figure, which is subtracted from the student expense budget to determine financial need.

If financial need is demonstrated, the Financial Aid Office is committed to providing financial aid resources to meet the financial need. In many cases where assistance is made available, it is done in package form; that is, two or more forms of assistance are combined with each other to meet the demonstrated need. In most cases this may include opportunities for scholarships, loans, and/or work.

Because the amount of financial aid awarded an individual reflects the family financial situation, the University, as a matter of policy, does not publicly announce the amount of aid awarded. All information received by the Financial Aid Office is treated as confidential.

All forms of aid awarded by the University are subject to adjustment based upon additional awards received by the student in excess of the established need. Students receiving aid from the University of Notre Dame must notify the Office of Financial Aid of all other forms of educational assistance from financial aid sources other than those directly administered by the Office.

The total financial aid received by a student may not exceed the total cost of attendance.
Renewal of Financial Aid. It is important to note that the vast majority of financial aid programs are not automatically renewed from year to year. Because of changes in family circumstances, financial aid policies, funding levels, and college costs, the CSS PROFILE and the FAFSA must be filed annually. The deadline for renewal application for all forms of assistance administered by the University's Office of Financial Aid, including scholarships, is February 28.

International Students. Financial aid opportunities for international students are limited. International students should be prepared to finance, either privately or through a sponsor, the full cost of their Notre Dame education. The International Student Certification of Finances (available at http://financialaid.nd.edu) must be submitted at the time of application for admission, illustrating, and documenting sufficient financial support to meet the projected cost of a Notre Dame undergraduate education.

Prospective first-year students wishing to be considered for limited need-based financial assistance must first complete an International Certification of Finances along with an International Student Financial Aid Application (available at http://financialaid.nd.edu). Based upon a review of academic qualifications, financial need, and availability of student aid resources, an applicant may be considered for financial assistance, including a self-help component of a student loan and student employment along with University scholarship assistance. The Certification of Finances and the CSS International Student Financial Aid Application will be reviewed along with the student's admission application.

The Certification of Finances is kept on file for continuing international students, outlining the family's annual responsibility to meet educational expenses as a condition of continued enrollment at the University of Notre Dame and for satisfying the U.S. Immigration and Naturalization Service's regulations required for maintaining an officially authorized U.S. Student Visa status.

FINANCIAL AID PROGRAMS

There are numerous types of financial aid opportunities for students. The process outlined above is that which the student follows for all aid programs administered by the Financial Aid Office of Notre Dame. Through this one process, applicants are considered automatically for all aid programs at the University for which they are eligible, including scholarships/grants. Students are also strongly encouraged to pursue opportunities outside the University. Information regarding some of these outside programs is outlined below. However, because students come to Notre Dame from all 50 states and many foreign countries, further details about state and local programs must be obtained through the student's and family's individual efforts.

Most aid programs will fall into one of three categories of assistance: scholarships/grants, student employment, or loans.

SCHOLARSHIPS/GRANTS

Scholarship/grant assistance is a type of aid that is free of repayment obligation.

Notre Dame Scholarships. All students accepted for admission, who have completed the financial aid process as outlined above, are automatically considered for University scholarships. The level of University assistance is based on demonstrated financial need and academic performance and will thus vary from student to student.

Renewal of University scholarship assistance is based upon a review of students’ academic performance at the University and their annually demonstrated financial need.

A self-help component, including student loan and campus employment programs, serves as the foundation of a financial aid package prior to scholarship consideration. The amount of self-help will grow annually, based on several factors, including increases in cost, annually determined financial need, and self-help limits of loan and work programs. Students not receiving scholarship/grant assistance may be considered in subsequent years based on financial need and the availability of University scholarship resources.

Students receiving scholarships are often asked to cooperate in the University's relations with benefactors. This may include granting the University permission to release academic information to scholarship donors. Students receiving scholarships may also be asked to correspond directly with the benefactor(s) of their scholarship(s).

Notre Dame Alumni Club Scholarships. Many Notre Dame Alumni Clubs offer scholarships to students in their geographic area. Since these awards are based upon information supplied by the University's Admissions and Financial Aid offices, applicants who follow the standard admissions and financial aid procedures of the University will be considered by alumni clubs offering such awards. Some alumni clubs will require additional steps, such as the completion of a local application and/or a personal interview.

Federal Pell Grant. The Pell Grant is a nonrepayable grant made available by the federal government to eligible undergraduate students enrolled in a degree-granting program.

Notre Dame cooperates with the U.S. Department of Education in administering this program. Applicants must be U.S. citizens or permanent residents of the United States.

The FAFSA serves as the application for the Pell program. Eligibility is determined by a U.S. Department of Education formula uniformly applied to all applicants. After applying, the student will receive a Student Aid Report (SAR) from the federal government. Eligible students will be notified by the Financial Aid Office of Notre Dame. In 2005, the grants range from $400 to $4,050 at Notre Dame.

SE0 Grant. Notre Dame participates in the Federal Supplemental Educational Opportunity Grant Program (SE0 Grant). These federal grants currently range up to $4,000 for students with exceptional financial need. The Financial Aid Office selects recipients from among the most needy applicants, in accordance with guidelines established by the U.S. Office of Education. The number and amount of these grants will depend upon the availability of funds from the federal government each year. Federal SEO Grant funds are available only to U.S. citizens or permanent residents of the United States.

State Scholarships and Grants. Although programs vary from state to state, all applicants are encouraged to seek information about the possibility of obtaining a state scholarship/grant as a student at Notre Dame. Details regarding application processes, eligibility requirements, amounts, etc., vary from state to state. Among the states that currently award scholarship/grant assistance to Notre Dame students are Indiana, Pennsylvania, Rhode Island, and Vermont.

Military Scholarships. The University of Notre Dame, in cooperation with the military services, offers Army, Navy, Marine Corps, and Air Force Reserve Officers’ Training Corps (ROTC) programs for interested and qualified students. Satisfactory course completion leads to an Officer's Commission upon graduation from the University.

ROTC scholarships are available on a competitive basis for both men and women. Scholarships may be awarded to offset up to the full cost of tuition, books, and fees, plus an in-school subsistence. Scholarships are awarded on merit and personal qualifications. Applications must be filed during the fall semester of the student's high school senior year.

Application forms and further program descriptions are available from high school counselors, military recruiting officers and ROTC departments at any participating college or university.

First-year students and upperclassmen are eligible to voluntarily enroll in the three-year ROTC college programs at Notre Dame and compete for a limited number of scholarships within the units.

For more information, contact: ROTC (Army, Navy, and Marine Corps or Air Force), University of Notre Dame, Notre Dame, IN 46556.

Other Federal Assistance Benefits. Certain students may be eligible for special forms of federal agency benefits. Among these agencies are Americorps, the Veterans Administration, the Office of Vocational Rehabilitation, and the Bureau of Indian Affairs. Further details may be obtained through the appropriate local office of the particular agency.

Private Scholarships. Many private organizations provide financial assistance to Notre Dame students. Scholarship information may be obtained by contacting civic, professional, religious, and other community organizations.


Caution is advised when using fee-based scholarship search enterprises. Students also should be careful in providing confidential/personal information (e.g., credit card numbers) to such organizations.
STUDENT EMPLOYMENT

Excellent part-time employment opportunities, including those offered through the need-based Federal Work-Study and Paid Community Service Programs as well as other programs, are made available in an effort to assist students in meeting some of the costs related to college attendance.

Approximately 40 percent of Notre Dame undergraduates are employed on campus annually. Many student employees average 10–12 hours of work per week. Students are paid on a biweekly basis via a direct deposit to their personal bank accounts. Hourly rates vary depending on the job requirements. The basic hourly wage rate is $6.45.

The Job Board, located at http://studentemployment.nd.edu, provides a comprehensive listing of jobs available to students, including community service positions (e.g., tutoring, support services, program assistants) along with on-campus jobs in areas such as the dining facilities, the many campus libraries, the computer labs, and office/clerical positions.

LOANS

Borrowing a student loan is a matter that should be undertaken with the greatest of deliberation and with full knowledge of the significant responsibilities involved. Notre Dame borrowers have a proven record of responsible borrowing and repayment of loan obligations. To assist borrowers, the University provides them with an outline of their rights and responsibilities. In addition, all borrowers are advised of their loan repayment options and obligation upon leaving the University. In an effort to provide additional information regarding a borrower's rights and responsibilities, the Office of Financial Aid offers general counseling to all borrowers.

Federal Perkins Loan. Notre Dame participates in the Federal Perkins Loan Program. As with all student loans, student borrowers will be responsible for repaying, with interest, this source of financial assistance after terminating their education. Within conditions prescribed by law and regulations issued by the U.S. Department of Education, Notre Dame selects student recipients, processes the loans, and is responsible for collection. The annual allocation of funds to the University by the federal government limits both the number of loans and maximum amount available per student.

Applicants are automatically considered for this program as a part of the financial aid process outlined above. As with any federally sponsored aid program, the student must be a U.S. citizen or have permanent residence in the United States.

The interest rate on Federal Perkins Loans is currently 5 percent. The student may have up to 10 years to repay the loan but could have less, depending on the total borrowed. Under current regulations, interest and repayment begin nine months after leaving school or when the student ceases to be enrolled on at least a half-time basis. Schedule for repayment of loans, including interest, is on a quarterly basis.

Students may defer repayment of the loan (and no interest accrues) while enrolled as at least half-time students at eligible institutions.

All or part of a Federal Perkins Loan may be cancelled for borrowers who enter certain teaching areas or specified military duty.

Federal Stafford Loan Program. Undergraduate students are currently eligible to borrow through the Federal Stafford Loan Program. General eligibility requirements include U.S. citizenship or permanent residency in the United States, as well as enrollment on at least a half-time basis, good standing at the University, and satisfactory academic progress.

Federal Stafford Loans are generally made available to eligible Notre Dame students through one of several lenders recommended by the University.

The program offers a long-term, repayable loan opportunity to assist students in meeting their educational expenses.

All first-time borrowers complete an online Stafford Master Promissory Note. The Office of Financial Aid will certify the student's enrollment, cost of education, academic standing, and the amount of other financial aid awarded.

To determine a student's eligibility for a federally subsidized Stafford loan, the following formula is used:

Cost of Attendance - (Family Contribution + Financial Aid) = Federal Stafford Eligibility

It is possible for students from various income levels to qualify for Federal Stafford Loans. Students following the financial aid application procedures previously outlined are automatically considered for these loans.

After the Office of Financial Aid certifies the Master Promissory Note, the lender reviews the application and then forwards it to the guarantor for final review. The guarantor or the lender then notifies the student of approval of the loan. Up to 4 percent of the amount borrowed will be deducted prior to the loan being disbursed in order to pay for the origination and guarantee of the loan. The applicant should complete the Master Promissory Note before July 1.

Loan proceeds are typically disbursed electronically at the beginning of each semester to the student's account at the University. One-half of the annual amount, after subtracting loan origination fees, is credited at that time.

For those students qualifying under terms outlined above, the government will pay the interest to the lender for the borrower during periods of school attendance as well as during other authorized periods of deferment. For this reason, this program is known as the Subsidized Federal Stafford Loan.

Current regulations permit undergraduate students to borrow up to $2,625 per year for freshmen, up to $3,500 for sophomores, and up to $5,500 per year for three more undergraduate years, with a cumulative total of $23,000 for undergraduate study.

Federal Stafford Loans must be repaid in full with interest, except when the borrower is deceased or totally and permanently disabled. Repayment begins six months after termination of at least half-time enrollment. Repayment may generally be extended over a period of up to 10 years but could vary, depending upon the amount borrowed. Certain borrowers may also be eligible for loan consolidation options that allow for extending payment periods beyond 10 years. The interest rate will vary annually. Specific repayment plans are arranged between the lending institution and student. Under very limited conditions, a student may have part of the Stafford Loan obligation repaid for certain kinds of military service.

Unsubsidized Federal Stafford Loans generally involve the same provisions as those available through the subsidized program, except as noted below. Students following the financial aid application procedures outlined above, who do not demonstrate need as defined by federal regulations, can receive consideration for these unsubsidized loans.

To determine a student's eligibility for an unsubsidized Stafford loan, the following formula is used:

Cost of Attendance - Financial Aid = Federal Stafford Eligibility

Federal Unsubsidized Stafford Loan Eligibility

One provision of unsubsidized loans that differs significantly from the subsidized program relates to how the interest is paid. The subsidized Stafford loan, the following formula is used:

Cost of Attendance - (Family Contribution + Financial Aid) = Federal Stafford Eligibility

It is possible for students from various income levels to qualify for Federal Stafford Loans. Students following the financial aid application procedures previously outlined are automatically considered for these loans.

After the Office of Financial Aid certifies the Master Promissory Note, the lender reviews the application and then forwards it to the guarantor for final review. The guarantor or the lender then notifies the student of approval of the loan. Up to 4 percent of the amount borrowed will be deducted prior to the loan being disbursed in order to pay for the origination and guarantee of the loan. The applicant should complete the Master Promissory Note before July 1.

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Unsubsidized Federal Stafford Loans generally involve the same provisions as those available through the subsidized program, except as noted below. Students following the financial aid application procedures outlined above, who do not demonstrate need as defined by federal regulations, can receive consideration for these unsubsidized loans.

To determine a student's eligibility for an unsubsidized Stafford loan, the following formula is used:

Cost of Attendance - Financial Aid = Federal Stafford Eligibility

Federal Unsubsidized Stafford Loan Eligibility

One provision of unsubsidized loans that differs significantly from the subsidized program relates to borrowing limits for independent students and for dependent students whose parents have been denied PLUS loan (see below) eligibility. Based upon the student's program length, the combination of subsidized and unsubsidized Stafford annual borrowing cannot exceed the following loan limits:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>$ 6,625</td>
</tr>
<tr>
<td>2nd</td>
<td>$ 7,500</td>
</tr>
<tr>
<td>3rd–5th</td>
<td>$10,500</td>
</tr>
</tbody>
</table>

The total combined subsidized and unsubsidized aggregate borrowing for these students cannot exceed $46,000 for undergraduates.

Another major difference between the provisions of the subsidized and unsubsidized Stafford Loan is that the federal government is not paying in-school interest to the lender while the student is enrolled in school. Interest may be paid monthly or quarterly by the borrower or may be added to the principal balance of the loan (capitalized).

The Notre Dame Undergraduate Loan Program. The University, in cooperation with Citibank and its Student Loan Corporation (SLC), offers a very competitively priced non-need-based student loan program to assist undergraduate students with the financing of their education. Terms of the Notre Dame Undergraduate Loan include:

- Variable interest rate based upon the 91-day T-Bill plus 2.25 percent.
- Interest begins to accrue upon disbursement of the loan.
- No origination fee or insurance fee.
• Repayment of accrued interest and principal beginning six months after the student ceases to be enrolled in school, not to exceed seven years from the first disbursement of the first loan, and generally extending up to 15 years.
• Opportunity for eligible students to apply for up to $12,500 annually, with an undergraduate aggregate of $62,500.
• Requirement of a creditworthy U.S. resident co-signer. Additional information and an application for the Notre Dame Undergraduate Loan may be obtained from the Office of Financial Aid (http://financialaid.nd.edu) or Citibank’s Student Loan Corporation at (888) 812-3479.

OTHER

Monthly Payment Plan. The University offers a monthly payment plan through Academic Management Services (AMS). With the AMS interest-free payment plan, a family has the opportunity to spread tuition payments over a 10- or nine-month period. The annual fee to enroll is $55. That cost includes a life insurance provision called Tuition Protection Coverage, which would pay the University the remaining balance of the plan in the event that the designated bill payer should die. Additional information may be obtained by contacting AMS at (800) 635-0120.

Federal Parent Loans (PLUS). The Federal PLUS loan provides a borrowing option for parents of dependent undergraduate students. Based upon a parent’s creditworthiness, a parent may borrow through this federally guaranteed, non-need-based loan program. Additional terms, subject to revision by federal law, include:

• Variable interest rate based on the 91-day T-Bill plus 3.1 percent.
• Three percent origination fee and up to 1 percent insurance fee.
• Repayment on both principal and interest usually beginning within 60 days of disbursement of the funds, generally extending up to 10 years.
• Opportunity for parents to borrow up to the full cost of education minus student aid.
• Deferment of principle and interest, offered by some lenders during the student’s enrollment period. (Contact lender for details.)

The University provides borrowers with a list of preferred PLUS loan lenders. The preferred lenders have established themselves as quality institutions based upon efficiency in loan origination, responsiveness to questions, quality of servicing, and long-term participation and commitment in the federal loan program. The basic provisions for loans offered by these preferred lenders are consistent with all federally insured educational loans. In addition, these preferred lenders participate in Notre Dame’s electronic application and fund transfer process. This participation provides a superior service in terms of processing and delivery of funds.

Further information and an application may be obtained from the Office of Financial Aid.

Standards of Progress for Recipients of Financial Aid

The University of Notre Dame requires all recipients of institutional financial aid to maintain academic good standing as outlined in du Lac. In addition, the Higher Education Act, as amended, and subsequent federal regulations require institutions to define, publish, and implement Standards of Progress for students receiving federal financial aid. Recipients of aid through the following programs are subject to these standards: Pell Grant, Supplemental Educational Opportunity Grant (SEO Grant), State Student Incentive Grant (SSIG), Stafford Loan, Perkins Loan, PLUS loan, Federal Work-Study (FWS), and University scholarships. The outlined Standards of Progress are established for this purpose.

A. Academic Good Standing: In general, students must meet the University’s minimum requirements for academic good standing, as outlined in du Lac, to receive financial aid. Failure to maintain academic good standing will result in academic probation and probation for purposes of financial aid. Students may receive aid while in this probationary status. However, once students are declared “subject to dismissal,” if they are “continued on probation,” they are not automatically eligible for financial aid.

B. Academic Satisfactory Progress: Students must earn credits at the rates prescribed to maintain eligibility for federal financial aid. The following letter grades do not result in credits earned: F, X, I, U, V, W, NR.

Full-time undergraduate students are expected to complete degree requirements in either eight or 10 semesters, depending on their academic program. The chart above outlines the minimum requirements for Academic Good Standing (minimum semester GPA) and for Academic Satisfactory Progress (minimum cumulative credits earned) for undergraduate recipients of financial aid. Standards for both full-time and part-time students, as well as for four-year and five-year academic programs, are shown.

Undergraduate transfer students will be placed on the chart below based on the advanced status determined at the point of admission (number of transfer credits accepted). Such students will then be evaluated using the criteria listed.

UNDERGRADUATE STANDARDS OF PROGRESS FOR RECIPIENTS OF FINANCIAL AID

<table>
<thead>
<tr>
<th>Semesters</th>
<th>Minimum Semester GPA</th>
<th>Minimum Cumulative Credit Earned Required of Full-time Students</th>
<th>Minimum Cumulative Credits Earned Required of Part-time Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.7</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1.85</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2.0</td>
<td>48</td>
<td>24</td>
</tr>
<tr>
<td>5</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2.0</td>
<td>84</td>
<td>42</td>
</tr>
<tr>
<td>7</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>2.0</td>
<td>120</td>
<td>60</td>
</tr>
<tr>
<td>9</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>2.0</td>
<td>156</td>
<td>78</td>
</tr>
<tr>
<td>11</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>2.0</td>
<td></td>
<td>96</td>
</tr>
<tr>
<td>13</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>2.0</td>
<td></td>
<td>114</td>
</tr>
<tr>
<td>15</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>2.0</td>
<td></td>
<td>132</td>
</tr>
<tr>
<td>17</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>2.0</td>
<td></td>
<td>150</td>
</tr>
<tr>
<td>19</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>2.0</td>
<td></td>
<td>168</td>
</tr>
</tbody>
</table>

Full-time is defined as 12 hours or more; part-time is defined as 11 hours or less.
The Standards of Progress are reviewed at the end of each even-numbered semester for the quantitative aspect of the policy; the Standards are reviewed each semester for the qualitative aspect of the policy. Students terminated from financial aid for failure to maintain these standards must achieve all stated grade point average and cumulative credits earned requirements for their academic year level before aid can be reinstated. Students who are terminated and wish to return with aid for the following semester may use the time between semesters to accomplish readmittance, achieve the minimum cumulative credits earned requirement or complete courses for which the grade of X or I has been assigned.

The Financial Aid Office will notify students in writing when failure to maintain progress results in the loss of financial aid. Appeals of such a decision, based on mitigating circumstances, must be made in writing by the student to the Financial Aid Office. Appeals will be evaluated, and a written decision will be forwarded to the student within three weeks of the receipt of the appeal.

Center for Social Concerns

The Center for Social Concerns provides a wide variety of service and social action opportunities, programs, seminars, and courses.

I. Students may choose from multiple opportunities that serve the needs of others on campus, in South Bend, in the nation, and abroad.

A. More than 30 service groups provide one-to-one or small-group relationships, in collaboration with many local community organizations. Some of these groups are the Robinson Community Learning Center, Big Brothers/Big Sisters, Women’s Care Center, and Logan Center. There are other service activities available that are coordinated directly through the residence halls and other campus organizations.

B. Social action groups sponsor workshops, projects, and retreats that mobilize students to address issues of injustice. Amnesty International and Circle K Notre Dame are two such groups.

C. There are many agencies in South Bend with which the CSC partners. Students may choose to work directly with one of these 60 agencies.

II. The center provides students with opportunities to integrate direct service, research, and other forms of civic participation within their academic lives. Social, moral, and ethical issues can be studied from a variety of perspectives through center-initiated courses. Special attention is given to Catholic social tradition.

A. Academic credit is given for the following community-based learning opportunities. (This is a partial list. See the Department of Theology section of this Bulletin for a more complete list of one- and three-credit opportunities.) Primarily developed and coordinated by center staff, most seminars are offered through the Department of Theology. (See the appropriate college section for the maximum number of credit hours allowed.)

Note: Three credits are available for each of the following courses.

THEO 359A. Summer Service Learning Internship: ACCION
A pioneer in micro-lending, ACCION is a non-profit organization with a 38-year history of reducing poverty and creating employment in the Americas. ACCION is dedicated to providing financial services to the smallest of small business people and, in turn, families, by providing loans to those who cannot go through a bank (no credit history). Ten-week internships will offer students exposure and experience in areas such as community outreach and marketing, fund-raising and public relations, management and information systems, loan processing and monitoring, and micro-lending and economic development.

THEO 359B. Summer Service Learning Internship: African American Leadership Intern Program
The overall goal of the eight-week summer internship is to collaborate with the community of St. Agatha, the ND Alumni Club of Chicago, the Black Alumni of ND-Chicago, Multicultural Student Programs and Services, and the CSC in the following service-learning opportunities: contributing to specific summer programs of St. Agatha’s Parish as determined by the staff, learning about African American urban ministry, developing leadership skills, exploring the potential for relationships of partnering with alumni in Chicago and suburbs, and participating in the follow-up related to all Summer Service Project students.

THEO 359C. Summer Service Learning Internship Hispanic Leadership Intern Program
This internship is designed to immerse students in Hispanic communities, where they respond to specific areas of need through various programs, such as St. Pius V parish and the Interfaith Leadership Project in Chicago. Leadership is emphasized. Student interns will live in a Hispanic community for eight weeks. See the Summer Service Project description (THEO 360) for academic requirements.

THEO 359D. Summer Service Learning Internship: Worker Justice
The result of a collaborative project between the National Interfaith Committee for Worker Justice and several Catholic Colleges and Universities, this 10-week internship begins in Chicago for an intense week of training and orientation with a wide array of social justice professionals and theologians. The delegation of interns will then travel to local interfaith committees around the country for eight weeks, before returning back to Chicago for reflection and exploration of next steps. Within these contexts, undergraduates have the opportunity to learn and increase their ability to apply the principles and foundations of Catholic Social Teaching to a wide range of vocational and social arenas, and to work with local interfaith committees on issues facing workers and develop coalition building, organizing, advocacy, public policy, and communication skills. Academic requirements are similar to those associated with THEO 360.

THEO 359E. Summer Service Learning Internship: Confronting Social Issues
This service-learning course takes place before, during, and after student participation in the eight-week Summer Service Internships sponsored by the Center for Social Concerns, the Andrews Scholarship Fund, and Notre Dame Alumni Clubs. The goals of the course are to reflect on the meaning and dynamics of Christian service, compassion, and Catholic social teaching through readings, journals, discussion, and reflection with site supervisors and alumni, and scheduled group discussions upon return to campus. Writing assignments include a journal, a reflection paper, and responses to study questions related to the course packet. The course is completed during the first seven weeks of the fall semester.
THEO 360B. Summer Service Learning: International
This internship seeks to provide international service-learning experiences in social concerns, inspired by Gospel values and Catholic social teachings, by challenging students who have domestic service-learning experiences to encounter international realities. Students are provided the opportunity to work with and learn from the poor and marginalized in international settings. Students also interact and work with persons and grassroots groups addressing the needs of the poor, learning from those who raise questions and share insights about the social, political, economic, religious, and cultural forces operative in the international setting. Academic requirements bear similarity to THEO 360 but also include a required 1.0-credit orientation course during the spring semester (THEO 371: International Issues).

THEO 360C. Summer Service Learning: National Youth Sports Program
Notre Dame, in past summers, has been the recipient of an NCAA grant that generously provides for a five-week enrichment and athletic program for economically disadvantaged kids, ages 10 to 16. In this formation program, computer instruction, math and science assistance, drug and alcohol education, and other classes beneficial to at-risk youth will be held. Each Notre Dame student/Youth Coordinator will be responsible for leading a group of participants through these activities. Assignments are similar to those listed in the THEO 360 (Summer Service Project) description.

Note: One credit is available for each of the following seminars.

THEO 356. Social Concerns Seminar: Migrant Experiences Seminar
This seminar course offers a unique immersion into the lives of migrant farmworkers in Florida during the spring harvest. Students pick tomatoes in the fields (donating their wages), live with migrant families, assist agencies that serve migrants, and meet with community leaders.

PSY 310A/CSC 358: Social Concerns Seminar: Children and Poverty
The goal of this service-learning experience is to expose participants to issues related to children living in poverty, such as education, early intervention, resiliency, violence, and foster care. Students will begin their exploration during orientation sessions, which will examine the current state of children in poverty and present insights from educators and children’s advocates. During a week in New York City, students will learn from individuals and community-based organizations. Visits with both children and program administrators will enable participants to experience first-hand the realities of growing up in poverty. Following the week-long immersion, facilitated discussions will occur.

THEO 357/PSY 310B. Social Concerns Seminar: L’Arche Communities
This seminar centers around travel to a L’Arche community (e.g., Toronto, Canada) to share community life with developmentally challenged persons. Students draw from the philosophy of Jean Vanier, the works of theologian Henri Nouwen and other spiritual writings to augment this participatory learning experience.

THEO 358/PSY 310C. Social Concerns Seminar: Contemporary Issues
Directed studies. Inquire at the CSC for more information.

THEO 361. Social Concerns Seminar: Appalachia
The Appalachia Seminar introduces students to the culture and social issues of the Appalachian region through service learning. The course provides the opportunity for active participation in the community and direct relationship with the Appalachian people. During the week of service in Appalachia, students learn from individuals and community-based organizations focusing on issues of health, education, environment, and/or basic living conditions.

THEO 362/SOC 362. Social Concerns Seminar: Cultural Diversity
The purpose of this course is to begin to analyze the positive aspects of ethnic and cultural diversity as well as related tensions, including racism. During break, students participate at selected sites in a five-day program that provides an orientation to culturally diverse communities and allows students to engage in discussions on relevant issues with local residents and community leaders. Students participate in preparation and follow-up sessions.

THEO 363/POLS 333W. Social Concerns Seminar: Washington, D.C.
This course centers on a trip to Washington, D.C., over fall or spring break, during which students analyze a significant social issue through contact with various agencies, government offices, and church organizations. Students examine issues through dialogue and written reflection. Themes (e.g., Educational Reform, Violence in America, and Just War Theory) vary each year.

THEO 365C. Social Concerns Seminar: The Church and Social Action
This course centers around a 48-hour immersion (colloquially known as the “Urban Plunge”) in an urban setting during the Christmas break. This course includes a preparation workshop in the fall semester, readings, a reflection paper, and follow-up.

THEO 366. Social Concerns Seminar: Mexico
This seminar involves two weeks of service and experiential learning in Oaxaca, Mexico. It is designed to expose students to the reality of Latin America through intercultural exchange, shared work experience, and faith reflection. Students examine the social, cultural, and international forces operative in the region through discussion, relevant readings, and written reflection.

THEO 367. Social Concerns Seminar: Advanced Studies
Directed studies. Inquire at the Center for Social Concerns (CSC) for more information.
THEO 368A. Social Concerns Seminar: Discernment
This seminar focuses on senior students open to discerning and envisioning the integration of faith/ theology and social concerns into their lives beyond Notre Dame. By engaging students in a process that builds on their previous connections with the CSC and points them toward integrating social concerns into their lives beyond Notre Dame, students are provided the opportunity to integrate their experiences with the insights of speakers and the authors of course readings. Alongside the speakers and course readings, students evaluate the long-term value of this course. Requirements include two written papers and active participation in all sessions.

THEO 368D/ ESS 368D. Social Concerns Seminar: Education
This seminar focuses on the educational and outreach endeavors of St. John Vianney Catholic Parish in Goodyear, Arizona, and builds upon Notre Dame’s relationships with the Congregation of Holy Cross. Participants are hosted by parish families and spend several days in the classroom with a mentor teacher. Participants also visit organizations in Phoenix doing outreach to people who are homeless and to pregnant women.

THEO 368E. Social Concerns Seminar: Hispanic Ministry
This seminar gives participants the opportunity to experience the Church’s option for the poor through an immersion into the spirituality, culture and economy of the rural, southern California valley community of Coachella. Students work with the members of the Congregation of Holy Cross who are in ministry there.

THEO 368F. Social Concerns Seminar: Gospel of Life
The Gospel of Life Seminar provides opportunities to read, reflect and be of service on a variety of life issues through service and experiential learning. During the week of service and experiential learning in Washington D.C. over fall break, the seminar participants will learn from Church and government leaders, various agencies, and individuals.

THEO 368G. Social Concerns Seminar: Organizing, Power and Hope
This seminar focuses on diverse church, school, leadership and community-organizing initiatives to improve life in Chicago neighborhoods. Participants will be challenged to examine perceptions of power, service and social action.

THEO 369. Social Concerns Seminar: Leadership Issues
This seminar will examine leadership issues from a multidisciplinary perspective, focusing on the role of the leader within organizations promoting community service, social awareness, and action for justice and peace. This course will provide students with an opportunity to examine and develop their personal leadership styles and potentials through a variety of experientially based learning opportunities.

THEO 371 01/IIPS 371 01. Social Concerns Seminar: International Issues
Directed studies in international issues. Inquire at the CSC for more information.

THEO 371B. Social Concerns Seminar: Border Issues
The seminar examines immigration and related issues that exist between the United States and Mexico. Participants travel to El Paso, Texas and Ciudad Juarez, Mexico to meet with refugees, Border Patrol, parish organizations, and families who live in “squat” villages. Participants also analyze and discuss policy issues. The immersion is in partnership with Annunciation House.

THEO 372. Social Concerns Seminar: Field Education
Directed studies. Inquire at the CSC for more information.

The Army ROTC Program develops leadership ability and prepares students for the challenges and responsibilities they will face as Army officers and civilian leaders. Through a series of classroom courses and practical exercises, cadets learn self-confidence, time management, and decision-making skills. The role of the professional officer in the preservation of peace and national security is emphasized, with particular attention placed on ethical conduct and the officer’s responsibilities to society. The program culminates in an officer’s commission as a Second Reserve Officers Training Corps Programs
The University of Notre Dame offers the opportunity to combine the pursuit of an academic degree with earning an officer’s commission in either the United States Army, Navy, Marine Corps, or Air Force. Students enrolled in any of the colleges of the University’s Reserve Officers Training Corps (ROTC). Selection of courses in the student’s academic major is independent of those selected for ROTC. First-year students enrolled in any of the three ROTC programs are exempted from the University’s requirement for physical education.
In the College of Engineering, ROTC students are permitted a maximum of six credits of upper-level air, military or naval science as substitutes for specified degree requirements determined by the department. Not more than three credits may be substituted for history or social science. All air, military or naval science credits not so substituted are not credited toward degree requirements in programs.
In the School of Architecture, ROTC students are permitted a maximum of six credits of 400-level air, military or naval science courses as substitutes for electives within the 163 credit hours required for the bachelor of architecture degree.
The College of Science will count a maximum of six credit hours of upper-level (300- or 400-level) ROTC courses toward the 124-credit-hour requirements. These courses will be counted as free electives.

MILITARY SCIENCE
Chair and Professor:
Lieutenant Colonel Kelly C. Jordan, USA
Assistant Professors:
Major Gary V. Masapollo, USA
Captain Mark A. Woodsmall, INARNG
Captain Bartholomew J. Hennessey, USA
Captain Angela L. Hennessey, USA
Captain Timothy L. Dukeman, USA
The College of Business Administration accepts a maximum of 12 free elective credits from the 300- and 400-level military sciences only. Credit from the 100- and 200-level courses does not count toward the degree requirements and must be subtracted from the total number of degree credits listed on the transcript.
In the College of Engineering, ROTC students are permitted a maximum of six credits of upper-level air, military or naval science as substitutes for specified degree requirements determined by the department. Not more than three credits may be substituted for history or social science. All air, military or naval science credits not so substituted are not credited toward degree requirements in programs.
In the School of Architecture, ROTC students are permitted a maximum of six credits of 400-level air, military or naval science courses as substitutes for electives within the 163 credit hours required for the bachelor of architecture degree.
The College of Science will count a maximum of six credit hours of upper-level (300- or 400-level) ROTC courses toward the 124-credit-hour requirements. These courses will be counted as free electives.

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Lieutenant in the Active Army, Army Reserve, or Army National Guard. Opportunities for follow-on postgraduate study also exist.

Course Descriptions. The following course descriptions give the number and title of each course. Lecture hours per week, laboratory and/or tutorial hours per week, and credits per semester are in parentheses. The instructor's name is also included.

**MSL 10-101 Foundations of Officership**
(1-2-1) Hennessey
A study of the organization of the Army with emphasis understanding and implementing officership, leadership, and the Army Values. Military courtesy, discipline, customs, and traditions of the service, fitness, and communication are taught and demonstrated through practical exercise. Includes a 48-hour field training exercise and a weekly two-hour laboratory emphasizing basic soldier skills such as land navigation and marksmanship.

**MSL 10-102 Basic Military Leadership**
(1-2-1) Hennessey
A study of functions, duties, and responsibilities of junior leaders. Emphasizes operations of the basic military team to include an introduction to the Army's Problem Solving Process as well as the fundamentals of time and resource management. Includes a 48-hour field training exercise and a weekly two-hour laboratory emphasizing basic soldier skills such as first aid, U.S. weapons, and military communication.

**MSL 20-201 Individual Leadership**
(2-2-2) Hennessey
Study and application of map reading skills, military communications, and development of individual leadership techniques by learning the fundamentals of small unit tactical operations. Emphasis on individual physical fitness and conducting self-evaluations to facilitate growth. Includes a 48-hour field training exercise and a weekly two-hour laboratory that offers the opportunity to demonstrate learned leadership techniques along with instruction on basic military skills of land navigation and rifle marksmanship.

**MSL 20-202 Leadership and Teamwork**
(2-2-2) Hennessey
Study and application of mission planning and orders with an emphasis on small unit leadership in tactical settings. Land navigation, map reading, marksmanship, and communication skills will be evaluated. Students are expected to demonstrate that they have mastered basic soldier skills and leadership fundamentals. Includes a 48-hour field training exercise and a weekly two-hour laboratory that offers the opportunity to demonstrate learned leadership techniques along with advanced instruction on military skills.

**MSL 30-301 Leadership and Problem Solving**
(2-2-2) Woodsmall
Military decision making, problem analysis, and integrated planning of platoon operations. Analysis of the components of leadership through practical exercises and historical examples. Includes one 48-hour field training exercise.

**MSL 30-302 Leadership and Ethics**
(3-2-3) Woodsmall
Advanced military decision making, problem analysis, and integrated planning with synchronization of multiple assets. This is conducted on the basis of platoon operations and tactics. Includes two 48-hour field exercises.

**MSL 40-401 The Professional Officer**
(2-2-2) Jordan
Advanced study of military leadership and management. Discusses staff organization, functions, and processes. Analyzes counseling methods and responsibilities. Examines organization climate and training management.

**MSL 40-402 Military Management**
(2-1-2) Jordan
Study of the Law of War, Code of Conduct, personnel management, information on awards, separations, promotions, evaluations, assignments, and counseling techniques. Includes pre-commissioning seminars to address current military problems, trends, and customs.

**MSL 40-414 American Military History I**
(1-0-1) Masapollo
Prerequisites: None
This military history course is the first part of a two-semester-long survey course with an analysis of American military history from the early American colonial period through the current global war on terrorism. The MSL 414 course is designed to be an exploration into the evolution of modern warfare, with special emphasis on the technological developments, organization adaptations, and doctrinal innovations that have shaped the American military from its first conception in 1607 through the 1900. The successful completion of MSL 414 and 415 meets the military history pre-commissioning requirement for U.S. Army ROTC cadets.

**MSL 40-415 American Military History II**
(1-0-1) Masapollo
Prerequisite: MSL 40-414
The military history course is a two-semester-long survey course with an analysis of American military history from the Revolutionary War through the current global war on terrorism. The MSL 415 course is designed to be an exploration into the evolution of modern warfare; with special emphasis on the technological developments, organization adaptations, and doctrinal innovations that have shaped the American military from 1900 through the modern day. Part of this course includes a field trip to the nearby First Division Museum at Cantigny in Wheaton, Ill. The successful completion of MSL 414 and 415 meets the military history requirement for U.S. Army ROTC cadets prior to completion of the program.
Additional AROTC Curriculum (Professional Military Education) Requirements. In addition to the military science requirements outlined above, AROTC scholarship students are required to complete other specified university courses. These additional requirements are taken as a part of the student’s field of study or as degree electives, depending upon the college in which the student is enrolled. Students will be notified of such requirements prior to joining the AROTC program and as part of ROTC orientation. An approved list of courses that meet the professional military education requirement is available.

Student Organizations and Activities. All AROTC students have the opportunity to participate in a variety of activities, to include Drill Team, Ranger Challenge Team, Color Guard, and the ‘Shamrock’, the Fightin’ Irish Battalion’s newsletter and Web page. AROTC students also have the opportunity to attend Airborne School, Air Assault School, Northern Warfare School, and Mountain Warfare School during the summer break.

Student Awards and Prizes. The Dixon Award. A $200 cash award presented to an outstanding senior who has displayed exceptional performance during the annual Dixon Challenge.

Veterans of Foreign Wars of the U.S. Sword. An Army officer's sword presented annually to the battalion's cadet commander.

Patrick Haley Award. An ND gold wristwatch presented annually to the cadet who attains the highest academic grade point average.

Col. William T. Brooks Award. A pair of jump boots and a plaque given to the most outstanding student who graduated from Airborne School during the past academic year.

Dr. Michael McKee Award. A $100 cash award presented each year to the outstanding member of the battalion's Drill Team and/or Honor Guard.

NAVAL SCIENCE

Chair and Professor:
Capt. J.M. Shelton, USN

Assistant Professors:
Cdr. Gregory Luttrell, USN
Maj. M.E. Lyon, USMC
Lt. D. Walsh, USN
Lt. J.M. Flemish, USN
Lt. M.W. Meredith, USN
Lt. A.D. Outcal, USN
Lt. A.D. Bonakdar, USN

The mission of NROTC is to educate, train, and screen officer candidates to ensure they possess the moral, intellectual, and physical qualities for commissioning and the leadership potential to serve successfully as company grade officers in the U.S. Navy and Marine Corps. As the largest single source of Navy and Marine Corps officers, the NROTC Scholarship Program fills a vital need in preparing mature young men and women for leadership and management positions in an increasingly technical Navy and Marine Corps.

Course Descriptions. The following course descriptions give the number and the title of each course. Lecture hours per week, laboratory hours per week, and credits for each semester are in parentheses. The instructor's name is also included.

111. Introduction to Naval Science
(2-0-2)
A general introduction to sea power and the Naval Service with emphasis on the mission, organization, regulations, broad warfare components, and career opportunities of the Navy and Marine Corps. Required for all NROTC freshmen. Fall.

112. Sea Power and Maritime Affairs
(2-0-2)
A seminar on defense and maritime policies, naval history, and the capabilities and roles of the U.S., Russian, and other navies. Spring.

211. Naval Ships Systems I
(3-0-3)
A study of steam turbine (nuclear and fossil fuel), gas turbine, and internal combustion marine propulsion plants and shipboard auxiliary systems with applied thermodynamic concepts. An introduction to ships' stability and damage control. Fall.

**212. Leadership and Management I
(3-0-3)
A study of the principles of leadership and management, including management theory, communication, counseling, professional responsibility, and the control and direction of personnel. Spring.

300. Physical Preparation and Training
(0-3-0)
A series of physical fitness workouts, including cardiovascular, upper body development, and agility training required of second- and first-class Marine options and recommended for third- and fourth-class Marine options and all Navy options considering a career with SEALs. This course is offered in preparation for the rigorous of Officer Candidate School, the Basic School, and the Fleet Marine Force.

*211. Navigation
(3-1-3)
A study of the theory and principles of navigation: dead reckoning; piloting; electronic, inertial, and celestial navigation. Navigational aids and nautical rules of the road are also discussed. Fall.

*212. Naval Operations
(3-0-3)
A study of the theory of ship movements and employment, including communications, sonar-radar search, relative motion, and maneuvering board. Tactical formations and dispositions, seamanship, and signals are also discussed. Spring.

411. Naval Ships Systems II
(3-0-3)
An analysis of the theory and principles of operation of naval weapons systems, including types of weapons and fire-control systems, capabilities and limitations, theory of target acquisition, identification and tracking, trajectory principles, and the basics of naval ordnance. Fall.

***412. Leadership and Ethics
(3-0-3)
A seminar on practical leadership skills for any manager focusing on the specific leadership and management responsibilities of the new Navy officer. Teaches skills needed to transfer from a student to a manager. Explores Naval ethical issues, Naval law, and Navy policies and programs. Spring.

1413. Amphibious Warfare I
(3-0-3)
A study of the origin and development of amphibious warfare, with emphasis on leadership, tactics, the principles of war, and application to the modern battlefield. This course alternates every other fall semester with NSCI 415 and is required of first- and second-class Marine options.

1415. Evolution of Warfare I
(3-0-3)
An exploration of warfare as an instrument of foreign policy throughout history. An analysis of the great captains, military organizations, and military theorists of history. This course is required of first- and second-class Marine options and alternates every other fall semester with NSCI 413.

111D–412D. Drill/Leadership Laboratory
(1-0-0)
Practical exercises in leadership, including close order drill and professional development classes.

* Required of Navy option students only.
† Required of Marine option students only.
‡ One hour per week each semester required for active NROTC students. Taken in lieu of physical training during freshman year. Reflected in schedule of classes with suffix “D” following various NSCI course numbers.

** Prerequisite for 412.
*** Requires completion on 212 or consent of instructor.

Additional NROTC Curriculum Requirements. In addition to the Naval Science requirements outlined above, NROTC scholarship students are required to complete other specified University courses. These additional requirements are taken as a part of the student’s field of study or as degree electives, depending upon the college in which enrolled. Students will be notified of such requirements prior to joining the NROTC Program.
Student Organizations and Activities. All NROTC students are integrated into the Midshipman Battalion organization. In addition to participation in all University organizations and activities for which eligible, NROTC students may participate in specific NROTC organizations and activities such as the color guard, intramural athletic teams, the NROTC Unit newspaper and yearbook, and the NROTC sailing program.

Student Awards and Prizes.
- The Secretary of the Navy Distinguished Graduate Award. The annual recognition of the top graduating midshipman.
- The Strake Award. An officer’s sword presented annually to the senior midshipman with the highest aptitude ranking.
- The Col. Brian C. Regan Award. A Marine Corps Officer’s sword presented annually to the Marine option senior midshipman with the highest aptitude ranking.
- The Vincent J. Naimoli Award. A service sword given annually to a graduating midshipman who has become distinguished as an individual who “routinely gives 110 percent.”
- The Naval Reserve Officers Association Award. A service award presented annually to the Midshipman who most embodies the Navy’s core values of honor, courage, and commitment.

Numerous other awards are presented annually by various patriotic organizations to recognize excellence in academic achievement and military aptitude.

AEROSPACE STUDIES

Chair and Professor:
- Col. Michael Zenk, USAF
Assistant Professors:
- Maj. Richard Petty, USAF
- Capt. William Zimmerman, USAF
- Capt. Alan Acree, USAF

The Air Force Reserve Officer Training Corps (ROTC) is an educational program designed to give men and women the opportunity to become an Air Force officer while completing a degree. The Air Force ROTC Programs develop leadership and management skills students need to become leaders in the 21st century. In return for challenging and rewarding work, we offer the opportunity for advancement, education and training, and the sense of pride that comes from serving our country. Upon completion of the Air Force ROTC program students are commissioned as second lieutenants in the Air Force. Following commissioning there are excellent opportunities for additional education in a wide variety of academic fields.

Course Descriptions. The following course descriptions give the number and title of each course. Lecture hours per week, laboratory, and/or tutorial hours per week. Credits each semester are in parentheses.

111. The Foundations of the United States Air Force
   (1-0-1) Zimmerman
   A survey course designed to introduce students to the United States Air Force and Air Force ROTC. Featured topics include: mission of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer opportunities, and an introduction to communication skills.

112. The Foundations of the United States Air Force
   (1-0-1) Zenk
   Additional study of the organizational structure of the Air Force, with emphasis on leadership and communication skills.

111L–112L. Leadership Laboratory*
   (0-1-0) (0-1-0) Acree
   Prerequisite: Concurrent enrollment in AS 111, AS 112.
   A study on Air Force customs and courtesies, drill and ceremonies, and military commands. Also includes studying the environment of an Air Force officer and learning about areas of opportunity available to commissioned officers.

211. The Evolution of USAF Air and Space Power
   (1-0-1) Zenk
   A course designed to examine general aspects of air and space power through a historical perspective. Utilizing this perspective, the course covers a time period from the first balloons and dirigibles through the Korean War and into the Cold War era.

212. The Evolution of USAF Air and Space Power
   (1-0-1) Zenk
   Further study from the Vietnam War to the space-age global positioning systems of the Persian Gulf War. Effective communication techniques are also emphasized.

211L–212L. Leadership Laboratory*
   (0-1-0) (0-1-0) Acree
   Prerequisite: Concurrent enrollment in AS 211, AS 212.
   Further study on Air Force customs and courtesies, drill and ceremonies, and military commands. Also includes additional emphasis on the environment of an Air Force officer and learning about areas of opportunity available to commissioned officers.

311. Air Force Leadership Studies
   (3-0-3) Acree
   Prerequisite: Enrollment in POC for AFROTC cadets. AS 311.
   Further study of the Air Force personnel and evaluation systems, leadership ethics, and additional communication skills.

311L–312L. Leadership Laboratory*
   (0-1-0) (0-1-0) Acree
   Prerequisite: Concurrent enrollment in AS 311, AS 312.
   Activities classified as leadership and management experiences involving planning and controlling military activities of the cadet corps, and the preparation and presentation of briefings and other oral and written communications. Also includes interviews, guidance, and information that will increase the understanding, motivation, and performance of other cadets.

313. Introduction to Principles of Flight
   (3-0-3)
   Limited enrollment for non-ROTC students.
   A study of the general principles of flight, meteorology, navigation, and the federal aviation rules to prepare students for primary flying or private pilot examination.

411. National Security Affairs/Preparation for Active Duty
   (3-0-3) Petty
   Prerequisite: Enrollment in POC for AFROTC cadets.
   An examination of the national security process, regional studies, advanced leadership ethics, and Air Force doctrine.

412. National Security Affairs/Preparation for Active Duty
   (3-0-3) Petty
   Prerequisite: Enrollment in POC for AFROTC cadets. AS 411.
   Further focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism.
International Study Programs

Director: Thomas Bogenschuld
Associate Director: Claudia Kielman
Assistant Directors: Julliet Mayinja
Kathleen Opel
Program Coordinator: Anne Hayes

Since 1964, Notre Dame has made it possible for students to earn credits toward graduation in international study programs. Study in another tradition, direct personal experience of another language and culture and travel all broaden and deepen the liberal education of the whole person to which the University has always been committed.

Qualifed students from the undergraduate college can apply to spend a semester or a year abroad in one of our programs. Participation is normally during the junior year, but some programs are designed to accommodate sophomores as well.

Admission into several of the programs is quite competitive. Participation is a privilege, not a right. Offers of admission are made in accordance with program requirements, at the discretion of the ISP staff in consultation with faculty and staff of the University. Our goal is to maximize the number of students studying abroad, participation in more than one program in the same academic year is not permitted. Exceptions to this rule will be rare and will depend on program status or individual student needs. Students with compelling academic reasons necessitating a deviation from this rule must file a petition in writing to the Director of ISP before the application deadline.

Notre Dame programs are located in Angers, France; Dublin, Ireland; Fremantine and Perth, Australia; London, United Kingdom; Monterrey, Mexico; Puebla, Mexico; Nagoya, Japan; Salzburg and Innsbruck, Austria; Rome, Italy; Toledo, Spain; Rio de Janeiro and Sao Paolo, Brazil; and Jerusalem. Notre Dame also has a small exchange program with L’Institut d’études politiques (Sciences-Po) in Paris. Notre Dame students may apply to Saint Mary’s College programs in Maynooth, Ireland; Rome, Italy; and the Semester Around the World program. The International Study Programs Office also facilitates applications to approved programs in Athens, Greece; Berlin, Germany; Bologna, Italy; Cairo, Egypt; Santiago, Chile; Beijing, China; Shanghai, China; Tokyo, Japan; and Moscow, St. Petersburg, and Vladimir, Russia. Programs are also sponsored by the School of Architecture in Rome and by the Law School and the M.B.A. Program in London. The College of Engineering offers a summer program in London. There is a summer program available for students from all colleges also in London.

Candidates for Angers, Rio de Janeiro, Innsbruck, Rome, Sao Paolo, Toledo, Nagoya, Monterrey, Puebla, Santiago, Paris, and Russia must demonstrate skills in the language of the country sufficient to make their period of residence and study fully profitable. These skills may be developed through intensive language courses in the freshman or sophomore year. Previous study of the language in high school is mandatory for some programs.

Without additional cost or delay in graduation, international study programs make a unique contribution to the excellence of liberal education in the undergraduate colleges and frequently have proved an asset in career development.

Students with compelling academic reasons for participating in non-Notre Dame programs are eligible to apply for a Leave of Absence for study in a program offered by another college or university. They may not, however, take a leave of absence to attend international programs in cities where Notre Dame offers its own programs.

Course Descriptions. While details of a given program may vary, normal course offerings are listed below. Additional local electives from the host university may be chosen with approval of the director.

Instruction is in English in Athens, Cairo, Dublin, Jerusalem, Rome, Perth, and Fremantle; Japanese and English in Nagoya and Tokyo; Chinese and English in Shanghai; French in Angers and Paris; Spanish in Toledo, Monterrey, Puebla, and Santiago; Portuguese in Brazil; Russian in Russia; and German and English in Innsbruck.

The notation following a course description indicates which University requirement may be filled by the course, according to the dean’s office in the College of Arts and Letters.

Any language course of three hours or more may fulfill a language requirement if not completed prior to study abroad. It may apply to the language and literature major, but students must obtain departmental approval for each course applied to the major. Language courses may also be used as electives.

A social science course in the fields of anthropology, psychology or sociology will complete a behavioral science requirement in the Mendoza College of Business.

These courses may also fulfill requirements in majors beyond the language and literature departments. For major credit in history, economics, government, etc., the student must consult with the department.

ANGERS PROGRAM

Université Catholique de l’Ouest, Angers, France
Director: Patrick Martin
Associate Director: Blake Leyerle

Many students who study in Angers decide to pursue a first or second major in French. Declared and prospective French majors must go to the Department of Romance Languages and Literatures for an advising sheet before they participate in the program.

Students who choose to study in Angers for the entire year will have two required courses each semester: the six-hour-per-week CIDEF language course that is appropriate to their skill level, and one of the Notre Dame-sponsored cultural options. During the fall semester 2004, they must take either
ANTH 319 AF or POLS 355 AF/SOC 355 AF (Jardin). During the spring semester 2005, students are required to take either POLS 322 AF/SOC 352 AF (Jardin) or THEO 228 AF (Leyerle/Martin). Semester students will take their required courses during the relevant semester.

In addition, students who have not already taken the Foundations of Theology course at Notre Dame will take Prof. Leyerle's THEO 200 "Foundations" course during the fall semester in Angers. Those students will then be able to complete their University theology requirement in Angers next year, by taking either the second semester theology course on pilgrimage offered by Profs. Leyerle and Martin, or one of the cultural options in theology offered through CIDEF or UCO.

Most of the courses listed here are offered within the Centre International d’Etudes Françaises (CIDEF). Students with advanced language skills in French may also register for a cours universitaire through one of the Institutes at UCO. A list of representative UCO classes is provided at the end of the CIDEF course section. Studio art majors may pursue course work at the Ecole Supérieure des Beaux-Arts d’Angers, and business courses are available at the Ecole Supérieure des Sciences Commerciales d’Angers (ESSCA), located near the Université d’Angers. A list of preapproved courses is available in the Office of International Study, 152 Hurley.

Course offered through the Centre International d’Etudes Françaises (CIDEF):

**Preliminary Session (month of September)**

**ROFR 210 AF**

Intensive Oral French 3
Small, homogeneous group-intensive instruction and drill on various aspects of French language, mainly oral. Orientation and adaptation to life and study in France.

**Fall Semester**
Five courses, 15 credits accepted

**ROFR 211 AF**
French Language—Lower Level 3
Continued study of spoken and written French for students with the lowest level of proficiency, as determined by previous courses, testing and observation.

**ROFR 213 AF**
French Language—Intermediate Level 3
Continued study of spoken and written French for students who would normally have had two or three years in high school and one additional year of study at Notre Dame.

**ROFR 223 AF**
French Language—Advanced Level 3
Study of spoken and written French at the advanced level, for students with the highest level of language proficiency.

**INTERNATIONAL STUDY PROGRAMS**

**ROFR 203 AF**
Colloquial French 1
The study of French slang, of the less conventional modalities of oral expression in the popular register. Cultural texts include literary extracts, song lyrics, film clips, cartoons, advertising, and cultural surveys.

**ROFR 204 AF**
The French of the Hotel Business and Tourism 3
This course covers the tourism industry in France and serves as an introduction to the language of the hotel and restaurant business. It provides the student with preparation for the Certificate in French for Tourism.

**ROFR 216 AF**
Oral Expression 3
This class will use a broad range of guided communicative activities (debates, role-playing, expository presentations) to help the student develop a more spontaneous and idiomatically correct form of self-expression.

**ROFR 217 AF**
Intermediate French Preparation for the Alliance Française Exam 3
A general language course preparing students for the Alliance Française diploma.

**ROFR 219 AF**
Comprehension and Expression 3
Emphasis will be placed on building listening comprehension skills through the recognition of signs of orality in a broad range of audio and video documents. Cultural texts will include interviews and news reports from radio and television, film clips, newspaper commentary, and popular lyrics. For lower and intermediate students.

**ROFR 225 AF**
Advanced French Language Preparation for the Alliance Française Exam 3
A general language course preparing students for the Alliance Française diploma.

**ROFR 243 AF**
French/English Translation—Lower Level 3
Translation from novels, newspapers, and magazines to find French equivalents for English words and expressions. For lower and intermediate students.

**ROFR 245 AF**
French Phonetics—Lower Level 3
Introduction to theoretical aspects of French phonetics, with application to correction of students’ spoken French.

**ROFR 247 AF**
Writing in French—Intermediate Level 3
An intermediate course in writing designed to teach students to write clearly and precisely and to increase their vocabulary of formal French.
ROFR 253 AF
French/English Translation—Advanced Level 3
Translation from novels, newspapers, and magazines to find French equivalents for English words and expressions. Advanced students only.

ROFR 256 AF
French Phonetics—Advanced Level 3
Continuation of ROFR 223 AF. Introduction to theoretical aspects of French phonetics with application to correction of students’ spoken French.

ROFR 257 AF
Writing in French I 3
An advanced course in writing French, with special emphasis on the vocabulary, structure, and stylistics of the written form of the language.

ANTHRO 319 AF
Images and Cultures 3
This course on the semiology and cultural anthropology of images proposed to train students in the analysis of images, to sensitize them to the cultural factors that intervene in decoding them. Students will be required to do research in this area and to present oral and written essays. (Social science or anthropology major)

ARHI 237A, 237B AF
History of Art 1—From Lascaux to the Revolution 3
Illustrated lectures on French architecture and related painting, sculpture, and tapestry. 237A is for students at a lower level of French proficiency; 237B for students at the intermediate level or above. (Fine arts)

ECON/SOC 353 AF
Economic Geography of France 6
Introduction to economic geography of France, primarily in the contemporary period. Prepares students for the advanced diploma in French business given by the Parisian Chamber of Commerce and Industry. (Social science)

HIST 351A, 351B, 351C AF
History of France and the French I 3
A survey of French history from earliest times to the Revolution. Sections A, B, and C are targeted at students with lower, intermediate, and advanced proficiency in French. (History)

MUS 245 AF
History of Music 3
Music in France during the Middle Ages, Renaissance, and 18th century. (Fine arts)

PHIL 323 AF
Modern French Philosophy 3
French philosophy and philosophers mainly of the 17th and 18th centuries. May not be elected by students in French 211. (Second philosophy)

POLS 343 AF
The European Union 2
This course discusses the evolution of the European Union, including issues such as monetary, agricultural, and environmental policies, demographics, and immigration.

POLS 348 AF
France and Its Institutions 2
This course discusses the French electoral system, the role of the cour de cassation, and the ongoing struggles between local elected official and centralized power.

POLS 355 AF/SOC 355 AF (Jardin)
French Politics Since the Fifth Republic 3
Description and analysis of French political institutions, parties, issues, and political participation since 1958. (GOVT major, SOC major, University social science requirement)

ROFR 361 AF
Masterpieces of Nineteenth-Century French Literature 3
Romanticism, realism, naturalism, and symbolism will be studied. For students in the intermediate level of French language course. (University literature)

ROFR 362 AF
Advanced French Literature II 3
In-depth reading of two selected works each from the 19th and 20th centuries. Open only to students in ROFR 224. (University literature)

ROFR 373 AF
Nineteenth-Century French Literature 3
Lectures and extensive readings on and from French literature of the various schools and genres of the 19th century. (University literature. In combination with ROFR 374AF, fulfills ROFR 372—Survey II requirement of French major.)

SOC 235AF/ROFR 235 AF
Sociocultural Studies—Lower Level 3
Illustrated lectures to help students become acquainted with various regions and aspects of France: also lectures, discussions, and field trips on aspects of French contemporary civilization. May be elected by students in French 211 normally; others must have director’s permission. (Social science)

SOC 237AF/ROFR 237 AF
Sociocultural Studies—Intermediate Level 3
Intended for students with intermediate language skills, this course focuses on the rhythms and structures of everyday life (work, school, politics, food, fashion, the media) and on patterns of behavior characteristic of the French. (Social science)

SOC 265 AF/ROFR 265 AF
Sociocultural Studies—Advanced Level I 3
Description same as above. Course intended for students with advanced-level communication skills in French. (Social science)

THEO 200 AF (Leyerle)
Foundations of Theology 3
This course takes its structure from the assumption that theology is illuminated by its social setting: that beliefs about God and humanity are shaped by, and give shape to, the particular and concrete circumstances in which people live. In this course, we will read our texts (the Hebrew Bible, the New Testament, and some of the sources from the first five centuries of the Christian church) in the hope of discovering how people in the past created religious meaning in their lives. These insights will, in turn, allow us to reflect more dearly on how we create religious meaning in our own lives.

CIDEF Courses Taught Fall and Spring Semester

ROFR 241 AF
Business French—Lower Level 3
Introduction to the basic vocabulary of French business, with the goal of enabling students to communicate in person, on the telephone, and in letter in commercial situations (e.g., banks, businesses, travel agencies). For lower and intermediate students.

ROFR 251 AF
Business French—Advanced Level 3
An in-depth study of the language and culture of French business, this course will consider the structure of economic enterprises, their relations with clients and suppliers, their marketing strategies, and instruments of communication. Taken in conjunction with ECON/SOC 353 AF; this course prepares students for the Diplôme de Français des Affaires-1er degré of the Chambre de Commerce et d’Industrie de Paris.

ROFR 252 AF
Business French II—Advanced Level 3
An in-depth study of the language and culture of French business, this course will consider the structure of economic enterprises, their relations with clients and suppliers, marketing strategies, and instruments of communication. Taken in conjunction with ECON/SOC 353 AF; this course prepares students for the Diplôme de Français des Affaires-2e degré of the Chambre de Commerce et d’Industrie de Paris.

Spring Semester
(Five courses, 15 credits accepted)

ROFR 212 AF
French Language—Lower Level II 3
Continuation of ROFR 211 AF.

ROFR 214 AF
French Language—Intermediate Level II 3
Continuation of ROFR 213 AF.

ROFR 224 AF
French Language—Advanced Level II 3
Continuation of ROFR 223 AF.
ROFR 205 AF
French Grammar 3
A comprehensive review of French grammar and syntax that completes the program of the language sequence.

ROFR 207 AF
Colloquial French II 1
Continuation of ROFR 203 AF.

ROFR 218 AF
Intermediate French Language Preparation for Alliance Française Exam 3
Continuation of ROFR 217 AF.

ROFR 220 AF
Comprehension and Expression 3
Continuation of ROFR 219 AF.

ROFR 222 AF
Oral Expression 3
Continuation of ROFR 216 AF.

ROFR 226 AF
Advanced French Language Preparation for the Alliance Française Exam 3
Continuation of ROFR 225 AF.

ROFR 244 AF
Translation, English/French 3
Continuation of ROFR 243 AF.

ROFR 246 AF
French Phonetics II 3
Continuation of ROFR 245 AF.

ROFR 254 AF
French/English Translation 3
Translation from novels, newspapers, and magazines to find French equivalents for English words and expressions. Advanced students only.

ROFR 258 AF
Writing in French II 3
A continuation of ROFR 257 AF.

ARHI 238A, 238B AF
History of the French Arts—From the Revolution to the Present 3
Illustrated lectures on 19th- and 20th-century art forms in France. (Fine arts)

ECON/SOC 354 AF
Economic Geography of France II 6
Continuation of ROFR 353 AF. (Social science)

HIST 352A, 352B, 352C AF
History of France and the French II 3
A survey of French history from the Revolution to the present. (History)

MUS 246 AF
History of Music in France II 3
Music in France in the 19th and 20th centuries. (Fine arts)

PHIL 324 AF
Modern French Philosophy II 3
After a brief survey of French philosophic thought, this course will focus on three major contemporary figures: Sartre, Lévi- Strauss, and Ricoeur. Admission may be requested by students in ROFR 212 AF, and is open to all students in ROFR 214 AF and 224 AF. (Second philosophy)

POLS 322 AF, SOC 352 AF (Jardin)
The Formation of the European Political System 3
The purpose of this course is to analyze the constitution of an integrated political system at the supranational level in Europe. The main idea of the course is to study the interaction between national life and the EU process of integration.

ROFR 362 AF
Advanced French Literature II 3
In-depth reading of two selected works each from the 19th and 20th centuries. Open only to students in ROFR 224. (University literature)

ROFR 370 AF
Masterpieces of Twentieth-Century French Literature 3
Literature of the various periods and style of the 20th century, from surrealism to existentialism and beyond. For students in the intermediate levels of French language courses. (University literature)

ROFR 374 AF
Twentieth-Century French Literature 3
Lectures and extensive readings on and from French literature of the various schools and genres of the 20th century. (University literature. In combination with ROFR 373 AF fulfills ROFR 372—Survey II requirement of French major.)

SOC 236 AF/ROFR 236 AF
Sociocultural Studies II—Lower Level 3
Continuation of SOC 235 AF/ROFR 235 AF. (Social science)

SOC 238 AF/ROFR 238 AF
Sociocultural Studies II—Intermediate Level 3
Continuation of SOC 237 AF/ROFR 237 AF. (Social science)

SOC 266 AF/ROFR 266 AF
Sociocultural Studies II—Advanced Level 3
Continuation of SOC 265 AF/ROFR 265 AF. (Social science)

THEO 220 AF
Christian Morality 3
This course takes a theoretical and practical approach to questions of Christian morality. It considers the basic principles of Church teaching, and discusses concrete ethical questions such as euthanasia, cloning, homosexuality, and cohabitation. (Second theology)

THEO 228 AF (Leyerle/Martin)
Pilgrimage 3
From its beginning, Christianity was a religion of pilgrimage, first to holy people and then to holy places. This course will examine the literary record and lived experience of pilgrimage throughout Christian history by focusing on particular texts, persons, and sites. To enrich our understanding of this phenomenon, we will deliberately adopt a variety of perspectives (archeological, sociological, anthropological, liturgical, and art historical). We will necessarily also consider relics and the cult of the saints.

Representative cours universitaires offered through the Université Catholique de l’Ouest (UCO):

Advanced language proficiency is required to take one of these courses. Proficiency is determined by the placement examination administered at the beginning of the Septembre préstage, or by personal interview with the on-site director. Minimum language skills requirement: niveaux 10–12 (moyens-supérieur/basique).

Institut d’Arts, Lettres et Histoire (IALH)

HIST 328I AF
French Politics in the Nineteenth Century 3
This class is designed for French first-year students specializing in history. It focuses on the tempestuous political life of 19th-century France.

HIST 329I AF (Letortu and Rolland)
Modern and Contemporary History 3
This class is designed for first-year students specializing in history. Discusses the monarchy and parliamentary crises during the reigns of Louis XV and Louis XVI, and political, social, and economic strain on the fabric of European life during World War I.

PHIL 325 AF (Lamboley)
The Question of Existence 3
This course covers the main currents of philosophical thought on the notion of existence, including readings of several major texts. (Philosophy requirement)

ROFR 301AF
Introduction to French Linguistics 1
This course will introduce the student to the study of language as a system of signs, and to the distinction between the terms langue, langage, and parole. Particular attention will be paid to the paradigmatic and syntagmatic determination of sign value, and to the notion of lexical polysynomic.

ROFR 310 AF (Fonteneau and Proteau)
Textual Analysis 3
IALH 1.2, Stylistique et poétique générale (1er niveau DEUG)
Study of literary style, poetics in authors such as Duras and Flaubert. (Fulfills ROFR 310 requirement of French major)
ESSCA is a branch of the Université Catholique de l’Ouest located near the state university of Angers. Three of its courses have been pre-approved for Notre Dame credit by COBA.

**MGT 389 AF**
**Organizational Theories**
This course will present different approaches to organizational theory, in theory and practice. Theoretical concepts will be applied to teaching cases.

**MGT 491 AF**
**International Strategic Management**
Diversity of markets, competitors, regulations, and the asserted pressure from civil society have led to organization complexity and a large range of managerial and strategic alternatives. This course will present and analyze these challenges.

**MARK 489 AF**
**Innovation and Project Management**
Concepts and tools necessary to work as a product manager. Techniques for managing a product mix are developed with particular attention to innovation and the shortening of the product life cycle. Emphasis on new ideas and the factors that favor innovation.

**ATHENS, CAIRO PROGRAMS**
All courses are offered for Notre Dame credit through special arrangement with American University in Cairo and the College Year in Athens Programs. For details, see AUC and CYA catalogs in the International Study Programs Office, 152 Hurley, or visit the Web sites of the AUC (www.auc_egypt.edu) and the CYA (www.cyathens.org).

**AUSTRALIA PROGRAM**
The University of Notre Dame operates two study programs in Australia: Fremantle and Perth. Both programs, located on the west coast of Australia, are designed for juniors and are semester long. The curriculum for both programs is subject to revision, often depending on the courses added or dropped by the universities.

**Fremantle Program:**
Students in the Colleges of Business and Arts and Letters will enroll in courses at the University of Notre Dame Australia (NDA) through this program. Students can take up to five courses (15 credits) either semester in any combination depending on their major/college requirement and individual need. A list of course offerings for the fall normally is available in the ISP office around the end of March, and for the spring term around the end of September. A listing of approved courses offered in previous semesters is available on the Web at http://www.nd.edu/~intlstud/locations/australia/fremantle_courses.htm or in the International Study Programs office, 152 Hurley. General course offerings may also be available on NDA’s Web site at http://web.nd.edu.au/curriculum/units/outlines/index.shtml.

**Required Courses:**
- **HIST/ANTH/SOC 300 FA**
  Australian History and Society
  All participants
  This course covers the broad sweep of Australian history as well as some sociopolitical issues and developments of special significance of the past and today.
- **BA 300 FA**
  Business in Asia
  Business students—fall only
  This course examines the importance of the Asia-Pacific Region in the context of the global economy. The course also applies selected concepts and theoretical frameworks of international business to the Asia-Pacific Region.
- **Notre Dame On-Site Faculty: Matthew C. Bloom, fall term only**

**Perth Program:**
A special program has been developed for students in the Colleges of Engineering and Science who will enroll at the University of Western Australia (UWA) during the fall semester. All students should carry a minimum of 24 UWA points that translate to about 12 Notre Dame credits. Course offerings are available on UWA’s Web site, http://handbooks.uwa.edu.au/. Hard copies also are available in the International Study Program Office.

Following is a sampling of science and non-science courses that students may take at UWA. A listing of approved courses offered at UWA is also available on the Web at http://www.nd.edu/~inlstud/locations/australia/perth_courses.htm.

**SA 200 PA SCI**
**Marine Science 202**
This unit provides an introduction to the multidisciplinary aspects of marine science. Using the framework of an important marine environment—Shark Bay, one of Australia’s World Heritage Properties—it outlines how all the multidisciplinary aspects of marine science are essential in understanding and managing such an ecosystem. Aspects covered include oceanography, geology, and geomorphology, and how the marine organisms interact with the geochemistry of the environment.

**SA 200 PA SCI**
**Applied Microbiology 218**
This unit provides an introduction to applied and environmental aspects of microbiology. It covers the scope and range of industrial products and processes involving microorganisms, such as brewing, winemaking, food microbiology, and the production of antibiotics and amino acids. The role of microorganisms in the environment is introduced, and the uses that are made of them, such as bioremediation (pollution control), microbial leaching of valuable metals, and wastewater treatment, also are covered. The lectures are complemented by a laboratory component and field trips.
SA 200 PA SCI
Molecular Genetics 230
This unit focuses on genetic events at the level of the gene across the wide spectrum of eukaryotic organisms. It includes topics such as chromosome structure, gene families and mobile genetic elements, sex determination, developmental genetics in plants and animals, the generation of genetic diversity, and the eukaryotic chromosome. It also covers natural selection and applications to plant and animal breeding, and the artificial generation of novel genotypes (genetic engineering).

SA 300 PA SCI
Soil Science 240
This unit examines the role of microorganisms and soil fauna in developing and sustaining soil conditions for plant growth. Nutrient cycling and symbiotic associations with plants are considered in agricultural, horticultural, and natural ecosystems. The introduction to plant nutrition includes absorption, transport, and function of nutrients in relation to growth. The unit deals with the management of plants, fertilizers, and soil to minimize land degradation.

SA 300 PA SCI
Geography: Environmental Planning and Management 304
The objectives of this unit are for students to become aware of the need for, and the complexities of, environmental management; to be able to criticize constructively work done by environmental agencies and consultants, managers and decision-makers; to appreciate the need for environmental management to be combined with integrated, regional land-use planning; and to learn and apply a range of methods used in environmental management and planning.

MATH 325 PA
Differential Equations 3
Prerequisite: MATH 228.
This course covers ordinary and partial differential equations, Fourier series, initial and boundary value problems, linear algebra, and transformation techniques.

ME 334 PA
Fluid Mechanics 3
A basic course in fluid mechanics. Topics include fluid properties, hydrostatics, conversation laws, dimensional analysis, internal and external flows.

CE 331 PA
Stochastic Concepts 3
Development of probabilistic concepts and simulation models and their relevance and application to real design and decision problems encountered in civil engineering.

CE 336 PA
Structural Mechanics I 3
Application of the principles of mechanics to the stress and deformation analysis of structural systems. Behavior and analysis of redundant structures.

AME 226 PA
Mechanics II 3
Prerequisites: AME 225, MATH 225.
Introduction to Newtonian dynamics. Kinematics and kinetics (energy, linear and angular momenta) of particles, systems of particles, and rigid bodies.

ES 371 PA
Field Experience 3
Two-week research project with a Western Australian company involved in science and/or engineering research.

ENVG 498 PA / ES 30 PA
Mining and the Environment 3
Environmental effects of mining through all areas of mining, from exploration and establishing a working mine, through extraction and refining processes, ending with the decommissioning of the mine and monitoring protocols.

SA 300 PA SCI
Environmental Microbiology 303
This unit provides students with the opportunity for a comprehensive understanding of microbes in the natural environment, how their activities affect human activities, and an appreciation of the practical use of such knowledge.

SA 300 PA SCI
Geomorphology 302
This unit enables students to gain a basic understanding of the principles of geomorphology and the processes of erosion and deposition in a variety of terrestrial, estuarine, and marine environments.

SA 200 PA SCI
Structural Geology and Geomechanics 264
This unit provides an introduction to the principles of structural geology and geomechanics, with practice in methods of analyzing simple structures. Topics include theology of rock; P-T conditions in the lithosphere, mechanical basis of rock failure, extension, transport and contractional faults, joints, veins, fold geometry, decollements, fold vergence and section drawing, experimental deformation, analog modeling, diapirism, rock cleavage, schistosity, and gneissosity.

EE 222 PA
Introduction to Electrical Science 3
The content of this course provides an understanding of basic circuit laws; these will be used to analyze linear and nonlinear circuits and also DC and AC circuits. The laboratory work will draw on the knowledge students have gained in the lecture course to design and build a model autonomous moving vehicle.

SA 200/300 PA PHIL
The Environment and Social Justice (Philosophy 208/308)
This unit considers underlying questions about environmental obligations, values, and social justice. It includes a study of animal liberation, environmental imperialism, radical environmentalism, deep ecology, and ecofeminism. The rise of radical environmentalism is examined in its philosophical and historical context. Differing forms of environmentalism are considered in application to specific cases of environmental conflict, where human interests appear to be at odds with the protection of natural variety and endangered species.

SA 200/300 PA HIST
From Sudan to Saddam: Representation of Australia’s Foreign Wars (History 270/370)
This course analyzes Australia’s foreign wars and their domestic contexts, through their representations in media such as film and fiction, memory and memorial, art and architecture, and ceremony and commemoration. It deals with Australia’s part in the New Zealand Maori wars, the Sudan conflict, the Boer War, World War I and World War II, the Cold War, Korea, Vietnam, and the Gulf. It raises questions about the place of wars in national histories, myth, and memory. It discusses the meaning of representation and its relationship to the reality of war and to the histories of Australia’s wars written by Australian war historians.

SA 100 ANTH
Anthropology and Sociology: Sociocultural Change and Modernization (Anthropology 102)
This unit deals with the impact of Western expansion and colonization, social and economic change, migration and urbanization, the transformation of Third World and Fourth World societies, applied anthropology, ethical issues, and anthropology’s role in the modern world. Anthropological and sociological perspectives on large-scale societies also are introduced, using Australia as an example.

SA 100 PA HIST
Aboriginal and Torres Strait Islander Histories and Modern Australia (Aboriginal History 100)
This unit is an introduction to the contested historical realities of Aboriginal and non-Aboriginal Australia. Historical aspects of the British Empire and post-colonial political, economic, social, and cultural life in Australia, as well as ideas and methods underpinning historical and recent interpretations of events and peoples, are studied.

SA 200/300 PA ENGL
Sites of Subversion in Australian Writing (English 247/347)
This unit closely examines a range of texts, including fiction, poetry, autobiography, plays, and mixed-genre pieces from the 1890s onward, that focus upon the struggle with identity, with alienation, and with domination. Writing has been a significant means of constructing the nation, but it also has been a vital instrument of cultural critique. Australian writing is acutely perceptive to the workings of power and the possibilities of literary resistance.
SA 200 PA
Professional Writing 280
This unit aims to analyze and develop strategies and skills needed for effective professional writing. It provides instruction and practice in key forms of written communication encountered in professional contexts, including reports, policy statements, media releases and public-relations announcements, and documentary scripting.

SA 200/300 PA ARHI
Picturing Australia: Issues of Coloniality and Identity in Australian Art (Fine Arts 203/303)
This unit traces the discourses of identity and nation in Australian art from 1788 until the present day. Of particular interest is the problematic relationship between the political and cultural ambitions of the European colonizers and indigenous cultural practices. Also discussed are the aesthetic means that the artists of European origin used to forge a sense of place, and the responses by indigenous cultures, particularly in the United States and New Zealand. This unit includes discussion about the collections of Australian art in the Art Gallery of Western Australia and the Lawrence Wilson Art Gallery of the University of Western Australia.

SA 200/300 PA ARHI
Art, Empire, and Colonial Contests (Fine Arts 227/337)
This unit examines the ways in which representational and museological practices were centrally invested in fabricating and maintaining colonial mastery and empire. The unit chronicles the relationships between forms of representation and the construction of colonial “order” from the 19th century through to the mid-20th century. Consideration is given to the various regimes of representation that emerged in the 19th century and to the importance of the construction of otherness to the manufacture of national identity and imperial purpose. The unit also examines the ways in which museological practices and the culture of spectacle and display become indispensable to the European organization of the world-as-exhibition. Such a world is driven by a desire to organize and possess “realities” behind their “representations.”

DUBLIN PROGRAM
The Dublin program is open to juniors in arts and letters, business, engineering, and science for a semester or a year. Students will enroll in courses in their majors at University College Dublin or Trinity College Dublin and will also take courses at Notre Dame’s Keough Center. For course listings at the Irish universities, contact the International Study Programs Office, 152 Hurley Building, 631-5882.

Director: Prof. Kevin Whelan
Associate Director: Katie Keogh
Student Life Coordinator:
Building Manager: Patricia McVeigh

Fall Semester
Professor Whelan will offer a course in Irish History and Society. This course is mandatory for all program participants. The Notre Dame Center will also offer the following theology, philosophy, and fine arts courses.

HIST 331 IR/SOC 372 CIR
Introduction to Ireland
Evolution of Irish culture from prehistory to the contemporary period—landscape, archaeology, history, economy, society, politics, and an introduction to contemporary issues.
3

PHIL 322 IR
Introduction to Phenomenology
This course provides a historical and critical introduction to the phenomenological tradition as developed by Brentano and Husserl.
3

SA 200 IR
The History of the Irish Catholic Church
This course traces the development of Catholicism in Ireland from St. Patrick to the present.
3

FTT 300 IR/ENGL 300 IR
Framing Ireland: Film, Literature, and Irish Culture
This course examines some of the dominant images of Ireland in film and literature in a wider cultural and historical context.
3

Spring Semester
HIST 331 IR/SOC 372 IR
Introduction to Ireland
See above.
3

PHIL 308 IR
Medieval Irish Philosophy
This course focuses on the contributions of the Irish Neoplatonic philosopher John the Scot. The course aims to introduce medieval philosophy from the perspective of the Irish contribution to European culture during the so-called “Dark Ages.” (Second philosophy requirement/philosophy major)
3

SA 200 IR
The History of the Irish Catholic Church
See above.
3

BEIJING PROGRAM
Semester or Academic Year Program
Students may enroll in this intensive Chinese language program at Peking University through the Council for International Educational Exchange (CIEE). Courses are eligible for Notre Dame credit through special arrangement with CIEE. All classes are taught in Mandarin Chinese with one elective area studies course offered in English each semester. The Beijing program is strongly recommended for Chinese majors. Detailed program information is available at the International Study Programs office, 152 Hurley, or by visiting the CIEE Web site at http://www.ciee.org.

INNSBRUCK PROGRAM
Heffterhof near Salzburg, Austria, for the preliminary session. University of Innsbruck, Austria, for the two semesters.

Director and Academic Coordinator: Gernot Guertler
In addition to the courses listed below, students will select one course from the University of Innsbruck. Courses taken in German at the university may be taken pass-fail.

Preliminary Session, Salzburg
GE 210 IA
Intensive Oral German—Intermediate
Small homogeneous group-intensive drill on German language, structure, and vocabulary.
3

GE 250 IA
Intensive Oral German—Advanced
Fall Semester
(Five courses, 17 credits accepted)

GE 231 IA
Grammar, Conversation I and Tutorial—Intermediate (DAF II)
Continued study of German language with stress on the written as well as the spoken aspects.
5

GE 233 IA
Practical Reading, Conversation I and Tutorial—Advanced (DAF III)
Continued study of German language with stress on the written as well as the spoken aspects.
5

ARHI 239 IA
History of the European Arts
Introduction to European architecture, painting, and sculpture, with particular attention to examples students will encounter during their travel. (Fine arts)
3

GE 312 IA/ANTH 312 IA
Understanding Austrian Culture
A course designed to confront students with as many aspects of Tyrol’s and Austria’s culture as possible.
3

POL S 345 IA
European Politics in the Twentieth Century
An introductory outline of characteristics of contemporary Austrian politics. A discussion of 20th-century European history, including developments after World War I, the rise of Fascism and Nazism, and the theory and practice of Nazism. Aspects of political science (e.g., democracy, political parties, election systems, conflicts, media systems, the European Union, and Europe at the end of the century) will be covered.
3

PSY 237 IA
Trends in Psychoanalysis
This course studies the role of psychoanalysis in understanding emotional development and interpersonal relationships and places psychoanalysis in the context of the history of our civilization. (Social science)
3

Spring Semester
(Five courses, 15 credits accepted)
GE 309 IA
German Literature 3
Selected readings from literature written in German; an introduction to genres, periods, and authors. (University literature or German major)

AL 212 IA
Ideas, Values, and Images 3
A reading, writing, and discussion course on the topics of nature, society, the individual, art, and God. (Core)

ECON 226 IA
European Economic Integration 3
Introduction to structure and interplay of economic systems of Western Europe. (Social science)

PHIL 321 IA
A course will be offered that will fill the second philosophy requirement.

HIST 356 IA
European History and Civilization 3
A survey of European and Austrian history from early times to the present, with particular emphasis on cultural aspects. (History)

THEO 250 IA 3
A course will be offered that will fill the second theology requirement. (Second theology)

JERUSALEM PROGRAM
Fifteen credits will be accepted for the spring 2005 semester. Students will enroll in a Middle Eastern History course at Bethlehem University, a contemporary Middle East international relations course at Hebrew University, and several courses at Tantur, Notre Dame’s Ecumenical Institute.

Director: Rev. David Burrell, C.S.C.

HIST/THEO 307 JE
Holy Land Geography and Archaeology 3
A survey of the topography, human settlements, shifting political boundaries, natural resources, farming patterns and economic practices, climatic conditions, and archaeological discoveries that reveal basic facts about the peoples who have inhabited this land over time and how they have lived. Required of all students. (History or theology)

THEO 388 JE
Religions in Dialogue: Judaism, Christianity, Islam 3

AL 100 JE
Conversational Arabic/Hebrew 3

MONTERREY PROGRAM
Instituto Tecnologico y de Estudios Superiores de Monterrey (ITESM)

Students enroll in Spanish language and in Mexican and Latin American culture, art, history, sociology, and business (electives) courses for international students. Those with a high level of proficiency in Spanish are encouraged to enroll in courses in the other departments of the university, which include business administration, engineering, humanities, and the social sciences. Students may apply for internships in schools, banks, and other businesses in the area. Service opportunities are also available in Monterrey.

Courses for international students are listed below. For a listing of all courses offered at the Tec, visit the Web at www.mty.itesm.mx/rectoria/pi/internationalsstudents, or the International Studies Office at 152 Hurley.

*Students are encouraged to take advantage of the following culture mini-courses for their own enjoyment: Mexican Cuisine, Mexican Dances, and Latin American Rhythms.

Here is a sample of courses offered for international students:

- **ROSP 101A, 102A MX**
  - Basic Spanish I–II 6
  - Development of oral and written language. Application of basic grammatical knowledge to writing and reading comprehension. Introduction to authentic Spanish texts. Beginner’s level.

- **ROSP 111F MX**
  - Intermediate Spanish I 6
  - Review of basic concepts and study of intermediate grammar. Development of oral and written language. Application of basic grammatical knowledge to writing and reading comprehension. Introduction to a variety of texts and different types of compositions. Presentations and discussions about different cultural topics. Intermediate low-level.

- **ROSP 112F MX**
  - Intermediate Spanish II 6
  - Study of grammar in greater depth. Reading of newspaper articles and reports, essays, and short stories. Students write and represent possible situations at an intermediate and advanced level, present speeches, and prepare oral responses from oral surveys. Intermediate high-level.

- **ROSP 115F, 215F MX**
  - Advanced Spanish I–II 6
  - Development of written, oral, and comprehension skills at advanced and superior levels.

- **ROSP 237A, 237B MX**
  - Composition I–II 3
  - Development of Spanish writing skills. Beginner and intermediate levels.

- **ROSP 390 MX**
  - Advanced Composition 3
  - Development of Spanish writing skills at a native-like level.

- **ROSP 231A, 231B, 231C MX**
  - Communicative Skills Development I–III 3
  - Development of Spanish oral and written skills. Beginner, intermediate, and advanced levels.

- **ROSP 236 MX**
  - Spanish for Business 3
  - Intensive practice of Spanish using business terminology and vocabulary. Readings related to current business issues. Presentation of oral and written reports, as well as simulations of situations that involve the correct use of sociolinguistic and paralinguistic elements.

- **ROSP 211/212 MX**
  - Spanish for Bilingual Students 3
  - Designed for near-native Spanish students who wish to improve their use of formal Spanish—oral and written.

- **ROSP 301 MX**
  - Academic Spanish 3
  - Introduction to the Spanish-speaking university classroom. Improvement of grammar, reading and note-taking skills, college-level formal papers and essay exam answers. Formal presentations and reports as expected in the Mexican educational system.

- **ROSP 302 MX**
  - Translation 3
  - Designed for students with an advanced command of the Spanish language who wish to develop their ability to translate from English or French into Spanish. (University literature or German major)

- **ROSP 303 MX**
  - Spanish Phonetics and Phonology 3
  - Description and analysis of the Spanish phonemic and phonological system, contrasting with other languages (French, English, German, and Japanese). Study pronunciation of different Spanish dialects.

- **ROSP 304 MX**
  - Teaching Spanish As a Second Language 3
  - Designed for Spanish majors who plan to teach Spanish as a Second Language. Overview of the most important methodologies for the teaching of second languages.

- **ROSP 310 MX**
  - Introduction to Literature in Spanish 3
  - Overview of literary theory and application to Spanish and Latin American texts. Plot, characterization, atmosphere, theme, time, narrator’s voice, symbol, text, and subtext. Literary genres: legend, testimony, poetry, drama, short story. Written reports, reading analysis, and answers to open questions.

- **ROSP 329 MX**
  - Latin American Literature 3
  - Overview of the contemporary Latin American culture. Reading, analysis, and discussion of the most representative works of 20th-century writers: Juan Rulfo, Garcia Marquez, Jose Donoso, Elena Poniatowska, Carlos Fuentes.

- **ROSP 238A, 238B MX**
  - Mexican Culture I–II 3
  - Overview of the Mexican way of thinking. Conclusions are drawn from analysis of cultural elements and concepts. Among them: art, family, time, work, death, religion, music, and cuisine. Beginner and intermediate-high levels.
### RUSSIA PROGRAMS

**MOSCOW, ST. PETERSBURG, AND VLADIMIR**

Students may enroll in a Russian Language and Area Studies program through the American Council of Teachers in Russian. They may choose to study in Moscow, St. Petersburg, or Vladimir for one semester or an academic year. Students must have completed two years of Russian or the equivalent at the University level before participation. They take courses in grammar and contemporary Russian language, vocabulary, and conversation, as well as in literature, Russian and Soviet culture, history, politics, and the mass media. Course descriptions are available in the International Study Programs office, 152 Hurley.

**NAGOYA PROGRAM**

Center for Japanese Studies, Nanzan University, Nagoya, Japan

**Academic Year Program**

The Nagoya Program is designed for Japanese language majors. Students are required to take an eight-credit Japanese course at the appropriate level each semester. A practical arts course in Chinese black ink painting, woodblock printing, or calligraphy will satisfy the University's fine arts requirement. Students will not receive credit for any other practical arts courses.

In addition to the courses listed below, advanced students may enroll in one of a number of two-credit Japanese-language seminars on translation, classical Japanese, or readings in the social sciences or literature.

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<th>Courses</th>
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<td>(Up to four courses, 18 credits accepted per semester. Students must enroll in a Japanese-language course each semester.)</td>
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</table>

**EALJ 225 NJ** (fall and spring)

**Intensive Second-Year Japanese**

Students should be able to recognize approximately 200 kanji characters before starting this course. Students acquire important grammatical patterns, such as honorific/humble expressions, giving and receiving verbs, conditional, and causative passive sentences, and gain a well-balanced command of the four skills of speaking, listening, reading, and writing.

**EALJ 325 NJ** (fall and spring)

**Intensive Third-Year Japanese**

Students should be able to recognize approximately 400 kanji characters before starting this course. Students develop the four language skills further and express themselves in accurate and appropriate Japanese in a variety of social settings. Students write a research paper in Japanese and give an oral presentation.

**EALJ 425 NJ** (fall and spring)

**Intensive Fourth-Year Japanese**

Students should be able to recognize approximately 600 kanji characters before starting this course. Students handle various tasks such as thesis writing, oral presentation, and note taking. Class is oriented toward those who want to use Japanese in their professional lives.

**ARST 263 NJ** (fall and spring)

**Hanga: Woodblock Printing**

Original printmaking with instruction in the techniques of planning the wooden block, taking care of tools, handcutting, and the use of the baren. (Fine arts)

**ARST 366 NJ** (fall and spring)

**Shodo: Calligraphy**

Writing with a brush. Various styles of writing kanji and kana are introduced. Contemporary works by well-known calligraphers are studied. (Fine arts)

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**ECON 322 NJ**

**Japanese Economy I: Contemporary Japanese Economy**

A survey of the modern Japanese economy, its historical background, basic conditions, industrial structures, policies, and problems. The Japanese economy is compared to other economies. (Social science)

**POLS 362 NJ**

**Japanese Politics**

Surveys the basic contours and patterns of politics and policymaking in postwar Japan. Covers formal political institutions, informal political practices, and policymaking in the Japanese political system, with reference to case studies as well as general topics.

**POLS 337 NJ**

**Japanese Foreign Policy**

Analyses foreign policy after World War II, especially the nature and specifics of U.S.-Japanese relations in the area of politics and security, and Japanese activities in international organizations.

**THEO 240 N**

**Japanese Religions—Religion in Contemporary Japan**

An introduction to the religious life of the Japanese people today. Traces religious traditions and contemporary religious movements and trends.

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**EALJ 481 NJ**

**Japanese Business I: Survey of Japanese Business**

A survey course on Japanese business and management. Focuses on contemporary corporate practices in the areas of management, industrial relations, marketing, finance, and international business.

**EALJ 261 NJ**

**Japanese Literature I: From the Meiji Era to Recent Years**

A historical survey of modern Japanese poetry, novels, and drama from the Meiji era to present. (University literature or Japanese major)

**EALJ 356 NJ**

**Japanese Culture I: Japan in Fiction**

Discusses images of Japan and Japanese people found in primarily American works of fiction. Offers opportunities to analyze and deconstruct ways popular writers portray Japan and its people.
SA 300 NJ BUS
Japanese Business II: Working in Japan 3
Examines the concepts, assumptions, and practices essential to an understanding of the continuously changing world of work in Japan.

EALL 262 NJ
Japanese Literature II: From the Early Years to the Heian Era 3
An introduction to the world of classical Japanese literature, from its inception to the late Heian period (794-1185). (Literature)

ECN 323 NJ
Japanese Economy II: Economic Development of Japan 3
Japan's economic development from the 1860s to the 1970s, and current problems and prospects. Case study of a successful economy with non-Western traditions. (Social science)

SOC 351 NJ
Japanese Society 3
An introduction to the main features of Japanese society in a historical as well as comparative context. (History)

SOC 351 NJ
Japanese Culture II: Language and Society in Japan 2
Explores the interrelations between Japanese language and culture. Role of women, Kegon and Japanese society, concept of wabi/sabi, empathy, nonverbal communication are examined.

PUEBLA PROGRAM
Fall or spring semester, or academic year
Universidad de la Americas
Cholula, Puebla, Mexico
On-site Coordinator: Lisette Monterroso
Courses in Spanish language and Spanish and Latin American literature have the same numbers as their equivalents at Notre Dame, and will count towards the Spanish major.
There are many courses taught in English at UDLA, but a major goal of going to Mexico is to become fluent in Spanish. If students have taken advanced Spanish at Notre Dame they should not take more than one course in English during their semester in Mexico.
Sample courses at UDLA taken by previous participants in the Notre Dame UDLA program are listed below. The UDLA course numbers are indicated in the course descriptions. For a more complete listing, go to the UDLA Web site: http://www.udlap.mx/catalogo/descrip/.

Fall Semester
SA 200 PM ANTHSOC
Socioeconomic Problems of Mexico 3
Problems in contemporary Mexico pertaining to education, economics, ethnic groups, demographic problems, health issues. (University Social Science Requirement)
Fall or Spring Semester
SA 200 PM ANTH, AL, BA
Internships/Community Service 3
Eighty hours of internship or community service, biweekly journals, final paper. Wide variety of placements, including museums, social service agencies, medical doctors, jail, businesses. To be graded S/U.

ANTH 342 PM
Introduction to Ancient Mesoamerica 3
(AN 496) An introduction to the study of the cultural development of Mesoamerica from the perspective of the findings of modern archeology and the information from ethnographitic current. Focus on the development of political, economic, and social systems of mesoamerican cultures emphasizing the dynamic relationship between the societies and the environment in which they develop.

ANTH 346 PM: Social Processes—The Mexican Case 3
Based on prehispanic antecedents, this course introduces the student to the panorama of present day Mexican customs and sociocultural problems. Team taught with Anthropology and other UDLA departments. Community service is an integral component of the experience.

HIST 324 PM:
Social History of Women in Mexico 3
(HI 109) Origins of the Mexican nation-state, from the crisis of the colonial empire in the late 18th century through the establishment of power under the period know as the “cardenismo” in the 20th century. University history requirement.

SA 200 PM PHIL:
Logic (EI 204) 3

SA 200 PM PHIL:
Colonial Mexican Thought (FI 212) 3
Aztec culture prior to conquest, world vision of Spanish conqueror compared to English colonists; analysis of 16th- and 17th-century dependence on Spain; consolidation of nationalism.

SA 300 PM PHIL:
Professional Ethics 3
(CU 351) Ethical implications in all professions. Fundamental notions of ethics and the practical applications in situations of professional encounter. (Univ phil req)

SA 200 PM PHIL:
Ecology 3
(CG 480) Alterations and incursions into the environment and consequences of contamination. Ethical imperative to protect life in all its manifestations, including human.

SA 200 PM PHIL:
Contemporary Philosophy—Transpersonalism 3
(HU 451) Study of the philosophical dimensions of the contemporary intellectual trend known as “transpersonalism.” Viewing consciousness as a basic principle of existence, transpersonalism represents a reaction against the materialistic assumptions often associated with Western science and modernity. It relies on models of the psyche that accept of non rational higher states of awareness.

SA 200 PM PHYS
The Basic Principles of Mechanics, Fluid Mechanics, Thermal Physics, Wave Motion, Sound, Electricity, Magnetism, Optics. The equivalent of Physics 221 at Notre Dame. With laboratory. (Offered for SCPP, ALPP, SCI/BA, ES, SCI/ED, BIOS, and SCI Computing students)
BEHAVIORS AS WELL AS THE IMPORTANCE OF SOCIAL INTERACTION IN THE CONSTRUCTION OF THE PERSONALITY, IN THE PROCESSES OF SOCIAL INFLUENCE AND CHANGE, IN SMALL AND LARGE GROUP SETTINGS.

ROSP 240 PM: SPANISH PHONETICS  

ROSP 220 PM: INTERMEDIATE GRAMMAR REVIEW  
(LE 240 Espanol II: Gramatica) Refinement of oral and written language competence.

ROSP 231 PM: CONVERSATIONAL SPANISH  
(LE 242: Espanol II: Comunicacion Oral) Oral presentations in real situations, including interviews, guided visits, film, etc., and guidance on other situations. (Not allowed for Spanish major credit)

ROSP 235 PM: COMPOSITION AND STYLISTICS  
(LE 243: Espanol III) Works toward development of composition practices through description, narration, compare/contrast, and thesis papers. Taught at two levels based on students' proficiency.

ROSP 245 PM: SPANISH FOR BUSINESS  
(LE 344: Comunicacion para Empresas) Study of Spanish terminology, phrases, and cultural conventions used in business situations.

ROSP 265 PM: MEXICAN CULTURE  
(LE 346: Espanol IV: Cultura Mexicana) Familiarizes students with the most important aspects of Mexican history, art, religion, customs, and the present social situation in Mexico. Taught at two levels based on students' proficiency.

ROSP 270 PM: TRANSLATION THEORY  
(LE 344: Espanol IV: Traduccion) Practical and theoretical introduction to the basic skills associated with written translation.

ROSP 310 PM: TEXTUAL ANALYSIS  
(LE 242: Espanol II: Communication Escrita, or LI 120: Introduccion a la Creacion Literaria) Practical and theoretical introduction to the analysis and explanation of literary texts. (Spanish majors may use LE 243 as the equivalent to ROSP 310 with prior permission only.)

ROSP 320 PM: ADVANCED GRAMMAR REVIEW  
(LE 441: Espanol IV: Gramatica) Further refinement of Spanish speaking and writing skills for students who have completed ROSP 202 or above.

ROSP 371 PM: MEDIEVAL SPANISH LITERATURE  
(LI 181: Literatura Espanola Medieval) Study of Spanish literature from its inception to 1600/its main tendencies, most relevant works, and representative authors.

ROSP 372 PM: MODERN SPANISH LITERATURE  
(LI 390: Study of Spanish literature from 1700 to the present.

ROSP 381 PM: SURVEY OF SPANISH AMERICAN LITERATURE  
Study of the texts generated by the “discovery” and conquest of America in its historical context (LI 172: Historia de la Conquista).

ROSP 383 PM: SURVEY OF SPANISH AMERICAN LITERATURE  
(LE 345: Literatura) Introductory course in Spanish American literature with a focus on Mexico. Majors may take this course with prior permission only. Students who have taken ROSP 310 and above should enroll in LI 260.

ROSP 425 PM: TOPICS IN GOLDEN AGE SPANISH LITERATURE  
(LE 282: Literatura del siglo de oro) Study of representative works in Spanish literature during the Golden Age. Counts toward Peninsular Survey I (ROSP 371) requirement.

ROSP 445 PM: TOPICS IN CONTEMPORARY SPANISH LITERATURE  
(LE 283—Literatura Espanola 1700 al presente) Spanish literature from the neoclassical period through the early 20th century. Counts toward Peninsular Survey II (ROSP 372).

ROSP 465 PM: TOPICS IN COLONIAL LATIN AMERICAN LITERATURE  
(LE 273: Literatura hispanoamericana hasta el siglo XVII) Study of literary production in Spanish America from the 16th-18th centuries. (ROSP 381, Spanish American Survey I)

ROSP 485 PM: TOPICS IN CONTEMPORARY SPANISH AMERICAN LITERATURE  
(LE 361: Literatura mexicana del siglo XIX y XX) Study of Mexican lit from the XIX through the early XX century. Counts toward Spanish American Survey II (382). Recommended for students who have previously taken ROSP 400 levels. Offered fall.

ROSP 485 PM: TOPICS IN CONTEMPORARY SPANISH AMERICAN LITERATURE  
(LE 362: Literatura Mexicana Contemporanea) Study of Mexican literature of the XX century with a particular emphasis on the last two decades. Counts toward Spanish American Survey II (ROSP 382). Recommended for students who have previously taken ROSP 400 levels. Offered spring.
**INTERNATIONAL STUDY PROGRAMS**

**ROSP 492 PM: Mexican Literature**  
(L1 260 Literatura mexicana) Students will read the most prominent works of 20th-century Mexican literature as a background for understanding messages communicated in contemporary media. Counts toward Spanish American Survey II (ROSP 382). This course is primarily designed for Mexican students in fields other than literature. It is appropriate for students who have taken ROSP 235 and above.

**SA 200 PM: Tourism**  
Tourism as a social phenomenon of the contemporary world and its political, socio-economic, and cultural implications. (Elective only)

**SA 300 PM: BA International Business**  
Virtual trips to many countries, different forms of business, and how different cultures, regulations, and languages affect the way business is conducted. (Elective credit only)

**MARK 381 PM: International Marketing**  
Study of international markets with the goal of designing strategies of successful commercialization of products or services for these markets.

**Spring Semester**

**SA 400 PM: ANTH: Cholula: The Dynamics of a Sacred City**  
Cholula is the oldest living city in the Americas, and this course will treat the historical, economic, ethnic, religious, and social factors that give the city its identity and its character as part of the Mexican nation state. Visits to local sites and community service required.

**PARIS PROGRAM**

In 1999 the University of Notre Dame began an exchange program with the Institute of Political Studies (Sciences-Po) in Paris. Offered as a yearlong or a second-semester program, it is limited to two students. Students must have a very high level of French, and an excellent grade-point average, and should have a major in history or a social science. Students will take courses in European economics, politics, sociology, and history, and in French language. Successful completion of a year of study results in a diploma from Sciences-Po, which is widely recognized in Europe and the United States.

**RIO DE JANEIRO PROGRAM**

Pontifícia Universidade Católica do Rio de Janeiro (PUC-Rio)  
Rio de Janeiro, Brazil

Students must consult with their departments regarding major credit for courses taken at PUC-Rio. Courses are available in many disciplines, including business; economics; law; social communication (journalism and publicity); geography and environment; history, social work, and cultural sciences; international relations; theology; industrial design; architecture/urbanism; education; philosophy; modern languages, literatures, and linguistics; and psychology. Science and Technology courses are also available. For further information regarding PUC-Rio and its courses, visit the Web at www.puc-rio.br/cci or visit the Office of International Study Programs at 152 Hurley. A few sample courses offered at PUC-Rio are listed below, as well as a description of a special spring-semester program for "social entrepreneurs."

The Brazilian first term (our spring semester) runs from March through July; the second term (our fall semester) runs from August through December. Students will arrive in time to participate in PUC-Rio's preliminary intensive language session in January/February or July.

**Preliminary Session**

**SA 200 RB ROPO Intensive Portuguese at PUC-Rio**  
A four-week, pre-semester intensive Portuguese-language course. Focuses on development of Portuguese written and oral skills. Prepares foreign students to take regular courses during the school year. (Graded S/U.)

**Semester Courses**

During the semester, students will generally enroll in "Portuguese for Foreigners," "Introduction to Brazilian Contemporary Society," and two or three electives.

**SA 200 RB ROPO Portuguese for Foreigners**  
Designed to develop written and oral skills in the Portuguese language. Offered at various levels.

**SA 300 RB SOC Introduction to Brazilian Contemporary Society**  
(Spring semester)

A cross-disciplinary study of how Brazilian society was formed, using sociology, political science, and anthropology. An analysis of the major social, political, and cultural issues that persist even today.

**Unique Opportunity for Social Entrepreneurs**

Students participating in the Rio program in the spring semester will have the opportunity to participate in a special program—for future "social entrepreneurs"—aimed at those who are preparing for careers aimed at social progress. In addition to enrolling in "Portuguese for Foreigners" and "Introduction to Brazilian Contemporary Society," students who choose to participate in this project will participate in a for-credit internship with a nonprofit organization. These students are also encouraged to enroll in courses such as "Community Development" or courses within the Program for Entrepreneurial Studies (Programa de Formação de Empreendedores), such as "Entrepreneurship-Business Plans," "Entrepreneurship-Communication," and "Behaviors and Attitudes of Entrepreneurs."

**SA 300 RB SOC Community Development**  
Basic concepts and theories on community development. Methodological procedures. The role of the social worker as a member in social movements that are composed of interdisciplinary teams. Analysis of experiences. Readings include The Urban Phenomenon by Otavio Velho and Community Organization by Murray Ross.

**SA 300 RB BA Entrepreneurship—Business Plans**  

**SA 300 RB BA Entrepreneurship—Communication**  
The basics of communication, both verbal and nonverbal. Influential factors in communication processes. Communication, interactive harmony, and conflict. Oral and written communication. Techniques for developing letters, reports, projects, etc. Strategies for participation in meetings, interviews, and business situations.

**SA 300 RB BA Behaviors and Attitudes of Entrepreneurs**  
Paradigms and mental models. The current scene of the business world. Profile, characteristics, and attitudes of entrepreneurs. Evaluation techniques and development of self-knowledge. Techniques for development of creativity, cooperation, competition, and confidence. Techniques for public presentations and interpersonal relationships.

**ROME PROGRAM**

John Cabot University  
Rome, Italy  
www.johncabot.edu

Students enroll in classes at John Cabot University, an American university in Rome, which offers courses in art, business, classics, government, history, literature, philosophy, and psychology. All courses are taught in English (with the exception of Italian language classes). A variety of JCU courses have been approved by Notre Dame departments for major credit; however, students must consult with their department to confirm courses for their major. All students are required to take one Italian-language course during their semester or year in Rome. For a listing of all courses offered at John Cabot, visit the International Study Programs office at 152 Hurley Building or visit John Cabot's course descriptions at www.johncabot.edu/academics/curriculum/ coursedescriptions.htm.

The following is only a sampling of courses that are offered at John Cabot University.

**SA 300 RE ARHI/ANTH Ancient Rome and Its Monuments**  
Documents the city’s extraordinary transformation from a modest hilltop settlement into the artistic and political capital of the Mediterranean world. Examines Rome’s extant archaeological remains and traces the basic development of the city, from its founda-
An introduction to international trade and finance. The analysis of the causes and consequences of international trade and investment. Major topics include international trade theory, international trade policy, exchange rates, and open-economy macroeconomics and international macroeconomic policy.

ENGL 200 RE
Introduction to Creative Writing 3
This is a course that presents opportunities for creative writing while probing major issues of literary aesthetics.

ENGL 340 RE
Introduction to Shakespeare 3
The course examines selected plays of Shakespeare, with emphasis on Shakespeare's development as a dramatist and his techniques of character development. Major critical approaches to the plays are discussed. About ten plays are examined, among them: Romeo and Juliet, Richard II, Henry IV, Henry V, A Midsummer Night's Dream, As You Like It, Othello, Measure for Measure, The Winter's Tale, and The Tempest.

ENGL 410 RE
British Literary Traditions I 3
The course deals with works by major writers in the English language over a period of nearly 1,000 years. Beginning with Anglo-Saxon poetry, this survey continues through the Middle Ages and the Renaissance and concludes with Milton. In the context of the course, students should develop both their general background knowledge of literary history as well as their ability to appreciate and criticize particular texts.

ENGL 411 RE
British Literary Traditions II 3
This course deals with works by major British writers in the period 1660 to 1832. Approximately equal attention is devoted to writers of the Restoration and the 18th century and to writers of the Romantic Movement. The course may thus debate in particular the relative values of conservative Classicism and revolutionary Romanticism as the eternal alternatives that underlie so much of man's speculative and creative activity.

ENGL 412 RE
American Literary Traditions I 3
The course deals with the development of American literature from the mid-17th century to modern times, with an emphasis on the creation of a distinctive American "voice." Attention will be given to writers in the Puritan period and the early Republic, as well as to those who contributed to the pre-Civil War "American Renaissance," the rise of Realism and Naturalism, and the "Lost Generation."

ENGL 468B RE
Victorian Fiction 3
Considering both the history and the development of critical concepts about the Victorian novel, the course examines novels by such major figures as Dickens, Bronte, Eliot, Wilde, and Hardy.

ENGL 473 RE
Modern Fiction 3
The course deals with novels selected in terms of a particular theme or a particular period of time within the 20th century as, for example, the development of the traditional theme of romantic love in the first or the second third of the century. The novels studied may include both works written in English and works in translation.

FIN 231 RE
Business Finance 3
This course examines both the theoretical and applied foundations necessary for making decisions in financial management. Main topics include the financial system, international financial markets, efficient markets, analysis of risk and return, basic portfolio theory, valuation, capital budgeting, and capital structure management.

FIN 475 RE
International Finance 3
The course emphasizes the structure and analysis of international capital and financial markets, Eurocurrency financing and the financing of international transactions.

SA 200 RE FT1
Mass Media and Society 3
The main emphasis of the course resides in delineating the complex relationship that exists between the mass media and other social institutions, from government to local political activist groups: the reciprocal interplay between the mass media and society—how both are structured and shaped by the other—and what limits this interplay. Particular attention is devoted to analyzing media products in their specificity and their status as popular or mass culture.

HIST 111 RE
Western Civilization I 3
A survey of the history and major cultural achievements of the ancient Egyptians, early Near-Eastern civilizations, Ancient Greece, and Rome, with an emphasis on those achievements which have formed the basis of Western Civilizations.

HIST 112 RE
Western Civilization II 3
A survey of the history and major cultural developments from the fall of the Roman Empire through the Renaissance, Reformation, and the Age of Enlightenment. Attention is given to the impact of non-Western civilizations on the events and ideas of the times.

HIST 325 RE
Enlightenment in Europe 3
The course deals with the process of Italian Unification (the Risorgimento), the problems of the new Italian kingdom and Italy's role in the world up to the death of King Umberto I in 1900.

HIST 396 RE
Europe Since 1945 3
Because of its closeness to our time, the subject of this course combines elements of classical historical studies with other elements of economics and political science. Although the basic structure of the course will be chronological, some themes such as the emergence of the European Union and the role
played by Western Europe in the Cold War will also
be dealt with from other perspectives, such as ideol-
ogy and theory.

HIST 433M RE
Europe Between the Wars  3
Focusing on the European economic and political
expansionism, the course considers the search for
overseas markets and possessions, and how this led to
the outbreak of two world conflicts.

MARK 231 RE
Principles of Marketing  3
The role of marketing in the socioeconomic sys-
tem. Major decision areas: selecting target markets,
positioning strategy, and the marketing mix (product
planning, pricing, promotion, and distribution)
strategy. Skill development in demand/competitive
analysis, teamwork, and effective communications.

MARK 350 RE
Consumer and Industrial Buyer Behavior  3
Social, cultural, and psychological factors influ-
encing the behavior of consumers. Models of buyer
behavior, consumption patterns, market segmen-
tation, attitude formation and change, brand loyalty,
adoption of innovations, and store choice decisions.
Implications of consumer research for marketing
management.

MARK 381 RE
International Marketing  3
An investigation of the marketing concept in a global
environment. Factors in assessing world marketing
opportunities; international marketing of products,
pricing, distribution, and promotion program
development in dynamic world markets. Marketing
practices which various businesses adapt to the inter-
national environment are studied. Attention is also
given to comparative marketing systems, and plan-
ning and organizing for export-import operations.

MGT 231 RE
Principles of Management  3
Introduction to the manager’s role and the man-
agement process in the context of organizations
and society. Focus on effective management of the
corporation in a changing society and on improved
decision making and communication. Processes
covered: planning, organizing, coordinating, and
controlling. Teamwork and individual participation
are emphasized.

MGT 389 RE
Management Competencies  3
The course examines human personality, behavior,
and relationships as applied to business, industrial,
and organizational settings. Topics include social
systems at work; human needs, attitudes, human
relations; leadership patterns, group dynamics, team-
work, communication, motivation, participation,
and reward system; technology and people, man-
aging change, models of organizational behavior, and
management. Teamwork and group participation are
emphasized.

MGT 472 RE
Operations Management  3
Management issues related to the procurement and
allocations of resources in the production of goods
and services in order to meet organizational goals.
Topics covered include product and process design,
facility size, location, and layout, quality manage-
ment, production planning, and control.

PHIL 222 RE
Images of Humanity: Existentialist Themes  3
The course aims at a phenomenological analysis,
discussion, and development of the most important
theme in existential philosophy: the Self understood
as consciousness confronting a world and engaged in
human action. The course will explore issues such as
freedom, responsibility decision, finitude, alienation.
These issues will be discussed in their existential
contexts as they emerge from the works of philoso-
phers such as F. Nietzsche, G. Marcel, J.P. Sartre, M.
Heidegger, etc. (Second Philosophy)

PHIL 300 RE
Philosophies of Art and Beauty  3
This course is a survey of classical and modern
theories on the appreciation of art and beauty. At-
tention is given to the analysis of perception and
of the aesthetic experience in their interaction with
language and culture. Special consideration is given
to contemporary visual arts and poetry. (Second Philosophy)

PSY 350 RE
Developmental Psychology  3
An overview of the various psychological schools of
thought on human development and personality.
A brief exposure to research and discussions of the
findings and implications of psychology data on
some major contemporary problems.

PSY 352 RE
Social Psychology  3
The scientific study of how people think about,
influence, and relate to one another. Students are
introduced to recent research in areas such as the
self in the social world, social beliefs and judgments,
attitudes and behavior, conformity; persuasion, ag-
gression, prejudice, altruism, love, and attraction.
Cultural, gender, and genetic influences also are
emphasized.

ROIT 201 RE
Comprehensive Second-Year Italian  3
This course focuses on consolidating the student’s
ability to use Italian effectively. Emphasis is given to
grammar review and vocabulary expansion. Selected
readings acquaint students with contemporary Italy.

ROIT 202 RE
Intermediate Italian II  3
This course emphasizes the development of reading
and composition skills. Readings include short sto-
ries and newspaper articles.

ROIT 237 RE
Italian Composition and Conversation  3
This course is designed to develop the student’s
ability to write correctly in Italian while reinforc-
ing oral communication skills. Contemporary texts
provide the basis for class discussions geared toward
expanding vocabulary and reviewing grammar.
Students write weekly compositions, do oral presentations, and keep a journal.

**ROIT 315 E**  
**Selected Topics in Italian Literature 3**  
The course offers an in-depth exploration of a particular theme or period in Italian literature. Attention will be given to the historical and cultural contexts in which the selected works grew. Possible topics include The Italian Novel, Short Stories and Italian Regional Identity, Women Writers, and The Italian Poetic Tradition.

**ROIT 341 RE**  
**Modern Italian Drama 3**  
An introduction to 20th-century Italian drama through the study of plays by Chiarelli, Pirandello, Betti, Fabbrini, and Fo. Since the course is based on discussion, special emphasis will be on oral expression. A guided term paper on a play not studied in class will help students to improve their writing skills.

**ROIT 345 RE**  
**Introduction to Italian Literature I 3**  
Introduction to major writers and works of Italy from the 13th to the 18th century, including such authors as Cavalcanti, Dante, Petrarcha, Boccaccio, Poliziano, Castiglione, Machiavelli, Ariosto, Tasso, Marino, Beccaria, Parini, and Goldoni. Students are exposed to the evolution of Italian literature from a historical perspective with emphasis on the major literary, philosophical and cross-cultural influences that shaped Italy’s literary production.

**THEO 254B RE**  
**Pathways of Faith: Apostles, Martyrs, and Confessors 3**  
This course will review basic Catholic beliefs and practices and their development within the context of the Church of Rome and the early spread of the faith. We will then examine the evolution of these basic beliefs and practices in the teachings of selected Church Fathers and sources. Classes will be taught both in the classroom and at pertinent historical sites.

**SANTIAGO PROGRAM**

Fall or Spring Semester (Spring Preferable)  
Students take courses at the Pontificia Universidad Católica (PUC) and the Universidad de Chile through a consortium of the University of Notre Dame and the University of Wisconsin Milwaukee. Fall semester students enroll in Spanish for Foreigners, Chilean Politics and Society (or a similar course), and three other courses. In the spring, students generally enroll in Spanish for Foreigners, Chilean Politics and Society, and three other courses. Students interested in enrolling in the spring semester seminar, Perspectives on Poverty and Development, must submit an application to the Center for Social Concerns (CSC). This service-learning course is offered by the Universidad Alberto Hurtado, a Jesuit University in Santiago. Because this is a facilitated program, students may be charged additional fees for courses taken outside the PUC.

**Calendar:** The fall semester runs from late July through mid-December. The spring program runs from February-mid July. An optional intensive language program is offered in February in Linares, a rural community outside Santiago; the regular spring semester begins at PUC in early March.

Below is a sampling of courses offered in Santiago. For the catalogue of courses at the PUC, contact the International Study Programs office in 152 Hurley. Students are also encouraged to visit PUC’s Web site at www.puc.cl. For course information, see libro de cursos.

**Preliminary Session (Optional)**

**ROSP 205 SC**  
**Intensive Spanish and Rural Experience 1**  
This course provides an intensive program of Spanish language and Chilean idioms through classroom work, practical, and cultural experiences. Students are introduced to Chilean rural life, history, and culture through presentations, both academic and artistic, tours to different areas of interest, and a living experience with Chilean rural families. (February only, graded S/U.)

**Semester Courses**

- **ROSP 221 SC**  
  **Spanish for Foreigners 3**  
  Language and culture through speaking, writing, experiential learning.

- **ROSP 265 SC/SOC 267Z/POLS 300 SC/ANTH 367**  
  **Chilean Politics and Society 3**  
  Students will learn about the Chilean political process since the 1930s, with a special emphasis on the period from 1964 to 2002. Students will analyze and discuss institutional, economic, social, and cultural changes that occurred during that period. Chilean politics, economics, and sociology will be addressed from a historical perspective. (Spring only)

- **ROSP 265 SC/SOC 362 SC/ANTH 362 SC**  
  **Chilean Culture and Civilization 2 or 3**  
  Intensive orientation course covering Chilean culture, politics, economics, literature, and history. Instruction in Spanish.

**THEO 300 SC/SOC 300 SC/ANTH 300 SC/POLS 300 SC/PERSPECTIVES ON POVERTY AND DEVELOPMENT (ILADES SEMINAR) 3**  
Corequisite: service/field work. Seminar format: Study of meaning and significance of poverty in Latin America from theological and social science perspective.

**ANTH 496 SC/AL 496 SC SOC 496X**  
**FIELD WORK: PERSPECTIVES ON POVERTY AND DEVELOPMENT (ILADES SEMINAR) 2**  
Corequisite: Ildades Seminar. Integration of experiential learning—service work in poor neighborhoods of Santiago—with reading and reflection.

**Spanish language and literature courses:** Below is a sample of courses that have been assigned the same numbers as their equivalents at Notre Dame and may be counted towards the Spanish major. For course descriptions, contact the Romance Languages department or the ISP office in 152 Hurley.

- **ROSP 486 SC**  
  **Critical Works of Gabriela Mistral (Crítica y Ensayo en Gabriela Mistral) 3**

- **ROSP 481 SC**  
  **Spanish American Literary Texts (Textos Literarios Hispanoamericanos) 3**

- **ROSP 465 SC**  
  **Spanish American Colonial Literature (Literatura Hispanoamericana Colonial) 3**

- **ROSP 472 SC**  
  **Chilean Poetry of the late Nineteenth Century (Poesía Chilena del fin de Siglo 19) 3**

- **ROSP 483 SC**  
  **Chilean Poetry of the late Twentieth Century (Poesía Chilena del Fin de Siglo 20) 3**

- **ROSP 480 SC**  
  **Chilean and Latin American Poetry (Poesía Chilena e Hispanoamericana) 3**

- **ROSP 484 SC**  
  **Chilean and Latin American Theater 3 (Teatro Chileno e Hispanoamericano) 3**

- **ROSP 490 SC**  
  **Chilean and Spanish-American Narratives (Narrativas Chilenas e Hispanoamericanas) 3**

- **ROSP 370 SC; 371 SC; 372 SC**  
  **Spanish Literature I–III 3**  
  (Literatura Española I–III)

- **PHIL 221 Foundations of Philosophical Anthropology 3**  
  (Antropología Filosófica)

**SÃO PAULO PROGRAM**

Universidade de São Paulo (USP)  
São Paulo, Brazil

Unique spring-semester program for political science, economics, or business majors interested in social entrepreneurship.

Students with a strong background in business, economics, or political science may participate in the São Paulo program during the spring semester. The São Paulo program presents a unique opportunity for students preparing for careers aimed at social progress—future “social entrepreneurs.” Students who participate in this program will participate in a
for-credit internship with a nonprofit organization. Students will enroll in “Portuguese for Foreigners,” as well as courses recommended by USP’s faculty in political science and in economics and business administration. For a complete list of political science and other courses offered by the FFLCH (Faculty of Philosophy, Languages, and Humanities), visit www.fflch.usp.br/bem-vindo. For further information regarding these courses or the São Paulo program, please visit 152 Hurley Building.

The Brazilian first term (our spring semester) runs from March through July; the second term (our fall semester) runs from August through December. Students will arrive in time to participate in PUC-Rio’s preliminary intensive language session in January/February or July.

Preliminary Session
SA 200 RB ROPO
Intensive Portuguese at PUC-Rio  6
A four-week, pre-semester intensive Portuguese-language course. Focuses on development of Portuguese written and oral skills. Prepares foreign students to take regular courses during the school year. (Graded S/U.)

SHANGHAI PROGRAM
East China Normal University, Shanghai, China
Semester Program
The Shanghai Program at East China Normal University is intended for students who wish to accelerate their acquisition of Chinese and is strongly recommended for all majors and minors. All students must take a Chinese-language course and other courses on Chinese history, culture, and politics offered in English. All courses are eligible for Notre Dame credit through special arrangement with the Council on International Educational Exchange (CIEE). Detailed program information is available at the International Study Programs office, 152 Hurley, or at CIEE’s Web site: www.ciee.org/study_abroad.

TOKYO PROGRAM
Faculty of Comparative Culture, Sophia University, Tokyo, Japan
Spring Semester or Academic Year
The Tokyo Program is open to sophomores and juniors. All students must take a Japanese-language course and can choose from a wide variety of other courses offered in English including business, economics, history, literature, philosophy, and sociology. All courses are eligible for Notre Dame credit through special arrangement with the Council on International Educational Exchange (CIEE). Detailed program information is available at the International Study Programs office, 152 Hurley, or at CIEE’s Web site: www.ciee.org/study_abroad.

TOLEDO PROGRAM
Centro de Estudios Internacionales, Fundacion Ortega y Gasset, Toledo, Spain
www.fogtoledo.com
Fall and Spring Semesters
Students must take five courses per semester. The courses listed below may be offered in the fall and/or spring semester. The philosophy course is offered in the fall only; the theology course is offered in the spring.

Internships also are available in Toledo for three (3) credits. Students may apply for internships in several areas, including government, the arts, social service, and communications. Credit toward a major must be approved by an advisor in the major department.

ANTH-300 level SP SA 399 SP ANTH
Management of Cultural Heritage  3
Cultural heritage is conceived as the totality of material and immaterial goods that have been inherited from the past, are enjoyed in the present, and are worth conserving for future generations. This course will present and analyze the idea of cultural heritage from the perspective of the Western world. (Anthropology major)

ANTH 350 SP
Archaeology of the Iberian Peninsula  3
The diverse cultures of Iberia as seen through an analysis of the most important archaeological sites of the peninsula. (Social science)

ANTH 351 SP
Ethnology and Folklore of the Iberian Peninsula  3
The various forms of traditional life in the Iberian Peninsula in terms of social and economic features as well as literary, artistic, and religious aspects. (Social science)

ARHI 300 SP
Twentieth-Century Art and the European Avant-garde  3
Trajectory of those Spanish painters who were most influenced by European avant-garde movements and who have, in turn, influenced painting in and out of Spain. (University fine arts requirement)

ARHI 350 SP
Christian, Muslim, Jewish Art: Toledo  3
The art and archaeology of the three cultures that determined the national character of Spain today are studied in and around Toledo. (Fine arts)

ARHI 353 SP
Master Painters of Spain  3
Development of Spanish painting studied in the works of five of Spain’s greatest artists: El Greco, Velazquez, Goya, Picasso, Dali. Visits to the Museo del Prado and the Museo de Arte Contemporaneo, Madrid. (Fine arts)

ARHI 355 SP
Art and Architecture in Spain: Periods and Styles  3
 Characteristics of the major periods in Spanish art and architecture, including Greek and Roman, Romanesque, gothic, baroque, and neoclassical. (Fine arts)

ECON 376 SP
Spain and the European Union  3
Study the process of the formation of the European Union. Analysis of the economic repercussions on its members and especially in Spain. Daily newspaper and magazine coverage of the ongoing process will be followed and discussed. (Social science)

GSC 350 SP
Spanish Women  3
A theoretical and practical approach to the fundamental transformations that have conditioned the lives of Spanish women from the golden age to the present. Spring semester only. (Social science or gender studies)

HIST 334 SP
The Cultural Heritage of Spain  3
Contemporary Spanish history (especially 20th century), art, society (education, family, church), politics, customs and traditions, and current events. Regional geography and history. Intended primarily for the beginning or intermediate Spanish-language student. (History)

HIST 336 SP/POLS 353 SP (crosslisted)
Spain Since 1936  3
Main features and social significance of General Franco’s authoritarian regime as opposed to the German and Italian models. Origins of the Civil War and later social and economic development. Problems in the political and constitutional transition since 1985. (History, social science, or political science)

MGT 491 SP
Cross-Cultural Management  3
Designed to help students understand and develop strategies for overcoming cultural differences in a business environment, specifically from the perspec-
tive of management. The focus will be on Spain, the European Union, and Latin America. Students will analyze the similarities and differences with their country of origin. (Free elective for business students.)

**PHIL 320 SP**  
*Spanish Philosophy*  
Analysis of Spanish philosophy in its two most significant periods—the 16th century and the 20th century. Philosophers studied include Juan Luis Vives, Miguel de Unamuno, Jose Ortega Y Gasset, and Xavier Zubiri. **Fall semester only.** (Second philosophy)

**POLS 348K SP**  
*Politics and Society in Latin America*  
Contrasts in political and social structures of various Spanish-American nations in the 20th century to show their diversity but also to provide insight into the problems they share. (Social science or political science major)

**ROSP 200 SP**  
*Introduction to the Study of Spanish Linguistics*  
The course will cover phonology, morphology, syntax, semantics, lexicology, pragmatics, discourse analysis, sociolinguistics, and the history of the Spanish language. Students will be introduced to the study of linguistic theory, as well as its relation to social, cultural, and literary studies.

**ROSP 230 SP**  
*Conversational Spanish*  
Classroom discussions centering on contemporary issues in Spain and other subjects of interest. Periodic error evaluation and systematic review of the most frequent structural and grammatical problems.

**ROSP 235 SP**  
*Composition and Stylistics*  
Difficult aspects of Spanish grammar and structures are mastered through composition writing. Treats problems of style as well as language. Several compositions are written outside class each week, and common errors are reviewed.

**ROSP 241 SP**  
*Colloquial Spanish*  
Characteristic phenomena of the Spanish language in its colloquial spoken form. Variations based on age, social, and regional background, etc. New lexical, morphological, and syntactical coinages.

**ROSP 273 SP**  
*Spanish for Professional Life Development*  
Designed for students for whom Spanish will be a basic tool for their working and professional future. Practical cases provide (1) knowledge of the economy, the labor markets, and Spanish and Latin American professional culture, and (2) linguistics skills (conversation, listening/comprehension, reading, and writing) and the sociocultural peculiarities of the language that allow for successful use of Spanish in professional life.

**ROSP 280 SP**  
*Spanish Phonetics*  
Intensive study of the phonetics and philology of Spanish aimed at mastering articulation in the language. Pronunciation exercises with the objective of correcting common phonetic problems experienced by the foreign student. Different Spanish dialects will also be analyzed.

**ROSP 310 SP**  
*Critical Analysis of Major Works in Spanish Literature*  
An introduction to and survey of major works from the Colonial period to Independence and Romanticism. The course will include texts by Bernal Diaz del Castillo, Fray Bartolome de las Casas, Garcilaso de la Vega, Alonso de Ercilla, Sor Juana Ines de la Cruz, Jose Joaquin Frenandez de Lizardi, Esteban Echerverria, and Jorge Issacs. **Spring semester only.** (University literature or Spanish major)

**ROSP 318 SP**  
*Survey of Spanish American Literature I*  
An introduction to and survey of major works from the Colonial period to Independence and Romanticism. The course will include texts by Bernal Diaz del Castillo, Fray Bartolome de las Casas, Garcilaso de la Vega, Alonso de Ercilla, Sor Juana Ines de la Cruz, Jose Joaquin Frenandez de Lizardi, Esteban Echerverria, and Jorge Issacs. **Spring semester only.** (University literature or Spanish major)

**ROSP 420 SP**  
*Spanish Golden Age Theater*  
This course will focus on Baroque theater. Plays by Lope de Vega, Cervantes, Tirso de Molina, Calderon de la Barca, or Luis Velez de Guevara will be read and discussed in class. A research paper will be completed by each student regarding one of the plays. In addition, students will attend at least one live theater production in Toledo or Madrid. **Spring semester only.** (University literature or Spanish major)

**ROSP 421 SP**  
*Spanish Literature and Its Decline*  
Masterpieces by Spain's most significant Renaissance and golden age writers, including Lope de Vega, Tirso, Calderon, Cervantes, Garciaes, Góngora, Quevedo, and the authors of the picaresque novels and mystic poetry. **Fall semester only.** (University literature or Spanish major)

**ROSP 425 SP**  
*Writers of the Spanish Empire and Its Decline*  
Contemporary Spanish literature from the Generation of 1898 to the postwar era. Major literary currents, the political and social events that have shaped them, and representative authors and works. (University literature or Spanish major)

**ROSP 449 SP**  
*Contemporary Spanish Women Writers*  
This course guides students through the study of literary works by Spanish women writers of the past three decades. Students learn about Spanish history of the 20th century and women's participation across the political spectrum, the feminist movement, the social-political and cultural changes since Franco's death in 1975, and the role of Spanish women writers in the transition to democracy. (Spanish major literature elective)

**ROSP 452 SP**  
*Recent Spanish Film*  
Students study the role of Spanish movies as a reflection of 20th-century mass society. Ten films will be viewed that are especially representative and permit the understanding of essential aspects of Spanish culture, history, and society. The movies will include works by directors including Carlos Saura, Alejandro Amenábar, and Pedro Almodóvar, among others. **Spring semester only.** (Spanish major literature elective)

**ROSP 457 SP**  
*Society Through Spanish and Latin American Cinema*  
This class will explore Spanish and Latin American societies using films created by Spanish and Latin American artists. Ten films will be analyzed from a historical and sociological point of view. **Fall semester only.** (Spanish major elective)

**ROSP 494 SP**  
*Narrative in Spanish America*  
Narrative currents in Spanish America from Carpentier and the emergence of magical realism to the present day. Authors studied include Garcia Marquez, Borges, Fuentes, Vargas Llosa, Cortazar, and others. (University literature or Spanish major)

**THEO 257 SP**  
*Spanish Mysticism and Theology*  
Focus on the main trends of Spanish mysticism (Carmelite, Franciscan) and the remarkable figures of religious expression of the 16th century in Spain, including the Jesuits and Dominicans. **Spring semester only.** (Second theology)
Undergraduate London Program

Director: Anastasia F. Gutting
Director of Undergraduate Studies in London: Paul Bradshaw
Associate Directors: Terri L. Bays
Joseph Stanfield
Associate Director of Undergraduate Studies in London: Laura Holt

2004–2005 VISITING U.S. FACULTY:

Susan Sheridan, Nancy O’Neill Associate Professor of Anthropology
Mihir Sen, Professor of Aerospace and Mechanical Engineering
David K. O’Connor, Associate Professor of Philosophy and Concurrent Associate Professor of Classics
Khalil F. Matta, Professor of Management

Notre Dame undergraduates from the colleges of arts and letters, business, engineering, and science may elect to spend one or both semesters of their junior year in the Undergraduate London Program. While in London, students take classes offered by Notre Dame and British professors at Notre Dame London Centre near Trafalgar Square. Students participating in the program live as a group in residential facilities with supervision provided by the program. This time in London enables students to combine serious academic study with the opportunity to live and travel in Europe.

The Undergraduate London Program, a division of the University Provost’s Office, operates separately from the International Studies Programs. We encourage students interested in London studies for the regular academic year to direct further inquiries regarding location, staff, facilities, curriculum, and requirements to the London Program at 153 Hurley Hall, Notre Dame, IN 46556; Telephone: (574) 631–7414; fax: (574) 631–3978. Students should also visit our Web site at www.nd.edu/~londonpr.

Program of Studies. In 1981, the College of Arts and Letters initiated a program for a junior semester in London, believing that the educational and cultural benefits of study with British scholars in London are particularly valuable. In 1997—its tremendous success having attracted attention from other colleges within the University—the London Program was expanded to accommodate both the demand and the curricular needs of students from all of Notre Dame’s colleges. Notre Dame’s British faculty is selected to be at least on par with that of the home campus, including experts whose work is internationally recognized in their fields.

All London Program courses are Notre Dame courses. Credit hours are recorded on the student’s transcript, and quality points are applied to the cumulative average in the usual manner. During the semester in London, each student must carry a course load of between 15 and 17 credits, including a mandatory three credits of fine or performing arts. Most students are able to earn three to six hours of credit toward their majors and to satisfy some University-wide course requirements.

Course Descriptions. The following descriptions give the number, title, and credit hours for courses the program routinely offers. Providing general information about the program’s vast array of offerings, this list does not purport to be a definitive list of courses available in any one semester, nor does it provide a full account of prerequisites and other restrictions. In the usual course of events, however, one may expect to find science and engineering courses offered in the fall, PLS, and business courses in the spring. For the most full and up-to-date information on the courses offered in any given semester, please consult our Web site at www.nd.edu/~londonpr.

COLLEGE OF ARTS AND LETTERS

AL 366 LA/ANTH 316 LA
Medical Practice and Policy UK 3

This course introduces American premedical students to the structure of socialized medicine in Britain and the public welfare system of which it forms a part.

AL 398 LA
SS: Internship V

PPE Colloquium 1

PPE concentrators will research a pertinent topic of interest while in London. Students will be required to write a paper summarizing their findings.

ANTH 329 LA/AFAM 329 LA/GSC 329 LA
Human Evolution 3

This course provides a natural science perspective on human evolution synthesizing the biological and cultural processes at work in shaping human adaptation. Beginning with the earliest fossil evidence for the emergence of humans, our lineage is traced to the appearance of modern Homo sapiens.

The class begins by tracking the development of evolutionary thought in the sciences, and follows evolutionary theory. We then explore the similarities and differences in biology and behavior among the Order Primates: the form, function, and adaptations of our closest living relatives are viewed in light of their relationship to human origins and human nature. The course concludes with an overview of the processes of fossilization, methods for dating fossil material, and a survey of human paleontology. Both biological and cultural processes are synthesized into a cohesive bio-cultural model for understanding our ancestry.

The goal of this course is to provide a fuller understanding of the reconstructions posited by anthropologists concerning the adaptations of our early ancestors, utilizing an acquired understanding of evolutionary mechanisms, comparative anatomy, primate ecology and behavior, the paleontological record, and cultural processes. This course provides a greater appreciation of our interdependence with the natural world, and with each other.

The course will include site visits in Britain.

Subarea: Fundamentals

ANTH 336 LA/AFAM 336 LA/GSC 336 LA
Human Diversity 3

Issues concerning the nature of human diversity (race, intelligence, sex/gender, etc.) are a continuing source of social and scientific debate. This course is designed to present the issues and methods used by physical anthropologists to study both the biological basis of human differences, as well as the ongoing process of human adaptation and evolution in response to climate, nutrition, and disease. Integration of the social, biological, and medical sciences will be employed to investigate modern human variation. The course will include site visits in Britain.

ARHI 247
The Golden Age of Art in the Netherlands 1

Using the rich holdings of the Wallace Collection and the National Gallery, this course will examine the development of visual art in the Netherlands, contrasting it with parallel developments in religion, science, and early capitalism. The course will culminate in a visit to the exhibition “Rembrandt’s Portraits of Women” at the Royal Academy of Art.

ARHI 269I
Below Stairs: How an Exhibition Happens 1

This course focuses on “Below Stairs,” an exhibition on the theme of servant portraiture to be held at the National Portrait Gallery 8/03–1/04. The exhibition studies different depictions of unprivileged people in Britain from the 17th c. to the present, with a wide range of material including paintings, photographs, books and recordings. The course considers in detail how the exhibition was put together, why individual items were chosen, and questions of design, conservation and interpretation. One or more visits to the exhibition will be included.

ARHI 356 LA
Art and Society in Victorian London 1

This course will introduce you to the main themes of Victorian art. We will investigate the relations between art and society in 19th-century London, explore artistic neighborhoods and lifestyles, and consider how artists approached subjects such as life and death, love and sexuality, work and leisure, urban living and city streets.
ARHI 359 LA  
A study of the interiors and exterior decorations of houses and of the social and historical role of the house as a container of collections of art. The course focuses on houses the students will visit, e.g., Vanbrugh's Blenheim Palace, Lord Burlington's Chiswick House, Adam's Syon House and Osterley Park, and Sir John Soane's House and Museum.

ARHI 373 LA  
Contemporary Art in Great Britain  
The course introduces students to the work of Britain’s principal contemporary painters and sculptors. Discussion centers around the meaning and implications of works of art and the techniques employed.

ARHI 375 LA  
Postmodernism  
This course explores the evolution of postmodern thought and examines its development in the context of the late modern movement. Issues such as the classical revival in painting, the influence of pop on new figurative art, new-wave Italian design and Memphis, and postmodern architecture will be seen against a backdrop of political and social change in the 1980s.

ARHI 381 LA  
Great Age of European Painting, Sculpture and Architecture, 1750–1939  
A survey of the major movements in European art history, including Rococo, Neo-Classicism, Romanticism, Realism, Impressionism, Post-Impressionism, Fauvism, Cubism, Surrealism, and Abstract Art. The emphasis will be historical, but there will also be classes devoted to particular figures and periods. Museum and gallery visits will be part of the course.

ARST 498S  
Special Studies V  
Upon approval by the program, qualified students can pursue independent study in art studio: directed readings, research, or creative projects.

ECON 382 LA/POLS 439 LA  
The European Union  
This course discusses the relationship between the E.U. and the economics and economic policies of its member states. Among the topics examined are the effects of the E.U. on trade and growth, agriculture, regional policy and the attempts to fix exchange rates within the E.U.

ENGL 367 LA  
Victorian Literature  
Key writers responded to the social, intellectual and religious changes of the Victorian era in ways that were often innovative and challenging. This course will consider a range of texts from the period, looking closely at style, language and form as well as central themes such as industrialization, commerce, religion, town and country, the Great Exhibition, the position of women and childhood.

ENGL 378G LA/FTT 439 LA/ANTH 363 LA/ 
GSC 478C  
The British Imagination  
This course explores the nature and experience of the British “way of life” in the 20th century. It draws on all aspects of the media, from fiction and poetry to television soap operas and newspapers, to consider some central themes: nationalism, imperialism, the class system, the monarchy, the popular imagination, race, politics.

ENGL 440 LA  
Shakespeare and His Contemporaries  
This course, while considering the whole of Shakespeare’s dramatic career from 1590 to 1613, and putting it in historical, social, and literary context, will concentrate on five of his plays paired with works very close in date by other dramatists. Visits to current productions of these or other Jacobethan plays will be included, as well a visit to the New Globe and the Education Centre in Bear Gardens.

ENGL 442 LA  
Criticism and Culture: The British Tradition of Literary Theory, 1902 to the Present  
This course will provide students with a clear outline and understanding of the major thinkers of the literary-critical tradition in Britain. It will explain their cultural and theoretical propositions and show these against their historical, philosophical and artistic backgrounds.

FTT 206 LA  
An Introduction to the Theatre in Britain  
This course introduces students to the wide diversity of theatre in Britain by experiencing a representative selection of theatrical performances in London. Students study the work of directors, actors, designers, and technicians, and the role of the audience; learn a basic vocabulary for talking and writing about theatre; and develop observation and responses that will provide informed critical judgment.

FTT 235 LA  
Playing Shakespeare  
In this course, students work practically with four of Shakespeare’s plays, exploring Shakespeare’s language—his use of prose and poetry, rhythm, and meter, soliloquies etc. Students will see three productions and will work on the stage of the new Globe Theatre to discover how Shakespeare’s plays were influenced by the architecture of the Globe and the actors’ relationship with their audience.

FTT 385 LA  
In Shakespeare’s Playhouse  
This course provides an introduction to the playing conditions and conventions of the Globe Theatre and explores the relationship of Shakespeare’s scripts to the playhouse for which they were written.

FTT 479 LA  
European Film Since 1945  
This course examines films that challenge, to varying degrees, the norms of Classical Hollywood narrative and style and are frequently products of a cultural, industrial, and economic environment uneasy with the values of commercial filmmaking.

FTT 496J LA  
SS: London Theatre Internship  
3  
Only by prior permission of the program.

FTT 496K LA  
SS: London Film Internship  
3  
Only by prior permission of the program.

HIST 301I LA/STV 362 LA  
History of Science and Technology in Britain, 1800–2000  
Science and technology are often regarded as the hallmarks of modern culture, with new technologies presumed to have evolved as the result of some internal logic. Recently, however, some historians have questioned this deterministic model of technological change, claiming that science and technology—indeed, the very artifacts of science and technology—embody important social assumptions and are inseparable from the culture in which they originated.

HIST 306I LA/CLAS 306 LA  
“The Conquered and the Proud”: Rome, the World Empire, 202 B.C.–A.D. 218  
This course will examine the causes and nature of Roman imperialism and seek to explain the Romans’ success in warmaking and absorbing other cultures. Study will focus on Rome’s Classical Age (c. 200 B.C.–A.D. 200). Spring only.

HIST 333I LA  
British History 1900–1990  
3  
This course will look at 20th-century British history in its political, social, economic, and cultural aspects. Themes include Britain’s decline as a world power, the impact of two world wars on British life, the loss of empire, Britain’s special relationship with the USA, and changes in state and society.

HIST 370I LA  
The English Civil War 1640–60  
3  
This course will follow the attempts of King Charles I to impose unpopular political and religious policies upon England and how resistance to these acts led to civil war. Topics include Oliver Cromwell, the New Model Army, and the execution of the king.

HIST 433I LA  
The Second World War: A Military History  
3  
This course examines land, sea and air campaigns of 1939–1945, beginning with pre-WWII military theories and examining their confirmation, modification or replacement under pressure of combat. It considers whether the Allies won solely through a massive material superiority rather than achieving victory on the battlefield. We will visit several museums: the Imperial War Museum, National Army Museum, and the RAF and Battle of Britain Museums at Hendon. Fall only.

MSCI 311 LA  
Military Science (Army ROTC)  
3

MUS 224 LA/FTT 207 LA  
Opera As Drama  
1  
This course provides students with the musical and historical background needed to view and appre-
PHIL 334 Philosophy and Literature: Romanticism, Idealism, and Skepticism 3
Focusing on works written in English roughly between 1750–1850, this course will examine two dichotomies central to the philosophy and literature of the period: between faith and reason, and between reason and imagination. Course readings will include works by David Hume, Samuel Taylor Coleridge, Percy Shelley, Thomas Carlyle, John Stuart Mill, and John Henry Newman.

PHIL 451 Political Philosophy: Violence and the Foundations of Liberal Democracy 3
Liberal democracy was established in Britain, France, and America through massive political violence, especially in revolutionary and civil war, in the first two cases with a decidedly anti-Catholic intention. What does such violence teach us about the nature of politics and democracy? Course readings will include works by Thomas Hobbes, John Locke, Jean-Jacques Rousseau, Edmund Burke, Thomas Paine, Thomas Jefferson, Alexis de Tocqueville, Karl Marx, and Abraham Lincoln.

PLS 382 LA Great Books Seminar IV 3
The fourth in the series of great books seminars of the Program of Liberal Studies intended for, but not restricted to, program majors. Spring only.

POL 398 LA Parliamentary Internship 3
A select group of students work as interns for members of Parliament and write a research paper on one aspect of modern British society or politics.

POLS 438 LA/IRPS 438 LA/IRST 438 LA Ethnic Conflict Regulation in Ireland and Northern Ireland 3
This course analyzes attempts by British and Irish administrations to resolve or regulate the conflict in Ireland and Northern Ireland. After outlining the historical, religious, and political foundations of the conflict, the bulk of the course will focus on the period following partition (1920–21). Attention will be paid to the evolution of the process leading to the Belfast Agreement (1998), including responses to political violence, negotiating tactics, and the framework of the new constitutional settlement.

POLS 443 LA The Government and Politics of Great Britain 3
Students will consider, with the assistance of concepts from political science, aspects of political behavior, the principal government institutions, the legislative process, and the British Constitution. There will be a personal opportunity to observe Parliamentary procedures.

PSY 398 90 LA Special Studies Jr. 3
Upon approval by the program, psychology majors can assist in an academic research project based in the United Kingdom.

PSY 398 91 LA Special Studies Jr. V
Upon approval by the program, psychology majors can assist in an academic research project based in the United Kingdom. Spring only.

PSY 418 LA Influences on Early Social and Cognitive Development: Integrating Theory and Practice 3
In developing an understanding of how young children come to understand their world and the people in it, we will look at influences as diverse as genetics, environment, family and sibling relations, friendships and starting school.

PSY 419 LA/SOC 220 LA Developmental Disabilities: Integrating Theory and Practice 3
This course examines how children with severe developmental disabilities come to understand their world and how teachers and other school-based professionals devise programs to meet children's very individual needs. The course will be based at a school for pupils with severe learning disabilities. Each week, students will spend time with pupils and professionals in classrooms. This practical focus will be followed by a lecture. Students will have opportunities to meet with parents and families of young people with disabilities.

THEO 233I LA/THEO 433I LA The Person and Work of Christ 3
A general introduction to Christian theology, focusing on the person and the work of Christ, and introducing the work of, e.g., Augustine, Martin Luther, and Karl Barth. The course will examine both Christological and soteriological questions, aiming at an understanding of how doctrines developed and how views considered heretical were condemned. It is hoped that students will gain a greater insight into their own doctrinal heritage, whatever that might be.

THEO 238B LA Christianity in Britain—Past and Present 3
We shall trace the history of the Christian church in Great Britain from its earliest roots down to the present. Throughout the course we shall pay special attention to the relationship between the Roman Catholic and Anglican churches and to the interaction between religion and politics in the United Kingdom. The course will include site visits, film presentations and guest lecturers.

THEO 255 LA/THEO 455A LA Case Studies in the Development of Christian Doctrine 3
Successive generations of Christians have gradually worked out what they believed—generally in response to situations or problems arising in the church. Using a test-case format, students will be encouraged to imagine themselves transported to those times and places, where they will encounter some of the central characters who strove to resolve theological questions that came up within Christian communities. Our task will be to investigate why some of these expressions came to be held as true, while others were condemned as heretical.
**MENDOZA COLLEGE OF BUSINESS**

**BA 490I LA**  
**Corporate Strategy**  
1.5
This course will synthesize the business education by integrating the basic functions of a business enterprise, e.g., marketing, finance, and production, through case analysis. From the perspective of top management, emphasis will be placed on examination of external environments, internal capabilities, and the development of strategies for the organization’s creation of proper relationships and responses to social, political, and economic conditions.

**FIN 361 LA**  
**Business Conditions Analysis**  
This course will examine economic policy, national income accounting, income determination, and behavior of economic aggregates such as total output and price level. Spring only.

**MGTI 458 LA**  
**Current and Future IT Applications**  
Does not count as an MIS major elective.
This course exposes the students to the current issues faced by IS professionals, managers, and consultants. Students are required to research a specific topic each week and write a brief report. Industry specialists are invited to discuss topics with the students. This course is specifically designed to provide students with the opportunity to interact with IS professionals, to form an appreciation of the complexity of issues facing IS managers, and to develop their analytical and communication skills.

**COLLEGE OF ENGINEERING**

**AME 301 LA**  
**Differential Equations, Vibrations, and Controls I**  
3
First of a two-course sequence that introduces methods of differential-equation solution together with common engineering applications in vibration analysis and controls. Second-order, linear differential equations, feedback control, and numerical solutions to systems of ordinary differential equations.

The objective of this course is for students to be able to solve certain classes of ordinary differential equations, analyze the stability of solutions of a system of differential equations, and apply techniques from the theory of differential equations to design and analyze the stability of control systems and engineering vibrations problems.

**AME 330**  
**Fluid Mechanics**  
A basic course in fluid mechanics. Topics include fluid properties, hydrostatics, conservation laws, dimensional analysis, and internal and external flows. Student and/or instructor-conducted experiments may entail use of embeddable microprocessors.
Prerequisites: AME 226, AME 227, and MATH 228.

**AME 334**  
**Fluid Mechanics**  
3
A basic course in fluid mechanics. Topics include fluid properties, hydrostatics, conservation laws, dimensional analysis, and internal and external flows. Student and/or instructor-conducted experiments may entail use of embeddable microprocessors.
Prerequisites: MATH 228, AME 226.

**AME 498**  
**Special Studies (Energy Systems)**  
This course is by permission only.
Format: This directed-study course is based on independent study and reading; there will be no lectures. The students and instructor will meet once a week for guidance, planning, and discussion. Topics and reports will be individual. Students must have at least one book on the topic of their choice and, in addition, must consult local engineering libraries in London. Students will write reports that will be posted on the Web and updated weekly. The reports will be technical in style and will include equations, graphs, and figures as needed.
Topics and approval: Each student will select one topic within the field of energy systems. The instructor’s approval is needed to make sure that each one chooses a different topic and that he or she has the appropriate background.

**CE 236 LA**  
**Mechanics of Solids**  
3
An introduction to the mechanics of deformable solids. Concepts in stress, strain, stability, and deformation of simple structures are introduced. Fall only.

**CSE 321 LA**  
**Computer Architecture I**  
4
An introduction to several architectural concepts that are present in current scalar machines together with an introduction to assembly language programming. Commercial computer-aided design software is used to deepen the student’s understanding of the top down processor design methodology. Fall only.

**CSE 331 LA**  
**Data Structures**  
3
This course will cover fundamental techniques in the design and analysis of non-numerical algorithms and their data structures: elementary data structures such as lists, stacks, queues; and more advanced ones such as priority queues and search trees. Fall only.

**EE 344 LA**  
**Signals and Systems I**  
3
Behavior of linear systems in both time- and transform-domain representations; convolution integrals and summations. Fourier series signal expansions, Fourier and Laplace transform analysis of linear systems; discrete time Fourier transforms. Fall.

**EE 348 LA**  
**Electromagnetic Fields and Waves I: Fundamentals**  
3
A basic course in electromagnetic field theory, using Maxwell’s equations as the central theme. Vector analysis is employed extensively. Fall.

**COLLEGE OF SCIENCE**

**MATH**  
Math majors may be eligible to study an advanced mathematics course at the University of London. Contact the program for further details.

**PHYS 221 LA**  
**Physics I**  
3
Prerequisites: MATH 119 and 120 or MATH 125 and 126.
The first semester of a two-semester calculus-based introductory physics course intended primarily for students of the life sciences. Fall only.

**SUMMER ENGINEERING PROGRAM**

For a description of the Summer Engineering London Program, see “Programs and Degrees” in the College of Engineering section of this Bulletin.
The department believes that basic swimming skills are important for the student. A swim test will be administered at the beginning of the year to determine each student’s ability.

Most students will be able to elect four of the following activities to complete their requirement. It is strongly recommended that activities from both the wellness and lifetime sports tracks be taken.

American Ballroom Dance
Basic Activities
Contemporary Topics for College Students
Fencing
First Aid
Fitness Development
Golf
Handball
Hiking/Orienteering
Ice Skating
Introduction to Coaching
Latin Ballroom Dance
Racquet Sports
Self-Defense
Skiing
Cross Country
Downhill
Soccer
Swimming:
Lifeguard Training
Lifesaving
Water Safety Instructor
Team Handball
Tennis
Volleyball
Water Aerobics
Weight Training
Yoga

All activities are offered at the beginning level; however, some activities are offered at an intermediate level. If the student has a physical disability and is unable to participate in activity classes, a specially designed program will be arranged.

Physical Education
Chair of Physical Education:
Thomas Kelly
Assistant Professor and Director of Golf Instruction:
Noel B. O’Sullivan
Assistant Professor:
Dennis J. Stark
Associate Professional Specialist:
Br. Louis Hurcik, C.S.C.
Associate Professional Specialists:
Michele Gelfman
Jill Grant Lindenfeld
Fran McGann
Dianne Patnaude
Diane Scherzer
Assistant Professional Specialists:
Marisha Fortner
Denise Goralski
Kristin Kohrt
Joshua Skube
Assistant Professional Specialist and Assistant Athletic Trainer:
William F. Meyer Jr.

The objective of the physical education department is to develop skills, knowledge, greater interest and awareness of the need and benefits offered through wellness and lifetime leisure activities. It is intended that through participation in various physical activities, students contribute to and enhance their physical, mental, and social growth.

To complement and enhance physical education activities, the department offers a required course in Contemporary Topics for College Students. This course presents an understanding of various components of fitness and selected lifestyle issues that have an impact on the individual. Students will learn to formulate and implement their own fitness and wellness programs through self-testing, evaluations, exercises, and self-assessments.

111, 112. Physical Education Activity
(0-3-0) (0-3-0) Staff

All Notre Dame first-year students must take two semesters of physical education as a University requirement. However, those who enroll and remain in an ROTC program are exempted from physical education.

Information Technologies
The Office of Information Technologies (OIT) supports 11 public access computer clusters on campus. These clusters provide students, faculty, and staff with access to almost 600 computers running Macintosh, Windows, and UNIX operating systems, as well as access to high-quality printers. Five clusters are usually open 24 hours every day. The OIT employs student consultants to help support these facilities. For more information about the ND computer clusters, go to http://oit.nd.edu/clusters.

Students living in residence halls have access to ResNet, the residence hall computer network connecting undergraduate residence halls and the graduate student residences. ResNet is also available in the Huddle, the DeBartolo Interactionary Area, and the second floor of the Hesburgh Library. ResNet provides a dedicated Ethernet connection for every student living on the Notre Dame campus. This means that students can connect their own computers directly to the campus computer network using an Ethernet jack. Students with wireless-capable computers also can connect via Nomad, the University’s wireless network that serves many of the public areas throughout the campus. Standard services include access to electronic mail, the Internet, and institutional file space. Students should review the OIT’s recommendations for computers that run well on ResNet. This information is published on the World Wide Web at http://oit.nd.edu/store.

The OIT provides many support services. Computers can be purchased in the OIT Solutions Center on the first floor of the Information Technology Center. Students, faculty, and staff can purchase computers, printers, and other peripheral devices at educational discounts. The Solutions Center also provides a variety of software at educational discount prices. CDs of Microsoft and Corel software are currently available to the Notre Dame community for a substantial savings compared to the retail price of these applications. See http://oit.nd.edu/store for more information about the OIT Solutions Center.

The OIT Help Desk, located in Room 111 of the Information Technology Center, provides answers to usage questions, diagnosis of problems, and problem resolutions. Help Desk hours are 8:00 a.m. to 5:00 p.m. Monday through Friday, except noon to 1:30 p.m. on Wednesdays. For more information about the Help Desk, see http://oit.nd.edu/helpdesk.

OIT offers computer-related, non-credit daytime courses to staff, faculty, and students of the Notre Dame, Saint Mary’s, and Holy Cross communities. The classes cover a wide range of applications in both Windows and Macintosh and are free of charge. For more information on these and other training programs, see http://oit.nd.edu/training.

The OIT maintains a High Performance Computing Cluster (HPCC) to provide a parallel computing environment for computationally intensive work and research. In addition, the University community has access to national supercomputing and data resource facilities. For more information, visit www.nd.edu/~hpcc.
The Career Center

The Career Center is dedicated to the development and implementation of innovative programs and services that promote lifelong career management skills for students and alumni. By cultivating multi-faceted partnerships/networks, our staff is committed to providing the resources for students to explore diverse career opportunities. Staff assist undergraduate and graduate students with all stages of career counseling, career assessment inventories, group workshops, presentations for academic departments, career fairs, and mock interviews in addition to other services.

We encourage students to take ownership of their career direction, and be willing to devote the time and energy necessary to conduct a successful search for jobs, internships, fellowships, and/or graduate schools. Through our online databases, students have the opportunity to pursue postgraduate opportunities, sign up for interviews online, and research careers 24/7.

Workshops, Programs, and Special Seminars.
The Career Center collaborates with the College of Arts and Letters, Mendoza College of Business, College of Engineering, College of Science, School of Architecture, and the M.B.A. Career Development Office to coordinate a wide variety of career programs, services, seminars, and workshops for students throughout the year. A sample list includes:

• Job Fair consortia programs in New York City and Washington, D.C.
• Mendoza College of Business Career Fair
• Wall Street and Financial Services Fair
• English Department Career Night
• College of Engineering Industry Day
• Graduate School Fair
• One-Credit Professional Development Classes
• Careers in Non-Profits
• Winter Career and Internship Fair
• Diversity Reception
• School of Architecture Career Fair
• Publicity and Collaboration with A.C.E. and C.S.C.
• Program Support for the Department of Athletics and Office of Student Development
• Senior “Kick-Off” orientations
• Resume and Cover Letter Writing
• Job Search Strategies
• On-Campus Recruiting
• Summer Internships
• Get Connected Career Shadow Program
• Career Search “City Tour” Series in Atlanta, Austin, Boston, Chicago, Dallas, Florida, Fort Worth, Houston, Los Angeles, Minneapolis, San Francisco, St. Louis, and Washington, D.C.

Internships and Summer Jobs. The Career Center spends a great deal of time with first year, sophomore, and junior students identifying and applying for internships and summer jobs. Internships and career mentoring and shadowing opportunities are also sponsored by Notre Dame alumni.

For additional information, contact:
The Career Center
248 Flanner Hall
(574) 631-5200
http://careercenter.nd.edu

Hours:
• Monday through Friday, 8:00 a.m.–5:00 p.m.
• Walk-in hours in 248 Flanner: Monday through Friday, 1:00–5:00 p.m.
• Walk-in hours in O’Shaughnessy: Mondays, 3:00–5:00 p.m.
• Computer Lab, Flanner Hall First Floor: Open 24 hours a day, seven days a week

The Career Center Counseling Staff:
Lee J. Svet, Director
Lee.J.Svet.1@nd.edu

Paul Reynolds, Senior Associate Director
(Mendoza College of Business)
Paul.J.Reynolds.1@nd.edu

Rose Kopec, Associate Director
(College of Engineering)
Rosemary.Kopec.3@nd.edu

Anita Rees, Associate Director
(College of Arts and Letters)
Anita.M.Rees.4@nd.edu

Kevin Monahan, Assistant Director
(Alumni Career Programs)
Kevin.G.Monahan.22@nd.edu

Allison Keller, Assistant Director
(College of Science)
Allison.L.Keller.40@nd.edu

Lisa Anderson, Assistant Director
(Graduate Students)
Lisa.J.Anderson.102@nd.edu

Jonika Moore, Career Counselor
(Diversity Initiatives)
Jonika.Moore.122@nd.edu

Webmaster:
Vincent Melody
vmelody@nd.edu
Holy Cross Seminary Formation

The Old College undergraduate seminary program is housed in the original campus structure built in 1843 by Notre Dame's founder, Rev. Edward Sorin, C.S.C. It welcomes high school graduates with a serious interest in exploring a vocation as a priest or brother in the Congregation of Holy Cross. With nearly 50 men in formation at Notre Dame, Holy Cross is a growing, international religious community with 2,000 priests, brothers, and seminarians in 15 countries throughout the world.

Old College provides an introduction to religious life and ministry in Holy Cross through participation in daily Eucharist and prayer, service placements, spiritual direction, weekly community nights, retreats, and academic preparation, including 24 hours of philosophy. Students can select their own major and tailor the rest of their academic program according to their interests. Old Collegians take all classes with other Notre Dame students and are expected to actively participate in clubs, organizations, and other aspects of campus life. They are also encouraged to spend a semester or year abroad in one of the University's numerous foreign-study programs. Old College combines a challenging religious formation structure with a complete Notre Dame undergraduate experience.

Moreau Seminary, also located on the Notre Dame campus, is the primary formation house for the Congregation of Holy Cross in the United States. The one-year Candidate Program is a pre-novitiate year designed for those with a bachelor's degree in any field who are prepared to discern their readiness for vowed religious life. They typically take nine to 12 hours of philosophy and/or theology credits at the University each semester and have ministry placements supervised by seminary staff. Candidates reside at Moreau Seminary with other priests, brothers, and seminarians. They discern their vocation through spiritual direction and active participation in the community life of Moreau Seminary, which is centered around the daily celebration of the Eucharist and the Liturgy of the Hours. After returning from the novitiate, newly professed seminarians begin their formal academic training in the Master of Divinity program.

Applicants to Old College and Moreau Seminary must be practicing Roman Catholics in good standing with the Church and of solid personal character, with a demonstrated potential for ministry. Admission is selective, and personal interviews are required for acceptance into both programs. Tuition scholarship assistance is provided.

For additional information, contact:
Rev. James King, C.S.C.
Director of Vocations
P.O. Box 541
Notre Dame, IN 46556
www.nd.edu/~vocation