

# BULLETIN OF INFORMATION

UNDERGRADUATE PROGRAMS | 2023–2024

Table of Contents  
General Information  
Center for University Advising  
and First Year Advising  
School of Architecture  
College of Arts and Letters  
Mendoza College of Business  
College of Engineering  
Keough School of Global Affairs  
College of Science  
Faculty  
Campus Map  
Index

# 2023–24

## Bulletin of Information

University of Notre Dame  
*Undergraduate Programs*

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Vol. 119, No. 2, August 2023

The course offerings and requirements of the University of Notre Dame are continually under examination, and revisions are expected. This *Bulletin of Information* is not a contract; it merely presents the offerings and requirements in effect at the time of publication and in no way guarantees that the offerings and requirements will remain the same. Every effort is made to provide advance information of any changes.

### **Nondiscrimination**

The University of Notre Dame does not discriminate on the basis of race, color, national or ethnic origin, sex, disability, veteran status or age in the administration of any of its educational programs, admissions policies, scholarship and loan programs, athletic and other school-administered programs or in employment.

The University has designated the Director of its Office of Institutional Equity to handle all inquiries regarding its efforts to comply with and carry out its responsibilities under Title IX and under Section 504 of the Rehabilitation Act of 1973. The Title IX and Section 504 coordinator may be contacted as follows:

Director  
Office of Institutional Equity  
100 Grace Hall  
University of Notre Dame  
Notre Dame, IN 46556  
(574) 631-0444



## TABLE OF CONTENTS

## Table of Contents

3	President's Leadership Council	54	Special Arts and Letters Requirements	122	Departmental Awards
4	Board of Trustees	54	Arts and Letters Programs	123	Student Organizations and Activities
5	Emeritus Trustees	54	Majors	124	Aerospace and Mechanical Engineering
5	Hesburgh Trustees	54	Minors	126	Chemical and Biomolecular Engineering
6	Academic Calendar	55	Electives	127	Civil and Environmental Engineering and Earth Sciences
10	Mission Statement of the University of Notre Dame	55	Africana Studies	130	Computer Science and Engineering
10	The University of Notre Dame	56	American Studies	132	Electrical Engineering
11	Notre Dame's Vision for Undergraduate Education	57	Anthropology	133	Interdepartmental Engineering
11	Student Life	58	Art, Art History, and Design	133	Dual Degree Programs
12	Intercollegiate Athletics	61	Classics	136	Officers of Administration
13	Campus Security and Fire Safety	63	Computer Science	136	Advisory Council
14	The Spirit of Inclusion at Notre Dame	64	East Asian Languages & Cultures	<b>KEOUGH SCHOOL OF GLOBAL AFFAIRS</b>	<b>137</b>
14	Academic Profile	66	Economics	138	Global Affairs
15	University Requirements	68	English	139	Asian Studies
17	Graduation Rate	70	Film, Television, and Theatre	140	Civil and Human Rights
17	Grading System	72	Gender Studies	140	European Studies
18	Academic Code of Honor	73	German and Russian Languages and Literatures	141	International Development Studies
18	The Undergraduate Academic Code	75	History	141	Peace Studies
18	Notre Dame NetID Student Policy	76	Irish Language and Literature	142	Social Entrepreneurship and Innovation
18	Hesburgh Libraries	77	Mathematics	143	Officers of the Administration
18	Using Notre Dame Email	78	Medieval Studies	143	Advisory Council
19	Academic Resources	80	Music	<b>COLLEGE OF SCIENCE</b>	<b>144</b>
21	Admission	81	Neuroscience and Behavior	144	Departments of the College of Science
23	Fees and Expenses	83	Philosophy	145	Undergraduate Education
24	Student Financial Aid	84	Political Science	145	Curricula and Degrees
26	Standards of Progress for Recipients of Financial Aid	85	Program of Liberal Studies	146	University and College Requirements
27	Center for Social Concerns	86	Psychology	147	Student Organizations and Activities
28	Eck Institute for Global Health	88	Romance Languages and Literatures	147	Student Awards and Prizes
29	Notre Dame Technology Ethics Center (ND TEC)	92	Sociology	148	Special Opportunities
29	Reserve Officers Training Corps Programs	94	Theology	149	Applied and Computational Mathematics and Statistics
31	Study Abroad	96	Supplementary Majors, Minors, and Special Programs	152	Biological Sciences
38	Moreau First Year Experience	100	Interdisciplinary Minors within the College	160	Chemistry and Biochemistry
39	Information Technologies	107	Officers of the Administration	164	Mathematics
39	The Meruelo Family Center for Career Development	108	Advisory Council	167	Neuroscience and Behavior
40	Holy Cross Seminary Formation	<b>MENDOZA COLLEGE OF BUSINESS</b>	<b>109</b>	168	Physics and Astronomy
40	Saint Mary's College	109	Programs of Study	171	Preprofessional Studies
<b>CENTER FOR UNIVERSITY ADVISING AND FIRST YEAR ADVISING</b>	<b>41</b>	110	Curriculum for the Degree of Bachelor of Business Administration	176	Special Programs
41	Moreau First Year Experience	111	Honors Programs	176	Dual Degree Program with the College of Engineering
41	Voluntary Courses	111	Study Abroad	176	Dual Degree Program with the Mendoza College of Business
41	Credit and/or Placement by Examination	111	Student Awards and Prizes	177	Nondepartmental Courses
<b>SCHOOL OF ARCHITECTURE</b>	<b>44</b>	112	Business Oriented Student Organizations and Activities	177	Science Degree Credit
46	Student Awards and Prizes	113	Accountancy	179	Officers of Administration
47	Student Organizations	114	Finance	179	Advisory Council
48	Advisory Council	115	Information Technology, Analytics, and Operations	<b>180 FACULTY</b>	
<b>COLLEGE OF ARTS AND LETTERS</b>	<b>49</b>	116	Management and Organization	<b>238 CAMPUS MAP</b>	
50	Summary of College Requirements	117	Marketing	<b>240 INDEX</b>	
51	Student Awards and Prizes	118	Non-Departmental Courses		
53	Service Awards	118	Officers of Administration		
		119	Advisory Council		
		<b>COLLEGE OF ENGINEERING</b>	<b>120</b>		
		120	Programs and Degrees		
		122	College Awards and Prizes		





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July 1, 2023 – June 30, 2024

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## ACADEMIC CALENDAR

**UNIVERSITY OF NOTRE DAME AND SAINT MARY'S COLLEGE  
JOINT ACADEMIC YEAR CALENDAR FOR 2023-2024**

**FALL 2023 SEMESTER**

Aug. 14-15	Mon - Tues	Orientation and advising for new graduate students
Aug. 16-17	Wed - Thur	Orientation for new undergraduate international students
Aug. 18	Friday	Undergraduate halls open for first-year student move-in beginning at 9:00 a.m.
Aug. 17	Thursday	Welcome Week for new students begins
Aug. 19	Saturday	Transfer Student Welcome Week and advising for new undergraduate transfer students
Aug. 20	Sunday	Undergraduate halls open for upperclass student move-in beginning at 9:00 a.m.
Aug. 21	Monday	Classes begin for Law School and Graduate Business Orientation for readmitted students
Aug. 22	Tuesday	Classes begin Mass - formal opening of school year at Notre Dame
Aug. 29	Tuesday	Last date for all class changes
Sept. 4	Monday	Labor Day - classes are in session
Sept. 22	Friday	Last date to drop a class at Saint Mary's College
Oct. 14-22	Sat - Sun	Mid-Term break
Oct. 16	Monday	Mid-Term deficiency reports submitted through insideND by 3:45 p.m. at Notre Dame
Oct. 17	Tuesday	Mid-Term deficiency reports due in PRISM by 8:00 a.m. at Saint Mary's College
Oct. 27	Friday	Last day for course discontinuance at Notre Dame
Nov. 13-29	Mon - Wed	Registration appointments for the Spring 2024 semester
Nov. 22-26	Wed - Sun	Thanksgiving Holiday
Nov. 28-Dec.10	Tues - Sun	Course Instructor Feedback administered
Dec. 7	Thursday	Last class day
Dec. 8-10	Fri – Sun	Reading days (no examinations permitted)
Dec. 11-15	Mon - Fri	Final examinations (no review sessions permitted)
Dec. 16	Saturday	Undergraduate halls close at Noon
Dec. 18	Monday	All grades submitted through insideND by 3:45 p.m. at Notre Dame
Dec. 19	Tuesday	All grades due in PRISM by Noon at Saint Mary's College
Jan. 7	Sunday	January 2024 graduation date (no ceremony)

**CLASS MEETINGS\***

MWF	41
MW	28
TuTh	29

\*The number of class meetings and  
class days differ for Saint Mary's College

**NUMBER OF CLASS DAYS\***

	<u>Mon</u>	<u>Tues</u>	<u>Wed</u>	<u>Thur</u>	<u>Fri</u>	<u>Total</u>
August	1	2	2	2	1	8
September	4	4	4	4	5	21
October	4	4	3	3	3	17
November	4	4	4	4	3	19
December	1	1	1	1	1	5
Total	14	15	14	14	13	70



## ACADEMIC CALENDAR

**SPRING 2024 SEMESTER**

Jan. 14	Sunday	Undergraduate halls open for move-in beginning at 9:00 a.m. Orientation and advising for new students
Jan. 15	Monday	Martin Luther King Day – no classes/offices are closed
Jan. 16	Tuesday	Classes begin for Notre Dame and Saint Mary's College
Jan. 23	Tuesday	Last date for all class changes
Feb. 16	Friday	Last date to drop a class at Saint Mary's College
Feb. 16-18	Fri - Sun	Junior Parents Weekend at Notre Dame
Mar. 9-17	Sat - Sun	Mid-Term break
Mar. 11	Monday	Mid-Term deficiency reports submitted through insideND by 3:45 p.m. at Notre Dame
Mar. 12	Tuesday	Mid-Term deficiency reports due in PRISM by 8:00 a.m. at Saint Mary's College
Mar. 20	Wednesday	Registration begins for the 2024 Summer Session at Notre Dame
Mar. 22	Friday	Last day for course discontinuance at Notre Dame
Mar. 29-Apr. 1	Fri - Mon	Easter Holiday
Apr. 15	Monday	Priority date for 2024/2025 financial aid applications at ND (for returning students)
Apr. 15-24	Mon - Wed	Registration appointments for the Fall 2024 semester
Apr. 23-May 5	Tues - Sun	Course Instructor Feedback administered
May 1	Wednesday	Last class day for Notre Dame
May 2	Thursday	Last class day for Saint Mary's College
May 2-5	Thur - Sun	Reading days for Notre Dame (no examinations permitted)
May 6-10	Mon - Fri	Final examinations (no review sessions permitted)
May 11	Saturday	Undergraduate halls close at Noon
May 13	Monday	All grades submitted through insideND by 3:45 p.m. at Notre Dame
May 14	Tuesday	All grades are due in PRISM by Noon at Saint Mary's College
May 17-19	Fri - Sun	Commencement Weekend

**CLASS MEETINGS\***

MWF	41
MW	28
TuTh	29

\*The number of class meetings and  
class days differ for Saint Mary's College

**NUMBER OF CLASS DAYS\***

	Mon	Tues	Wed	Thur	Fri	Total
January	2	3	3	2	2	12
February	4	4	4	5	4	21
March	3	3	3	3	3	15
April	4	5	4	4	4	21
May	0	0	1	0	0	1
Total	13	15	15	14	13	70

**2024 SUMMER SESSION (Regular 6-week)**

First Class Day - June 17; Last Class Day – July 26; Graduation Date (No Ceremony) – August 4

NOTE: Summer Session classes will not be held on July 4 for most programs

**UNIVERSITY OF NOTRE DAME AND SAINT MARY'S COLLEGE  
JOINT ACADEMIC YEAR CALENDAR FOR 2024-2025**

**FALL 2024 SEMESTER - DRAFT**

Aug. 19-20	Mon - Tues	Orientation and advising for new graduate students
Aug. 21-22	Wed - Thur	Orientation for new undergraduate international students
Aug. 22	Thursday	Welcome Week for new students begins
Aug. 23	Friday	Undergraduate halls open for first-year student move-in beginning at 9:00 a.m.
Aug. 24	Saturday	Transfer Student Welcome Week and advising for new undergraduate transfer students
Aug. 25	Sunday	Undergraduate halls open for upperclass student move-in beginning at 9:00 a.m.
Aug. 26	Monday	Classes begin for Law School and Graduate Business Orientation for readmitted students
Aug. 27	Tuesday	Classes begin Mass - formal opening of school year at Notre Dame
Sept. 3	Tuesday	Last date for all class changes
Sept. 4	Monday	Labor Day - classes are in session
Sept. 27	Friday	Last date to drop a class at Saint Mary's College
Oct. 19-27	Sat - Sun	Mid-Term break
Oct. 21	Monday	Mid-Term deficiency reports submitted through insideND by 3:45 p.m. at Notre Dame
Oct. 22	Tuesday	Mid-Term deficiency reports due in PRISM by 8:00 a.m. at Saint Mary's College
Nov. 1	Friday	Last day for course discontinuance at Notre Dame
Nov. 18-Dec. 4	Mon - Wed	Registration appointments for the Spring 2025 semester
Nov. 27-Dec. 1	Wed - Sun	Thanksgiving Holiday
Dec. 3-15	Tues - Sun	Course Instructor Feedback administered
Dec. 12	Thursday	Last class day
Dec. 13-15	Fri – Sun	Reading days (no examinations permitted)
Dec. 16-20	Mon - Fri	Final examinations (no review sessions permitted)
Dec. 21	Saturday	Undergraduate halls close at Noon
Dec. 23	Monday	All grades submitted through insideND by 3:45 p.m. at Notre Dame
Dec. 24	Tuesday	All grades due in PRISM by Noon at Saint Mary's College
Jan. 5	Sunday	January 2025 graduation date (no ceremony)

**CLASS MEETINGS\***

MWF	41
MW	28
TuTh	29

\*The number of class meetings and class days differ for Saint Mary's College

**NUMBER OF CLASS DAYS\***

	<u>Mon</u>	<u>Tues</u>	<u>Wed</u>	<u>Thur</u>	<u>Fri</u>	<u>Total</u>
August	0	1	1	1	1	4
September	5	4	4	4	4	21
October	3	4	4	4	3	18
November	4	4	3	3	4	18
December	2	2	2	2	1	9
Total	14	15	14	14	13	70

**SPRING 2025 SEMESTER - DRAFT**

Jan. 12	Sunday	Undergraduate halls open for move-in beginning at 9:00 a.m. Orientation and advising for new students
Jan. 13	Monday	Classes begin for Notre Dame and Saint Mary's College
Jan. 20	Monday	Martin Luther King Day – no classes/offices are closed
Jan. 21	Tuesday	Last date for all class changes
Feb. 14	Friday	Last date to drop a class at Saint Mary's College
Feb. 14-16	Fri - Sun	Junior Parents Weekend at Notre Dame - <i>tentative</i>
Mar. 8-16	Sat - Sun	Mid-Term break
Mar. 10	Monday	Mid-Term deficiency reports submitted through insideND by 3:45 p.m. at Notre Dame
Mar. 11	Tuesday	Mid-Term deficiency reports due in PRISM by 8:00 a.m. at Saint Mary's College
Mar. 19	Wednesday	Registration begins for the 2025 Summer Session at Notre Dame
Mar. 21	Friday	Last day for course discontinuance at Notre Dame
Apr. 14-25	Mon - Fri	Registration appointments for the Fall 2025 semester
Apr. 15	Tuesday	Priority date for 2025/2026 financial aid applications at ND (for returning students)
Apr. 18-21	Fri - Mon	Easter Holiday
Apr. 22-May 4	Tues - Sun	Course Instructor Feedback administered
Apr. 30	Wednesday	Last class day for Notre Dame
May 1	Thursday	Last class day for Saint Mary's College
May 1-4	Thur - Sun	Reading days for Notre Dame (no examinations permitted)
May 5-9	Mon - Fri	Final examinations (no review sessions permitted)
May 10	Saturday	Undergraduate halls close at Noon
May 12	Monday	All grades submitted through insideND by 3:45 p.m. at Notre Dame
May 13	Tuesday	All grades are due in PRISM by Noon at Saint Mary's College
May 16-18	Fri - Sun	Commencement Weekend

**CLASS MEETINGS\***

MWF	41
MW	28
TuTh	29

\*The number of class meetings and  
class days differ for Saint Mary's College

**NUMBER OF CLASS DAYS\***

	<u>Mon</u>	<u>Tues</u>	<u>Wed</u>	<u>Thur</u>	<u>Fri</u>	<u>Total</u>
January	2	3	3	3	3	14
February	4	4	4	4	4	20
March	4	3	3	3	3	16
April	3	5	5	4	3	20
Total	13	15	15	14	13	70

**2025 SUMMER SESSION (Regular 6-week)**

First Class Day - June 16; Last Class Day – July 25; Graduation Date (No Ceremony) – August 3

NOTE: Summer Session classes will not be held on July 4 for most programs

## MISSION STATEMENT OF 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.

### MISSION STATEMENT

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 that 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 "carved 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 two-tiered, mixed board of lay and religious trustees and fellows. 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. The Congregation also ministers to the University it 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. A quarter of a century later, 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

## STUDENT LIFE

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, the Institute for Church Life, 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.

## Notre Dame's Vision for Undergraduate Education

Notre Dame is a vibrant academic community dedicated to scholarship and the advancement of knowledge, where students find opportunities on campus and abroad to develop initiative and leadership, and to learn by being fully engaged in our classrooms, libraries, research laboratories, studios, and residence halls among other venues. Notre Dame seeks to nurture in its students intellectual passion and a keenly developed moral sense, goals attainable only where freedom of thought and expression flourishes in a culture built on respect, responsibility, and integrity.

Drawing on our Catholic intellectual tradition, which fosters the integration of faith and reason, Notre Dame offers an undergraduate education rooted in the fundamental belief that all truths participate in the Divine Truth, a belief that motivates the vigorous search for knowledge.

Notre Dame inspires students to pursue learning as a good in itself and to see that pursuit as involving the whole person. We cultivate each student's capacity to think creatively and critically while valuing the rich inheritance that comes from our shared past. We expect our graduates to be conversant with and equipped to contribute to the best thinking across the disciplines. Notre Dame helps students acquire the virtues necessary for living a good human life and prepares them to become leaders in their professions, for their communities, the Church, and the world.

As a community committed to service, we challenge students to grow in their understanding of complex human realities, and we call them to respond to the needs of the world with compassion and committed action. By educating students to be engaged by both their intellectual labors and their faith, we aspire to offer an education that is Catholic in the broadest sense of the word, both in welcoming all persons of good will to our university community and turning outward to embrace the larger world.

Formed by a rich liberal education and possessed of mature faith in service to others, our graduates leave Notre Dame prepared to take their places at the forefront of discovery, innovation, and human achievement.

## Student Life

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. Education here also extends far beyond coursework and research, to the development and formation facilitated by residential and spiritual life, student development, and a culture grounded in the University's Catholic, Holy Cross mission, which seeks to educate both the mind and the heart.

The Division of Student Affairs enriches the experience of Notre Dame students by offering services, resources, and engagement opportunities designed to develop students to their full potential. The Division oversees residential and extracurricular programs that promote community, faith, wellness, service, and discernment for the University's student body.

**Residential Life:** Residential life is perhaps the most distinctive feature of the Notre Dame experience. At Notre Dame, residential life is designed to form undergraduate communities that are inclusive of all members; dedicated to the intellectual, moral, and spiritual development of each individual; and characterized by a collective sense of care and concern for the common good and service to others. The residence halls also form the base of many students' spiritual, athletic, social, and volunteer service activities.

Each of Notre Dame's 33 undergraduate residential communities has an atmosphere and character of its own. Unique traditions in each hall generate

a feeling of loyalty and camaraderie among its residents. Well-trained rectors, assistant rectors, and senior resident assistants provide multiple layers of pastoral care for the students who call a Notre Dame residence hall "home."

First-year students, sophomores, and juniors are required to live on campus for six semesters. Study abroad facilitated through Notre Dame International automatically counts toward the fulfillment of the six-semester expectation, with other exceptions considered on an individual basis. Several hall leadership roles, along with incentives to stay in the halls, are available to seniors.

**Spiritual Life:** Notre Dame is a professedly Catholic place, which means—at its core—all are welcome. Beliefs are strengthened by a 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 is rooted in the Catholic tradition and inspired by the charism and spirituality of the Congregation of Holy Cross, and works to bring education, the Catholic faith, and the hope of the Cross to students and the broader Notre Dame community. The office is dedicated to inspiring students to engage others about their faith and discovering their gifts for exercising leadership while at Notre Dame and within the wider Church. The office ministers faithfully and fervently to all students, regardless of denomination, faith tradition, or level of education at the University.

Through pastoral, liturgical, and music ministries, Campus Ministry fosters personal spiritual growth, encourages participation in the sacramental and liturgical life of the Church, supports other forms of worship and personal prayer, provides opportunities for pilgrimages, retreats and service, aids in discernment, and seeks to enhance and develop lifelong faith formation.

**Health and Wellness.** The Student Health and Wellness Unit supports the Holy Cross tradition of wellness with premiere services, resources, and education to promote the development of healthy students and to foster campus well-being. Centers, offices, and initiatives that help the unit to achieve its mission include University Health Services, the University Counseling Center, the McDonald Center for Student Well-Being, and the Center for Student Support and Care, which includes both the Care and Wellness Consultants and Sara Bea Accessibility Services.

**Career and Professional Development:** The Meruelo Family Center for Career Development coordinates career-related services for students as well as prospective employers. Services include career coaching and development, self-assessments, workshops, career fairs, and mock interviews. Students are encouraged to begin visiting early in their years at Notre Dame to begin discerning their futures.



## INTERCOLLEGIATE ATHLETICS

**Student Development:** The Student Development Unit encompasses a wide range of departments to support students' growth and formation. Departments include the Office of Community Standards, the Family Resource Center, the Gender Relations Center, Multicultural Student Programs and Services, Notre Dame Bands, RecSports, the Student Activities Office, the Office of Student Enrichment, and Student Media.

**Clubs and Organizations.** Notre Dame has over 500 student clubs and organizations for interested students, which encompass academic, athletic, cultural, performing arts, social service, and special interest pursuits.

**Student Government:** The unique blend of elements that gives the Notre Dame community its identity has shaped the character of the student government.

The greatest influence on the student government 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.

The relatively simple structure of the student government has evolved gradually in response to changing attitudes and needs of the student body. At the head of the student government 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 president represents the interests of the student body in all areas of life at Notre Dame.

The most representative student government groups are the Hall Presidents' Council and the Student Senate, both of which meet weekly to discuss the various aspects of University life and coordinate activities among the halls and across campus.

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.

**Student Conduct.** A Catholic university is a society composed of students, faculty, and staff 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 students.

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*. *du Lac* is available online at [dulac.nd.edu](http://dulac.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.

## Intercollegiate Athletics

Since its first athletic contest in 1887, the University of Notre Dame has proudly shouldered the responsibility as a model for intercollegiate athletics. Notre Dame student-athletes today live by the athletic department's five pillars: excellence, education, faith, community and tradition. Not only do the approximately 650 student-athletes across the department's 26 sports excel on the field, in the classroom and in community-centered service efforts, they show their commitment to those endeavors through their displays of faith and of pride in the University. More than 130 years on, Notre Dame student-athletes remain unparalleled in their dedication to shine in all facets of college life.

The University is committed to a well-rounded program for both men and women. The Notre Dame athletic tradition boasts national contenders across 26 varsity sports (13 men's sports and 13 women's sports) and since 2001, the Irish have won national championships in fencing ('05, '11, '17, '18, '21 '22 and '23), women's basketball ('01 and '18), women's soccer ('04 and '10), men's lacrosse ('23) and men's soccer ('13).

The Notre Dame student body plays an important role in the success of teams that represent the University. Anyone who has attended a football pep rally or seen a top-ranked basketball team upset in the Purcell Pavilion knows why. The pride and loyalty displayed by the Leprechaun Legion are moving forces that embody 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 compete against the nation's best.

### FACILITIES

Notre Dame Stadium, with its 77,622 seats, has been the home to Irish football since 1930. In the fall of 2017 the University debuted the Campus Crossroads Project, which enhanced fan experience at games as well as brought academic and student life closer to other campus facilities at the University. The project included the addition of a video board in the south end zone and ribbon boards around the east and west sides. Academic buildings connect to both the south, east and west sides of the stadium with premium seating and media accommodations located on the top floors. Installation of an artificial FieldTurf surface was completed prior to the 2014 football season.

Built in 1968, Notre Dame's Joyce Center has been called one of the most complete sports complexes in the country. Not only is there a 9,149-seat basketball/volleyball arena (Purcell Pavilion) but also boxing, weight rooms and multi-use courts in the North Dome Fieldhouse. In 2012 the Castellan Family Fencing Center opened inside the Joyce Center Fieldhouse. The new fencing facility includes 15 fencing strips, men's, women's and coaches' locker rooms, a team lounge, conference room and offices. Next, the Rolfs Aquatic Center, with its Olympic-sized swimming pool, caps off the different sporting events held inside the Joyce.

On top of all that, the Joyce contains the administrative and business offices and houses a vast majority of Notre Dame athletics employees. Lastly, on the second floor of the Joyce Center is Heritage Hall, a special display of all former Monogram winners and key moments in the varsity programs' various histories.

Purcell Pavilion opened in October 2009 after a massive \$26.3 million addition and renovation to the Joyce Center. The finished product, which maintains the intimate environment that has provided a home-court advantage for Notre Dame since the facility first debuted in 1968, added chair-back seating throughout the venue. It also added a three-story updated structure to the south end that now houses Notre Dame ticket operations, the Mike Leep Sr. Varsity Shop and Club Naimoli, a spacious (16,500 square feet) and comfortable hospitality area that can be used during basketball games and for University private functions.

Rolfs Athletics Hall was dedicated on May 8, 2019, as the new state-of-the-art practice complex for the men's and women's basketball programs. One of the largest practice facilities in the country, the 77,000-square-foot building features video rooms, team rooms and locker rooms for both programs, as well as views into both practice gyms on the entry level. The entry level also includes locker areas for coaching and support staff, basketball alumni, practice players and other guests.

The lower level features nutrition space, a sports medicine facility with two in-ground hydrotherapy tubs, a large strength and conditioning center and two separate practice gyms. The upper level includes a shared reception area, office suites for both programs (each with a kitchen and storage space) and two conference rooms suspended above the respective gym spaces.

The University of Notre Dame is enjoying its 19th full season with access to the Guglielmino Athletics Complex, affectionately referred to as "The Gug" (pronounced Goog). The Gug houses the football practice-week locker rooms, coaches' offices and meeting rooms in addition to enhanced sports medicine, strength and conditioning and weight room equipment for all Notre Dame student-athletes.

## CAMPUS SECURITY AND FIRE SAFETY

Underwritten with a gift from the late Don F. Guglielmino and his wife Flora, the Gug provides the Irish football team with a central location for post-practice and pre-practice routines as well as daily positional meetings.

The first floor of the 96,000-square-foot complex features the 25,000-square-foot Haggar Fitness Center (gift of Ed and Patty Haggar, and Joe and Isabell Haggar) with the latest state-of-the-art equipment that all student-athletes can use on a daily basis. The 8,300-square-foot Loftus Sports Medicine and Rehabilitation Center (a gift of John and Julie Loftus) services all Notre Dame student-athletes and also houses the athletic training staff. Also on the first floor are the Romano Family Locker Room (a gift of D.J. "Buddy" and Florence Romano), Isban Auditorium (a gift from Leonard and JoAnn Isban), the Allen Equipment Room (a gift of Marty and Sue Allen) and Hickey Coaches' Locker Room (a gift of Jack and Rosemary Hickey).

The second floor houses the Smith Family Office Suites (a gift from the Smith family in honor of Francis W. and Rita C. Smith) with Dick Corbett Head Football Coach Marcus Freeman's area overlooking the LaBar Practice Complex and the Irish Indoor Athletics Center. Eleven banners hang in the Morse Recruiting Lounge (a gift of Jim and Leah Morse) commemorating Notre Dame's 11 consensus national championships.

Loftus Sports Center is now in its 37th full year of service at the University of Notre Dame and is one of the most widely used athletics buildings on campus. Designed for use by all Notre Dame athletics teams as well as students, faculty and staff, the center comprises nearly 129,000 square feet and stands tucked in a forested area of campus just north of LaBar Practice Complex and connected to the Guglielmino Athletics Complex. Dedicated on April 23, 1988, the Loftus Center saw its first football practice on Sept. 30 of that season. The facility is a gift of John R. Loftus, a member of Notre Dame's basketball team in 1944, 1948 and 1949. The Irish track and field program hosts a number of indoor meets in the complex each season, including the well-known Meyo Invitational. The men's and women's lacrosse, softball and baseball teams practice on Meyo Field (a gift of Raymond D. Meyo), a 100-yard Prestige Turf field, throughout the winter and spring seasons.

The Irish Indoor Athletics Center enters its fifth full season of use and is the home to the indoor practice field of the Fighting Irish football and men's and women's soccer teams. Constructed on the site of what is now the western-most field of the Notre Dame football team's LaBar Practice Complex, the 111,400-square-foot facility was underwritten by gifts from a number of benefactors.

LaBar Practice Complex enters its 16th season of use and is home to the outdoor practice fields of the Fighting Irish football team. A gift of Rees and Carol LaBar, the practice fields are located directly south of

the Guglielmino Athletics Complex (on the former site of Moose Krause Stadium and Cartier Field). The LaBar Practice Complex features three football fields, lights, video towers, a maintenance building to provide storage, and is secured with an eight-foot fence. All three practice fields are FieldTurf fields (installed for 2019), allowing the Irish to practice year-round without fear of damaging grass fields due to inclement weather and general wear and tear. The third field is a natural grass field.

Construction of Compton Family Ice Arena, a state-of-the-art, two-sheet ice facility, began in March 2010 south of the Joyce Center. The rink (200'x90') in the main arena (capacity ~5,000) is named in honor of legendary Irish coach Charles W. "Lefty" Smith Jr., while an Olympic-sized (200'x100') auxiliary rink sits on the basement level. The facility includes offices, locker rooms, strength, cardio and other training areas for the Notre Dame hockey program as well as locker rooms, service and support staff and areas necessary to operate campus and community hockey, skating and other recreational ice sport usage. For Irish games and other hospitality functions, O'Brien's, a club area with adjacent premium seating is available on the mezzanine level. The facility opened on October 18, 2011, and Notre Dame played its first hockey game in the new building on October 21 against RPI.

Notre Dame opened Alumni Stadium, home of the Irish men's and women's soccer programs, in 2009. The approximately 3,000-seat facility, which sits side-by-side with the Irish lacrosse facility, Arlotta Stadium, features a natural grass field, fully equipped locker rooms, restrooms and concession areas, an expanded press box and a state-of-the-art light and sound system.

Arlotta Stadium is the home for the men's and women's lacrosse programs. Located east of Alumni Stadium, Arlotta features over 2,000 permanent seats with additional seating available on a grass berm opposite of the stands, lights, an artificial turf field, locker rooms, player lounges, press box, restrooms and concession areas. The first event in the new stadium was held October 16, 2009, as the men's lacrosse team played the Iroquois National team in an exhibition contest. Women's lacrosse held its first event in the new stadium on March 7, 2010 in a regular-season matchup with Dartmouth.

Frank Eck Stadium, with its 2,500 seats, has been home to Irish baseball since 1994 and has undergone a series of improvements in that time. The clubhouse was remodeled in 2011, before an artificial surface was installed on the playing field in 2014. The program opened its addition of a team room and study lounge in 2017.

Melissa Cook Stadium opened for competition on April 12, 2008. This venue is named in memory of former Irish softball player Melissa Cook. It features a brick/stucco exterior, bluegrass sod outfield, a Daktronics scoreboard with full-color message center, Musco lighting, heated dugouts, home and

visitor locker rooms, training room, press box, six batting cages, chair back and bleacher seating, interior restrooms, and concession stand.

The Eck Tennis Pavilion, a 35,000-square-foot structure opened in 1987, is the place on campus for indoor tennis and serves as home for both Irish men's and women's tennis teams. Inside are six courts, coaches' offices, showers and lockers, a repair shop and an observation deck. The pavilion stands adjacent to its outdoor counterpart, the Courtney Tennis Center which features 12 courts for use during the warmer months.

The construction of the new Harris Family Track and Field Stadium was completed in 2018, featuring an existing nine-lane track where the Irish hold outdoor meets during the spring competition season. Harris Family Stadium is located southeast of the Joyce Center and features space for throwing and jumping events in two directions and a warm-up area at one end of the track. Among the amenities are men's and women's locker rooms, a training facility and a team room, in addition to press box and concession facilities. The first meet held in the venue was the Bob Harris Open, which was held on May 1, 2021.

Located on the St. Joseph River in downtown South Bend, the 15,000-square-foot McConnell Family Boathouse was dedicated on September 8, 2016. The boathouse features a team room, coach's lockers and office, varsity locker room, laundry facilities, training room and spectator gallery on the upper level. The lower level includes three boat storage bays, one boat repair bay, boat trailer access, a 144-oar racking system and equipment storage space. A new dock was also constructed for the women's varsity and the men's club team to utilize.

## Campus Security and Fire Safety

The safety of all members of the campus community is of paramount concern to the University of Notre Dame. The University publishes an annual report outlining security and fire safety information and crime statistics for campus. This document provides suggestions regarding crime prevention strategies and important policy information about emergency procedures, reporting of crimes, law enforcement services on campus, fire safety, and information about support services for victims of sexual assault and other crimes. The brochure also contains information about the University's policy on alcohol and other drugs, the SafeBouND safety escort program and campus shuttle service. You may view the document on the web at: <https://police.nd.edu/crime-prevention-and-safety/yearly-security-fire-safety-reports/>. A printed copy of this brochure is available by sending an email request to [police@nd.edu](mailto:police@nd.edu) or by writing to: Office of the Chief, University of Notre Dame Police Department, 204 Hammes Mowbray Hall, Notre Dame, IN 46556.

## 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 four undergraduate colleges, an architecture school, a graduate school of four divisions, a graduate business school, a law school, a school of global affairs, and several graduate research study centers.

In the 2022–23 academic year, there were a total of 9,048 enrolled undergraduate students. The students enrolled in the College of Arts and Letters topped the enrollment figures with approximately 2,777. There were 2,399 students in the Mendoza College of Business, 1,936 students in the College of Science, 1,939 students in the College of Engineering, 243 students in the School of Architecture, and 68 students in the Keough School of Global Affairs.

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:

Africana Studies  
American Studies  
Anthropology  
Art, Art History, and Design  
    Art History  
    Art Studio  
    Design  
Classics  
    Arabic  
    Classics  
    Greek  
    Latin  
    Greek and Roman Civilization  
Computer Science  
East Asian Languages & Cultures  
    Chinese  
    Japanese  
Economics  
    Economics  
    International Economics—Arabic  
    International Economics—Chinese  
    International Economics—German  
    International Economics—Japanese  
    International Economics—Romance Languages  
    International Economics—Russian  
English  
Film, Television, and Theatre  
Gender Studies  
German and Russian Languages and Literatures  
    German  
    Russian  
History  
Mathematics (honors only)  
Medieval Studies  
Music  
Neuroscience and Behavior  
Philosophy  
Philosophy and Theology  
Political Science  
Program of Liberal Studies

Psychology  
Romance Languages and Literatures  
    French and Francophone Studies  
    Italian  
    Romance Languages and Literatures  
    Spanish  
Sociology  
Theology

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

Accountancy  
Business Analytics  
Business Technology  
Finance  
Strategic Management  
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 Earth Sciences  
B.S. in Environmental Engineering  
B.S. in Mechanical Engineering

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

Applied and Computational Mathematics and Statistics  
Biochemistry  
Biological Sciences  
Chemistry  
Chemistry/Computing  
Environmental Sciences  
Mathematics  
Neuroscience and Behavior  
Physics  
Physics in Medicine  
Preprofessional Studies  
Science—Computing  
Science—Education  
Statistics

The Keough School of Global Affairs offers the degree of bachelor of arts in global affairs.

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

Supplementary majors may be taken only in conjunction with a full major. The Arts and Letters supplementary pre-health studies major provides students with an opportunity to complete a supplementary 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.

## UNIVERSITY REQUIREMENTS

The course and program requirements for degrees are determined by the various colleges and schools.

These colleges and schools are independent of one another and provide academic instruction within the various programs and departments. The dean of each college or school 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/school and University.

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

**Dual Degree.** A program leading to two undergraduate degrees is distinct from a program 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 political science). Students should refer to the dual degree policies which are explained in each college's section of this *Bulletin*.

**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 colleges and schools, and chaired by University President Rev. John I. Jenkins, 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. Most of the colleges also have 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.** All first-year students are assigned an academic advisor in their college. The **Center for University Advising** office is located in 319 Bond Hall, and advising offices for each college/school can be found across campus: the **School of Architecture** in 114 Walsh Family Hall of Architecture; the **College of Arts and Letters** in 104 O'Shaughnessy Hall; the **Mendoza College of Business** in 101 Mendoza; the **College of Engineering** in 257 Fitzpatrick Hall; the **Keough School of Global Affairs** in 1010 Jenkins Nanovic Halls; and the **College of Science** in 215 Jordan 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 Anita Rees, Center for Career Development.

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

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 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 six-week period of course work but also three-week subsessions.

## University Requirements

Application must be made to the University Registrar for a degree.

The receipt of a baccalaureate degree from the University requires satisfactory completion of the undergraduate curriculum including the requirements of the University Core Curriculum. The following new undergraduate Core Curriculum became effective with the first-year students beginning their studies in the 2018–2019 academic year:

### Six courses in the liberal arts:

- \*1. Quantitative Reasoning
- \*2. Science and Technology
- \*3. An additional course in Quantitative Reasoning or Science and Technology
- \*4. Arts and Literature or Advanced Languages and Cultures
- \*5. History or Social Science
- \*6. Integration, or a course from an area not yet chosen in 4 or 5

### Four courses exploring explicitly Catholic dimensions of the liberal arts:

- \*1. A foundational Theology course
- \*2. A developmental Theology course
- \*3. An introductory Philosophy course
- \*4. An additional Philosophy course or a Catholicism and the Disciplines course

### Two courses in writing:

- 1. A University Seminar
- 2. A Writing and Rhetoric course, or another writing-intensive course.

### The two-semester Moreau First Year Experience

*\* One of these requirements must be designated as a University Seminar course typically numbered as 13180–13189.*

- (a) Only courses identified as approved “Ways of Knowing” for the University Core Curriculum can be used to fulfill a University requirement. Approved courses are administratively marked with a “WKxx” identifier in Class Search each semester to denote their approved status as a “Way of Knowing.” These courses can be viewed for a particular academic term by selecting the “Class Search” link within insideND or

by visiting the home page of the Office of the Registrar website and clicking on the “Class Search” link.

- (b) In addition to these university requirements, each college has its own requirements that must be completed. Without prior permission from the appropriate college dean, special studies and directed readings do not satisfy college requirements.
- (c) First-year students are required to complete a University Seminar; the Writing & Rhetoric course; and two one-semester courses for the Moreau First Year Experience. The University Seminar may simultaneously satisfy another university requirement, e.g., a University Seminar offered by the History Department should also satisfy the History requirement.
- (d) Satisfactory work in a major or a concentration program of study.
- (e) A minimum cumulative average of 2.000.
- (f) Completion of a minimum of 50% of the degree credit hours at the University (not less than 60 credit hours) and a minimum of 75% of the degree credit hours (not less than 90 credit hours) must be earned after high school graduation through college and university courses.
- (g) Enrollment in the last semester on the main university campus. Under extraordinary circumstances this requirement can be waived by the dean (or the dean's designee) of the student's college.

The following principles guide the application of these requirements.

1. All courses approved for the University Core must be at least 2.5 credit hours. In rare circumstances, a maximum of two so-called “mini-courses” (less than 2.5 credit hours) may be reviewed by a Core subcommittee and approved (as a combined set) but only if they form a coordinated and coherent whole.
2. Courses counting toward the University Core must be letter-graded and may not be graded as Satisfactory/Unsatisfactory or Pass/Fail.
3. Transfer students (a) are not required to complete the Core's University Seminar requirement and (b) may choose to take another approved Writing Intensive course in lieu of the Writing and Rhetoric requirement. Other University Core requirements are not waived for transfer students.
4. At the discretion of the student's dean or dean's designee, transfer credits may be accepted for University Core requirements. The student's dean or dean's designee typically seeks an appropriate correspondence between transfer courses and approved courses in Notre Dame's Course Catalog. When no such correspondence exists, transfer courses (and study abroad courses) are

## UNIVERSITY REQUIREMENTS

vetted by Notre Dame's academic departments and the Core curriculum subcommittees.

The deans and their designated representatives in each college and school enforce the University Core curriculum standards, and graduation requirement decisions are at their sole discretion.

Central to undergraduate education at Notre Dame is the core curriculum, a set of University required courses intended to provide every undergraduate with a common foundation in learning. Detailed rationales for each requirement can be found at <http://corecurriculum.nd.edu/>.

**Writing.** Students will take two writing courses, one of which is a University Seminar. With sufficient placement credit, the student may choose to take a second writing-intensive course instead of Writing and Rhetoric. The Writing and Rhetoric course prepares students to write college-level arguments. Students learn to identify an issue amid diverse and conflicting points of view; frame and sustain an ethical argument that not only includes the analysis and exposition of information but also establishes what is at stake in the issue; provide sufficient and relevant evidence to support their claims; identify and evaluate potential counterarguments; respond thoughtfully to the work of their peers; develop skills for writing a research proposal for conducting original research (e.g., through surveys or interviews) and for using the library's print and electronic information resources; and learn to employ conventions of language in writing academic arguments. A second writing-intensive course may be an elective course with a substantial writing component or a course in the student's major field of study that emphasizes writing skills appropriate to the discipline.

**University Seminars.** The University Seminar is a distinctive opportunity for every first-year student to experience a small, writing-intensive seminar taught by a member of the University's teaching and research faculty. With a class size of no more than 18, students have the opportunity to regularly engage in class discussions around a particular issue, problem, or topic in a given field of study. Students study the paradigms, content, methodology, or problems of a particular discipline while learning the conventions for academic writing within the parameters or discourse of that field. Each seminar also fulfills one of the University requirements in fine arts, literature, history, social science, philosophy, theology, mathematics, or science.

**Quantitative Reasoning.** Students develop quantitative reasoning skills through the study of various aspects of mathematics, including analysis, logic, probability and statistics, and modeling. From each of these students derive techniques that are applicable to specific classes of problems. Students will use deductive reasoning in problem solving, apply the inductive process to draw conclusions through quantitative analysis, evaluate data and think probabilistically, assess the strength of numerical evidence, and mathematically model processes or systems to

be able to predict (or change) their outcomes. By engaging in multiple mathematical ways of thinking, students will enhance their ability to make informed decisions as citizens and as potential leaders and will gain a deeper understanding of the vital role that Quantitative Reasoning plays in modern society.

**Science and Technology.** Through the study of science and engineering, students learn how knowledge of the natural world is built on observation, experiment, and evidence, and how these principles can be used to advance technology. They develop a basic understanding of the scientific method and the engineering design process, including an appreciation for the interplay between theory and experiment, and how an advance in one drives the other. In addition to acquiring a working knowledge of fundamental concepts and laws in a particular field of scientific study, students learn to analyze and interpret simple sets of quantitative data and to use mathematical structures to solve problems and create models. Finally, students gain an appreciation of the important interdependence among science, technology, and society.

**History.** In the study of history, students explore human beings as individuals, groups, nations, or even civilizations in an attempt to comprehend the human experience. Students come to appreciate and understand the processes of continuity and change over time, and they discover how people shaped, altered, or succumbed to their environment or how, in turn, environment channeled historical experience. Thinking critically about the connections between specific events or processes and an array of contingent phenomena, students look for causes and effects, relationships, and relevance.

**Social Science.** Students discover the diversity of societies and world cultures, the complexity of the choices facing human beings, and the potential social and political consequences of the paths people take. Through lectures, classroom experiences, or local fieldwork, students gain an understanding of the research methods, processes and procedures used to examine human behavior. From the perspective of different social science disciplines, students uncover the competing organizations and institutional opportunities for realizing one's conceptions of justice and the good life.

**Theology.** Theology, the "science of God," represents "faith seeking understanding." Through the first required course, students arrive at an understanding of the distinctive nature of the discipline of theology; encounter the authoritative texts that serve to constitute the self-understanding of Christian tradition as a response to God's self-revelation; become aware of the constitution, transmission, and interpretation of these texts within the tradition; and, develop their own skills of textual interpretation in conversation with the tradition. Through the second required course, students are introduced to the riches of the Christian theological tradition; develop their theological skills, facilitating the critical retrieval

of the Christian heritage; and, come to appreciate better their rootedness in the ongoing tradition of the believing community.

**Philosophy.** Students engage in logical reflection on the fundamental problems of human existence and prepare to take their place as citizens capable of critically evaluating arguments which bear on public affairs. In the first course in philosophy, students read philosophical texts and identify the main lines of argument and counter-argument, reason about philosophical questions, and defend their own philosophical positions. In the second course in philosophy, students explore a subset of philosophical questions or authors of special interest to them. By studying seminal philosophical texts like those that have contributed to the Catholic tradition and those that have presented challenges to it, students learn to think in depth about the problems posed by a life of faith.

**Fine Arts and Literature.** Students approach works of art and literature from critical perspectives—as viewers, readers, or listeners—and they apply the analytical tools needed to realize the insights and pleasures that artistic texts and works offer. Students may engage in the creative process, and in so doing gain insights as to how artists interact with their media and how creativity meshes with understanding. The critical analysis of others' creative practice will enable students to develop the analytical tools to recognize a work's formal dimensions and its ideas as well as the often-complex interaction between the two. Engagement with artworks will also lead students to reflect on how aesthetic forms of expression help us define ourselves and our world. Analysis of a work of art, be it through its production, through careful interpretation of the work, or through its reception, will lead students to a deeper reflection on how art and society interact, and how artistic expression reflects the position of the artist and the individual with respect to society at large.

**Advanced Language and Culture.** Exposure to literature, culture, thought, and political discourse in the original language of expression lends both an invaluable insight into the belief patterns of different cultures and a deepening understanding of those beliefs and traditions. Extensive reading, writing, and speaking in a different language requires students to place themselves into the idiom of the underlying culture and its way of thought. Through this intensive engagement with words and ideas, students gain a new perspective on differences of culture and thought, and, ultimately, on their place in a diverse world.

**Integration.** Integration courses have as a primary goal the pursuit of knowledge that integrates and synthesizes the perspective of two or more disciplines to address an issue of global importance or great existential depth that is too complex to be adequately addressed by a single field of study. In integration courses, students will learn to identify commonalities and differences, as well as strengths and weaknesses,



## GRADING SYSTEM

among the various disciplinary perspectives and to devise a more complex approach to the question, problem, or issue that provides the theme for the course. By undertaking an active investigation of a complex topic, students will employ critical thinking and intellectual synthesis, as well as develop habits of inquiry and independent learning.

**Catholicism and the Disciplines.** Catholicism and the Disciplines (CAD) courses provide a forum where the various lines of Catholic thought intersect with all forms of knowledge and creativity found in the university. CAD courses are designed to engage ideas from the Catholic tradition with the perspective of one or more disciplines and to engage issues of faith or normative questions both critically and constructively. Students will become adept at examining faith questions or normative questions critically as they explore Catholic content from the perspective of one or more disciplines, and as they explore topics from the disciplines from a distinctively Catholic perspective. Students will be challenged to defend a position on selected issues of faith or normative questions raised by disciplinary considerations in light of competing alternatives, helping them develop their capacities to think critically and to speak and write effectively about matters of faith in a pluralistic world.

**Moreau First Year Experience.** This two-semester course sequence helps new students to make a meaningful transition to collegiate life at Notre Dame by integrating their academic, co-curricular, and residential experiences. Through weekly small group discussions, students will explore university resources and opportunities and will examine topics such as: orientation to university life; community standards; health and wellness; strategies for academic success; spiritual life; discernment; and cultural competence.

## Graduation Rate

Of the students entering a full-time, first-year bachelor degree-seeking program in the fall of 2016, 96 percent graduate within six years. The complete IPEDS Graduation Rate Survey may be found in the Office of Strategic Planning and Institutional Research. (<http://ospir.nd.edu>)

**Honors at Graduation.** In the undergraduate colleges, a degree 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 a student whose grade point average ranks among the top 15.000 percent of the student's college or school, a degree will be granted with high honors (magna cum laude); for a student whose grade-point average ranks among the top 30.000 percent of the student's college or school, a degree will be granted with honors (cum laude). A student who meets the requirements of more than one category of honors will be awarded only the highest honor for which that student qualifies.

## Grading System

The grading system employed in the evaluation of undergraduate student work is detailed in the Undergraduate Academic Code. The "descriptions" and "explanatory comments" are intended to be sufficiently general to apply across the University, but obviously have to be applied in a manner specific to each department.

<i><b>Letter Grade</b></i>	<i><b>Point Value</b></i>	<i><b>Description</b></i>	<i><b>Explanatory Comments</b></i>
A	4.000	Truly Exceptional	Work meets or exceeds the highest expectations for the course
A-	3.667	Outstanding	Superior work in all areas of the course
B+	3.333	Very Good	Superior work in most areas of the course
B	3.000	Good	Solid work across the board
B-	2.667	More than Acceptable	More than acceptable, but falls short of solid work
C+	2.333	Acceptable: Meets All Basic Standards	Work meets all the basic requirements and standards for the course
C	2.000	Acceptable: Meets Most Basic Standards	Work meets most of the basic requirements and standards in several areas
C-	1.667	Acceptable: Meets Some Basic Standards	While acceptable, work falls short of meeting basic standards in several areas
D	1.000	Minimally Passing Work	Work just over the threshold of acceptability
F	0	Failing	Unacceptable performance
X	0		Given with the approval of the student's dean (or the dean's designee) in extenuating circumstances beyond the control of the student. After consultation with the student's dean (or the dean's designee), the Registrar converts an X grade to an "F" if the grade is not otherwise resolved within 30 days after the beginning of the next semester.

The following grades may be assigned by the Registrar. They may not be given by a member of the faculty.

W	Discontinued with permission.	Discontinued with permission of the student's dean (or the dean's designee) following the last day for course discontinuance, per the Undergraduate Academic Code.
NR	Not Reported	Final grade(s) not reported by the instructor because of extenuating circumstances. No final grade reported for the course. It will revert to an "F" if not resolved by the beginning of final week in the next semester for which the student is enrolled.
F*	Not Reported	No final grade reported for an individual student. Assigned when the instructor has failed to report a grade for either an individual student or an entire class. It reverts to "F" if not changed within 30 days after the beginning of the next semester in which the student is enrolled.

The following letter grades may be given, but are not included in the computation of a student's Grade Point Average.

P	Pass (Pass/Fail Option: Junior or senior undergraduates may file with their academic dean [or the dean's designee], during the first six class days of the semester, the decision to take on a pass/fail basis one course per semester. Policy details are outlined in the Undergraduate Academic Code.)
S	Satisfactory work (courses with zero credit hours, as well as research courses, departmental seminars, colloquia or directed studies; workshops; field education and skill courses).
U	Unsatisfactory work (courses with zero credit hours, as well as research courses, departmental seminars, colloquia or directed studies; workshops; field education and skill courses).

## ACADEMIC CODE OF HONOR

**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 scholarly community in which faculty and students share knowledge, ideas, and creative works. Notre Dame's Academic Code of Honor expresses our common commitment and moral responsibility to represent accurately and to credit the contributions of every individual.

The *Procedural Appendix to the Undergraduate Academic Code of Honor* ([honocode.nd.edu](http://honocode.nd.edu)) describes the standards of personal academic conduct that all Notre Dame undergraduates pledge to follow and also outlines the set of procedures by which violations of the Honor Code are reported and adjudicated.

Before matriculation, each entering student must pledge:

**As a member of the Notre Dame community, I acknowledge that it is my responsibility to learn and abide by principles of intellectual honesty and academic integrity, and therefore I will not participate in or tolerate academic dishonesty.**

## The Undergraduate Academic Code

The Undergraduate Academic Code governs the attainment of academic credit and degrees by undergraduate students at the University of Notre Dame. The Academic Council of the University ratifies and retains both authority and responsibility for review and amendment of the Code. Its administration and interpretation fall under the aegis of the Officers, the Deans, and the Registrar of the University. A copy of the Undergraduate Academic Code can be found online at <http://provost.nd.edu/information-for-faculty/faculty-handbook-academic-codes/>.

## Using Notre Dame Email

The University of Notre Dame uses its email system as the official means to communicate important information to students. Students are expected to check their email regularly and are responsible for reviewing the information and responding to any inquiries or action items that they receive via email. This is particularly important as traditionally paper-based processes are increasingly replaced by electronic communications. Further details about the University of Notre Dame's management of email can be found online at <https://oit.nd.edu/services/email-calendaring/>.

## 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 non-degree seeking status will normally retain access to University computing service 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.

## Hesburgh Libraries

The Hesburgh Libraries is a diverse system featuring a main library that houses specialty libraries and three branch libraries located throughout the Notre Dame campus. In an effort to further its core mission of "connecting people to knowledge," the Libraries offer a vast array of expertise, services, resources and spaces to ensure the academic success of the student community. Whether through the expertise of subject librarians and specialty services or the access to various sources of knowledge, we continuously evolve to meet the ever-changing needs of Notre Dame students in the 21st century.

We often hear students say, "If only I had known sooner how much help I could get from the Libraries...my job as a student would have been much easier!" Subject Librarians offer research

assistance in all academic disciplines and are available face-to-face, by email, phone and chat. Check out our website at [library.nd.edu](http://library.nd.edu) for a list of subject specialists, resource guides and special programs to help focus your efforts and develop your research skills.

During a typical academic year, the Hesburgh Library is open every day, with 24-hour access 5 days per week. For more information about the services, spaces and collections at the Hesburgh Libraries visit [library.nd.edu](http://library.nd.edu).

**Main Library.** The iconic Theodore M. Hesburgh Library opened in 1963 as "Memorial Library" and was one of the largest collegiate libraries of its day. Home to many core services and resources as well as reference and subject librarians, the Hesburgh Library continues to serve as the flagship building of the Hesburgh Libraries system here at Notre Dame. In addition to the general research collections on open stacks, three specialty Libraries and Centers reside within the Hesburgh Library building:

Hesburgh Library  
(574) 631-6679  
[library.nd.edu](http://library.nd.edu)

Medieval Institute Library  
7th Floor, Hesburgh Library  
(574) 631-5724  
[library.nd.edu/medieval](http://library.nd.edu/medieval)

Navary Family Center for Digital Scholarship  
2nd Floor NE, Hesburgh Library  
(574) 631-4900  
[cds.library.nd.edu](http://cds.library.nd.edu)

Rare Books and Special Collections  
102 Hesburgh Library  
(574) 631-0290  
[rarebooks.library.nd.edu](http://rarebooks.library.nd.edu)

University Archives  
607 Hesburgh Library  
(574) 631-6448  
[archives.nd.edu](http://archives.nd.edu)

**Branch Libraries.** Library services have expanded beyond the building adorned with the Word of Life mural to include three branch libraries:

Architecture Library  
150 Walsh Family Hall of Architecture  
(574) 631-6654  
[library.nd.edu/architecture](http://library.nd.edu/architecture)

Mahaffey Business Library  
L001 Mendoza College of Business  
(574) 631-9098  
[library.nd.edu/business](http://library.nd.edu/business)

Music Library  
310 O'Neill Hall  
(574) 631-8686  
[library.nd.edu/music](http://library.nd.edu/music)

**Subject Librarians.** More than 50 Subject Librarians and liaisons provide invaluable expertise

## HESBURGH LIBRARIES

and support services for the teaching, research and scholarship initiatives of the University community, [library.nd.edu/subjects](http://library.nd.edu/subjects). Services offered by Subject Librarians include research consultations, materials purchase requests, and library instruction. They are responsible for collection development and management in one or more subject areas, including selection, communication with subject department faculty, de-selection, and preservation. Subject Librarians are also your liaison to specialty research services within the Hesburgh Libraries and throughout the campus community. Begin your student career at Notre Dame by initiating and building a relationship with your Subject Librarian as soon as possible. You can connect face-to-face, by email, phone or chat.

**Information Literacy Foundations (H2).** The Hesburgh Libraries has exceptional librarians dedicated to helping first-year students learn more about what it means for a college student to practice and apply information literacy skills and strategies. Information literacy is knowing how to: access information efficiently and effectively, evaluate information critically and competently, and use information appropriately for different purposes in a variety of contexts. Ultimately, this first year training helps students succeed in their academic work and in the world beyond Notre Dame.

**Navari Family Center for Digital Scholarship.** The Navari Family Center for Digital Scholarship (NFCDS) is located in Hesburgh Library's northeast corner on the 2nd floor. The NFCDS leverages state-of-the-art technologies, enabling students and faculty to explore new methodologies, analyze complex data and share research results in ways never before possible. The Center is nimble, capable of rapidly adopting new technologies as they emerge—transforming how teaching, research and scholarship are performed here at Notre Dame.

With partnerships campus-wide, the Navari Family Center for Digital Scholarship serves as a hub that enhances the teaching, learning, and research process in every academic discipline. The NFCDS empowers and equips our next generation of scientists and scholars to accelerate their research process, create new knowledge in a digital environment, and make a more profound impact in the world.

**NFCDS Expertise.** The Center offers cross-disciplinary library expertise, including a GIS Librarian, Data Analysis Librarian, Digital Humanities Librarian, and a Digital Initiatives Librarian. Subject Librarians are also important contributors to and conduits for the Center's impact. To meet specialty needs, The Center has developed partnerships with various campus research providers, such as the Center for Research Computing, the Center for Creative Computing, and the Office of Research. Our structure ensures that areas of expertise will evolve to meet the changing demands of our University

community for research and scholarship in the 21st century.

**NFCDS Services.** Current services include GIS (Geographic Information Systems) Consultation, Data Usage and Analysis, Text Mining and Analysis, Research Data Services, Metadata Services, Copyright Services, 3D and Large Format Printing, and Referral Services. Workshops and introductory topic sessions will be available on a regular and recurring basis, or by request.

**Interlibrary Loan.** Interlibrary Loan (ILL) is a complimentary service for ND students that procures from other libraries research materials not available in the University's collection. Delivery of electronic materials is provided through your ILL account interface—be sure to take time to create your Interlibrary Loan account to ensure service when you need it.

**Document Delivery.** Document Delivery is a service that can be used to retrieve materials from any of our collection locations for delivery to your preferred library location for pickup at service desks at any of the above locations. Articles are delivered via email unless you indicate a preference for paper copies; paper copies are delivered to the service desk of your choice within the Hesburgh Libraries system.

**Senior Thesis and Capstone Camp.** Thesis Research and Writing Camps are designed to provide structured and supported time for you to focus on your research output. The camps are 5-day events offered during fall midterm break. Meals are provided to allow your time and attention to be focused upon learning new research and writing techniques, applying time management tips, meeting members of your student community, exchanging ideas, and building your community beyond your own discipline.

**University of Notre Dame Library Research Award.** The award honors undergraduate students at every level who demonstrate excellent research skills and who incorporate library services, resources and expertise into their scholarly works and creative projects. There are different levels and cash awards. For more information on how to apply and tips for submissions at [library.nd.edu/library-research-award](http://library.nd.edu/library-research-award).

**Writing Center Consultations.** The Libraries feature an on-site partnership with the Writing Center. The Writing Center has evening hours within the Hesburgh Library Sunday–Thursday during the regular academic year.

**Additional Services.** In the Libraries we provide access to overhead and flatbed document scanning; ask-a-librarian online, email and chat services; remote access to research materials such as electronic books, journals and databases.

## Academic Resources

**Faculty.** In 2022-23, Notre Dame's instructional faculty numbered 1282 full-time and 200 part-time. Other faculty, such as administrative, professional specialists, librarians, and research fellows, numbered 271 full-time and 3 part-time. Ninety percent of the full-time instructional faculty have terminal degrees; 93 percent of them have doctorates. Ninety-eight percent of the full-time instructional faculty are lay persons. (The faculty to student ratio is 1:9)

### Institutes and Centers

Requiring approval by the Office of the Provost and organized according to their size and scope of operations, the diversity of Notre Dame's institutes and centers provides a wide range of venues for collaborative research and support for faculty and students. Details can be found online at <https://www.nd.edu/academics/centers-and-institutes/>.

The University Institutes at Notre Dame include the Ansari Institute for Global Engagement with Religion, Center for Social Concerns, Eck Institute for Global Health, Fitzgerald Institute for Real Estate, Institute for Educational Initiatives, Kellogg Institute for International Studies, Keough-Naughton Institute for Irish Studies, Kroc Institute for International Peace Studies, Lucy Family Institute for Data & Society, McGrath Institute for Church Life, Medieval Institute, Nanovic Institute for European Studies, and Tantar Ecumenical Institute.

The University Centers at Notre Dame include the Berthiaume Institute for Precision Health, Center for Research Computing, Environmental Change Initiative, Global Center for the Development of the Whole Child, Institute for Advanced Study, Klau Center for Civil and Human Rights, ND Energy, NDnano—Center for Nanoscience and Technology, and Technology Ethics Center (ND-TEC).

The College Institutes at Notre Dame include the Environmental Research Center (UNDERC), Harper Cancer Research Institute, Institute for Flow Physics and Control, Institute for Latino Studies, Liu Institute for Asia and Asian Studies, Notre Dame Institute for Global Investing, Pulte Institute for Global Development, and Wireless Institute.

The College Centers at Notre Dame include the Boler-Paraseghian Center for Rare and Neglected Diseases, Center for Accounting Research and Education (CARE), Center for Astrophysics (CANDU), Center for Citizenship & Constitutional Government, Center for Civic Innovation, Center for Ethics and Religious Values in Business, Center for Italian Studies, Center for Mathematics, Center for Philosophy of Religion, Center for Research on Educational Opportunity, Center for Stem Cells and Regenerative Medicine, Center for STEM Education, Center for the Study of Religion and Society, Center for the Study of Social Movements, Cushwa Center for the Study of American Catholicism, de Nicola Center for

## ACADEMIC RESOURCES

Ethics and Culture, Eugene D. Fanning Center for Business Communication, John J. Reilly Center for Science, Technology and Values, Notre Dame Deloitte Center for Ethical Leadership, Notre Dame International Security Center, Rooney Center for the Study of American Democracy, Ruth M. Hillebrand Center for Compassionate Care in Medicine, Warren Family Research Center for Drug Discovery & Development, William J. Shaw Center for Children and Families, Wilson Sheehan Lab for Economic Opportunities, and W.M. Keck Center for Transgene Research.

The Competitively Awarded Centers at Notre Dame include the Actinide Center of Excellence, Applications and Systems-Driven Center for Energy-Efficient Integrated Nanotechnologies (ASCENT), Center for Shock Wave-Processing of Advanced Reactive Materials (C-SWARM), Institute for Structure and Nuclear Astrophysics (ISNAP), Joint Institute for Nuclear Astrophysics—Center for the Evolution of the Elements (JINA-CEE), NSF Center for Computer-Assisted Synthesis, Pratt & Whitney Center of Excellence (Turbomachinery Laboratory), QuarkNet, Radiation Laboratory, and Robinson Community Learning Center.

Other academic support units include the Analytical Science and Engineering Core Facility, Center for Environmental Science and Technology, Center for the Study of Languages and Cultures, Center for Social Science Research, Center for University Advising, Chemical Synthesis and Drug Discovery Core Facility, Creative Computing Group, Engineering and Design Core Facility, Flatley Center for Undergraduate Scholarly Engagement, Genomics and Bioinformatics Core Facility, Institute for Scholarship in the Liberal Arts, Integrated Imaging Facility, Kaneb Center for Teaching Excellence, Magnetic Resonance Research Center, Mass Spectrometry and Proteomics Facility, Materials Characterization Facility, Nanofabrication Facility, Navari Family Center for Digital Scholarship, Notre Dame Learning, and The Writing Center.

**Notre Dame Research.** At the University of Notre Dame, record-breaking research awards of more than \$222.7 million have paved the way for new discoveries, unlocked knowledge, and improved technologies. Notre Dame Research is committed to supporting a culture of research, scholarship, and creative endeavor throughout campus, in order to help the University be a repository for knowledge and a powerful means for doing good in the world.

NDR provides support to these researchers in various aspects of research activity including administration and compliance. In addition, NDR supports and encourages innovation in more than 40 world-class core facilities and resources, as well as in a number of key areas of research, including cancer, environmental change, global health, and many more.

At Notre Dame, more than one-third of undergraduate students participate in original research with a faculty mentor. The University's low student-faculty

ratio means that students from all Colleges and Schools are right alongside Notre Dame's leading researchers as they conduct groundbreaking research in the field, on the bench, or at the policy table. In addition, students have the opportunity to pursue funding for independent research and creative projects through a number of organizations that can be conducted on campus and abroad.

More information regarding Notre Dame Research can be found at [research.nd.edu](https://research.nd.edu) or by following @UNDRsearch on Twitter.

**IDEA Center.** Standing for Innovation, De-Risking and Enterprise Acceleration, the IDEA Center is the fundamental resource for all commercialization and student entrepreneurial activities at the University of Notre Dame. Comprised of the Commercialization Engine (formerly the Office of Technology Transfer), Innovation Park, Network Engagement, and Student Entrepreneurship, it provides the necessary space, services and expertise for idea development, commercialization, business formation, prototyping, entrepreneurial education, and student entrepreneurial efforts. It is designed to bring the best Notre Dame faculty, staff, and student ideas and innovations to market. Learn more at [ideacenter.nd.edu](https://ideacenter.nd.edu).

**Snite Museum of Art.** The museum features international collections and a sculpture park that place it among the finest university art museums in the nation.

The Mesoamerican collection includes fine examples of early Mexican, Central, and South American cultures and is considered among the finest in the U.S.

The Kress Study Collection has Italian Renaissance panel paintings and the Baroque collection contains works by Bloemaert, Coypel, and van Ruisdael.

Selections from the Feddersen Collection of over 70 notable Rembrandt van Rijn etchings are exhibited frequently; and the 18th-century collection includes such masters as Boucher, Vigée-LeBrun, Reynolds, de Mura, and West.

The critically acclaimed John D. Reilly Collection of Old Master to 19th-Century Drawings includes examples by Tintoretto, Tiepolo, Oudry, Ingres, Fragonard, Géricault, Millet, and Degas. The Noah and Muriel Butkin Collection of 19th-Century French Art is one of the museum's major strengths, with paintings and drawings by Corot, Boudin, Couture, Courbet, and Gérôme.

The Ashbaugh Decorative and Design Arts Gallery spans the 18th through 20th centuries and exhibits early porcelains from Sèvres 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 Scholz Collection of 19th-Century European Photography contains some 5,500 images of persons and places taken during the first 40 years of camera use. The photography collection extends to the present day and is considered one of the finest in an academic museum.

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 American Art 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 Higgins, Ufer, and Russell.

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'Keeffe, Avery, Glackens, Pearlstein, and Scully. Modern sculptures by Barlach, Zorach, Cornell, 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 displayed throughout campus. Major pieces can be seen in the museum, the Eck Visitors' Center, and the Basilica of the Sacred Heart.

There are ten permanent collection museum galleries open throughout the year, plus four galleries for special exhibitions such as the exhibition of art by MFA degree candidates.

The Snite Museum offers a wide range of interpretive programs including gallery talks and conversations about art, wellness programs like yoga and meditation, art-making workshops, concerts, lectures, and performances. Students can become more deeply involved in the Museum through opportunities like PhotoFutures, the student collecting group that acquires contemporary photography for the Museum; the Student Advisory Group, which helps connect the Museum to the student body; and the Gallery Teaching Program, in which undergraduate students learn to teach undergraduate classes that visit the Museum.

In November 2023, the Museum will transition to the new Radcliff Murphy Museum of Art at the entrance to campus and the current Snite facility will become a research center.

More information about the Museum's collections and programs is available by visiting [sniteartmuseum.nd.edu](https://sniteartmuseum.nd.edu).



## ADMISSION

## Admission

The Office of Undergraduate Admissions saw over 28,000 applications for admissions to Notre Dame's first-year class this past year. Most applicants will have the academic aptitude and preparation necessary to complete a degree program at the University. The Committee on Admissions decides which applicants will be among the 2,000 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

The University requires the completion of the following high school courses in order to be considered for admission. A unit is equivalent to the credit for a year of satisfactory work in an accredited secondary school. The two language units must be in the same language and a language offered by the University of Notre Dame.

Students are required to take 16 units during their high school career. This distribution will differ slightly based on the student's intended area of study, but must include the following:

- 4 units of English
- 3 units of Mathematics—Algebra I, Algebra II, and Geometry (*4 units preferred*)\*
- 2 units of Foreign Language (*3–4 units preferred*)
- 2 units of Science (*4 units preferred*)\*\*
- 2 units of History/Social Science (*3–4 units preferred*)

\*For students with an intended major within the College of Science, the College of Engineering, the School of Architecture, or certain majors within the College of Arts & Letters (Neuroscience and Behavior, Pre-Health, Computer Science), 4 units of Mathematics are required, which must include an advanced Mathematics course (Pre-Calculus or Calculus).

\*\*Students with an intended major within the College of Science or the College of Engineering must take a unit of Chemistry. Additionally, the following majors require a unit of Physics:

- Applied and Computational Mathematics and Statistics
- Chemistry
- Biochemistry
- Chemistry with Computing
- Mathematics (B.A. or B.S.)
- Physics
- Physics-in-Medicine
- All Engineering majors

It is also strongly recommended that students with the following intended majors take a unit of Physics:

- Architecture
- Biological Sciences
- Computer Science (B.A.)
- Environmental Sciences
- Neuroscience and Behavior (B.A. and B.S.)

- Science Preprofessional Studies
- Arts and Letters Pre-Health
- Science – Computing
- Science – Education
- Statistics

Although a minimum of 16 academic units are required for admission, the most competitive applicants will have four units in each major academic area and in the most rigorous level their high school offers.

### 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 with accompanying writing supplement, (2) an official high school transcript, (3) two letters of evaluation. While SAT or ACT have historically been required, the University has been test-optional for the past three years, and will continue to be so for the 2024 and 2025 application cycles. This policy allows applicants to choose whether or not they wish to submit their test scores as part of their application.

**Application.** The application is a student's opportunity to tell the office of Undergraduate Admissions about him or herself. Applicants are encouraged to include any information about their personal and academic circumstances that may give the Committee on Admissions a more holistic view of their attributes.

The University of Notre Dame offers three secure online application options for first-year applicants, and prospective applicants may register for an account to access the online application and writing supplement beginning August 1.

- Common Application at [commonapp.org](https://commonapp.org)
- Apply Coalition on Scoir at <https://app.scoir.com/app/signup/2800092>
- Questbridge Application at [questbridge.org](https://questbridge.org)

**Evaluation.** The Office of Undergraduate Admissions requires two letters of evaluation from every applicant. We do not encourage additional letters of recommendation. Your guidance counselor will complete a counselor evaluation, which helps us gauge your performance in your high school environment. Usually guidance counselors will include a short personal letter of evaluation. It will assess your performance in class as well as your character and personality. You may choose any high school teacher to write your letter of evaluation, as long as he or she has taught you in an academic subject area (math, science, English, social science, or foreign language) and knows you well.

**Testing.** Notre Dame is test-optional for the 2023 application cycle, meaning applicants have the choice of whether they wish to submit SAT or ACT scores for consideration as part of the evaluation

process for admission. Those wishing to include test results, should take the standardized tests no later than January of their 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 Subject Tests, 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 or ACT. Anyone who wishes to continue the study of French, German, Italian, or Spanish at Notre Dame can take the SAT Subject Test in that language. The results will be used for placement purposes.

Students enrolled in homeschool programs or in high school programs that substitute certification of competencies for grades must take three SAT Subject 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.

#### Restrictive Early Action: November 1

Notre Dame has a Restrictive Early Action program.

- A student applying Restrictive Early Action to Notre Dame may apply to other Early Action programs.
- A student applying Restrictive Early Action may not apply to any college or university that has a binding Early Decision program.
- Students do not indicate a first-choice preference by applying early, and still may wait until May 1 to indicate their decision to attend.

Students who apply in the Restrictive Early Action process receive an admissions decision before Christmas. Three decisions are possible:

- Admission to the University
- Denial of admission to the University
- Deferral of decision until Regular Decision

Students admitted to Notre Dame have until the May 1 deadline to decide whether they would like to confirm their attendance at the University. If a student is denied admissions in Early Action, then the process ends and he/she cannot apply later during the Regular Decision process. If a student is deferred, the Admissions Committee has decided to review the application further in the Regular Action process, and so "rolls over" the application to Regular Decision.

Because the Admissions Committee is unable to extend all of its offers of admission in the Restrictive Early Action process, it is highly conservative when making Early Action admission decisions. The Admissions Committee advises students to apply in the Restrictive Early Action process only if they are in the very top ranges of our applicant pool. Further clarification of Restrictive Early Action standards for



## ADMISSION

this year can be gained by contacting the Office of Undergraduate Admissions at [admissions@nd.edu](mailto:admissions@nd.edu) or visiting [admissions.nd.edu](http://admissions.nd.edu).

### Regular Decision: January 1

The Regular Decision process at Notre Dame is also non-binding. Three decisions are possible following the Regular Decision process:

- Admission to the University
- Denial of Admission to the University
- Waitlist

Students will receive one of these decisions by the beginning of April and, if admitted, are required to send in a confirmation card and deposit by May 1. Students who are denied admission to the University may choose to attend another four-year institution for one or two years and then apply to Notre Dame as a transfer student.

**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. Applicants who are placed on the waiting list should make plans to attend another institution as the number of applicants who will gain admission from the waiting list in a given year is unpredictable. 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 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 (if submitted), teacher evaluation, teacher recommendation, and essays. Most students admitted to Notre Dame have taken the most demanding courses available and are among the top-ranked students in their schools.

**Personal Qualities.** 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, as there is need in each first-year class for a variety of talents and personalities. The listing of activities, written statements, and evaluations give the Committee on Admissions a view of the person represented by the application. Therefore, it is important to present talents as well as personal and intellectual interests on the application.

## MENDOZA COLLEGE OF BUSINESS

Applicants who indicate an intent to major in business will be informed, at the time of admission, whether they are pre-approved to do so at the end of their first year, should that remain their goal. If they are not pre-approved, students will be advised that they will be free to enroll in any other college or school, but that the chances of being approved to major in business after the first year will be extremely limited. Such students will be advised that they should reconsider enrolling in Notre Dame if they are only interested in majoring in business. If a student who is pre-approved to major in business later decides not to do so, she or he will be free to major in any other college or school at Notre Dame.

## 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 Sara Bea Center for Student Accessibility Services 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.

Sara Bea Accessibility Services provides services to students with mobility, hearing, or 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 aides. 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 Sara Bea Accessibility Services at 574-631-7833 or [sarabeacenter@nd.edu](mailto:sarabeacenter@nd.edu).

## 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 from the process for U.S. citizens. To

complete an application, an international student must submit a *Certification of Finances*. Details are found on the Office of Financial Aid website: <https://financialaid.nd.edu/apply-or-renew/international-students/>

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) or IELTS. 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.

## TRANSFER ADMISSION

Some students are admitted to Notre Dame with advanced standing. Students wishing to apply for admission as a transfer student must have obtained the equivalent of at least 24 semester hours of transferable credit, and 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. Online courses, distance-learning courses, USAFI courses, and credits earned through the College Level Examination Program (CLEP) are not transferable.

To be eligible for an undergraduate degree, students must complete a minimum of 50% of the degree credit hours at the University (not less than 60 credit hours) and a minimum of 75% of the degree credit hours (not less than 90 credit hours) must be earned after high school graduation through college and university courses. Please consult the Academic Code for details.

Transfer applicants must provide the Office of Admissions with (1) a completed application form, (2) an official transcript from each college attended along with course syllabi, (3) a final high school transcript, (4) optional: an official SAT or ACT score, (5) a mid-term grade report, and a college student record form.

On-campus housing for transfer students cannot be guaranteed. Off-campus housing close to the University is available; and transfer students are offered campus accommodations from a waiting list if rooms become available.

The transfer application deadline for the fall semester is March 15. The Transfer Admissions Committee will notify of its decision between June 1 and July 1. The deadline for the spring semester is November 1. The committee will notify you of its decision between December 1 and January 5.

Students interested in applying for transfer will find the application at <https://admissions.nd.edu/apply/resources-for-transfer-applicants/apply/>.

## FEES AND EXPENSES

## Fees and Expenses

In the undergraduate colleges, the University is essentially a residence school for full-time students. The Office of Residential Life requires students to live on campus for six semesters. Permission to live off campus must be obtained from the Office of Residential Life. The fees listed below are for the academic year 2023–24 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 2023–24 is \$40,035.50 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 entertainment in Washington Hall and DeBartolo Performing Arts Center; the use of the Rockne Memorial, the Joyce Center, the Smith Center for Recreational Sports, the athletic fields, and the University golf course (there is a nominal fee for the use of the golf course); a copy of each issue of the *Scholastic* (the news magazine of the University) and a copy of the *Dome* (the yearbook of the University) in the second semester.

**Off-Campus Student.** The tuition and fees for the full-time off-campus student is \$31,346.50 per semester for the academic year 2023–24, 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 daily charge.

**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 sixth 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 sixth class day of the fall or spring semester.

### Undergraduate Fees.

- Technology Fee: \$125 per semester.
- Health Center Access Fee: \$75 per semester.
- Student Activity Fee: \$47.50 per semester.
- *Observer* Fee (student newspaper): \$6 per semester.

The above fees do not cover the cost of textbooks, course packets, etc., which is estimated at \$1,250 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, courseware, campus clusters, 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 assistance 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.

**Student Accident and Illness Insurance Plan.** To assist in financing any medical or hospital bills, a student health insurance plan is available to students. Notre Dame requires all international students to have health insurance coverage comparable to the University Plan; therefore, they are automatically enrolled in and charged for the student health insurance plan.

Students who do not wish to participate in this plan, and have other comparable health insurance coverage, may submit a request to waive the health insurance. Please note that the waiver request must be submitted annually by the published deadline or the student will be responsible for paying the cost of the insurance. For information on the current insurance rates and the waiver request process, please visit the University Health Services website at <https://uhs.nd.edu/insurance-billing/>.

Information regarding the University-sponsored plan is mailed to the student's home address in July and is also available online at: <https://uhs.nd.edu/insurance-billing/>. Additional information is available in University Health Services by calling the Office of Insurance and Accounts at 574-631-1882.

The cost of the premium for the 2023–24 academic year is detailed on the University Health Service website at [uhs.nd.edu](https://uhs.nd.edu).

**Payment Regulations.** IRISHPAY is the University's online student account billing statement and payment system available to both students and their authorized payers. Statements are generated on a monthly basis. The fall semester student account statement is issued in early July; the spring statement is issued in early December. These statements list basic semester charges for tuition, fees, and room and meals. Additional statements for personal charges, including bookstore, health services, laundry and other miscellaneous charges are issued on a monthly basis. All fees and required deposits are to be paid in advance of each semester.

Secure online payment may be made using eCheck through IRISHPAY. Remittance should be made payable to the University of Notre Dame. The University does not accept credit card payments. 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.

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

**Monthly Payment Plan.** The University makes available a monthly payment plan administered by Nelnet, the company that provides and supports IRISHPAY. This plan allows families to make payments over a 10-month period rather than make two larger payments, one at the beginning of each semester.

The annual fee to enroll in the program is \$45. For additional information or to enroll in the plan, call Nelnet toll-free at 888-470-6014 or visit [studentaccounts.nd.edu/payments](https://studentaccounts.nd.edu/payments).

**Separation Regulation.** Any graduate, law, graduate business\*, or undergraduate student who at any time within the school year wishes to separate 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 separating student must obtain the appropriate clearance from the dean of his or her college and from the Office of Student Affairs.

If the separation date is prior to the first day of classes, a full tuition credit will be made to the student's University account. If the separation date is on or after the first day of classes and before the last day for course discontinuance at the University, the tuition fee is subject to a prorated adjustment/credit, as explained below. In the special circumstance that a student is forced to separate for military service or separates because of protracted illness, the University will grant a financial credit to the student's University account for that portion of tuition charged for the semester in which he or she separated and did not receive academic credit, even if the separation occurs after the last day for course discontinuance.

Students receiving University and/or Federal Title IV financial assistance who separate 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 separation date. Such funds shall be returned promptly to the entity that issued them, on a pro rata basis, and the return of such funds to the issuing entity will be reflected on the student's University account. When a student separates from the University after the first sixty percent (60%) of the semester, the student is entitled to the full benefit of the University and/or Federal Title IV funds awarded to him/her and no such funds are required to be returned to the issuing entity.

## STUDENT FINANCIAL AID

In order to determine the percentage of a semester that has been completed, count the number of days completed up to, and including, the separation date and then divide that number by the total days in the semester. (Any break of five days or more (e.g., Fall Break, Spring Break) is not counted as part of the days in the term.) The resultant percentage is the percentage of a semester that has been completed and also reflects the percentage of University and/or Federal Title IV aid earned by the student. The Academic Calendar posted on the Registrar's website is the authoritative source for counting total and completed semester days for the purpose of this calculation.

When Federal Title IV funds must be returned because the student has not completed more than 60% of the semester, the amount that must be returned is based on the percentage of the student's Federal Title IV aid that is unearned, as determined using the following formula:

- Federal Title IV aid to be returned = (100% minus the percentage of Federal Title IV aid earned by the student), multiplied by the total amount of Federal Title IV aid that could have been disbursed to the student during the semester if the student did not separate.

If a student earned less Federal Title IV aid than was disbursed as of the separation date, the University would be required to return a portion of the funds. Once Federal Title IV aid funds are returned by the University to the relevant federal program, the student borrower may have a remaining balance due to the University. A letter of explanation which specifies the amount owed and an updated statement are sent to the parent or student.

If a student earned more Federal Title IV aid than was disbursed to him/her by the University as of the separation date, the University would owe the student a post-withdrawal disbursement, which must be paid within 180 days of the student's separation date. A letter of explanation about the disbursement of funds due to the student and an updated statement is sent to the parent or student.

This Separation Regulation may change subject to federal regulations.

## 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.

**Principles.** Notre Dame subscribes to the principles of student financial aid administration as endorsed by the CSS/Financial Assistance Assembly 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.

**Cost of Attendance.** The estimated average 2023–2024 Notre Dame undergraduate student expense budget includes:

Direct Costs	
Tuition and Fees	\$62,693
Room & Meals*	17,378
Total	\$80,071

In addition to the direct costs listed above, each student should plan for the cost of books, supplies, transportation, and personal expenses. Annual increases in costs should be anticipated. Further details may be obtained from the Office of Financial Aid website.

*\*Typical residence hall accommodations provide for housing with one or more roommates. The current cost of a single room (no roommate) is approximately \$500 more annually.*

**Family Responsibility.** 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.

**Financial Need.** Financial need is the difference between the estimated cost of attendance for the school year and the estimated family responsibility. Because several factors in this evaluation are subject to change from one year to the next, this evaluation is made annually for each student who applies for financial aid.

Notre Dame is committed to offering financial aid that is designed to meet the demonstrated financial need of a student through our need-based aid programs. In most cases this may include opportunities for scholarships, loans, and/or work. The total financial aid received by a student may not exceed the total cost of attendance.

**Financial Aid Application Process.** The CSS Profile Application and the Free Application for Federal Student Aid (FAFSA) serve as the official applications for need-based financial aid, including University and club scholarship programs. Unless otherwise noted, additional applications are not required to be considered for all scholarship/grant programs the Office of Financial Aid administers.

A student should not wait for an admission decision before submitting the FAFSA and Profile. Applications for financial aid must be properly filed every year.

The FAFSA is available at [fafsa.gov](https://fafsa.gov) and should be filed according to the priority dates on the Office of Financial Aid website. The federal school code for identifying Notre Dame on the FAFSA is 001840.

The Profile is available at [collegeboard.org](https://collegeboard.org) and should be filed according to the priority dates on the Office of Financial Aid website. The Profile is required for University need-based scholarship consideration. Notre Dame's CSS code for the Profile is 1841. Undocumented or DACA students should complete the CSS Profile only.

If a student's parents are divorced or separated, the noncustodial parent must submit the CSS Noncustodial Profile application. The College Board will collect the noncustodial parent's information through an online process.

**Verification.** Federal regulation requires the University to verify and document certain information provided by students and their families in relation to an application for assistance. The Office of Financial Aid reserves the right to request additional documentation and/or clarification of a family's financial situation. Additional information is available on the Office of Financial Aid website.

**International Students.** Financial aid opportunities for first-year international students are limited and there is no funding to assist international transfer students. 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 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. The International Student Certification of Finances is available from the Office of Undergraduate Admissions website at [admissions.nd.edu](https://admissions.nd.edu).

Prospective first-year students wishing to be considered for need-based financial assistance must first complete an International Certification of Finances along with a CSS Profile. 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

## STUDENT FINANCIAL AID

CSS Profile will be reviewed along with the student's application for admission. Additional information is available on the Office of Admissions website.

## 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 University's Office of Financial Aid.

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.

**Merit Scholarships.** Notre Dame offers a limited number of merit scholarships to students accepted for admission as a first-time incoming freshman. Recipients demonstrate exceptional accomplishment, leadership, commitment to service, and intellectual promise. Typically, these scholarships are renewable for four years and recipients may be invited to participate in leadership development and enrichment opportunities as an additional benefit of their awards.

**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 first based on demonstrated financial need, and then 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. Based on the students' admitted class level, University scholarship consideration is given for a maximum of eight semesters (10 semesters for the Architecture program and combination five-year engineering program with the College of Arts and Letters). Students electing to remain at Notre Dame to pursue a second major, second degree, or dual-degree program are not eligible for University scholarships.

Students not receiving scholarship/grant assistance may be considered in subsequent years based on financial need, academic performance, and the availability of University scholarship resources.

**Notre Dame Club Scholarships.** All applicants who complete the FAFSA and the CSS Profile are considered for club scholarships. Students will be advised by participating clubs if any additional steps (e.g., interview, essay) might be required by the local club.

Similar to University scholarships, club scholarships are awarded on the basis of demonstrated financial

need. Since Notre Dame meets the demonstrated financial need of the student, the receipt of any club scholarship not listed in the Financial Aid Notification (FAN) will likely result in an adjustment to the financial aid award.

**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 the Federal Methodology formula uniformly applied to all applicants.

**Federal SEO Grant.** The Federal Supplemental Opportunity Grant (SEOG) assists students demonstrating exceptional financial need in accordance with guidelines and funding allocations established by the Department of Education and the Office of Financial Aid.

**State Scholarships and Grants.** The states that currently award scholarship/grant assistance to Notre Dame students are Indiana, Rhode Island, and Vermont.

**Reserve Officer Training Corps (ROTC).** Air Force, Army, and Naval (Navy & Marine Corps) ROTC scholarships are available on a competitive basis, and the military services award them based on merit and personal qualifications. Further information is available through high school guidance offices, military recruiting offices, and the ROTC Departments of the University.

**Veterans Educational Benefits.** Veterans' benefits are approved by the Indiana State Approving Agency. Students who qualify to use educational benefits can find information on the certification process on the Office of the Registrar's website, [https://registrar.nd.edu/students/veteran\\_affairs.php](https://registrar.nd.edu/students/veteran_affairs.php).

## Department of Veteran Affairs Pending

**Payment Policy:** The University will not take any of the four following actions toward any student using U.S. Department of Veteran Affairs (VA) Post 9/11 G.I. Bill\* (Ch. 33) or Veteran Readiness and Education (Ch. 31) benefits, while their payment from the VA is pending:

- Prevent their enrollment;
- Access a late penalty fee;
- Require they secure alternative or additional funding;
- Deny their access to any resources available to other students who have satisfied their tuition and fee bills.

However, to qualify for this provision, students using Ch. 33 or Ch. 31 benefits are required to:

- Produce the VA's Certificate of Eligibility by the first day of class;

- Confirm their use of VA benefits via a Benefit Election eForm.

**Attention:** Students utilizing Department of Veteran Affairs Education Benefits—The current policy *does not permit* Notre Dame to certify educational benefits for our study abroad programs listed in this bulletin. Students can still participate in these programs, however, VA funds cannot be certified or applied for these courses. Any tuition and fees for these courses would be the responsibility of the student to fund through other means.

**Other Federal Assistance Benefits.** Certain students may be eligible for special forms of federal agency benefits. Among these agencies are Americorps, 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. The College Board's Scholarship Search and [fastweb.com](http://fastweb.com) provide scholarship search information. Caution is advised with respect to the use of fee-based scholarship search enterprises.

## STUDENT EMPLOYMENT

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 intended to help the student pay for personal and other related educational expenses.

The amount of employment eligibility indicated in the FAN is an estimate of potential earnings and not a guarantee of employment or earnings. Student employees average 10–12 hours of work per week.

## LOANS

Borrowing a student loan is a matter that should be undertaken with the greatest of deliberation and with full knowledge of the responsibilities involved. In addition, all borrowers are advised of their loan repayment options and obligation upon entering and 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 Direct Student Loan Program.** Direct Loans, from the William D. Ford Federal Direct Loan Program, are low-interest rate loans available to eligible students to help offset the cost of higher education. The lender is the U.S. Department of Education. The Direct Loan Program includes the subsidized and unsubsidized loans. For additional information on the terms and conditions of Direct Loans visit [studentloans.gov](http://studentloans.gov).



## STANDARDS OF PROGRESS FOR RECIPIENTS OF FINANCIAL AID

**Notre Dame Subsidized Loan.** The Notre Dame Subsidized Loan is a need-based loan offered to students who demonstrate financial need. Additional information is available on the financial aid website.

**Private Loans.** After exhausting the opportunities available from the federal aid programs, many students will consider private loan programs as a source of funding. The terms and conditions of these programs vary, and as such, students are encouraged to review the details of the programs before selecting a private loan program. Additional information may be obtained from the Office of Financial Aid or its website.

## OTHER

**Monthly Payment Plan.** The University makes available a monthly payment plan. Additional information is available in the Fees and Expenses section of this *Bulletin*.

**Federal Direct PLUS.** Parents of dependent students who have a valid FAFSA on file and whose student is enrolled at least half-time may apply for the Direct PLUS Loan. The parent must be a U.S. citizen or permanent resident. Direct PLUS Loan applications are subject to Department of Education credit review. For additional information on the terms and conditions of Direct Loans visit [studentloans.gov](http://studentloans.gov).  
*Note: program is subject to federal legislative changes.*

## Standards of Progress for Recipients of Financial Aid

The United States Department of Education requires students to maintain satisfactory progress toward completing their degree in order to receive financial aid. Recipients of federal, state, institutional and private resources, including grants, scholarships, work-study, and student and parent loans, are subject to these standards. *Satisfactory academic progress requirements for financial aid recipients are not the same as the University's requirements for academic good standing.*

Satisfactory academic progress is reviewed annually after spring grades are posted by the Registrar's Office to determine financial aid eligibility for the subsequent summer and academic year. Students returning to the University following a withdrawal or dismissal will be evaluated at the time of readmission.

Students are required to maintain the minimum cumulative grade point average, be on pace to graduate and complete their degree within a maximum time frame as defined below. All semesters of enrollment are reviewed regardless of whether aid was received for those semesters.

### Minimum Cumulative Grade Point Average (GPA)

Students are required to meet the following minimum cumulative GPA requirements:

Classification	Minimum Cumulative GPA
First Year Freshmen	1.75
Upperclass Students	2.0

### Pace to Graduate

Students are required to earn a minimum of 67% of cumulative hours attempted to stay on pace to graduate. Pace is calculated by dividing the cumulative number of hours earned by the cumulative number of hours attempted (this includes dropped classes).

### Maximum Time Frame

Students are required to complete their degree requirements within a maximum time. Based on an undergraduate student's admitted class level, University scholarship consideration is given for a *maximum of eight semesters* (ten semesters for the architecture program and combination five-year engineering program with the College of Arts and Letters). Students needing additional time to complete their degree requirements due to a change in major, second major, dual degree or retaking coursework are not eligible for University scholarship.

Students may receive federal aid consideration for a maximum time frame measured by attempted credit

hours equal to 150% of the published length of their degree program. Once a student reaches his/her total maximum time frame, or it has been determined he/she cannot complete their degree within this time frame, they are no longer eligible to receive federal aid.

### Credits and Grades Used to Determine Pace and Maximum Time Frame

All coursework attempted, including repeated and withdrawn coursework recorded on the student's academic record as of the seventh class day, is considered when calculating pace and maximum time frame and determining whether the student meets satisfactory academic progress.

Course/Grade	Included in Earned Credits	Included in Attempted Credits
AP (Advance Placement) Credits	X	X
Credit by Exam	X	X
Transfer Credits	X	X
Grades: A, A-, B+, B, B-, C+, C, C-, D, P, S	X	X
Grades: F, F*, I, NR, U, V, W, X		X
Withdrawn courses after seventh class day		X

*The University's Grade Scale is available through the Office of the Registrar.*

### Failure to Maintain Satisfactory Academic Progress

Failure to maintain one or more of the requirements outlined above will result in financial aid ineligibility. Students will be notified via University email of their failure to meet satisfactory academic progress requirements and subsequent aid suspension.

Students can regain their financial aid eligibility once they have raised their cumulative GPA to 2.00 and have earned hours to put them back on pace to graduate (earned 67% of cumulative hours attempted) within the maximum time frame. Students can also regain financial aid eligibility if they have an appeal approved based on the process below.

### Appeal Process

At the time of notification regarding failure to meet satisfactory academic progress requirements, the student must submit a written appeal outlining mitigating circumstances. The appeal letter should include the following:

- Mitigating circumstances that prevented the student from meeting the requirements of academic progress (e.g. death in the family, student illness or injury, other personal circumstances). Mitigating

## CENTER FOR SOCIAL CONCERNS

circumstances do not include: withdrawing from classes to avoid failing grades, pursuing a second major or degree, etc.

- Documentation that supports the student's basis for the appeal
- Steps the student has taken/will take to ensure future academic success
- Anticipated graduation date
- If it is not possible for the student to achieve satisfactory academic progress with one successful probationary semester, the student must also submit an academic plan signed by their academic advisor. This plan should outline the student's academic goals for each semester (e.g. number of credit hours and cumulative GPA) that will enable the student to meet the requirements of academic progress at a specified future point in time.

Upon receipt of all completed appeal materials, the student will be considered for a probationary semester of financial aid in order to reestablish satisfactory academic progress. Students whose appeal is approved will be placed on financial aid probation. Academic progress will be evaluated at the conclusion of each enrolled term for students on financial aid probation.

Students who fail to meet the requirements for academic progress for their probationary semester or do not complete the requirements of their academic plan will again be ineligible for financial aid and subject to the appeal process.

Students who meet the requirements for academic progress for their probationary semester will resume good standing and again be evaluated at the conclusion of the following spring semester.

### Denied Appeals/Students Who Choose Not to Appeal

If an appeal is denied, they will be notified via University email and remain ineligible for financial assistance until satisfactory academic progress is reestablished. The student will be responsible for all charges on their University account.

## Center for Social Concerns

The Center for Social Concerns is an interdisciplinary institute dedicated to justice education and research for the common good with communities near and far. For more than four decades, center faculty, students, and community partners have worked to affirm and ensure the dignity and wellbeing of all people—especially the marginalized—and to promote flourishing communities everywhere through moral imagination, practical wisdom, and the courage to act.

- The Center houses the Poverty Studies Interdisciplinary Minor (PSIM). Many of the Center's courses fulfill the minor's experiential learning requirement.
- The Center partners with the College of Arts and Letters to co-direct the Catholic Social Tradition (CST) minor.
- The Center offers a range of innovative justice education courses on topics such as mass incarceration, the global refugee crisis, and sustainability. It also offers engaged learning program opportunities such as RISE, McNeill Justice Fellows, NDBridge, and summer fellowships. Graduate justice fellowships and the Graduate Student Summer Institute for Engaging Research and Teaching are available for graduate students.
- The Center offers events, workshops, and panel discussions with scholars, activists, artists, and journalists on various justice-related questions.
- Visit the Center for Social Concerns at <http://socialconcerns.nd.edu/>

### COURSE DESCRIPTIONS

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting the subject *Center for Social Concerns*. Course descriptions can be found by clicking on the subject code and course number in the search results.

## POVERTY STUDIES INTERDISCIPLINARY MINOR WITHIN THE CENTER FOR SOCIAL CONCERNS

### Poverty Studies

([socialconcerns.nd.edu/povertystudies](http://socialconcerns.nd.edu/povertystudies))

#### Director:

Connie Snyder Mick

#### Affiliated Faculty:

Visit [socialconcerns.nd.edu/affiliated-faculty](http://socialconcerns.nd.edu/affiliated-faculty)

The Poverty Studies Interdisciplinary Minor (PSIM) contributes to Notre Dame's mission by requiring its students to examine poverty, social injustice, and oppression from the perspectives of the social sciences, the humanities, sciences, and business.

PSIM explicitly recognizes the interconnected nature of the causes of poverty and the problems of low-income families and individuals, and provides a framework that assists students in making the links between the contributions of multiple and varied disciplines. It also helps students contextualize their personal interactions with low-income populations and the institutions that serve them, and make the connections between classroom lessons and real world experiences.

PSIM is an appropriate supplement to every major at the University because it is designed to help students understand how their future civic activity and professional work will invariably impinge on vulnerable persons and communities.

**Requirements.** An interdisciplinary minor in Poverty Studies consists of 15 credit hours, including a required gateway course, experiential learning (service learning, community-engaged research, or immersion); elective coursework selected from a list of courses approved by the director on the advice of the affiliated faculty; and senior capstone seminar or special studies/senior thesis.

**Gateway course (3 credits).** The gateway course introduces students to academic research about the nature, causes, and consequences of poverty. Throughout, the readings and lectures reveal the collaboration across disciplines, the array of interlocking problems that lead to poverty, and guides the formulation of policies to prevent and alleviate poverty around the world.

**Experiential learning (3 credits).** The experiential learning requirement is designed to get students into the field where the concepts discussed in classrooms come to life and disciplinary boundaries are challenged. Experiential learning enhances a student's understanding of poverty and prepares students for the final capstone experience, whether it is the seminar or an independent research project. The experiential learning requirement may be satisfied by satisfactorily completing the following:

- three credits of community-engaged courses or internships with the PSCE attribute, including the Shepherd Summer Internship or the SOC 45000 internship with a local partner; or

## ECK INSTITUTE FOR GLOBAL HEALTH

**Electives (6 credits).** Two graded courses with the PSIM attribute.

**Capstone Experiences (3 credits).** As the final step in the PSIM, students may choose either to enroll in the capstone seminar or to undertake a 3-credit special studies project directed by one of the affiliated faculty. Students must talk with the director at least one semester in advance to work through the proposal process. The **capstone seminar** is topic-oriented drawing on literature from multiple disciplines. The students will be from different majors and will share the perspectives of their major disciplines as well as their varied experiences in the field, thus ensuring the interdisciplinary nature of the inquiry. Students may also opt for research or other intellectual experience by enrolling in **special studies capstone** with one of the minor's affiliated faculty. In this case, the students will produce a project (manuscript, work of art, composition, poster board display of research results, etc.) and will present this project to the members of PSIM at a special colloquium held in the spring semester of each academic year.

### COURSE DESCRIPTIONS

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting the subject of *Poverty Studies*, or by highlighting all of the course subjects simultaneously and selecting the "PSIM-Poverty Studies Elect." course attribute. Course descriptions can be found by clicking on the subject code and course number in the search results.

## Eck Institute for Global Health

The University of Notre Dame's Eck Institute for Global Health (EIGH) is interdisciplinary and recognizes health as a fundamental human right and works to promote research, training, and service to eliminate health disparities around the world. The EIGH brings together multidisciplinary teams to understand and address health challenges that disproportionately affect the poor and to train the next generation of global health practitioners.

### GLOBAL HEALTH MINOR WITHIN THE ECK INSTITUTE FOR GLOBAL HEALTH

*Director:*

Marie Donahue

*Affiliated Faculty:*

Visit [globalhealth.nd.edu/affiliates](http://globalhealth.nd.edu/affiliates)

The Global Health Minor (GHM) aligns with the mission of the University to have "a disciplined sensibility to the poverty, injustice, and oppression that burden the lives of so many" and to "create a sense of human solidarity and concern for the common good that will bear fruit as learning becomes service to justice."

The GHM recognizes that health is not limited to treating diseases but that the root causes of health inequality must be addressed. Solutions to these "social determinants of health" require expertise in every discipline—including the social sciences, policy and governance, engineering, education, human rights and ethics. Because of the interdisciplinary nature of global health practice, the GHM is an ideal supplement to every major at the University.

**Requirements:** The GHM consists of 15 credit hours, including a required gateway course, one research methods course and two elective courses from an approved list or by permission from the director, and a capstone experience.

**Gateway course (3 credits):** The course provides foundational knowledge necessary to understand what global health is today; its history and evolution; how the application of the biosocial model is necessary to understand global health challenges and in designing effective intervention strategies; and topics such as health inequality, maternal-child health, infectious diseases, noncommunicable diseases, climate change, governance, and relevant international organizations.

**Research methods course (3 credits):** Students will choose one research methods course from an approved list of courses, which focus on analytical or methodological approaches that are relevant for evaluating and understanding global health issues.

**Electives (6 credits):** Students will choose two electives from approved courses encompassing a wide range of topics from across all schools and

departments. Students may also take an additional research methods course as one of their electives.

**Capstone experience (3 credits):** The capstone project provides an opportunity for students to complement coursework with a global health practice experience that can be domestically or internationally based. The capstone project will include the following three components:

**Experiential Learning in Global Health Practice:** a one-credit course that will prepare students for any fieldwork practice component of the capstone.

**Global Health Practice Capstone Project:** The practice component is a supervised practical application of global health activities. By the second semester of the junior year, students will write a proposal outlining their practice project, including identifying a faculty mentor to supervise the project. The practice component may be either:

- 1) Internship/practicum: students will work in a global health setting which may include, community organizations; health departments/agencies; non-governmental, governmental, or international organizations;
- 2) Research: students will collaborate with a faculty member on a research project. This could include a research paper on a topic of interest (thesis), secondary analysis of an existing data set, or work on an existing project.

### COURSE DESCRIPTIONS

To see the courses associated with the minor that will be taught during the upcoming semester, visit [classsearch.nd.edu](http://classsearch.nd.edu), go to the "Any Subject" dropdown menu, and select "Global Health" Course descriptions can be found by clicking on the subject code and course number in the search results.

## Notre Dame Technology Ethics Center (ND TEC)

The Notre Dame Technology Ethics Center (ND TEC) was established in 2019 to advance interdisciplinary research and education concerned with the impact of technology on humanity. The center's faculty affiliates and students believe that it's not enough to ask whether a new technology can be developed and that we also need to be able to answer questions like what types of technologies should be developed, and for what reasons—especially as the roles AI and other technical systems play in our lives continue to expand rapidly.”

- A key part of ND TEC's mission and founding principles is its call to train the next generation of leaders and thinkers to ask what types of technologies ought to be developed, how technology should be deployed, what limits should be imposed, and what institutional designs or constraints should be adopted.
- The cornerstone of the center's educational offerings is a 15-credit undergraduate minor in tech ethics. An interdisciplinary course of study, it is open to students from all colleges and schools at Notre Dame.
- The minor's gateway course and advanced seminars are taught by ND TEC. Electives are offered through the relevant college or school with a TEC crosslist.
- Students are encouraged to take the minor's gateway course—which fulfills the University's second philosophy requirement—before applying for the minor but are not required to do so.
- ND TEC faculty affiliates come from more than a dozen academic units at Notre Dame and explore ethical questions in a number of technological contexts and from a variety of disciplinary backgrounds, so students from a range of majors will find intersections with and complements to their primary course of study.
- ND TEC also houses the Notre Dame-IBM Tech Ethics Lab. The center's applied arm, the lab examines industry challenges and provides practical models and applied solutions for ethical technology design, development, and deployment.
- Visit ND TEC at [techethics.nd.edu](https://techethics.nd.edu).

### UNDERGRADUATE MINOR IN TECHNOLOGY ETHICS

Homepage:

[techethics.nd.edu/education/tech-ethics-minor](https://techethics.nd.edu/education/tech-ethics-minor)

Director:

Kellye Mitros

Affiliated Faculty:

[techethics.nd.edu/people](https://techethics.nd.edu/people)

As companies and governments increasingly grapple with the social consequences of their technical systems, the undergraduate minor in tech ethics helps set Notre Dame students apart by equipping

them with a variety of interdisciplinary frameworks to evaluate, analyze, and improve applications of emerging technologies.

By the end of the minor, students will:

- Possess a basic understanding of foundational concepts and issues in technology ethics
- Be able to identify ethical, social, and policy implications of technology
- Be familiar with normative theories that inform ethical thinking
- Know how to address issues in technology ethics from multiple disciplinary perspectives

Students from any college or school at Notre Dame are welcome and encouraged to apply to the minor.

**Requirements.** The undergraduate minor in tech ethics consists of five courses totaling 15 credits, broken up as one required gateway course, one required advanced seminar, and three electives.

**Gateway Course (3 credits).** The required gateway course is called “Fundamentals of Technology Ethics and Society.” Topics covered include bias and fairness in algorithms, privacy, data governance and civil liberties, surveillance and power, social media, and the ethics of artificial intelligence. Students' first philosophy course is a prerequisite, and the gateway course fulfills the University's second philosophy requirement.

**Advanced Seminar (3 credits).** Topics for the required advanced seminar vary, but through it, students will focus on a current issue in tech ethics. Seminars typically feature smaller class sizes to provide more opportunities for discussion among the students and instructor.

**Electives (9 credits).** Electives are taught by faculty members from various disciplines—but especially those from the College of Arts and Letters, College of Engineering, Mendoza College of Business, and Keough School for Global Affairs—and have been designated as counting toward the minor in tech ethics. See [techethics.nd.edu/education/tech-ethics-minor](https://techethics.nd.edu/education/tech-ethics-minor).

### COURSE DESCRIPTIONS

To see the courses associated with the minor that will be taught during the upcoming semester, visit [classsearch.nd.edu](https://classsearch.nd.edu), go to the “Any Department” dropdown menu, and select “Technology Ethics.” Course descriptions can be found by clicking on the course listings that are then displayed.

## 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 may participate in the Reserve Officers Training Corps (ROTC). Selection of courses in the student's academic major is independent of those selected for ROTC.

The College of Arts and Letters and the College of Business Administration accept a maximum of 12 free elective credits from the 30000- and 40000-level military sciences only. Credit from the 10000- and 20000-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 who complete the ROTC program 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 substituted are not credited toward degree requirements in programs.

In the School of Architecture, ROTC students are permitted a maximum of six credits of 40000-level air, military or naval science courses as substitutes for electives within the 165 credit hours required for the bachelor of architecture degree.

The College of Science will count a maximum of six credit hours of upper-level (30000- or 40000-level) ROTC courses toward the 124-credit-hour requirements. These courses will be counted as free electives.

### MILITARY SCIENCE AND LEADERSHIP

*Chair and Professor:*

Lieutenant Colonel William Kobbe

*Commandant of Cadets:*

Master Sergeant Jason Guthrie

*Assistant Professor:*

Major Travis Taylor

As one of the premier Army ROTC Battalions in the country, the department's mission is to educate, train, develop, and inspire participants to become officers and leaders of character for the US Army and the nation. The program does this through a combination of classroom instruction, leadership labs, and experiential learning opportunities focused on developing the mind, body, and spirit of participants. These opportunities are designed specifically to enhance character and leadership ability in the participants and to allow them to practice the essential components of leadership: influencing, decision making, and developing others. Participants become



## RESERVE OFFICERS TRAINING CORPS PROGRAMS

members of the Fightin' Irish Battalion and complete a planned and managed sequence of classroom courses and practical exercises intended to develop each participant into what an US Army officer must be—a leader of character, a leader with presence, and a leader of intelligence—to enable them to reach their full potential as individuals and as effective leaders of groups. The program affords students an excellent opportunity to serve their country and focuses on the role of Army officers in the preservation of peace and national security, with particular emphasis placed on ethical conduct, understanding officer's leadership responsibility to society, develop themselves as well as others, and achieve life-long success. The experience culminates ideally with participants earning a commission as a Second Lieutenant in the Active Army, Army Reserve, or Army National Guard. As an organization committed to lifelong learning, participants may elect to pursue one of the Army's numerous opportunities for follow-on postgraduate study as well.

#### Student Awards and Prizes.

*George C. Marshall Award.* An award given annually to the top Cadets in US Army Cadet Command. Winners participate in a national seminar with some of the nation's highest ranking leaders in Fort Leavenworth, KS.

*The Dixon Award.* Named in memory of an alumnus of the Notre Dame Army ROTC Battalion, annually recognizes an outstanding senior who has exemplified the highest professionalism, dedication, and service to the Fightin' Irish Battalion.

*The Schellinger/Dukeman Commander's Award.* Named in honor of Notre Dame Army ROTC Battalion alumni and former Cadre, annually recognizes the most outstanding Cadets of the fall semester with a US Army saber for their ability to collaborate as a teammate and be a leader amongst peers.

*The Haley Award.* Named in memory of an alumnus of the Notre Dame Army ROTC program, a hand-carved Irish shillelagh is presented annually to the Cadet who displays the Notre Dame Ethos of "God, Country, Notre Dame" and serves as a mentor for the junior Cadets in the program.

*The McKee Award.* Named in honor of an alumnus of the Notre Dame Army ROTC Battalion, a commemorative plaque is presented annually to an outstanding member of the Army Color Guard.

*The Jordan Exemplar Award.* Named in honor of a contributor to Notre Dame Army ROTC Battalion, a commemorative plaque and knife is presented annually to an outstanding member of the Irish Rangers.

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

### COURSE DESCRIPTIONS

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting the subject *Military Science (Army ROTC)*. Course descriptions can be found by clicking on the subject code and course number in the search results.

### NAVAL SCIENCE

*Chair and Professor:*

CAPT Lance Thompson, USN

*Associate Professor:*

CDR Sean H. McCrink

*Assistant Professors:*

CAPT Andrew Hunold, USMC

LT James Cunningham, USN

LT Joel Lawson, USN

LT James Sciretta, USN

LT Robert Yoder, 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. 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.

Non-NROTC students should consult with their college dean or advisor to determine if a Naval Science course will count toward graduation.

#### Additional NROTC Curriculum Requirements.

In addition to the Naval Science requirements, 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 other 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 planning of the Naval Leadership Weekend national conference.

#### Student Awards and Prizes.

*The Chief of Naval Operations Distinguished Graduate Award.* The annual recognition of the top graduating midshipman.

*The Edward Easby-Smith Award.* A sword is awarded to one of the top graduating Navy or Marine Option Midshipmen who exemplified the characteristics of a

naval officer while filling one of the senior midshipman staff positions during the past year.

*The 1st LT. Vincent J. Naimoli, USMC Award.* A sword is awarded to one of the top graduating Navy or Marine Option Midshipmen demonstrating 110 percent dedication and effort in academic achievement, student activities, and leadership.

*The Colonel Brian C. Regan, USMCR Award.* A sword is awarded to the top graduating Marine Option Midshipman for his or her superior leadership and esprit de corps throughout the four years at Notre Dame.

*Gallagher-Snyder Award.* A sword is awarded to a first class Navy or Marine Option Midshipman who displayed outstanding academic achievement, superior military bearing, and exceptional leadership and physical fitness throughout their four years at Notre Dame.

*Captain John A. McGurty Jr. Award* is a Navy or Marine sword awarded to a Midshipman who has demonstrated superior leadership through entire NROTC career and best embodies the spirit of can-do attitude.

*NROTC Carter Family Sword Endowment for Excellence* is a Navy or Marine sword who consistently demonstrated the highest standards of leadership, initiative, professionalism, and service before self.

*The Commander Ronald Wong ('53) Sword for Excellence* are two officer swords awarded to the Honor Company Commander for the Fall and Spring Semester.

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

### COURSE DESCRIPTIONS

NROTC students take a total of 22 credits of Naval Science, one course each semester. All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting the subject *Naval Science (ROTC)*. Course descriptions can be found by clicking on the subject code and course number in the search results.

## STUDY ABROAD

## AEROSPACE STUDIES

*Chair and Professor:*

Colonel Cary N. Culbertson, USAF

*Assistant Professors:*

Lieutenant Colonel Travis Clark, USAF

Major Casey Kaminski, USAF

The Air Force Reserve Officer Training Corps (AFROTC) Detachment 225 is a premier education and training program designed to give men and women the opportunity to become world-class leaders as Air Force officers while completing an undergraduate four-year academic degree. The AFROTC program develops leadership and management skills that students need to become effective and trusted leaders in the 21st century. In return for perseverance and dedicated efforts, we offer the opportunity for education and training, advancement, and a sense of pride that comes from serving in the United States Air Force. Programs like Project Go offer language immersion opportunities and You Can Fly scholarships are available to those interested in gaining flight hours. Upon completion of the Air Force ROTC program, students are commissioned as second lieutenants in either the United States Air Force or United States Space Force, depending on which path the cadet chooses to follow. Following commissioning, there are excellent opportunities for additional education in a wide variety of academic fields before moving into a new career.

**Student Organizations and Activities.** All Air Force ROTC cadets are given opportunities to participate in a variety of extracurricular activities to develop their leadership skills. Activities available for AFROTC cadets include: the Arnold Air Society (AAS), a group dedicated toward service in the local community; Veterans Day Vigil; the annual Flying Irish Basketball Tournament, which is the largest ROTC cadet-run event in the country; the TriMil Cup, played between the three ROTC branches; study abroad programs; intramural and varsity athletics; University band and cheerleading activities, as well as the Honor Guard. The Honor Guard performs at campus and community functions while developing individual drill proficiency. Foreign language programs, engineering programs, and cultural leadership studies are also available during the summer when the opportunity becomes available. There are typically several opportunities throughout the year to travel to different universities and active duty bases if a cadet is in good standing and nominated by detachment cadre.

**Student Awards and Prizes.**

*The Commander's Leadership Award*, and an Air Force officer's sword, are presented to the top graduating senior in Air Force ROTC for their strong academic record and outstanding character, leadership, and officer potential.

*The LtCol James Fowler Award*, named in memory of a 1959 alumnus of Notre Dame Air Force ROTC program, is given to a rated officer candidate in the

junior class who truly personifies LtCol Fowler's legacy of service before self. The awardee receives a sculpture that "honors the heroes of the sky—our American pilots who soar up in the area and tell stories with their hands," (artist: Michael Garman, "And There I Was").

*The Noël Dubé Memorial Award*, named in memory of a 1970 alumnus of the Notre Dame Air Force ROTC program, is presented to a senior Arnold Air Society member who carries the most wing spirit, holds the most potential as an officer, and has contributed the most to furthering the ideals and goals of the society within the University and the local community. The cadet is also awarded an Air Force officer's sword.

*The Captain Paul Robérge Leadership Award*, named in memory of an 1981 alumnus of the Notre Dame Air Force ROTC program, annually recognizes the top senior pilot candidate who most exhibits the leadership characteristics that exemplify the Air Force core values of integrity, service before self, and excellence in all we do. The chosen cadet is also awarded an Air Force officer's sword. In addition, one junior, sophomore and freshman with the same characteristics are recognized with a small monetary award.

*The Captain Reid Nishizuka Award*, named in memory of an 2005 alumnus of the Notre Dame Air Force ROTC program, is given to a senior/ commissioning cadet that most embodies Captain Nishizuka's superior mentorship capabilities, cheerful disposition and utmost professionalism. The cadet is also awarded an Air Force officer's sword.

Other awards are sponsored by various local and national organizations to recognize excellence within the cadet corps.

**COURSE DESCRIPTIONS**

**All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting the subject *Air Force-Aerospace Studies*. Course descriptions can be found by clicking on the subject code and course number in the search results.**

*\* Leadership Laboratory is open to students who are members of ROTC or who are eligible to pursue a commission as determined by the professor of Aerospace Studies.*

## Study Abroad

Notre Dame International's Study Abroad offers over 70 study abroad programs in more than 30 countries during both the academic year and summer.

For over 55 years, Notre Dame has made it possible for students to earn credits toward graduation by participating in study abroad 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. Study abroad programs are one of the many opportunities open to students seeking an international experience that will complement their study plan.

Without delaying graduation, international experiences make a unique contribution to the excellence of liberal education in the undergraduate colleges and frequently enhance students' career development. Students earn Notre Dame credit for courses taken in Notre Dame programs and their grades are included in the Notre Dame GPA.

During the semester abroad, students are expected to carry a course load of 15 credits. Some courses taught abroad fulfill core University Ways of Knowing requirements. For major credit in any college department, students must consult with departmental advisors. Course listings for hundreds of courses taught in the listed programs are available on the Study Abroad website under [Courses](#) and also through Class Search on the Registrar's website.

Qualified students from all undergraduate colleges may apply to spend a semester or a year abroad in one of our study abroad programs. Participation is typically during the junior year, but some programs are designed to accommodate sophomores as well as seniors. Currently, Department of Veteran Affairs educational benefit programs are not approved for use towards study abroad programs for the 2023–2024 academic year with the exception of the London program.

Many programs can be selective and students are encouraged to apply to more than one program. Offers of admission are made in accordance with program requirements, at the discretion of the Study Abroad staff in consultation with faculty and staff of the University.

Students considering more than one single semester or academic year program should carefully review their majors and minors to ensure that such study does not delay the completion of graduation requirements. Participation in a summer study abroad program does not affect a student's application to a semester or yearlong program.

Study abroad programs may sometimes be cancelled due to circumstances beyond the control of the University.

## STUDY ABROAD

Students are eligible to apply for a leave of absence through their college for study in a program offered by another college or university. *They may not, however, take a leave of absence to attend international programs at sites (schools) where Notre Dame offers its own study abroad programs.* The information published here summarizes the planned study abroad opportunities at the University of Notre Dame for the 2023–24 academic year. Please consult the Study Abroad office's website at <https://studyabroad.nd.edu/> for the latest information.

## ACADEMIC YEAR PROGRAMS

Notre Dame offers semester and yearlong study abroad programs around the world. In Europe, students may apply to go to Leuven, Belgium; Copenhagen, Denmark; Angers or Paris, France; Berlin or Heidelberg, Germany; Athens, Greece; Budapest, Hungary; Dublin or Galway, Ireland; Bologna or Rome, Italy; Alcoy or Toledo, Spain; Geneva, Switzerland; or Durham, London, Norwich, St Andrews, or Oxford, United Kingdom.

For a Latin American experience, undergraduates can study in São Paulo, Brazil; Santiago, Chile; or Puebla and Mexico City, Mexico.

In Africa, the Middle East, and Eastern Europe, students have the option to participate in programs in Jerusalem and Tel Aviv, Israel; Amman, Jordan; Rabat, Morocco; Kigali, Rwanda; Stellenbosch, South Africa; and Almaty, Kazakhstan.

Notre Dame also offers programs in the Asia-Pacific region in Fremantle, Perth, and Sydney, Australia; Shanghai, Beijing, Shenzhen, and Hong Kong, China; Mumbai, India; Nagoya, Kyoto, and Tokyo, Japan; Seoul, South Korea; and Singapore.

The Rome International Scholars program offers a semester of specialized study in Rome and funding for disciplinary study and/or a practicum during the summer following the semester of study. The Sustainability Scholars Program offered in Santiago, Chile allows students from any academic discipline the opportunity to engage in sustainability-related coursework and independent research, with funding available for related travel and expenses.

Candidates for Alcoy, Amman, Angers, Berlin, Bologna, Geneva, Heidelberg, Nagoya, Paris, Puebla, Rome, Russia, Santiago, São Paulo (PUC-SP), and Toledo study abroad programs need to demonstrate skills in the language of the country to make their period of residence and study fully profitable. These skills may be developed through intensive or other language courses in the freshman or sophomore year. Previous study of the language in high school is mandatory for some programs.

Instruction is in Arabic and English in Amman; Chinese and English in Beijing, Shanghai, Shenzhen, and Hong Kong; English in Athens, Budapest, Dublin, Durham, Fremantle, Galway, Jerusalem, Kigali, Leuven, London, Mumbai, Norwich,

Oxford, Perth, Rabat, Seoul, Singapore, St. Andrews, Stellenbosch, and Sydney; French in Angers and Paris; German in Berlin and Heidelberg; Italian in Bologna; Italian and English in Rome; Japanese and English in Kyoto, Nagoya, and Tokyo; Portuguese and English in São Paulo; and instruction is in English and Spanish in Mexico City; and Spanish in Alcoy, Puebla, Santiago, and Toledo.

## SUMMER PROGRAMS

International summer programs for students who have completed at least one year of studies at Notre Dame are available in São Paulo, Brazil; Santiago, Chile; Paris, France; Corinth, Greece; Mumbai, India; Dublin, Ireland; Jerusalem, Israel; Milan and Rome, Italy; Mexico City, Mexico; Lisbon, Portugal; Warsaw, Poland; Cape Town, South Africa; Bangkok, Thailand; Kampala, Uganda; and London, United Kingdom. The locations of the faculty-led summer programs may vary from year to year. The length of the programs and the credits offered also vary by program.

Specialized summer programs include international internships through the Global Professional Experience in Brazil, Chile, China, India, Italy, Jerusalem, Kenya, Mexico, and the UK. See the Study Abroad website for detailed information about each summer program.

Additional summer programs abroad are sponsored by the College of Engineering in Alcoy, Spain; Berlin, Germany; Dublin, Ireland; London, United Kingdom; and Rome, Italy; by the Department of German and Russian in Germany; and by the East Asian Languages and Cultures in China.

## AUSTRALIA: FREMANTLE PROGRAM

## Semester

University of Notre Dame Australia (UNDA)  
Study Abroad Office | 32 Mouat Street | Fremantle,  
W. Australia 6160 | Australia

Students in the Colleges of Business and Arts & Letters enroll in courses at the University of Notre Dame Australia (UNDA) through this program. Students enroll in five courses (15 credits) either semester in any combination depending on their major, college requirements, and individual need. All students may take *Australian History and Society*, which includes an excursion to Broome. A list of course offerings for the fall normally is available around April and for the spring term around October.

## AUSTRALIA: PERTH PROGRAM

## Semester

University of Western Australia (UWA)  
35 Stirling Highway | Crawley 6009 | Perth, Western  
Australia | Australia

The Perth program is designed for juniors and is open to students from the colleges of Engineering

and Science. Students in Arts and Letters, especially pre-professional and anthropology majors, may also apply. Engineering students may be able to take a technical elective course at UWA and are encouraged to work closely with their advisors to identify appropriate options. All students will carry 30 UWA credit points, which translate to 15 Notre Dame credits. All students enroll in a self-guided, non-credit online course called Indigenous Studies Essentials, which all undergraduate students at UWA complete. Students have the opportunity to engage in research projects and for-credit internships during their semester in Perth.

## AUSTRALIA: SYDNEY PROGRAM

## Semester

University of Sydney  
Sydney Global Mobility | Level 4 Jane Foss Russell  
Building G02 | NSW 2006, Australia

The Sydney exchange program is designed for juniors and is open to students from the colleges of Engineering and Science. Students in Arts and Letters, especially pre-professional and anthropology majors, may also apply. The University of Sydney is Australia's first university (opened in 1852), and it continues to provide strong academic programming and student support as a member of Australia's prestigious "Group of Eight" research-intensive universities. Engineering & IT, Health Science, Law, Medicine, Nursing, Pharmacy, Science, Agriculture, and Veterinary Science represent just a few of the disciplines that are represented at the University.

## BELGIUM: LEUVEN PROGRAM

## Semester

Katholieke Universiteit Leuven (KU)  
Oude Markt 13, 3000 Leuven, Belgium

The exchange program at *Katholieke Universiteit Leuven* is open to qualified juniors and best suited for students in the College of Science. This program operates only in the Spring semester. Students will be able to take courses amongst the many sciences including Biophysics, Chemistry, Geology, etc. and will be taught by top researchers around Europe. Students will also have the opportunity to participate in research opportunities with the faculty during their time abroad.

## BRAZIL: SÃO PAULO PROGRAMS

## Semester

Fundação Getulio Vargas (FGV-EAESP)  
Casa Verde Building, Rua Silvia, 23,  
Building 05-10 & 12, Bela Vista, Brazil

The São Paulo School of Business Administration, FGV-EAESP, is widely recognized as the best business school in Brazil. Some Spanish or Portuguese proficiency is encouraged, but not required, as FGV offers a wide selection of business and elective courses in English. Students have the opportunity

## STUDY ABROAD

to take an intensive Portuguese language course and participate in an internship during the semester.

**Semester**

*Pontifícia Universidade Católica - São Paulo* (PUC-SP)  
R. Monte Alegre, 984 | Perdizes, São Paulo |  
SP, 05014-901, Brazil

Students with Portuguese proficiency may study at PUC-SP, a top-ranked private university in Brazil. PUC-SP offers courses primarily in the social sciences and humanities, as well as some degree programs in science, engineering and technology. This program is best suited for A&L students with an interest in studying Portuguese, Brazilian Studies, Poverty Studies or Sociology.

**CHILE: SANTIAGO PROGRAM****Semester or Academic Year**

*Pontificia Universidad Católica de Chile* (PUC)  
Campus San Joaquín | Av. Vicuña Mackenna 4860,  
Macul | Santiago, Chile

All participants in the Chile program begin the semester with a three-week language and cultural immersion pre-program in rural Chile. After the pre-program, students travel to Santiago, Chile, where they enroll in classes at the *Pontificia Universidad Católica* (UC-Chile). Students enroll in two or three classes at the UC-Chile in addition to two mandatory core courses: Spanish for Foreigners and Chilean Politics and Society, taught by the Santiago Global Center. Students may also choose to apply to participate in a service-learning course, *Approaches to Poverty and Development*, taught at *Universidad Alberto Hurtado*, or *God in Latin American Theology* taught at UC-Chile. All students live with host families in Santiago who are carefully selected by Notre Dame's on-site staff. The fall semester runs from mid-July through mid-December, and the spring program runs from early February through mid-July.

**CHINA: BEIJING PROGRAMS****Spring Semester**

Beijing-PKU | Peking University | 5 Yiheyuan Road  
| Haidian Qu | Beijing, China, 100080

The Beijing-PKU program is a direct enroll exchange program at Peking University that allows students to take their classes alongside local and other international students. The program is recommended for students from the College of Arts and Letters and the Mendoza College of Business, but students from the College of Science may also apply. Students can choose to study intensive Chinese language or take classes in English in a variety of subject areas.

**Semester**

Beijing-TBC/The Beijing Center/ No. 10 East Street  
Chaoyang District/ Beijing, China 100029

Participants in the Beijing Center program study China while living in China. There is no Chinese language prerequisite. All courses, except Chinese

language courses, are taught in English by local professors and practitioners in the fields of Asian studies, business, communication, fine and performing arts, history, literature, philosophy, political science, sociology, and theology. Students are required to take a Chinese language class. Each semester students participate in a cultural excursion—Silk Road Excursion in fall and Yunnan Trip in spring—that explores and expands understanding of the history and cultures of China. Students live on the campus of University of International Business and Economics (UIBE) where the Beijing Center is located.

**CHINA: HONG KONG PROGRAMS****Semester or Academic Year**

Chinese University of Hong Kong (CUHK)  
Shatin, N.T. | Hong Kong, China

The CUHK program is an exchange program open to juniors and is particularly suited to students studying the humanities, business, engineering, or science. CUHK is a bilingual, bicultural institution with local and international students and scholars. CUHK receives students from over 180 academic institutions worldwide. No Chinese language study is required, and students may choose from many courses that are taught in English or take courses taught in Chinese (if they meet the language requirement). Students may choose courses from the faculty of arts, business administration, engineering, science, or social science. In addition to this, students may also take courses from the International Asian Studies Program. This program includes Chinese, Asian, and international studies courses and Chinese language courses.

**Semester Program**

University of Hong Kong (HKU)  
Polfulam Road | Hong Kong, China

The HKU exchange program is open to juniors who wish to study in Hong Kong for one semester. The program is suited for students in the Colleges of Arts and Letters, Business, Engineering, or Science. No Chinese language is required. All courses (except those offered by the Department of Chinese) are taught in English. The University of Hong Kong is a dynamic, comprehensive university of world-class standing and a leading international institution of higher learning in Asia.

**Semester Program**

Hong Kong University of Science and Technology  
(HKUST)  
Clear Water Bay | Kowloon | Hong Kong, China

The HKUST program is an exchange program open to juniors and is particularly well-suited to students in the Colleges of Science and Engineering, although students from the Colleges of Arts and Letters and Business may also apply. HKUST is a top-rated international research university dedicated to excellence in education and research. HKUST receives students from over 250 academic institutions worldwide. No Chinese language study is required,

and students may choose from many courses that are taught in English or take courses taught in Chinese if they meet the language proficiency requirement. Internships are available.

**CHINA: SHANGHAI PROGRAM****Semester or Academic Year**

East China Normal University  
CIEE | 3663 North Zhongshan Road | Global  
Education Building, 4th Floor | Shanghai 200062  
China

Study Abroad offers this option in conjunction with the Council on International Educational Exchange (CIEE). 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 Chinese majors and minors. There are three study tracks: Accelerated Chinese Studies; Business, Language, and Culture; and China in a Global Context. There is no language prerequisite, but all students must take a Chinese-language course and other courses on Chinese history, culture, and politics offered in English. Organized group activities complement the classroom experience.

**DENMARK: COPENHAGEN PROGRAM****Semester**

DIS-Danish Institute for Study Abroad  
DIS Copenhagen | Vestergade 7 | 1456 Copenhagen  
| Denmark

DIS offers students engaging and challenging coursework taught by faculty practitioners in a variety of programs enriched by field studies, hands-on learning opportunities, and study tours across Europe. Cultural engagement opportunities integrate students into the local culture and students gain academic knowledge and intercultural skills to prepare for a globalized world. Students in design, environmental science/sustainability, pre-professional, and science studies will find a variety of study programs with DIS. All courses are taught in English.

**FRANCE: ANGERS PROGRAM****Semester or Academic Year**

*Université Catholique de l'Ouest* (UCO)  
CIDEF Office | 3, place André Leroy | BP 10808  
| 49008 Angers, France

The Angers program is open to sophomores and juniors in all colleges. Declared and prospective French majors must consult with the Department of Romance Languages and Literatures before they apply for the program. An academic year of two semesters begins with a month-long language intensive summer session, the *préstage*. Most Angers students take the bulk of courses within the *Centre International d'Etudes Françaises* (CIDEF), UCO's language institute. CIDEF students with advanced French language skills may also register for a *cours*

## STUDY ABROAD

*universitaire* directly at UCO. Students will be fully immersed in the French language as all courses are taught in French and students will have the opportunity to live a Parisian life with their host families.

**FRANCE: PARIS PROGRAM****Semester or Academic Year**

*Institut d'Études Politiques de Paris—Sciences-Po*  
13 rue de l'Université | 75007 Paris, France

In 1999, the University of Notre Dame began an exchange program with the *Institut d'Études Politiques de Paris (Sciences Po)*. Offered as a yearlong or a semester program, the Paris program is limited to students with a high level of French, an excellent grade point average, and a major in history, economics, sociology 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 certificate from *Sciences Po*, which is widely recognized in Europe and the United States.

**Semester or Academic Year**

*Université de la Sorbonne Nouvelle—*  
Sorbonne Nouvelle University (Paris III)  
8 avenue de Saint-Mandre | 75012 Paris, France

Located in the intellectual heart of Paris, the *Université de la Sorbonne Nouvelle* welcomes students for a semester or year-long exchange. Founded after the split of the historic University of Paris, Sorbonne Nouvelle University offers high-level multi-disciplinary degrees in fields of Modern Languages, Literature, Arts, Social, and Human Sciences. Qualified junior applicants will be immersed in the multitude of courses taught in French and English stretched across the three campuses located around Paris. Students interested in participating in this program will be presented with countless opportunities to integrate further into the Parisian culture and community at one of France's most internationally focused institutions.

**GERMANY: BERLIN PROGRAM****Spring Semester or Academic Year**

*Freie Universität Berlin*  
Boltzmannstrasse 4 | D 14195 Berlin | Germany

The Berlin Program is part of the Berlin Consortium for German Studies (BCGS), administered by Columbia University. This program is designed for students with at least two years of university-level German language instruction and is, therefore, typically open only to juniors. This program provides in-depth study of German language, culture, and society, and the opportunity to observe first-hand the emerging impact of a reunited Berlin—now considered Germany's cultural, political, and economic center—on the rest of Europe. The program begins with a six-week intensive language practicum; students then enroll in one course (taught by the BCGS directors) that reflects their academic interests, focusing on such topics as culture, politics,

history, literature, theater, or cinema, in addition to at least two courses at the university. Freie Universität Berlin offers a wide range of courses in the humanities, social sciences, and natural sciences. All coursework is conducted in German.

**GERMANY: HEIDELBERG PROGRAM****Semester or Academic Year**

*Heidelberg Universität*  
AJY | Hauptstrasse 133 | 69117 Heidelberg | Germany

This program provides in-depth study of German language, culture and society. The program begins with a four-week intensive course, *Aspects of Society and Culture in Contemporary Germany*, which provides the students with at least 60 hours of intensive language training and excursions to various cultural institutions around Heidelberg. Heidelberg Universität offers a wide range of courses in the humanities, social sciences, and natural sciences. All coursework is conducted in German.

**GREECE: ATHENS PROGRAM****Semester**

College Year in Athens (CYA)  
CYA/DIKEMES | 5 Plateia Stadiou | GR-116 35 Athens | Greece

CYA offers an extensive range of academically outstanding courses and unique learning opportunities spanning a wide range of disciplines from Ancient to Contemporary studies, enriched by hands-on learning opportunities and on-site classes. In addition to Anthropology, Art History & Archaeology, and Classical Languages of Ancient Greek and Latin, students are offered classes in Communications, Economics, Environmental Studies, History, Literature, Modern Greek, Philosophy, Political Science & International Relations, Religion, and Urbanism & Sustainability. Notre Dame students attending this program will study with students from other American universities who are also studying at CYA.

**HUNGARY: BUDAPEST PROGRAM****Semester**

Budapest Semesters in Mathematics (BSM)  
Bethlen Gábor tér 2, Budapest, 1071 Hungary

This program is designed for high-achieving mathematics majors eager to explore a wide variety of topics at the intermediate and advanced level. BSM classes are held at the College International, a Hungarian-based educational institution focusing on international students studying in Budapest, and taught in English by eminent international scholars. Students in the Budapest program have the option to participate in a two-week intensive Hungarian language course prior to the start of the semester.

**INDIA: MUMBAI PROGRAM****Fall Semester**

St. Xavier's College  
5, Mahapalika Marg, Mumbai, Maharashtra 400001

The program with St. Xavier's College in Mumbai is one of Notre Dame's exchange programs. The India-focused curriculum is ideal for students in the College of Arts & Letters and may also be suitable for students in the College of Science, as courses are offered in a variety of subject areas. Students will integrate directly into the campus community and take courses alongside local students. They will also have the opportunity to work with local NGOs and participate in a variety of service activities in Mumbai.

**IRELAND: DUBLIN PROGRAMS****Semester**

University College Dublin (UCD)  
Belfield | Dublin 4, Ireland  
Trinity College Dublin (TCD)  
College Green | Dublin 2, Ireland  
Dublin City University (DCU)  
International Office | Drumcondra | Dublin 9, Ireland

The Dublin programs at University College Dublin, Trinity College Dublin, Dublin City University are available to qualified juniors. Students will enroll in courses in their majors at one of the three universities and will also take a course at the Dublin Global Gateway, also known as the O'Connell House. For course offerings at the Irish universities, check the Study Abroad website. The Introduction to Ireland course taught at the Dublin Global Gateway is mandatory for all program participants. The Center may also offer an Irish Literature course during certain semesters. Students will live in dormitories at the respective universities with Irish and other international students. Dublin City University is *only* for students majoring in Computer Science and Engineering and Business Analytics.

**IRELAND: GALWAY PROGRAM****Semester**

The University of Galway  
International Office | 7 Distillery Road | Galway, Ireland

Notre Dame students have an opportunity to study in the cultural center of Ireland at the University of Galway, the largest and oldest university in the west of Ireland. It is a leading research university in biomedical science and engineering, marine science, energy and environmental science. Additionally, the University of Galway promotes study of the humanities, including Irish Studies, to provide for the study of modern and contemporary Irish literature, music, history, language and culture.



## STUDY ABROAD

**ISRAEL: JERUSALEM PROGRAM****Semester**

University of Notre Dame at Tantur  
PO Box 11381 | 91113 Jerusalem, Israel

Notre Dame's program in Jerusalem at Tantur is located on a hilltop on the road from Jerusalem to Bethlehem. Students will take courses at Tantur. Additionally, students can choose from a variety of classes offered in English at local universities, including Hebrew University and Bethlehem University. Taking classes at these institutions affords them the opportunity to interact with local students from Israel and Palestine. Arabic and Hebrew language classes are also available. Students will also have the opportunity to participate in internships, for credit, with NGOs. There will be numerous excursions throughout the Holy Land, which serves to enhance the material covered in classes.

**ISRAEL: TEL AVIV PROGRAM****Spring Semester**

Tel Aviv University (TAU)  
Tel Aviv 69978, Israel

The Tel Aviv exchange program allows Notre Dame students the opportunity to study and live directly alongside their peers at Tel Aviv University (TAU). Students attend classes at TAU and live with fellow international students in student dorms or apartments in downtown Tel Aviv. TAU offers coursework suitable for Arts and Letters students, particularly those in the following majors: History, Philosophy, Middle Eastern Studies, Political Science, Pre-Law, Psychology, American Studies, and Arabic language. Opportunities may be available for students in the College of Science and the College of Engineering. TAU is about 40 minutes away from The University of Notre Dame at Tantur (UNDT) facility, home of the Jerusalem Global Gateway undergraduate program and the Tantur Ecumenical Institute.

**ITALY: BOLOGNA PROGRAM****Semester or Academic Year**

*Università di Bologna (UniBo)*  
Bologna Consortial Studies Program | Via Val d'Aposa, 7-ANT 15 | 40123 Bologna BO | Italy

Students matriculate at the *Università di Bologna (UniBo)* through Notre Dame's association with the Bologna Consortial Studies Program (BCSP), administered by Indiana University. Typically, students are juniors at the time of participation and have completed the equivalent of four, preferably five, college-level Italian courses. Students attend a four-week preparatory pre-session in September before beginning classes at UniBo. Organized group activities complement the classroom experience. Direct matriculation at the University of Bologna, one of Italy's premier universities, coupled with living in apartments with Italian students, provides a genuine experience of Italian university life and

contributes to the attainment of oral and written fluency in Italian.

**ITALY: ROME – AME PROGRAM****Semester**

Rome Global Gateway and Roma Sapienza  
Rome Global Gateway | Via Ostilia, 15 | 00184 Rome | Italy

The Rome Aerospace and Mechanical Engineering (AME) Program is taught by Notre Dame faculty at the Rome Global Gateway in cooperation with La Sapienza. Students will take three AME courses, one Global Gateway course, *All Roads Lead to Rome*, and one theology course that may vary from year to year. Proficiency in Italian language is not required; instruction is in English. Participants must be approved by the College of Engineering.

**ITALY: ROME – ICCS PROGRAM****Semester**

The Intercollegiate Center for Classical Studies (ICCS)  
ICCS & Duke University in Rome | Via A. Algardi, 19 | 00152, Rome | Italy

A select number of Notre Dame students can participate for one semester in the Intercollegiate Center for Classical Studies, a consortium of 90 colleges and universities under the management of Duke University. ICCS provides students with an opportunity in Rome to study ancient history and archaeology, Latin and Greek language and literature, and art history. Applicants must be at least sophomores majoring in classics, classical history, or archaeology, or must be art history majors with a strong classical background. Proficiency in Italian language is not required. Participants are nominated by members of the Notre Dame Classics department. Acceptance into the Rome-ICCS Program is highly selective.

**ITALY: ROME UNDERGRADUATE PROGRAM****Semester**

John Cabot University (JCU)  
Via della Lungara, 233 | 00165 Rome | Italy

Students from all colleges can enroll in classes at John Cabot University, an American university in Rome, which offers courses in art, business, classics, government, history, literature, philosophy, theology, and psychology. All courses are taught in English with the exception of Italian language classes. Many 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 and minor. All students are required to have at least two semesters of college-level Italian or the equivalent prior to application or during the application year and to take one Italian-language course during the semester or year in Rome. For a listing of all courses offered at John Cabot, check the Study Abroad website.

Additionally, all students are required to enroll in two courses taught at Notre Dame's Global Gateway in Rome: *All Roads Lead to Rome* and *Experiencing Rome through Community-Engaged Learning*. These courses are taught by ND faculty on site.

**JAPAN: KYOTO PROGRAM****Spring Semester**

Yoshida-honmachi, Sakyo-ku | Kyoto 606-8501 | Japan

The Kyoto program offers immersion in the rich history and culture of the ancient imperial capital while providing students with academic opportunities at a top research institution. In the KU International Education Program (KUINEP), Notre Dame's exchange students can take liberal arts and science coursework conducted in English with other international and Kyoto University students. For students proficient in Japanese, mainstreamed classes are conducted in Japanese in the KU General Exchange program. In both programs, students may take Japanese language courses offered by the Education Center for Japanese Language and Culture. Students will live in one of the Kyoto University International Houses for international students and researchers.

**JAPAN: NAGOYA PROGRAM****Semester or Academic Year**

Center for Japanese Studies, Nanzan University  
18 Yamazato-Cho, Showa-ku | Nagoya 466-8673, Japan

The Nagoya program is designed for Japanese language majors. Students are required to take an 8-credit Japanese language course at the appropriate level each semester. Students choose their other courses in the areas of Japanese society, literature, religion, business, economics, and history. Except for Japanese language classes, content courses are taught in English, and the subject matter is often placed in a larger Asian context.

**JAPAN: TOKYO PROGRAMS****Spring Semester**

Sophia University  
Yotsuya Campus | 7-1 Kioi-cho Chiyoda-ku | Tokyo 102-8554 Japan

The exchange program at Sophia University is open to sophomores and juniors who are interested in pursuing either a fully English-taught program or the Japanese language program. Students may choose from a wide variety of courses taught in English, including business and economics, science and technology, and the liberal arts. Prior knowledge of Japanese language is not required for participation on this program. Organized group activities between local and international students enhance the overall experience.

## STUDY ABROAD

**Spring Semester**

Keio University  
International Exchange Services Group | Office of  
Student Services | 2-15-45 Mita, Minato-ku | Tokyo  
108-8345 Japan

In this exchange program, students may choose to enroll in either the Japanese Language Program (JLP), with a focus on intensive language and culture studies, or the Keio International Program (KIP), with access to content classes taught in English. This comprehensive program is specially designed for exchange students who want to study about Japan and East/Southeast Asia in English and to take Japanese language courses as well. Students with advanced Japanese proficiency may take full-time undergraduate courses taught in Japanese.

**KAZAKHSTAN: ALMATY PROGRAMS****Semester or Academic Year**

Al-Farabi Kazakh National University  
Al-Farabi Avenue 71 | Almaty 050040 |  
Kazakhstan

This program provides an intensive, immersion-based study of Russian language with an emphasis on Central Asian culture and society. Coursework typically includes phonetics, grammar, and conversation, as well as composition, oral comprehension, and reading. Language courses also cover topics in literature, history, politics, culture, mass media, and area studies. The program offers a wide range of extracurricular activities, including volunteer opportunities and community service, regional field studies, conversation partners, and discussion groups with local students.

**JORDAN: AMMAN PROGRAM****Academic Year or Semester**

CIEE Center | #1 Rifa Al-Ansari St. | Khalifeh Plaza  
#505 | PO Box 13434 | Amman, 11942, Jordan

This program is offered in conjunction with the Council for International Educational Exchange (CIEE). Students choose to enroll in an intensive Advanced Arabic language program or Middle East Studies program. Housing options offer living with a host family or in an apartment. Organized group excursions complement the classroom experience. Arabic language classes are required with elective area studies courses offered in English each semester. The Amman program is recommended for Arabic majors.

**MEXICO: PUEBLA PROGRAM****Semester**

*Universidad Popular Autónoma del Estado de Puebla* (UPAEP)  
21 sur #1103 Barrio de Santiago | CP 72410 |  
Puebla, Pue. Mexico

The program is open to students from all colleges at Notre Dame with the equivalent of four semesters or better in Spanish language. Notre Dame offers a

pre-medical program in the fall semester at UPAEP, which includes the first semester of General Physics (taught in English) and internships with Mexican doctors. During the spring semester, students may participate in an internship in a variety of fields such as public policy, business, sustainability, or education. International excursions are also a part of the spring semester. Excursions are coordinated by on site ND staff. Students live together in an apartment complex or live with host families.

**Semester**

*Tecnologico de Monterrey-Ciudad de Mexico Campus*  
Calle del Puente #222 | Col. de Huipulco |  
Tlalpan, 14380, Mexico D.F., Mexico

This is an exchange program with Mexico City campus of Tec de Monterrey, a private, non-profit institution that is consistently ranked the top university in Mexico and one of the top 10 universities in Latin America. There are course offerings in both English and Spanish in engineering, sciences, business, economics, political science, global affairs, communication, arts and design, and more. Students have the opportunity to apply for research or an internship, and they can also take up to three Tec21 Block courses during a semester which offer hands-on learning experiences. Students live with a local host family vetted by Tec de Monterrey.

**MOROCCO: RABAT PROGRAM****Semester**

School for International Training (SIT)  
CCCL | Avenue Laalou, Derbjirari | Zankat  
Elhassani, #11 | Rabat Medina, Morocco 10101

Through the School for International Training (SIT), students participate in one of two thematic courses of study: Migration and Transnational Identity, or Multiculturalism and Human Rights. Each track includes a core course that focuses on the specific theme, language study, an independent study project, and program excursions that enrich an understanding of Morocco's history, development issues, cultural diversity, environmental issues, and questions regarding civil society. During the field study, students identify topics to investigate for the final Individual Study Project or internship. Special program features include living with a host family and engaging in deep cultural and academic experiences through educational excursions.

**RWANDA: KIGALI PROGRAM****Semester**

School for International Training  
Kacyiru South, No. 24, KG3 | Gasabo District  
Kacyiru Sector, Kamatamu Cell | Kigali, Rwanda

Through the School for International Training (SIT), the Post-Genocide Restoration and Peacebuilding program examines the origins of conflict in Rwanda and the challenges and opportunities of post-conflict restoration and peacebuilding. The program combines course work with field study during which

students identify topics of interest that they pursue for the final Individual Study Project or internship. Special program features include living with a host family and deep cultural and academic engagement through educational excursions.

**SEMINARIAN PROGRAMS: VARIOUS LOCATIONS****Semester****Rome**

Pontifical University of Saint Thomas Aquinas (Angelicum)  
Largo Angelicum 1, Roma, Italy

**Santiago**

Pontificia Universidad Catolica de Chile (PUC)  
Campus San Joaquín, Av. Vicuña Mackenna 4860,  
Macul | Santiago, Chile

**Twickenham**

St. Mary's University  
Waldegrave Road | Strawberry Hill,  
Twickenham | London, United Kingdom

The Seminarian study abroad programs are designed specifically for Old College undergraduate students. Old Collegians can study abroad in Rome, Italy, Santiago, Chile; or Twickenham, England while continuing their discernment toward a call to religious life. Students will take classes that fulfill degree requirements, live in community with other seminarians and novices from around the world, and gain pastoral experience in parishes, schools, hospitals, or hospice care.

**SINGAPORE: SINGAPORE PROGRAM****Semester**

National University of Singapore (NUS)  
21 Lower Kent Ridge Road | Singapore 119077

NUS offers a global approach to education and research, with a focus on Asian perspectives and expertise for select exchange students. NUS is a vibrant English-speaking comprehensive university with 16 faculties/schools offering courses from arts and social science to history, engineering, and the sciences. A comprehensive English course list is announced every year and is available online for students to view. Areas of study include arts/design, engineering, English, foreign languages, global studies, health, humanities, journalism, law, life sciences, other physical sciences, social sciences, and sustainability. Most students at this leading global university live on campus in dormitories.

**SOUTH AFRICA: STELLENBOSCH PROGRAM****Semester**

Stellenbosch University | Victoria St., Stellenbosch  
Central | 7602 Stellenbosch, South Africa

Participating in the South Africa program allows Notre Dame students the opportunity to study and live directly alongside their peers at Stellenbosch

## STUDY ABROAD

University through this exchange program. Students attend classes at Stellenbosch University and live with both local students and fellow international students in student dorms. Coursework introduces students to South African society and history by exploring topics such as transitional justice, social identity and inequality, agriculture, and the role of gender from a South African perspective. If interested, students also have the option to take an Afrikaans or isiXhosa language course. Though best suited for students in the College of Arts and Letters, opportunities may be available for students in the College of Science and the College of Engineering. Stellenbosch University's close proximity to Cape Town allows students to explore the varied landscapes of South Africa through numerous organized excursions.

**SOUTH KOREA: SEOUL PROGRAM****Semester**

Yonsei University  
50 Yonsei-ro, Seodaemun-gu | Seoul, Korea 120-749

The Seoul exchange program is open to sophomores and juniors. It is particularly suited to students in Liberal Arts, Economics, Business, Science, Engineering, Life System, Korean Language, Social Science, and Korean Studies. Yonsei is a private Christian research institution with local and international students and scholars and is one of the oldest universities in South Korea. Yonsei receives students from more than 290 academic institutions worldwide. Instruction is in Korean but students may also choose from over 800 courses that are taught in English, and Korean language skills are not a requirement to participate in the program. Students may also choose courses from the various other faculties.

**SPAIN: ALCOY PROGRAM****Spring Semester**

Polytechnic University of Valencia-Alcoy  
Campus de Alcoy | Plaza Ferradiz y Carbonell |  
03801 Alcoy (Alicante) | Spain

This exchange program accepts Notre Dame undergraduate engineering students to study during the spring semester of their sophomore or junior academic year. The program is designed for undergraduate computer science and computer engineering students. Courses are conducted through the Polytechnic University of Valencia in Alcoy, Spain. Courses are taught in Spanish.

**SPAIN: TOLEDO PROGRAM****Semester or Academic Year**

*Fundación Ortega-Marañón (FOM)*  
Callejon de San Justo | 45001 Toledo, Spain

The Toledo program is open to students of all majors, but is a particularly good fit for those in the College of Arts & Letters due to the program's abundance of courses in the arts and humanities.

Students may study during the fall or spring semester and must have completed the equivalent of four semesters of college-level Spanish before arriving on-site. All classes in the Toledo program are taught fully in Spanish. A philosophy course is offered in the fall only; a theology course is offered in both fall and spring. Credit-bearing internships are available in Toledo. Students may apply for internships in several areas, including government, the arts, social service, and communications. Students can choose to live in a dormitory with other students, or with a local host family vetted by the program staff.

**SWITZERLAND: GENEVA PROGRAM****Spring Semester**

University of Geneva (UNIGE), CERN  
24, rue du Général-Dufour | 1211 Geneve 4 |  
Switzerland

Through Boston University's Geneva-Physics program, qualified students have the opportunity to study at the world's leading center for advanced research in particle physics. This program combines upper level coursework in quantum physics and electrodynamics at the University of Geneva (UNIGE), with directed research at the European Organization for Nuclear Research (CERN). This program is highly selective and open to qualified juniors with a major in Physics and a minimum of two semesters of college-level French or the equivalent. Additionally, students will be required to enroll in and complete a scientific French-language tutorial during the semester prior to studying abroad.

**UNITED KINGDOM: DURHAM PROGRAM****Academic Year**

Durham University  
Stockton Road, DURHAM, DH1 3LE, UK

Durham is one of the UK's most historic universities and one of the world's leading universities in the rankings, with academic staff who are acknowledged as experts in their fields and are at the forefront in their subjects. Students participating in this program have the opportunity to engage in a number of research opportunities and are encouraged to work independently using all the academic resources which are available. Modules are taught via a combination of lectures, tutorials or a research project depending on your area of study. Durham University operates in three terms from September through June. Students from Arts & Letters, Engineering, Science and Mendoza are eligible to apply.

**UNITED KINGDOM: LONDON UNDERGRADUATE PROGRAM****Semester**

Notre Dame London Global Gateway  
1 Suffolk Street | London SW1Y 4HG | United Kingdom

The London Undergraduate Program was initiated in 1981 as an Arts and Letters program and has

since expanded to provide an opportunity for all Notre Dame undergraduates from the colleges of arts and letters, business, engineering, and science to spend one semester of their junior year in the London Undergraduate Program. While in London, students take classes offered by Notre Dame and British professors at the Notre Dame London Global Gateway near Trafalgar Square. Notre Dame's British faculty is selected to include experts whose work is internationally recognized in their fields. Students participating in the program live as a group in Conway Hall, a Notre Dame residential facility with supervision provided by the program. Arts and Letters students who are interested in independent research can apply to be a Kennedy Scholar. Those selected to be Kennedy Scholars participate in a 3-credit research seminar in which they examine research methodologies, visit prominent centers of research and culture, and ultimately prepare individual prospectuses for senior projects. Additionally, they take four other courses offered at the London Global Gateway. Kennedy Scholars will be eligible to apply for various research grants to begin or continue their research in the summer following their semester in London or early in their senior year. In particular, these students will be extremely qualified for a prestigious Kennedy Undergraduate Research Opportunity Program (UROP) grant.

**UNITED KINGDOM: NORWICH PROGRAM****Semester**

University of East Anglia (UEA)  
Norwich Research Park | Norwich NR4 7TJ |  
United Kingdom

Notre Dame students can enroll in UEA's wide range of courses in American studies, American and English literature, and creative writing. The School of American Studies has a special reputation in creative writing. The School houses the Arthur Miller Centre for American Studies, which hosts an annual international literary festival featuring notable writers. The UEA exchange program is open to juniors with a GPA of 3.0 or higher.

**UNITED KINGDOM: OXFORD PROGRAM****Academic Year**

New College and Oriel College, Oxford University  
Oriel Square | Oxford, OX1 4EW

This program provides juniors in the colleges of science, engineering, and arts and letters the opportunity to study at Oxford for a full academic year. Each Oxford college dictates the fields in which they will accept students. It is required that candidates have an overall GPA of 3.8 at the time of application. At Oxford, students participate in Oxford's celebrated tutorial system. Students work individually or in small groups with a tutor to pursue their major courses of study in depth. Tutors are full-time faculty at Oxford. They include some of the most accomplished scholars in the world in their



## MOREAU FIRST YEAR EXPERIENCE

fields. Participating students live in New College or Oriel College accommodations.

**UNITED KINGDOM: ST ANDREWS PROGRAM****Semester**

University of St Andrews  
College Gate | St Andrews | KY16 9AJ | Fife,  
Scotland, UK

The University of St Andrews is renowned for its academic strength in numerous disciplines. This selective program is open to other majors including psychology and other disciplines for students with a minimum 3.5 cumulative GPA. Students apply in the fall semester of their sophomore year to study at St Andrews in either semester of their junior year.

Detailed information for all study abroad programs can be found at [studyabroad.nd.edu](http://studyabroad.nd.edu). Questions for study abroad can be sent to [studyabroad@nd.edu](mailto:studyabroad@nd.edu).

**DOMESTIC OFF-CAMPUS PROGRAMS**

In addition to the study abroad options coordinated by Notre Dame International, there are other off-campus experiences managed by the colleges and departments during the fall, spring, and summer semesters for students to pursue academic interests at locations within the United States.

**WASHINGTON, D.C.: THE WASHINGTON PROGRAM****Semester**

University of Notre Dame Washington Program  
1400 16th St, NW  
Washington, D.C. 20036

The University of Notre Dame Washington Program offers students the ability to study off-campus, becoming immersed in the political and cultural life of Washington DC. In the semester-long program, students take classes focused on politics and policy as well as intern part-time. The Program not only affords students an opportunity to experience big city living and culture, it provides students with a unique opportunity to gain work experience and engage in career discernment. More information can be found at <https://washingtonprogram.nd.edu/>.

## Moreau First Year Experience

**"[Education] is the art of helping young people to completeness..."**

*from Blessed Basil Moreau, Christian Education*

The Moreau First Year Experience is a required component of the University of Notre Dame's [Core Curriculum](#). The course fosters students' personal development by asking central human questions and discussing important contemporary topics that lead to having meaningful conversations that matter.

Through these conversations, the course inspires students to cultivate, in the words of the [Notre Dame Mission Statement](#), the "disciplined habits of mind, body, and spirit that are characteristic of educated, skilled, and free human beings." The vision is grounded on the belief that all human beings are created in God's image and likeness, and therefore affirms the dignity and respect for all peoples regardless of race, gender, sexual orientation, socioeconomic status, ability or other forms of difference.

Guided by the [Spirit of Inclusion at Notre Dame](#), the course promotes diversity, equity and inclusion as integral elements of Notre Dame's education in such a way it creates "a sense of human solidarity and concern for the common good that will bear fruit as learning becomes service to justice" ([Notre Dame Mission Statement](#)).

Animated by Notre Dame's vision of Catholic education, the course believes that personal development is pursued in the context of community in which diverse perspectives, experiences, and backgrounds converge to heal, unify, enlighten, and transform the world. Through the gifts of each person, students are invited to engage with practices of defining, discerning, and developing a vision of a life well-lived.

The two-semester course sequence challenges students to individually encounter and respond to the invitation of personal development. In the fall, the FYS 10101 course challenges students to respond meaningfully to this invitation by meeting the following objectives: 1) deepening self-knowledge 2) defining beliefs and values. In the spring, the FYS 10102 course equips students to apply a deepened level of self-knowledge to meet the following objectives: 3) discern possible ways of living life 4) develop and pursue a vision of a life well-lived.

The course is a collaborative endeavor shared between the Undergraduate Education, the Division of Student Affairs, and first-year students. The course utilizes a flipped-classroom model to prioritize critical, independent thinking and discussion as a way of active, integrative student-centered learning. The course speaks to the imperatives of the University Strategic Plan for Undergraduate Education by ensuring that Catholic culture informs an integral part of new students' education; by nurturing the formation of students' mind, body, and spirit; by

enriching the integration of students' intellectual, extracurricular, and residential experiences; and by deepening students' global engagement. More information can be found at [moreaufirstyear.nd.edu](http://moreaufirstyear.nd.edu).

**COURSE DESCRIPTIONS**

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting the subject *First Year of Studies*. Course descriptions can be found by clicking on the subject code and course number in the search results.

## Information Technologies

The Office of Information Technologies (OIT) is the central division that supports enterprise-wide computing for Notre Dame. The OIT provides the products and services that you will use every day to complete tasks related to your studies and jobs.

Notre Dame provides students with an @nd.edu email account hosted by Google. Google also provides students with access to Google Apps such as Calendar, Drive and Chat.

Each student living in undergraduate residence halls and graduate student residences has access to the internet via a dedicated ethernet jack or wireless, which is available throughout most of campus.

A distributed cellular antenna system (DAS) in various campus locations provides enhanced coverage for major cellular telephone providers, including AT&T, Sprint/T-Mobile and Verizon Wireless.

Printers are located in each residence hall, many computer labs and other key locations. Undergraduate students receive a print quota each academic year for printing on PrintND printers. Additional quota can be purchased if needed.

The OIT supports computer labs across campus. Students, faculty, and staff have access to these labs that contain both Windows and Mac computers, as well as virtual desktops that can be used to also access licensed software.

The OIT Help Desk can provide assistance to students with computer questions, as well as questions about supported software applications, network configuration, operating system, file storage, etc. You can reach the Help Desk via phone at 574-631-8111 or email at [oithelp@nd.edu](mailto:oithelp@nd.edu). It is located at 115 DeBartolo Hall.

An extensive knowledge base and self-service portal ([servicenow.nd.edu](http://servicenow.nd.edu)) is also available 24/7. It can be used to find most answers to IT questions with the convenient search or automated chat feature.

Students and faculty can also take advantage of a variety of media services through Notre Dame Studios. These services include video streaming, video and audio production, virtual events and post-production services.

Audio Video Technologies works closely with the Office of the Registrar to design, build, and support technology-enhanced learning spaces on campus. There are many classrooms equipped with audio video systems that allow students, faculty and guests to present information from a variety of digital sources. Audio and video conferencing services are also available to students.

For classroom presentations or projects, students can check out a variety of audio-visual equipment (cameras, audio recorders, microphones, projectors, etc.) at no charge from the OIT Help Desk.

Computer training classes are available to students at no charge through the OIT on a wide range of software and applications.

In addition to mainstream computing services, the OIT, in partnership with the Office of Research, works with the Center for Research Computing (CRC) to support computationally intensive work, large dataset management, and data visualization for the undergraduate, graduate and campus research communities. The University provides access to national supercomputing and data resource facilities via Internet2. It provides high bandwidth access to about 200 leading research universities and supercomputing centers.

Anyone using Notre Dame computers and network resources must comply with guidelines set forth in the *Responsible Use of Data & Information Technology Resources Policy*.

For complete information about OIT services and how to obtain them go to: [oit.nd.edu](http://oit.nd.edu).

## The Meruelo Family Center for Career Development

The Meruelo Family Center for Career Development serves all Notre Dame undergraduate students in all stages of the career development process. The staff of professionals prepare students for lifelong career readiness by guiding them to discern, pursue, and achieve career goals that align with their values, interests, and skills.

### OUR SERVICES

**One-on-One Appointments**—Our career consultants and counselors meet with students to assist with self-assessment, career decisionmaking, industry exploration, resumes, cover letters, job and internship searches, and interviewing. Appointments can be scheduled through Handshake.

**Workshops**—Career counselors host career development skill-building workshops on numerous topics, including but not limited to: resumes, networking, interviewing, and industry-specific job search strategies.

### On-Campus Recruiting and Handshake

**Database**—Handshake is the University of Notre Dame's centralized career management platform where students can research employers, search for internships and full-time jobs, network with other students and employers, schedule career counseling appointments, RSVP for workshops and events, and much more.

**Internship Funding Program**—This program is designed to aid students who wish to enter into an internship whose pay does not meet the standard cost of living. The Center for Career Development provides financial awards assisting students with living expenses while participating in full-time paid and unpaid internships or research.

**Interview Rooms**—The Center for Career Development offers 40+ rooms on the 5th floor of Duncan Student Center where students can interview with employers participating in on-campus recruiting. Rooms are available for virtual interviewing and post-graduate exam preparation.

For additional information, contact:  
Meruelo Family Center for Career Development  
504 Duncan Student Center  
Notre Dame, Indiana 46556  
(574) 631-5200  
[careerdevelopment.nd.edu](http://careerdevelopment.nd.edu)  
[careerdevelopment@nd.edu](mailto:careerdevelopment@nd.edu)

### Hours of Operation

- Monday–Friday: 8:00 am to 5:00 pm
- 15-minute walk-in appointments and peer student advisor consultations are available when regular classes are in session. Virtual appointments are available upon request. For the most up to date information, visit: [careerdevelopment.nd.edu](http://careerdevelopment.nd.edu).
- Virtual appointments are available upon request.

## Holy Cross Seminary Formation

The undergraduate seminary (Old College) is housed in the original campus structure built in 1843 by Notre Dame's founder, Holy Cross priest Rev. Edward Sorin, C.S.C., and 7 Holy Cross brothers. It serves as the residence for those undergraduate men who are exploring a vocation as a priest or brother in the Congregation of Holy Cross. With more than 50 men in formation in the United States alone, Holy Cross is a growing, international religious community with 1,400 priests, brothers, seminarians, and brothers in formation in 16 countries throughout the world.

Old College provides an introduction to religious life and ministry in Holy Cross through participation in daily Mass, the Divine Office, Eucharistic Adoration, spiritual direction, service placements, weekly community nights, retreats, and academics (including courses in philosophy and theology). Students in Old College may select their major and tailor the rest of their academic program accordingly. Old Collegians take all classes with other Notre Dame students and actively participate in clubs, organizations, and other aspects of campus life. They are also encouraged to spend a semester or year abroad. 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 scholasticate (house of studies) for the Congregation of Holy Cross in the United States. It is the formation community for both postulants and for temporarily-professed seminarians and brothers.

The one-year Postulancy is a pre-Novitiate year designed for those with a bachelor's degree in any field who wish to discern a vocation to priesthood or brotherhood within vowed religious life. Postulants typically take 15 hours of philosophy and/or theology credits at the University each semester and have ministry placements supervised by seminary staff.

Upon completion of the Novitiate, newly-professed seminarians and brothers begin their formal theological studies and pastoral training in the Master of Divinity program at Notre Dame.

Postulants, seminarians, and brother scholastics live together at Moreau Seminary with perpetually-professed Holy Cross priests and brothers. They discern their vocation and prepare for active ministry by way of human, spiritual, intellectual, and pastoral formation. They receive regular spiritual direction and participate in a vibrant community life centered around common prayer (e.g., daily Mass, Divine Office, and Eucharistic Adoration) and common table.

Applicants to Old College and to Moreau Seminary must be practicing Roman Catholics in good standing with the Church and of strong personal character, with a demonstrated commitment to prayer and apostolic ministry. Admission is selective, and personal interviews are required for acceptance into both programs. Tuition scholarship assistance is provided.

For additional information, please contact:

Director, Office of Vocations  
PO Box 541  
Notre Dame, IN 46556  
[vocation.1@nd.edu](mailto:vocation.1@nd.edu)  
[holycrossvocations.org](http://holycrossvocations.org)  
574-631-6385

## 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.

# Center for University Advising and First Year Advising

*Assistant Provost for Academic Advising  
and Director, Center for University Advising:*  
Elly Brenner

*Director, First Year Advising:*  
James Creech

*Advisors:*  
Timothy Berkey; Robyn Centilli; Elizabeth  
Clark; Samantha Cloon; Drew Espeseth; David  
Griffith; Jen Kau Hake; Kelly Harrington; Sarah  
Heiman; Mark Kettler; Cecilia Lucero; Katharine  
Mahon; Gabriella Ochoa; Kristy Patterson; Sarah  
Priebe; Melvin Tardy; Tracey Thomas; Lindsay  
Wulf

*Director, Learning Resource Center:*  
Nahid Erfan Alexandrou

*Director, Educational Discernment Initiatives:*  
Rev. Kevin Sandberg, C.S.C.

*Director, Academic Services:*  
Chris Temple

*Director, First Year Student Engagement:*  
Andrew Whittington

## OVERVIEW

The Center for University Advising, home of First Year Advising, offers mentorship, support, and guidance as students cross the threshold into university life and enter their next chapter of scholarship. The Center serves first-year students in a particular way by providing personalized and professional academic advising and transformative learning experiences and resources.

Within the Center for University Advising, the Office of First Year Advising serves as the advising nexus for incoming first-year students. It utilizes an integrative paradigm for student engagement. Discernment, exploration, and academic planning are the essential touchstones for its work. Student-centered advising is one of the hallmarks of a Notre Dame education. Students are encouraged to think of their intellectual growth along a four-year arc, with required and elective courses providing an educational experience with substantial breadth and depth.

First Year Advisors challenge students to: think carefully about how to make the most of their learning opportunities; hone existing talents; acquire new competencies; and cultivate areas of specialization that reflect both their interests and passions. They also assist students in working toward realization of nine learning outcomes. Collectively, these objectives aim to help students communicate effectively; formulate appropriate learning goals and strategies; become good decision makers; gain proficiency in academic planning; engage in learning self-assessment; become integrative thinkers; develop resilience; prepare to become life-long learners; and cultivate those capacities requisite for discernment.

Starting in their first-year, students select [courses](#) that reflect their college or school intent, likely major (if already determined), emerging interests, and the University's [Core Curriculum](#). The goal of the Core Curriculum is to expose students to various intellectual modalities for comprehending and interacting with the larger world. These eleven "[ways of knowing](#)" are intellectual pathways reflective of several of the University's "[Learning Outcomes for Undergraduates](#)." The process of building such a schedule is undertaken with the assistance of members of our first-year advising teams. Specific information on course options for first-year students is found on the Center for University Advising website at <https://advising.nd.edu/first-year-and-incoming-students/>.

The Office of First Year Advising provides complementary academic support and other programming for intellectual enrichment and to foster connections between faculty members, staff, and students.

## MOREAU FIRST YEAR EXPERIENCE

A distinctive feature of our undergraduate curriculum is the Moreau First Year Experience, which exposes students to the values informing a Catholic education in the tradition of the Congregation of Holy Cross. Details can be found online at <https://corecurriculum.nd.edu/moreau-first-year-experience/>

## VOLUNTARY COURSES

Each year, the Office of First Year Advising offers a number of voluntary courses for first-year students. Those projected to be offered in Academic Year 2023–24 can be found on the First Year Advising website at <https://advising.nd.edu/first-year-and-incoming-students/academic-engagement/>.

## CREDIT AND/OR PLACEMENT BY EXAMINATION

Up-to-date information on Advanced Placement (AP), International Baccalaureate (IB), and other forms of exam-based course credit pertinent to first-year students is maintained on the First Year Advising website at <https://advising.nd.edu/first-year-and-incoming-students/requirements-and-credits/advanced-credit-and-placements/>. Synoptic charts of exams and equivalences appear below.

## CENTER FOR UNIVERSITY ADVISING AND FIRST YEAR ADVISING

## ADVANCED PLACEMENT EXAMINATIONS—NOTRE DAME CREDIT

Advanced Placement Exam	AP Grade Required	Number of Credits Awarded	Notre Dame Equivalent Course	Notre Dame Exam Course Credited (if different)
Biology	5	8	Biological Sciences 10161 and 10162	Biological Sciences 10098 and 10099
Biology	4	3	Biological Sciences 10101	Biological Sciences 10091
Calculus AB	5	4	Mathematics 10550	Mathematics 10091
Calculus BC	5	8	Mathematics 10550 and 10560	Mathematics 10091 and 10092
Calculus BC/AB Subscore	5	4	Mathematics 10550	Mathematics 10091
Chemistry	5	4	Chemistry 10171	Chemistry 10097
Chemistry	4	3	Chemistry 10101	Chemistry 10091
Economics (Micro)	5	3	Economics 10010	Economics 10091
Economics (Macro)	5	3	Economics 10020	Economics 10092
English Language and Composition	4	3	Writing and Rhetoric 13100	
Government (American Politics)	5	3	Political Science 10100	Political Science 10098
Government (Comparative)	5	3	Political Science 10400	Political Science 10099
History				
European History	5	3	History 10020	History 10092
United States History	5	3	History 10010	History 10091
World History	5	3	History 10030	History 10093
Latin	4	8	Latin 10001 and 10002	
Latin	3	4	Latin 10001	
Music Theory	5	3	Music 10090	Music 10099
Physics I	5	3	Physics 10111	Physics 10091
Physics II	5	3	Physics 10222	Physics 10092
Physics C, Mechanics	5	4	Physics 10310	Physics 10093
Physics C, Mechanics	4	4	Physics 20210	Physics 10095
Physics C, Elec. & Magnetism	5	4	Physics 10320	Physics 10094
Physics C, Elec. & Magnetism	4	4	Physics 20220	Physics 10096
Psychology	5	3	Psychology 10000	Psychology 10091
Statistics	5	3	Applied and Computational Mathematics and Statistics 10140	Applied and Computational Mathematics and Statistics 10091

## ADVANCED PLACEMENT &amp; SAT II SUBJECT TESTS FOR FRENCH, GERMAN, ITALIAN, AND SPANISH

SAT-II Subject Test Score	Advanced Placement Test Score	Credits (Courses)	Placement Level
<b>French and French with listening</b>			
790–800	5	6 (20201-20202)	30310 or 30320
690–780	4	6 (20201-20202)	20300 or 20600
590–680	3	7 (10102-20201)	20202
490–580	2	8 (10101–10102)	20201 or 20215
480	1	4 (10101)	10102 or 10115* or 10110*
<b>German and German with listening</b>			
790–800	5	7 (10102-20201)	20202 or 30000+
690–780	4	8 (10101-10102)	20201
570–680	3	4 (10101)	10102
<b>Italian and Italian with listening</b>			
790–800	5	6 (20201-20202)	30310
690–780	4	7 (10102-20201)	20202
590–680	3	8 (10101-10102)	20201 or 20215
490–580	2	4 (10101)	10102
<b>Spanish and Spanish with listening</b>			
800	5 (lang.)/4 (lit.)	6 (20201-20202)	30310 or 30320
690–790	4 (lang.)/3 (lit.)	6 (20201-20202)	20600
570–680	3 (lang.)/2 (lit.)	7 (10102-20201)	20202
460–560	2 (lang.)/1 (lit.)	8 (10101-10102)	20201 or 20215
450	1 (lang.)	4 (10101)	10102 or 10115* or 10110*

\*If you have received credit for 10101 and you choose to take 10110 or 10115, the AP/SAT-II credit you received for 10101 will still show on your transcript, but will no longer count in the total credits required to earn the degree. This is because the course content of 10110 and 10115 incorporates the content of 10101.

## CENTER FOR UNIVERSITY ADVISING AND FIRST YEAR ADVISING

**INTERNATIONAL BACCALAUREATE—NOTRE DAME CREDIT**

IB Higher Level Exam	Grade Required	Number of Credits Awarded	Notre Dame Equivalent Course	Notre Dame Exam Course Credited (if different)
Biology	6	6	Biological Sciences 10101 and 10107	Biological Sciences 10091 and 10097
Biology	7	8	Biological Sciences 10161/ 11161 and 10162/11162	Biological Sciences 10098 and 10099
Chemistry	6	3	Chemistry 10101	Chemistry 10091
Chemistry	7	4	Chemistry 10171	Chemistry 10097
Economics	6	6	Economics 10010 and 10020	Economics 10091 and 10092
English	6	3	Writing and Rhetoric 13100	
Foreign Languages				
Arabic	6	10	Arabic 10001-10002	
Chinese	6	5	Chinese 10111	
French	6	8	French 10101-10102	
German	6	8	German 10101-10102	
Greek	6	8	Greek 10001-10002	
Italian	6	8	Italian 10101-10102	
Japanese	6	5	Japanese 10111	
Latin	6	8	Latin 10001-10002	
Russian	6	8	Russian 10101-10102	
Spanish	6	8	Spanish 10101-10102	
History of the Americas	6	3	History 10010	History 10091
IB Math Analysis and Approaches	7	4	Mathematics 10550	Mathematics 10091
IB Math Applications and Interpretations	7	7	Mathematics 10120 and 10150	Mathematics 10088 and 10089
Physics	6	6	Physics 10111 and 10222	Physics 10091 and 10092
Physics	7	8	Physics 10310 and 10320	Physics 10093 and 10094
Psychology	6	3	Psychology 10000	Psychology 10091
Social and Cultural Anthropology	6	3	Anthropology 10109	

**NOTRE DAME EXAMS COURSE CREDIT**

Notre Dame Course	Course Title	Notre Dame Exam Course Credited	Qualifying Score
ACMS 10140	Elements of Statistics	ACMS 10091	80%
MATH 10250	Elements of Calculus I	MATH 10090	80%
MATH 10550	Calculus I	MATH 10091	80%
MATH 10560	Calculus II	MATH 10092	80%
MATH 20550	Calculus III	MATH 10093	80%
MATH 20580	Introduction to Linear Algebra and Differential Equations	MATH 10094	80%

# School of Architecture

*Francis and Kathleen Rooney Dean of the School of Architecture:*

Stefanos Polyzoides

*Associate Dean for Faculty Affairs and Curriculum:*  
Samir Younés

*Associate Dean for Research, Scholarship,  
& Creative Work:*

Ming Hu

*Assistant Dean and Academic Director/Rome Studies Program:*

Rev. Richard S. Bullene, C.S.C.

*Assistant Dean for Graduate Studies:*

Samantha L. Salden Teach

*Acting Director of Michael Christopher Duda Center  
for Preservation, Resilience, and Sustainability:*

Steven Semes

*Professors:*

Philip H. Bess; Richard Economakis; Michael N. Lykoudis; Stefanos Polyzoides; Ingrid D. Rowland; Steven Semes; Duncan Stroik; Samir Younés

*Associate Professors:*

Ming Hu; Krupali Krusche; David Mayernik; John Onyango; Alessandro Pierattini

*Assistant Professors:*

Selena Anders; Mari Yoko Hara

*Professors of the Practice:*

Robert Brandt; Marianne Cusato; Alan DeFrees; Ettore Mazzola; Michael Mesko

*Associate Professors of the Practice:*

Douglas Duany; Stephen Hartley; Giovanna Lenzi-Sandusky; John Mellor; Julio Cesar Perez-Hernandez; Paolo Vitti; Jonathan Weatherill

*Associate Teaching Professors:*

Rev. Richard S. Bullene, C.S.C.; Giuseppe Mazzone; Samantha L. Salden Teach

*Assistant Professor of the Practice:*

Kathleen Chambers

*Concurrent Teaching Professor:*

Brian Smith

*Adjunct Professors:*

Jean-François Lejeune; Richard Piccolo; Nikolas Vakalis

*Adjunct Professors of the Practice:*

Craig Brandt; Stephen Kromkowski

*Adjunct Associate Professor of the Practice:*

Lorenzo Fei

*Adjunct Assistant Professors of the Practice:*

Kelly Medford; Todd Zeiger

*Adjunct Assistant Teaching Professors:*

Sara Bega; Kai Hu; Melissa Slavin

*Adjunct Assistant Professors of the Practice:*

Parker Hansen; Brandon Hart; Meeghan Hart;

Kelly Medford; Todd Zeiger

*Michael C. Duda Visiting Professor:*

Joseph Connors

*Visiting Professor of the Practice:*

Sean Nohelty

*Visiting Associate Teaching Professor:*

Jason Arnold

**Programs of Studies.** The study of architecture has a long and distinguished history at the University of Notre Dame. Courses in architecture were taught at the University as early as 1869. Formal instruction in architecture began in 1898. The Department of Architecture, previously part of the College of Engineering, became the free-standing School of Architecture in 1994. The School offers a five-year program leading to the degree of Bachelor of Architecture, a two-year program leading to the degree of Master of Architectural Design and Urbanism, and two- and three-year programs leading to the degree of Master of Architecture. The professional degree programs (B.Arch. and M.Arch.) are accredited by the National Architectural Accrediting Board, and the curricula conform to NAAB requirements for the professional degree in architecture.

While the primary objective of the curriculum is professional education, students have opportunities to explore fields such as business, engineering, environmental sciences, and the liberal arts through electives and building on University requirements.

In the spring of 2016 the School of Architecture completed its most recent NAAB accreditation evaluation and was granted a full 8-year term of accreditation.

Since the early 1990s, the School's curriculum has been based on education in traditional and classical architecture and urbanism. Instruction teaches the skills, cultivates the talents, and imparts the knowledge necessary to produce buildings that represent innovation within long-standing traditions, use nature's materials responsibly, and contribute to building livable communities. The School believes this is best done by learning how recurring problems in designing and constructing buildings and fitting them into existing urban and rural settings have been addressed in the past and adapting those lessons to the ever-changing circumstances of the modern world.

The goals of the curriculum include developing competence in the design of individual buildings, understanding the relationship between individual buildings and their physical and cultural contexts, and recognizing the ethical dimensions of the professional practice of architecture. Architects play a primary role in shaping the built environment and have a professional responsibility to do so in a manner that contributes to the civil life of society. Their work must also help to renew and sustain the integrity of the natural world and promote social welfare.

In addition to the five-year undergraduate professional degree of Bachelor of Architecture (B.Arch.), the School of Architecture offers multiple paths of study leading to one of three masters degrees.

The two-year post-professional graduate course of study leads to the Master of Architectural Design and Urbanism (MADU) degree, and is for those who already hold a professional degree in architecture (B.Arch. or M.Arch.).

The two-year professional graduate course of study leads to the Master of Architecture (M.Arch.) degree, and is for those who hold a four-year pre-professional degree (B.S. or B.A. in Architecture).

The three-year professional graduate course of study leads to the Master of Architecture (M.Arch.) degree, and is for those who hold an accredited undergraduate degree in a field other than architecture.

The Master of Science in Historic Preservation (MSHP) program prepares architects to manage the care of historic places. The curriculum prepares students to observe, analyze, and reinforce the identity of historic buildings and sites; understand and correctly apply conservation principles; acquire the necessary technical skills to conserve historic places for the long term; design new construction in harmony with historic places; and address climate change and other challenges emerging from the natural and man-made environment. The MSHP program is open to recent graduates and working professionals with professional or non-professional degrees in architecture.

All of these graduate courses of study entail one or three foundational studio courses, a one-year advanced study of architecture and urban design including one semester in Rome, and conclude with a one-semester thesis project.

Concentrations in furniture design, in historic preservation and restoration, and in architectural practice and enterprise, are options within the undergraduate degree program. Concentrations are declared at the end of the third year.

Required courses for the concentration in furniture design are Beginning Furniture, Advanced Furniture, Special Projects in Furniture I, and Special Studies in Furniture Design II.

The concentration in historic preservation and restoration requires four courses: Research and Documentation of Historical Buildings, History of American Architecture (1630–1915), Historic Preservation and Traditional Construction, and History and Theory of Preservation.

Students in the concentration in practice and enterprise take four courses from the Mendoza College of Business: Accountancy I, Principles of Management, and two other courses chosen from offerings in various aspects of business.



## SCHOOL OF ARCHITECTURE

All third-year undergraduate students spend the academic year in the School's Rome Studies Center in Italy. All graduate students spend a semester there. Some limited scholarship aid is available for the additional expenses incurred in Rome.

The initial phase of undergraduate architectural study is devoted to acquiring basic design and technical skills and developing an understanding of architectural concepts by learning canonical forms of classical architecture and applying them to design problems of increasing scale and complexity. This beginning study is reinforced in the third year, spent in Rome, where 2,500 years of building tradition provide the context for contemporary design problems. Fourth-year students return to Notre Dame, where they are reintroduced to the American context. At this stage, students are encouraged to synthesize their interpretations of the historical legacy in the context of American urban centers and small cities. They are also challenged by projects that require them to engage architectural problems outside their Western focus. The undergraduate program culminates with a thesis design project completed in the fifth year.

In addition to studio instruction, students complete course work in structural, mechanical, and environmental systems and architectural history. History and theory courses in the School of Architecture include a two-semester survey of the history of architecture from the earliest times to the present and specialized upper-level course work in selected topics involving the history and theory of architecture.

Students are in contact with practicing professionals through collaboration between the School of Architecture and the Northern Indiana Chapter of the American Institute of Architects. The School of Architecture has an active chapter of the American Institute of Architecture Students.

### Accreditation

In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may require a preprofessional undergraduate degree in architecture for admission. However, the preprofessional degree is not, by itself, recognized as an accredited degree.

The University of Notre Dame School of Architecture offers the following NAAB-accredited degree programs:

B.Arch. (165 undergraduate credits)

M.Arch. (preprofessional degree + 54 graduate credits)

M.Arch. (non-preprofessional degree + 93 credits)

Next accreditation visit for all programs: 2024

### Research

School of Architecture faculty are actively engaged in research, practice, and creative work. Key research priorities include Architecture, Urbanism, Preservation and the Natural and Built Environment. Additionally, the School is home to the following faculty-led research labs, many of which are supported by student research assistants: BUILD+PERFORM@ND Building Performance Lab; Daedalus Lab for Graphic Visualization; Digital Historical Architectural Research and Material Analysis Lab (DHARMA); Furniture Design Lab; Historic Preservation Lab; and Historic Urban Environments Lab (HUE-ND).

### Facilities

From its first quarters on the uppermost floor of the Main Building, Architecture has progressed to ever more sophisticated facilities. From 1964 to 2018 it was housed in the former Lemonier Library, extensively renovated in 1994 as Bond Hall of Architecture. In January of 2019 the School inaugurated Walsh Family Hall of Architecture. Located next to the Marie DeBartolo Center for the Performing Arts, and near O'Neill Hall of Music, the site for the new university art museum, and an anticipated facility for Art, Art History and Design, Walsh Family Hall is part of the developing "Arts District." It is a 100,000 square foot facility featuring classrooms, studios, an auditorium, library, digital design lab, and furniture workshop, in addition to a Hall of Casts and public plaza. In Rome, Architecture began with modest basement studio space but soon moved to a building in Renaissance Rome. In 2014, having outgrown that space, the program was moved to a facility one street from the Colosseum, as part of the newly established Rome Global Gateway which includes Architecture and other scholarly disciplines in Rome.

### The Michael Christopher Duda Center for Historic Preservation, Resilience, and Sustainability.

The Michael Christopher Duda Center for Historic Preservation, Resilience, and Sustainability provides resources in support of the graduate degree program for the Master of Science in Historic Preservation, as well as for a vibrant research and outreach program, including support for individual scholarship, student studio travel for projects based beyond campus and the Rome Global Gateway, charrettes, exhibitions, conferences, and publications. The Center will also house interdisciplinary efforts that engage scholars and practitioners elsewhere in the University and in the wider academic and professional community. In this way, the Center further infuses the Architecture program with the principles of sustainability and resilience which are key to Notre Dame's mission to be a force for good in the world.

### Richard H. Driehaus Prize in Classical

**Architecture.** Richard H. Driehaus, the founder and chairman of Driehaus Capital Management in Chicago, initiated the Richard H. Driehaus Prize in Classical Architecture to honor a major contributor in the field of traditional and classical architecture or historic preservation. In 2004, he initiated the Henry Hope Reed prize to recognize outstanding contributions to the welfare of the traditional city and its architecture. The prizes were established through the University of Notre Dame's School of Architecture because of its reputation as a national leader in incorporating the ideals of traditional and classical architecture into the task of modern urban development.

## UNDERGRADUATE CURRICULUM

### First Year

First-year students intending to major in architecture take the following courses. Courses in italics need not be taken in the semester in which they are shown.

<i>Course</i>	<i>First Semester Credits</i>	<i>Second Semester Credits</i>
Writing and Rhetoric/ University Seminar	3	3
MATH 10250 and 10270		3
PHYS 10111 and 10222	3	3
<i>History or Social Science or "Integration" course</i>	3	3
ARCH 11011. Graphics I: Drawing	3	
ARCH 11021. Graphics II: Drafting		4
ARCH 10312. Buildings & Cities: A Global History of Architecture		3
Moreau First Year Experience	1	1
	<hr/> 16	<hr/> 17

The courses listed below indicate the normal sequence for sophomore, junior, senior, and fifth year students majoring in architecture. Courses in italics need not be taken in the semester listed

### Sophomore Year

#### *First Semester*

ARCH 21111. Design I	6
ARCH 20411. Building Technology I	3
ARCH 20211. Architectural History I	3
<i>Theology I: Foundational</i>	3
<i>Philosophy I: Introductory</i>	3
	<hr/> 18

#### *Second Semester*

ARCH 21121. Design II	6
ARCH 20221. Architectural History II	3
ARCH 20511. Structural Mechanics for Architects	3
<i>ROIT 10110. Beginning Italian*</i>	6
	<hr/> 18



## STUDENT AWARDS AND PRIZES

**Junior Year (Rome Studies Program)***First Semester*

ARCH 34112. Design III	6
ARCH 34312. Architectural History III	3
ARCH 34212. Roman Urbanism and Architecture I	3
ARCH 34012. Advanced Graphics: Freehand Drawing	3
	<hr/>
	15

*Second Semester*

ARCH 34122. Design IV	6
ARCH 34322. Architectural History IV	3
ARCH 34222. Roman Urbanism and Architecture II	3
ARCH 34022 Advanced Graphics: Watercolor	3
	<hr/>
	15

**Senior Year***First Semester*

ARCH 40411. Environmental Systems I	3
ARCH 41111. Design V	6
ARCH 41011. Graphics V: Computers	3
ARCH 40511. Structural Design for Architects	3
Elective	3
	<hr/>
	18

*Second Semester*

ARCH 41121. Design VI	6
ARCH 40421. Building Technology II	3
ARCH 40521. Applied Structural Systems	3
2nd Philosophy or a Catholicism in the Disciplines course	3
Elective	3
	<hr/>
	18

**Fifth Year***First Semester*

ARCH 51111. Design VII	6
ARCH 50419. Environmental Systems II	3
2nd Theology: Developmental	3
Elective	3
	<hr/>
	15

*Second Semester*

ARCH 51121. Design VIII (Thesis)	6
ARCH 50711. Professional Practice	3
Elective	3
Elective	3
	<hr/>
	15

**\*Notes:**

- Courses in Calculus or Physics strengthen preparation for structures courses. Students who enter the University with test credit equivalent to these courses should work with their advisors to identify appropriate coursework in calculus, physics, or environmental issues that will fulfill the Quantitative Reasoning and Science and Technology core requirements.

- The four required courses in Architectural History do not count as University core requirement history courses, but do fulfill the "Art & Literature or Language & Culture" requirement.
- From the group of History or Social Science or "Integration" course requirements, students must take two of the three, e.g.: An Architecture student with a History minor can count only one History course toward the core, and must take either Social Science or an "Integration" course.
- The School of Architecture requires a minimum of 6 credit hours in Italian. This course is the only offering meeting that minimum. Many students opt for the two semester sequence of ROIT 10101. Beginning Italian I (4 credit hours) + ROIT 10102. Beginning Italian II (4 credit hours). Intermediate Italian is offered in Rome.

Total for five years: 165 semester hours.

**COURSE DESCRIPTIONS**

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting the subject *Architecture*. Course descriptions can be found by clicking on the subject code and course number in the search results.

## Student Awards and Prizes

*AIA Medal for Academic Excellence.* This American Institute of Architecture (AIA) award honors the graduating Bachelor of Architecture and Master of Architecture student who has the highest grade-point average for the complete course of study.

*Alice Wesoloski Scholarship.* For her decades of service to the School of Architecture, this award was established in honor of Ms. Wesoloski. Selected by the faculty and the Office of Financial Aid to provide tuition assistance to a student of particular ability, character and need.

*Alliance Architects Scholarship.* Selected by the faculty, the Alliance Architects Scholarship is awarded to a student who has shown a personal or professional interest in serving or otherwise supporting under-represented minority communities, as evidenced by active membership in either the University's chapter of the National Organization of Minority Architecture Students (NOMAS-ND), in which all students are eligible to participate regardless of race or ethnicity, or the University's Student Association for Women in Architecture (SAWA-ND), which is open to all students regardless of sex.

*Alpha Rho Chi.* Selected by faculty, the Alpha Rho Chi Medal goes to the graduating student who has shown exceptional ability for leadership and has performed willing service for the School.

*Andrew F. Kervick Award for Design and Drawing.* Founded by Prof. Francis W. Kervick, former head of the School of Architecture in memory of his father, this award, selected by the fourth- and fifth-year faculty, honors the student whose work in freehand drawing in the fourth or fifth year has been of the highest merit.

*Brian Crumlish Scholarship.* Selected by the faculty, the Brian Crumlish Scholarship is awarded to the student who has displayed outstanding academic achievement in Building Technology and Structural Mechanics during the second year of study, and the Building Technology II and Structural Design during the fourth year of study.

*David M. Schwarz Architects, Inc. Internship and Traveling Fellowship Award.* A ten-week paid internship for a fourth-year student and for a graduate student entering the final year of his or her program with David M. Schwarz Architects, Inc. and a one-month travel fellowship involving independent research and study.

*Dean's Award for Design Excellence in Architecture.* Selected by the fifth-year thesis jurors and the dean, this award goes to overall excellence in a fifth-year thesis project.

*Dean's Graduate Award for Design Excellence in Architecture.* Selected by the graduate thesis jurors and the dean, this award goes to overall excellence in a graduate thesis project.

## STUDENT ORGANIZATIONS

*Ferguson & Shamamian Graduate Prize.* The prize is selected by the jury to recognize superior achievement in classical design for a thesis project and the related investigation of an architectural idea that may serve as an enduring source of architectural inspiration.

*Ferguson and Shamamian Undergraduate Prize.* The prize is selected by the jury to recognize superior achievement in classical design for a thesis project and the related investigation of an architectural idea that may serve as an enduring source of architectural inspiration.

*Frank Montana Rome Scholarship Award.* Recipients are selected by the dean, second-year design faculty and the office of financial aid. The Montana scholarships were endowed by Prof. Frank Montana, chair of the Department of Architecture for 25 years and founder of the Rome program. The scholarships are for tuition assistance in connection with the Notre Dame Rome Studies Program.

*Gertrude S. Sollitt Prize for Architectural Structure.* Founded in 1931 by Ralph Sollitt and Sons Construction Co., this award, selected by the School's jury, goes to the student who submits the best work as a solution to a special problem in structure assigned in the scholastic year.

*Jane Jacobs Award.* Selected by the thesis faculty and the dean, this award is for demonstrated commitment to community and urban planning.

*Leon Battista Alberti Award.* For the graduate student with the highest grade-point average for the complete course of study in the post-professional degree program.

*Liang Ssu-Ch'eng Award.* Selected by the fifth-year thesis jurors and the dean, this award recognizes excellence in non-Western architecture.

*Michael and Julie Hanahan Architecture Prize.* Selected by the students, this prize recognizes overall excellence in the study of architecture.

*Nellie Wynn Kervick Award for Design and Drawing.* Founded by Prof. Francis W. Kervick, former head of the School of Architecture in memory of his mother, this award, selected by the Rome Studies studio faculty, honors the student whose work in freehand drawing in the third year of study has been of the highest merit.

*Norman A. Crowe Award.* Given to a graduating student for their contributions to the idea of sustainability with respect to architecture and urbanism. Selected by the dean and faculty.

*Ralph Thomas Sollitt Award.* Founded in 1931 by Ralph Sollitt and Sons Construction Co., this award, selected by the fifth-year thesis jury, is given to the student who submits the best design as a solution to the thesis architecture problem.

*Rambusch Prize in Religious Architecture.* The Rambusch Prize is awarded to a graduating student for the best solution to a problem related to a religious architecture project.

*Ray Stuermer Memorial Award for Excellence in Design.* Given in memory of former Professor Ray Stuermer, this award, selected by faculty, is given on the basis of design work through the fourth year for overall improvement and design excellence.

*Robert Amico Studio Award.* Selected by the dean and faculty for design excellence in the fourth or fifth year of study.

*Rome, Paris, Athens Prize.* Selected by the fifth-year thesis faculty and the dean, this award is for the scope of exploration and the quality of individual buildings that successfully unite architecture and urban design.

*Ruiz Award for Excellence in Accessibility Design.* Awarded to a rising fifth-year student to recognize their inclusion of accessibility issues in their studio work. Their work is well designed, demonstrates an awareness of ADA, and goes above and beyond the minimum design standard.

*Tau Sigma Delta Bronze Medal Winner.* The Tau Sigma Delta medal is awarded to a graduating student selected by his or her peers in recognition of design excellence.

*The Association of Licensed Architects Graduate Student Merit Award.* Selected by the graduate faculty, the ALA Graduate Student Merit Award goes to a graduating student recognized for exemplary achievements throughout the scholastic year.

*The Association of Licensed Architects Undergraduate Student Merit Award.* Selected by the fifth-year faculty, the ALA Undergraduate Student Merit Award goes to a graduating student recognized for exemplary achievements throughout the scholastic year.

*The Noel Blank Design Awards.* Founded by Leon W. Blank in memory of his brother, Noel, this high honor goes to the top two thesis projects as selected by the fifth-year thesis jurors.

*The St. Joseph Award in Furniture.* Selected by the furniture design professor for excellence in furniture design and construction.

*Walsh Family Hall Civic Award in Architecture and Urbanism.* Given to a graduating student for contribution to a culture of environmental sustainability and civic virtue within the School of Architecture.

## Student Organizations

*The American Institute of Architecture Students – Notre Dame Chapter (AIAS-ND).* The American Institute for Architecture Students chapter at the University of Notre Dame enlivens the educational and social life of Walsh Family Hall of Architecture. AIAS-ND enhances the educational process by scheduling visits to active construction sites on campus with the cooperation of the University Architect and inviting guest speakers from nearby AIA chapters. In addition to these educational aspects, the club sponsors trips to national and regional events, plans interclass mixers, and holds an annual Beaux Arts Ball in the spring. The goal of AIAS-ND is to spur conversation, curiosity, and passion in this chosen field of study.

*The Frank Montana Sketching Club of Notre Dame (FMSCND).* The Frank Montana Sketching Club was founded in 2016 to encourage the passion and scholarly collaboration that results from drawing and sketching. Inspired by the travel paintings done abroad by Frank Montana, the Club seeks to instill a love of drawing cultivated not only at school and while in Rome, but throughout one's life. All students at Notre Dame are welcome, and the School of Architecture will be the general headquarters for the club's main activities, including: visits to the Snite Art Museum, sketching and measuring buildings on campus, lectures, and social events.

*The National Organization of Minority Architecture Students – Notre Dame (NOMAS-ND).* The National Organization of Minority Architecture Students is an organization established to support and encourage students of different races, genders and sexual orientations. NOMAS-ND provides mentorship as well as interaction with NOMAS clubs at other schools across the country. The goal of the club is to give minority students a sense of community and provide role models to encourage, inspire, and provide them with a sense of belonging in the field of architecture.

*Stoa Magazine.* Stoa—the student-led, student-designed, and student-edited magazine of the University of Notre Dame School of Architecture—serves as a platform for showcasing student experiences, design research, and writing. By bringing the unique Notre Dame student perspective to broad architectural themes, Stoa acts as a catalyst for mindful exposition and theory for contributors and readers alike. Above all, the magazine cultivates a community for intellectual growth by connecting students, alumni, and faculty, as well as fostering a dialogue with the wider academic and architectural world.

## ADVISORY COUNCIL

*Student Association for Women in Architecture – Notre Dame (SAWA-ND).* Student Association for Women in Architecture was founded in 2007 by Mollie Code and Danielle Potts through a grant from the Beverly Willis foundation. The club is open to both undergraduates and graduates in the School of Architecture who support the presence of women and promote gender equality in the industry. SAWA meets throughout the academic year with faculty to discuss current topics relating to the field, foster inter-class mentoring relationship between student, and host panel lectures.

*Students for Classical Architecture – Notre Dame (SCA-ND).* Students for Classical Architecture's Notre Dame Chapter is a student group focusing on classical architecture in the architectural practice and education of the 21st century. The club's mission statement is as follows: Architecture has its roots in hundreds of years of tradition. Yet, it is common in today's architectural academies that the teaching of this tradition be willfully neglected. As students, we want to learn the fundamentals that have arisen from this tradition so that we might incorporate those principles into our own, contemporary, architecture. SCA will promote discussion regarding how best to incorporate architectural fundamentals into a contemporary curriculum. The Students for Classical Architecture will also support local chapters of this organization at all institutions of higher learning. It is our hope that collaboration between these chapters will encourage dialogue between their respective academic programs, fostering a gradual rebirth of tradition in education.

*Students for New Urbanism – Notre Dame Chapter (SNU-ND).* Students for New Urbanism (SNU-ND) provides education on the New Urbanist planning approach. The chapter also supports New Urbanism initiatives in the local community. Recently SNU-ND worked with the city of South Bend to develop a renovation plan for the city's Ravina Park. The club also supports student participation in city forums related to downtown revitalization projects including the St. Joseph County Public Library renovation and the South Bend Riverfront redesign. Every year, the club brings planners, architects, and real-estate personnel to give lectures and engage in discussion with the Notre Dame students and faculty to encourage thought and enthusiasm for traditional city-planning.

*Tau Sigma Delta.* In 1961 the Sigma Chapter of Tau Sigma Delta, the national architectural honor society, was established at Notre Dame. The constitution of Tau Sigma Delta stresses as its sole function the encouragement of high scholastic standing. Election to membership is limited to the top 20 percent of the students in the School of Architecture who have completed 60 percent of their requirements for the professional degree.

## Advisory Council

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*New Orleans, LA*

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*San Francisco, California*

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*Camarillo, California*

ROBERT S. DAVIS

*Seaside, Florida*

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*Chicago, Illinois*

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*Atlanta, Georgia*

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*Easton, Maryland*

THERESA SMITH KORTH

*Westfield, New Jersey*

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*Boston, Massachusetts*

KEVIN J. MULHALL

*Glenview, Illinois*

TIMOTHY I. PANZICA

*Chagrin Falls, Ohio*

MARK PULTE

*Bloomfield Hills, Michigan*

MICHAEL G. RYAN

*Minneapolis, Minnesota*

MARIA FERNANDA SÁNCHEZ

*Ciudad de Guatemala, Guatemala*

A. JAMES TINSON

*Bronxville, New York*

JOHN FRANCIS TORTI

*Washington, D.C.*

ROBERT E. TURNER

*Berwyn, Pennsylvania*

MATTHEW M. WALSH, SR.

*Burr Ridge, Illinois*

DAVE WEAVER

*Elkhart, Indiana*

MARK T. WIGHT

*Chicago, Illinois*

# College of Arts and Letters

The College of Arts and Letters is the oldest, and traditionally the largest, of the four undergraduate colleges of the University of Notre Dame. It houses 21 departments and several programs through which students at both undergraduate and graduate levels pursue the study of the fine arts, the humanities and the social sciences.

**Liberal Education.** The College of Arts and Letters provides a contemporary version of a traditional liberal arts educational program. In the college, students have the opportunity to understand themselves as heirs of a rich intellectual and spiritual tradition and as members of a complex national and international society. The faculty of the college are committed to the life of the mind, to the critical and constructive engagement with the whole of human experience. On the basis of a firm yet broad foundation, graduates of the college are equipped for a lifetime of learning in an ever-changing world. The overall curriculum and the specific major programs encourage students to approach issues reflectively, to analyze them carefully and to express their reasoned conclusions with clarity.

The intellectual quest conducted in the College of Arts and Letters takes place in an explicitly Catholic environment. Here ultimate questions of the meaning and value of human life before God are welcome, and efforts to deal with such questions utilize the immense resources of the Catholic tradition. Inquiry and faith are seen not as opposing forces but as complementary elements of the fully human pursuit of truth.

**Organization.** The college's administrative center is the Office for Undergraduate Studies, located in 104 O'Shaughnessy Hall. All undergraduates in Arts and Letters are invited to consult with the assistant deans regarding questions about their academic progress, educational and career goals, and any other concerns of an academic or administrative nature. Pre-health and pre-graduate school advising are available in this office. In particular, sophomores in the college who have not yet declared a major should begin their pursuit for academic advising in this office.

Because education is not limited to the classroom, the college also sponsors or helps to subsidize events which are intended to enrich the undergraduate experience and facilitate faculty-student interaction both on and off campus.

**Curricula and Degrees.** The College of Arts and Letters offers curricula leading to the degree of bachelor of fine arts in Art (Studio and Design) and of bachelor of arts in:

Africana Studies  
American Studies  
Anthropology

Art, Art History, and Design  
Art History  
Art Studio  
Design  
Classics:  
Arabic  
Classics  
Greek  
Latin  
Greek and Roman Civilization  
Computer Science  
East Asian Languages & Cultures:  
Chinese  
Japanese  
Economics  
Economics  
International Economics—Arabic  
International Economics—Chinese  
International Economics—German  
International Economics—Japanese  
International Economics—Romance Languages  
International Economics—Russian  
English  
Film, Television, and Theatre  
Gender Studies  
German and Russian Languages and Literatures:  
German  
Russian  
History  
Mathematics (honors only)  
Medieval Studies  
Music  
Neuroscience and Behavior  
Philosophy  
Philosophy and Theology  
Political Science  
Program of Liberal Studies  
Psychology  
Romance Languages and Literatures:  
French and Francophone Studies  
Italian  
Romance Languages and Literatures  
Spanish  
Sociology  
Theology

The college also offers supplementary majors, but not stand-alone first or degree-yielding majors, in:  
Africana Studies (24 hours)  
Arts and Letters Pre-Health (49 hours)  
Art History (24 hours)  
Asian Studies (24 hours)  
Chinese (24 hours)  
Classics (24 hours)  
Education, Schooling, and Society (24 hours)  
French and Francophone (24 hours)  
Gender Studies (24 hours)  
German (24 hours)  
Greek and Roman Civilization (24 hours)

Italian (24 hours)  
Japanese (24 hours)  
Latino Studies (24 hours)  
Medieval Studies (24 hours)  
Russian (24 hours)  
Spanish (24 hours)  
Theology (25 hours)

## ADVANCED PLACEMENT / INTERNATIONAL BACCALAUREATE CREDIT:

The University will not accept AP, IB or SAT-II credits in lieu of University Core Requirements. Similarly, the College of Arts will not accept AP/IB credit in lieu of College requirements. Certain departments will accept AP/IB credit in lieu of major or minor requirements. See the individual department entries for specific details. AP/IB scores may also be used in lieu of a departmental placement exam to place students into upper-level courses.

## Degree requirements for the College of Arts and Letters

Students in the College of Arts and Letters are required to complete 122 degree-countable credits. They must also complete all University and College requirements as well as the requirements for one major program of study.

**Multi Counting.** College and University requirements are intended to expose students to a broad range of fundamental courses in multiple disciplines or "ways of knowing" deemed essential for a liberal arts education within the context of a Catholic university. Exposure to these disciplines is normally defined as taking a limited number of courses (typically one or two) within that field or way of knowing. Hence, the College offers a generous multi-counting policy between a student's major(s) or minor(s) and college and/or university general requirements. That is, students will be able to multi-count a course taken to satisfy a college requirement and to fulfill a University core requirement. Moreover, students will be able to multi-count University or college requirements towards their major and minor requirements. It is further understood that University Seminars and writing-intensive courses are designed to satisfy both a writing requirement and also a Collegiate, University or requirement of a major program of study. University Seminar, by definition, fulfills a University and a College requirement and is not considered a double count under this rule. Writing Intensive courses may fulfil the WRIT requirement and also another element of the University core. For example, an upper-level ENGL course that has a WRIT and WKAL may count for WRIT, LA4 or LA 6, College LIT, and the ENGL major.

A major within the college is intended to provide the student with an in-depth knowledge of a given field. Departments are free to determine the design of the required curriculum for the majors they offer. The College requires only that each major consist of a minimum of 10 courses (30 credit hours) though these courses may multi-count for any University or College requirement, as described above.

Furthermore, for the student who entered the University after Fall 2018 and who chooses to pursue an additional program of study leading towards a second major or minor within the college, the multi-counting rules are as follows: A student seeking an Arts and Letters degree is allowed to count one and the same course to satisfy a University requirement, a College requirement, and a Program requirement (Major, Supplementary Major, Minor). A multi-counted course can be used no more than once at each level (University, College, Program). There is no limit to the number of multi counts a student may use in their degree. Students may cross count (i.e. use one and the same course to satisfy two requirements in two different programs that require the same or similar courses). This course must be replaced by another course in one of the programs ("Waive and Replace"). For example, a student majoring in two disciplines that require statistics would need (with departmental approval) to take only one such course for the two majors. However it is required that the student substitute another course within one of the majors for the waived-and-replaced course, such that each major will always comprise at least ten unique courses (or 30 credit hours) in accordance with major requirements. The same applies for minors: if a course is waived-and-replaced between majors/and or minors, it is expected that each minor will nevertheless consist of a minimum of five unique courses (15 credits), with another appropriate course replacing the waived-and-replaced course. In each case, however, courses may still multi-count between University or College requirements and major/minor requirements.

## Summary of College Requirements

Students in the College of Arts and Letters must fulfill the following specific requirements.

University requirements are described under "University Requirements," in the front section of this *Bulletin*.

### Collegiate Requirements

Arts and Letters students are required to take one of each of the following courses, three of which may be double-counted, as appropriate, towards the University Core Requirements designated as Liberal Arts 4, Liberal Arts 5, and Liberal Arts 6:

Literature  
Fine Arts  
History  
Social Science

Such courses must carry the University attribute attesting to its ability to fulfill a requirement in one of those three core categories. The University Core describes one of the options in Liberal Arts as "Art & Literature" meaning one course that is either art or literature. Arts and Letters students must take both art (FNAR) and literature (LIT).

Additionally, students must fulfill the following signature requirements of the College of Arts and Letters:

College Seminar  
Foreign Language (1–4 courses)

### Foreign Language Requirement

The College recognizes that students come to Notre Dame with some foreign language competency, as this is usually a requirement for admission. The foreign language requirement may be satisfied through the study of any modern or classical language offered at the University up to and including **four semesters** (or similar exposure). This will *normally* be a **minimum of 14 credit hours** over four semesters.

Students cannot be exempted from this requirement by placing at a higher level: all students must take **at least one semester** of a foreign language at above the second-intermediate or second-year/second-semester level. Such a requirement recognizes the importance of foreign languages and cultures in our increasingly global society.

Students who enter the University from a high school program where the language of instruction is other than English may be exempted from the foreign language requirement. Such students should petition the dean of the college (or the dean's designate) and may be subject to an oral interview and/or a written exam in the relevant language before the exemption is granted.

Students with disabilities that preclude the oral performance component of a modern foreign language

will be expected to take a classical language through the fourth semester (or similar exposure).

**College Seminar:** Students with significant oral communication disabilities may petition to be exempted from the College Seminar requirement.

**Writing Requirement.** Many majors in Arts and Letters require students to complete one course in their major at the 30xxx or 40xxx level designated as a writing-intensive course. This course may satisfy other distributional requirements within the major. Writing intensive courses require the student to work closely with a professor throughout the semester on a significant written project.

**Activity and Experiential Learning Courses.** Three elective credits of the required 122 hours can be derived/obtained from the following activity courses:

Band (Marching and Concert)  
Orchestra  
Chorale  
Glee Club  
Liturgical Choir  
Folk Choir  
Music Lessons and Ensembles  
Ballet  
Debate  
Social Concerns Seminars

Exceptions will be made for music majors for music lessons and ensembles. If students complete more than three of these courses, these will appear on a student's transcript, but the extra credits will be subtracted from the student's total number of hours at the time the graduation check is made; hence, these will not count toward the 122 hours needed to graduate.

**Pass-Fail.** With permission from the academic dean, juniors and seniors may take one non-major, non-required elective course on a pass-fail grading basis. These declarations must be made during the enrollment period of each semester, and once made, these declarations are irreversible. Note that some courses do not have the option to be taken Pass/Fail.

**Arts and Letters Degree Credit.** Students may not count both examination and degree credit for the same course toward graduation hours. For example, a student who has advanced placement credit for ROSP 20201 may not take ROSP 20201 and count both toward the 122 hours required in Arts and Letters. Students also may not count for degree credit both of two equivalent courses taught at Notre Dame. For example, PHIL 10101 and 20201 are considered to be equivalent courses, as are ECON 10015 and 20015. Students should take only one of each pair but not both. In cases where a student has double credit for the same course, the credits for only one course will be counted toward the student's degree credit, despite the fact that credits for both will appear on the student's transcript. A list of equivalent math and science courses can be found at the end of the College of Science section of the *Bulletin*. The same rules about double credit apply to them.

## STUDENT AWARDS AND PRIZES

**ROTC.** Credits received for 10xxx- and 20xxx-level ROTC courses do not count toward a student's 122 required credit hours, despite being recorded on the transcript. They will be manually subtracted from the student's total number of hours in the graduation check and/or electronically in the Graduation Progress System (GPS) software. The College of Arts and Letters accepts a maximum of 12 free elective credits only for ROTC students from the 30xxx- and 40xxx-level military sciences only. Non-ROTC students may not take ROTC courses for credit toward graduation except by special permission obtained in advance of registering for the course from the deans in the Office for Undergraduate Studies. If a non-ROTC student registers in ROTC classes without first receiving permission, these credits will appear on the student's transcript, but the credits will be subtracted manually from the student's total hours at the time the graduation check is made.

**Combination Five-Year Program with the College of Engineering.** In 1952, in cooperation with the College of Engineering of the University, the College of Arts and Letters instituted a five-year program that combines a liberal arts program with the requirements of the various engineering programs. Students who complete the combination program will earn two degrees: the degree of bachelor of arts and the degree of bachelor of science in the engineering major pursued. Dual degree students are eligible to join the Reilly Program in Engineering and Arts and Letters described at <https://reilly.nd.edu/undergraduate/dual-degree/>. Dual-degree declarations should ideally be made during the sophomore year. No declaration after spring break during a student's junior year (sixth semester) will be allowed.

**Study Abroad.** In light of the expansion of Notre Dame's education abroad opportunities, students are encouraged to participate in University programs whenever possible. For students whose academic or programmatic needs cannot be met through existing Notre Dame programs, limited exceptions to allow a student to attend non-Notre Dame programs abroad will be made on an individual basis after extensive consultation among the students, their faculty advisors, and the deans.

## Student Awards and Prizes

### COLLEGIATE AWARD IN MODERN AND CLASSICAL LANGUAGES

*The Robert D. Nuner Modern and Classical Language Award*—presented to the graduating senior in the College of Arts and Letters with a first or second major in any classical or modern foreign language, who has earned the highest cumulative grade point average.

### AFRICANA STUDIES

*The Wright, Flint-Hamilton & Mason Directors Award*—recognizing excellence in research on a topic exploring social, political, economic and/or cultural aspects of the African and African American Diaspora.

### AMERICAN STUDIES

*The J. Sinnott Meyer Award for Outstanding Service to the Community*—J. Sinnott Meyer was to have graduated from Notre Dame in the spring of 1920. Instead, he died in February of that year. Mr. and Mrs. A.R. Meyer of Paducah, Kentucky, established the J. Sinnott Meyer "Burse" in memory of their beloved son. The Meyer Award is given for outstanding service to the community here at Notre Dame and beyond (i.e., local, state, and national levels of service). This award is available to an American Studies senior major.

*The James E. and Barbara Murphy Award for Exceptional Journalism*—A 1947 graduate of Notre Dame, James E. Murphy entered the world of journalism while doing graduate work at the Medill School of Journalism, Northwestern University. He then joined ABC News Radio Network as a writer/editor. Murphy migrated to the field of public relations, returning to his alma mater as director of public information. From that day until his last assignment overseeing Notre Dame's 150th birthday commemoration, Murphy's influence was felt over the entire panoply of activities advancing the image of the University. After serving as the guiding hand of public relations for more than four decades, he retired as associate vice president for university relations. The Murphy award is given for exceptionally submitted journalism. This award is available to any American Studies major or journalism minor.

*The Paul Neville Award for Excellence in Journalism*—After graduating from Notre Dame in 1942, Paul Neville joined the *South Bend Tribune* as chief political reporter, then served as sports and managing editor. In 1957 he left to become managing editor of the *Buffalo Evening News*. Eventually, he was named executive editor of that paper. The Neville Award is for excellence in journalism. This award is available to an American Studies major or journalism minor.

*The Professor James Withey Award for Notable Achievement in Writing*—The Professor James Withey Award is given for notable achievement in writing. The department conducts a writing contest for seniors in honor of a legendary teacher of writing at Notre Dame. According to Thomas Stritch, professor emeritus and a former student of Withey, "Withey was the best teacher I ever saw in action. He was not a prophet, like Frank O'Malley or Joe Evans, and he would not let a coterie or cult develop around him. He taught as a charity, God's work, and while he had the strongest likes and dislikes I ever saw, he gave each student his money's worth." This award is available to an American Studies major.

### ANTHROPOLOGY

*The Irwin Press Prize in Medical Anthropology*—awarded for the best paper in medical anthropology.

*The Julian Samora Award*—awarded to the student demonstrating broad engagement with academic life.

*The Father Patrick Gaffney Integrative Anthropology Paper Award*—given to a student who has written a paper that crosses traditional boundaries and draws from a range of different areas of scholarship to develop a fuller understanding of being and becoming human.

*James McKenna and Joanne Mack Promising Anthropology Major Award*—awarded to a first- and second-year student with outstanding early performance in the major.

*The Carolyn Nordstrom Professional Achievement Award*—awarded to the student with outstanding performance in academic publication, presentation at professional meetings, grants, and fellowships.

### ART, ART HISTORY, AND DESIGN

*The Walter Beardsley Award*—awarded for excellence in the MFA/BFA show.

*Grief Art Awards*—awarded to outstanding senior BFA students to defray the cost of their thesis exhibitions.

*Emil Jacques Medals for Work in the Fine Arts*—a gold and a silver medal are awarded for excellence in studio art to undergraduates pursuing a BFA.

*Mabel L. Mountain Memorial Art Award*—awarded for excellence in studio art.

*The Radwan and Allan Riley Prize in Design*—awarded to a senior design major for excellence in his or her respective field.

*The Radwan and Allan Riley Prize in Studio Art*—awarded to a senior studio art major for excellence in his or her respective field.

*The Radwan and Allan Riley Prize in Art History and Criticism*—awarded for the best essay in art history or criticism submitted by an undergraduate or graduate student.

## STUDENT AWARDS AND PRIZES

*Eugene M. Riley Prize in Photography*—awarded to an undergraduate or graduate photography major for excellence in photography.

*Father Anthony J. Lauck, C.S.C. Award*—awarded to a senior BA for excellence in his or her respective field.

*Judith A. Wrappé Memorial Award*—awarded to an outstanding junior studio/design major. It is presented at the beginning of the student's senior year of study.

**ARTS AND LETTERS PRE-HEALTH**

*The Dr. Robert Joseph Barnet Award*—presented to an outstanding Arts and Letters pre-health senior who has demonstrated, in addition to excellent character, superior academic achievement across the arts and sciences.

*The Dr. John E. Burke Award*—presented to an outstanding Arts and Letters pre-health senior who has demonstrated, in addition to excellent academic achievement, outstanding leadership qualities through service within and/or beyond the Notre Dame community.

**ASIAN STUDIES**

*The Liu Family Distinguished Achievement Award in Asian Studies*—awarded to a senior for excellence in Asian Studies.

**CLASSICS**

*Departmental Award in Greek, Latin, or Arabic*—awarded when merited to a graduating senior for excellence in the study of Greek, Latin or Arabic.

*The Helen Hritz and Jewell Erickson Award*—for excellence in Classics/Arabic Studies.

**EAST ASIAN LANGUAGES & CULTURES**

*Liu Institute for Asia and Asian Studies Undergraduate Essay Award*—awarded to the student with the best undergraduate essay in Asian Studies.

*The Liu Family Distinguished Achievement Award in Asian Studies*—awarded to the student with considerable achievement in Asian Languages and Asian Studies.

*Distinction in Chinese Award*—awarded to a senior for excellence in the study of Chinese.

*Distinction in Japanese Award*—awarded to a senior for excellence in the study of Japanese.

*Distinction in Korean Award*—awarded to a senior for excellence in the study of Korean.

**ECONOMICS**

*The John Joyce Award on the American Worker*—given as merited to the best undergraduate short story or poem on the "American Worker," by the Higgins Labor Studies Program and the Economics Department. (There is also a graduate award for the best graduate essay).

*John Harold Sheehan Prize Essay Award*—given to the senior economics major who has written the best senior honors essay in economics.

*The Weber Award*—awarded to the senior economics major who has achieved the highest academic average.

**ENGLISH**

*The Billy Maich Academy of American Poets Award*—awarded to the undergraduate or graduate student submitting the best collection of original poetry.

*Eleanor Meehan Medal for Literary Merit*—presented to the English major who submits the best original critical essay written for an English course.

*The James E. Robinson Award*—presented to the outstanding senior English major.

*The Ernest Sandeen Poetry Award*—awarded to the undergraduate submitting the best original poetry.

*The Richard T. Sullivan Award for Fiction Writing*—awarded to the undergraduate who submits the best original fiction manuscript.

**FILM, TELEVISION, AND THEATRE**

*The Reginald Bain Award*—awarded to a Notre Dame student who produced remarkable theatre projects from any area of theatre during the academic year.

*Catherine Hicks Award*—awarded to an outstanding graduating senior in theatre.

*Joseph P. O'Toole Jr. Award*—awarded to the outstanding graduating senior in film studies.

*The Award in Television Studies*—awarded to a graduating senior for outstanding work in television studies.

**GENDER STUDIES**

*The Boehnen Fund for Excellence in Gender Studies Summer Internship Grant*—awarded to gender studies students to support summer internships.

*The Genevieve D. Willis Endowment for Excellence Research Grant*—awarded to gender studies students to support senior thesis research.

*The Genevieve D. Willis Senior Thesis Prize*—awarded for the best thesis written by an undergraduate at Notre Dame on a topic related to gender studies.

*The Philip L. Quinn Essay Prize*—Awarded for the best academic essay written by an undergraduate at Notre Dame on a topic related to gender studies.

**GERMAN AND RUSSIAN LANGUAGES AND LITERATURES**

*The Rev. Lawrence G. Broestl, C.S.C., Award*—presented to the graduating senior with the best academic achievement in German.

*Delta Phi Alpha German Honor Society Award*—awarded to a graduating senior for outstanding achievement in the study of German language and literature.

*Jeffrey Engelmeier Award*—presented to an outstanding student of German whose leadership and contribution to the life of the department are especially conspicuous.

*The Russian Senior Award*—presented to the graduating senior with the best academic achievement in Russian.

*The Lauren B. Thomas Scholarship*—awarded by the Russian faculty to an outstanding Russian major who exhibits financial need.

**HISTORY**

*The Monsignor Francis A. O'Brien Prize*—presented to the senior who has achieved distinction with the best essay in history.

*The O'Connell Award*—an annual award for the best sophomore or junior essay in history.

*The O'Hagan Award*—awarded to the undergraduate who has submitted the best original essay on a phase of Irish history.

*The Senior Honors Thesis Award*—awarded for the best history thesis by a senior history major.

**IRISH LANGUAGES AND LITERATURE**

*The Brother Simeon Prize for Distinction in Irish*—for excellence in Irish language and literature.

**IRISH STUDIES**

*The Donald and Marilyn Keough Award*—for excellence in Irish Studies.

**JOHN J. REILLY CENTER**

*John Jay Reilly Scholar in Arts and Letters and Engineering Dual Degree Award*—for exhibiting high standards of excellence and outstanding academic achievement.

**MEDIEVAL STUDIES**

*Robert M. Conway Prize in Medieval Studies*—given to a graduating senior who has written the best essay on a medieval subject.



## SERVICE AWARDS

**MUSIC**

*Department of Music Senior Award*—awarded to an outstanding senior in the Music Department.

**PHILOSOPHY**

*The Dockweiler Medal for Philosophy*—presented to the senior submitting the best essay on a philosophical subject.

*The John A. Oesterle Award in Philosophy*—awards given when merited to graduating philosophy majors for excellence in philosophy.

**POLITICAL SCIENCE**

*The Gary F. Barnabo Political Science Writing Award*—awarded for the best paper contributing to nonviolent solutions to world conflicts.

*Paul Bartholomew Essay Prize*—awarded to the senior major submitting the best senior honors essay in the fields of American politics or political theory.

*The Guillermo O'Donnell Prize*—for the best senior thesis in the field of comparative politics.

*The Stephen Kertesz Prize*—awarded to a senior major submitting the best senior honors essay in the field of international relations or comparative politics.

*The Rooney Center for the Study of American Democracy Award*—awarded to the student who submits the best senior honors thesis in the field of American politics.

**PROGRAM OF LIBERAL STUDIES**

*The Otto A. Bird Award*—awarded to the Program of Liberal Studies student who submits the best senior essay.

*The Susan Marie Clements Award*—awarded to a woman among the Program of Liberal Studies graduating seniors who exemplifies outstanding qualities of scholarly achievement, industry, compassion, and service.

*The Edward J. Cronin Award*—awarded annually to a student who submits the best essay in a Program of Liberal Studies course.

*The Willis D. Nutting Award*—given to the senior major who best embodies the department's high teaching and learning ideals.

*The Stephen Rogers Award*—presented to an outstanding Program of Liberal Studies senior pursuing graduate study.

**PSYCHOLOGY**

*The John F. Santos Award for Distinctive Achievement in Psychology*—to a senior psychology major in recognition of outstanding achievement in research, academic performance, and student-life activities.

*Senior Recognition Award in Psychology*—given in recognition of outstanding achievement in research, academic performance, and student-life activities, while pursuing a major course of study in psychology.

**ROMANCE LANGUAGES AND LITERATURES**

*Robert D. Nuner Award*—presented to the graduating senior in the College of Arts and Letters with a first or second major in any classical or modern foreign language who has earned the highest cumulative grade point average.

*Endowment for Excellence Award in Romance Languages and Literatures*—presented to a graduating senior for excellence in Romance languages and literatures.

*Walter Langford Awards for Excellence in Spanish Literature and Excellence in French Literature*—two awards—to the graduating senior majors in French and Spanish literature whose work was deemed most outstanding by the Romance languages and literatures faculty.

*The Joseph Italo Bosco Senior Award*—awarded to a graduating senior for excellence in Italian Studies.

**SOCIOLOGY**

*The Margaret Eisch Memorial Prize in Sociology*—awarded to an outstanding graduating senior majoring in sociology.

*The Sociology Major Essay Award*—presented to the senior sociology major who has written the best essay.

**THEOLOGY**

*The Gertrude Austin Marti Award in Theology*—presented to a graduating senior who has evidenced qualities of personal character and academic achievement in theological studies.

*The Rev. Joseph H. Cavanaugh, C.S.C., Award*—awarded to the senior who has evidenced high qualities of personal character and academic achievement, particularly in theological studies.

**Service Awards****AMERICAN STUDIES**

*J. Sinnott Meyers Award*—awarded to a senior in American Studies for outstanding service to the academic community.

**ECONOMICS**

*Lawrence J. Lewis Award*—awarded to the senior in the Department of Economics who has best distinguished himself or herself in community service.

**MUSIC**

*Band Vice President Prize*—annual award to the elected vice president of the band.

*Terry Baum Secretary Prize*—awarded to the secretary of the band and presented by the University of Notre Dame.

*Halland President's Prize*—annual award for the outgoing president of the band.

*Thomas J. Kirschner Band Treasurer Prize*—annual award to the elected band treasurer.

*The Kobak Memorial Scholarship*—for outstanding instrument achievement for band.

*Robert F. O'Brien Award*—for outstanding service and dedication to the band.

*Outstanding Band Member Award*—for loyalty, dedication, and leadership.

*Outstanding Marching Band Award*—awarded for dedication, ability, and leadership during marching band season.

*The Daniel H. Pektke Memorial Award*—presented to two underclassmen in the Notre Dame Glee Club in recognition of musical leadership, exemplary personal character and overall contribution to the success of the group.

*Gerald J. Smith Memorial Award*—awarded for citizenship and loyalty to band.

*Social Chairperson Award*—plaque given annually to the social chairperson in appreciation for dedication and service to the Notre Dame bands.

**POLITICAL SCIENCE**

*George Brinkley Service Award*—awarded to the student who best exemplifies the Political Science Department's ideal of public service through service to the department, the University, or the wider community.

## MINORS

## ROMANCE LANGUAGES AND LITERATURES

*Carlos Aballi Award in Hispanic Cultural*

*Awareness*—given to a graduating Hispanic student who has taken Spanish at Notre Dame and has been active in promoting Hispanic cultural awareness at Notre Dame.

*The Mara Fox Award for Service to the Hispanic*

*Community*—awarded to a graduating senior who has performed outstanding service benefiting the Hispanic community.

*William Richardson Award in Hispanic Culture for*

*an African American Student*—given to a graduating African American student who has shown an unusually strong interest in Hispanic culture through his or her active participation in campus and/or community projects or activities.

*José Tito Sigenza Award for Service to Hispanic*

*Youth*—awarded to the senior who has studied Spanish at Notre Dame and contributed outstanding service to Hispanic youth.

## Special Arts and Letters Requirements

**Language Requirement.** Students without Advanced Placement or SAT II credit, but who come with some background in the language they elect will be placed by examinations given during first-year orientation and prior to spring preregistration. Departmental placement exams will not be credit-bearing. Students may receive up to 8 hours of credit based on their scores on the AP and SAT II tests. If, for some reason, more than 8 hours of credit appear on the transcript, the credits beyond 8 will be non-counted and will be manually subtracted from the total number of degree credits counting for graduation. Regardless of the scores on these exams, it is impossible for a student to test out of the language requirement in the College of Arts and Letters. Every student in arts and letters must take at least one course at the appropriate level that deals with texts in the original language. For the specific details of a given language offering or program, check with the relevant department.

**College Seminar.** The College Seminar is a unique one-semester course shared by all students earning a degree in the College of Arts and Letters. Typically taken in the sophomore year, the course offers students an introduction to the diversity and distinctive focus of arts and letters at the University of Notre Dame. Specific sections of the College Seminars vary in their topics and texts, but all feature an interdisciplinary approach, commitment to engaging important questions, employment of major works, and emphasis on the development of oral skills. Every College Seminar syllabus will include works that approach the topic from the perspective of each of the three divisions of the college: the arts, humanities, and social sciences.

College Seminar fulfills the CSEM requirement and cannot fulfill any other requirement.

## Arts and Letters Programs

The programs offered by the College of Arts and Letters include majors, supplementary majors, and minors, which may be either departmental or interdisciplinary. Every student in the college must complete one major sequence. Supplementary majors and minors are optional and may be taken to supplement or enhance a student's major but do not lead to graduation in and of themselves.

## Majors

A major sequence is a carefully chosen combination of courses from an individual department or program that stands alone in qualifying students for an undergraduate degree. It usually consists of between 8 and 12 courses. In contrast to the University and college requirements that provide students with broad exposure to a variety of the liberal arts and sciences, the major affords the student an opportunity to gain more specialized knowledge of a particular field or discipline.

The major in liberal arts programs is normally declared during the sophomore year and is completed during the junior and senior years. Each semester before preregistration, the college holds a series of programs and meetings to inform the students about the various majors so that they may make informed choices. Students pursue their majors under the direction of the departmental or program chair and its advising staff.

Supplementary majors are those that cannot stand alone in qualifying a student for an undergraduate degree but must be taken in conjunction with a primary major. They include both interdisciplinary and departmental offerings.

## Minors

Minors are typically five-course sequences, and the college offers two categories of minors: Departmental and Interdisciplinary.

**Departmental:**

Africana Studies  
 Anthropology  
 Art History  
 Business Economics  
 Chinese  
 Classics  
     Classical Studies: Civilization  
     Classical Studies: Heritage  
     Middle Eastern and North African Studies  
 Collaborative Innovation  
 French and Francophone  
 Gender Studies  
 German  
 Greek  
 Health, Humanities, and Society  
 History  
     History  
     Economic and Business History  
 International Security Studies  
 Irish Language and Literature  
 Irish Studies  
 Italian  
 Japanese  
 Korean  
 Latin  
 Music  
 Philosophy  
 Portuguese and Brazilian Studies

## ELECTIVES

Russian  
Russian Studies  
Sociology  
Sociology  
Data Science  
Studio Art  
Theology

For details, see the departmental descriptions in the section "Programs of Study."

**Interdisciplinary:**

Catholic Social Tradition  
Computing & Digital Technology  
Constitutional Studies  
Education, Schooling, and Society  
Hesburgh Program in Public Service  
Journalism, Ethics, and Democracy  
Latino Studies  
Linguistics  
Liturgical Music Ministry  
Medieval Studies  
Musical Theatre  
Philosophy, Politics, and Economics  
Philosophy, Religion, and Literature  
Philosophy, Science, and Mathematics  
Science, Technology, and Values  
Sport, Media, and Culture  
Teaching English to Speakers of Other Languages

**Electives**

In addition to the university and college requirements and the major requirements, the balance of a student's usual five-course-per-semester program consists of elective courses, which can be drawn from the offerings of any department or college that are open to non-majors who have met the necessary prerequisites.

**Africana Studies***Chair:*

Mark Sanders, Professor, English and Africana Studies

*Faculty:*

Paulinus Odozor, Professor, Theology and Africana Studies  
(The Rev.) Hugh R. Page Jr., Inaugural Vice President for Institutional Transformation and Advisor to the President; Professor, Theology and Africana Studies  
Richard B. Pierce, John Cardinal O'Hara, C.S.C., Associate Professor, History and Africana Studies  
Dianne Pinderhughes, Rev. Edmund P. Joyce, C.S.C. Professor, Africana Studies and Political Science  
Maria McKenna, Professor of the Practice, Africana Studies and Education, Schooling, and Society  
Ernest Morrell, Professor, Africana Studies, English, and IEI; Coyle Professor of Literacy Education; Associate Dean, Arts & Letters  
Mark Sanders, Professor, Africana Studies and English; Director, Race and Resilience Initiative  
Scott Alves Barton, Assistant Professor, Africana Studies  
Bernard Forjwuor, Assistant Professor, Africana Studies (concurrent Political Science)  
Zachary Sell, Assistant Professor, Africana Studies

*Emeritus Faculty:*

Stuart Greene, Africana Studies and English

*Affiliated, Concurrent, and Adjunct Faculty:*

Steven Battin, Assistant Professor, Systematic Theology  
Jaimie Bleck, Associate Professor, Political Science  
Catherine Bolten, Associate Professor, Anthropology  
Jon Coleman, Andrew V. Tackes College Professor of History  
Darren Davis, Professor, Political Science  
Robert A. Dowd C.S.C., Associate Professor, Political Science; Assistant Provost  
La Donna Forsgren, Rev. Thomas J. McDonagh, C.S.C., Associate Professor, Film, Television, and Theatre  
Korey Garibaldi, Assistant Professor, American Studies  
Karen Graubart, Associate Professor, History  
Cyrainna Johnson-Roullier, Associate Professor, English  
Emmanuel Katongole, Associate Professor, World Religions and World Church  
Paul V. Kollman C.S.C., Associate Professor, Theology  
Erin McDonnell, Kellogg Associate Professor, Sociology  
Rory M. McVeigh, Nancy Reeves Dreux Professor, Sociology  
Marisel Moreno, Rev. John A. O'Brien Associate Professor, Spanish

Leslie L. Morgan, Associate Faculty Librarian  
Chanté Mouton Kinyon, Assistant Professor, English  
Paul Ocobock, Associate Professor, History  
Rahul Oka, Research Associate Professor, Keough School of Global Affairs and Anthropology  
Karen Richman, Director, Undergraduate Studies Institute for Latino Studies and Creole Language and Culture Program  
Jason Ruiz, Associate Professor, American Studies  
Sophie White, Professor, American Studies  
Todd David Whitmore, Associate Professor, Theology

*Office Coordinator:*

Shannon Carter, Africana Studies, 631-0397

*Director of Undergraduate Studies:*

Bernard Forjwuor.

The Department of Africana Studies at the University of Notre Dame is dedicated to the holistic and integrative study of Africans and people of African descent in the Americas and the global diaspora. Building on the legacy of the former African and African American Studies Program (1967–2005), the department emphasizes a cross-regional, cross-cultural perspective, a comparative analysis of and between different diasporan groups and the national and global contexts they inhabit. This multidisciplinary department seeks to explore the history, society, politics, economic development, philosophical, theological and theoretical perspectives, literature, arts, religions, and cultures of the peoples of Africa and the African diaspora. Its comparative and relational foci highlight the connections between culture, race, gender, class, nationality, and other categories of identity and experience.

The Department of Africana Studies aspires to become a center for academic and community activity, an innovative centerpiece for the University of Notre Dame. Undergraduates draw on a range of academic and community activities designed to stimulate intellectual inquiry, excellence in scholarship, and creative engagement.

**Program of Studies.** The major, supplementary major, and minor in Africana Studies offer: (1) a disciplined and rigorous intellectual environment to study the histories, literatures, languages, and cultures of African and Afrodiasporan peoples; and (2) an intellectual appreciation of the richness, diversity, and complexity of the African American experience—particularly when it is viewed within national and global contexts.

The department also has opportunities for dialogue, reflection, and social engagement within and beyond the classroom. Upon completion of all requirements, students will have received both a solid introduction to the discipline of Africana Studies and an appreciation of how it interfaces with other areas in the humanities, arts, social sciences, and theological disciplines.

Africana Studies degree options for Notre Dame undergraduates consist of a major (30 credit hours),

## AMERICAN STUDIES

including a “capstone” experience consisting of a senior project or thesis, an interdisciplinary minor (15 credit hours), and a supplementary major (24 credit hours).

The Department of Africana Studies will accept one University Seminar taught in Africana Studies (AFST 13181/13184) as an elective course for our majors and minors. Additionally, the Department will accept the AP Research Seminar: African Diaspora course with a score of five for one elective course for our majors and minors. Students may multi-count an unlimited number of major and minor requirements with college and university requirements where applicable attributes apply.

### Major (30 credit hours)

*Introduction to Africana Studies* (3 credit hours)

*Interdisciplinary Requirement* (9 credit hours)

Students will choose one AFST course from each of the following disciplines: literature/fine arts, history, and social science.

*Senior Project or Senior Thesis* (6 credit hours)

*Four elective AFST courses* (12 credit hours)

### Supplementary Major (24 credit hours)

*Introduction to Africana Studies* (3 credit hours)

*Interdisciplinary Requirement* (9 credit hours)

Students will choose one AFST course from each of the following disciplines: literature/fine arts, history, and social science.

*Four elective AFST courses* (12 credit hours)

### Minor (15 credit hours)

*Introduction to Africana Studies* (3 credit hours)

*Interdisciplinary Requirement* (9 credit hours)

Students will choose one course from each of the following disciplines: literature/fine arts, history, and social science.

*One elective AFST course* (3 credit hours)

## COURSE DESCRIPTIONS

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on “Class Search” and selecting the subject *Africana Studies*. Course descriptions can be found by clicking on the subject code and course number in the search results.

## American Studies

### Chair:

Jason Ruiz

### Director of Undergraduate Studies:

Pete Cajka

### W. Harold and Martha Welch Professor

### American Studies

Thomas Tweed

### Professors:

Kathleen Sprows Cummings; Thomas Tweed;

Sophie White

### Professor Emeritus:

Erika Doss; Benedict Giamo; Thomas J.

Schlereth; Robert Schmuhl; Robert Walls;

Ronald Weber

### Associate Professors:

Annie Gilbert Coleman; Perin Gurel; Jason Ruiz

### Assistant Professors:

Ashlee Bird; Laurel Daen; Korey Garibaldi;

Jennifer Huynh

### Assistant Teaching Professors:

Peter Cajka; Katherine Walden

### Adjunct Assistant Professor:

Jason Kelly

### Concurrent Faculty:

Gail Bederman (History); Jon Coleman (History);

Brian Collier (ACE); James Collins

(Film, Television and Theatre); Patrick Griffin

(History); Sandra Gustafson (English); Darlene

Hampton (AL); Cyraina Johnson-Roullier

(English); Michael Kackman (FTT); Mary

Celeste Kearney (FTT); Kate Marshall (English);

Timothy Matovina (Theology); Terry McDonnell

(Sociology); John McGreevy (History); Rebecca

McKenna (History); Richard Pierce (History);

Dianne Pinderhughes (History); Kerry Temple

(*Notre Dame Magazine*); Pamela Wojcik (Film,

Television and Theatre).

**The Discipline.** Since its inception in the late 1930s, the discipline of American Studies has aimed to foster new understandings of America and its multiple peoples and cultures in a rapidly changing world. Its focus on the historical and intellectual underpinnings of the cultures, societies, religions, and politics of colonial America and the United States has continually returned to one central question: What does it mean to be an American? As the answers to this question have changed in response to demographic, economic, and political transformations, the discipline of American Studies has continually re-examined its methods and central questions. Shifting from an earlier emphasis on American uniqueness, or exceptionalism, American Studies has been for the past several decades the academic discipline most creatively and rigorously engaged in analyzing the complex and multi-layered expressions of American pluralism and diversity.

**Program of Studies.** American Studies offers interdisciplinary perspectives on American cultures and societies, American identities, and American political cultures and institutions. The curriculum introduces

students to the major ideas and methods of the discipline, hones critical understandings of these methods in advanced courses, and ends with senior level seminars aimed at the highest level of research. To add stature and credibility to the major, a 6-credit Senior Thesis is offered, allowing exceptional students the opportunity to sharpen their critical abilities and improve their research techniques by developing a year-long project.

Students are introduced to the themes and issues dominant in American Studies (AMST) in *Introduction to American Studies*, taken at the freshman or sophomore level and intended as a gateway to the major. This required course, which explores key concepts, texts, and methods in American Studies and familiarizes students with the discipline's working vocabulary and practices, is offered in the fall semester, and should be taken before students take AMST courses at the 30000 level. It may be taken concurrently with a 30000-level course in AMST, pending approval of a faculty advisor in American Studies.

The introductory course is followed by eight different upper-level courses in AMST, each of which continues to explore concepts, texts, and methods particular to the discipline of American Studies.

Of the eight upper-level courses, up to two “outside” courses may be taken from different departments, either on campus or through an off-campus *Notre Dame* program, as long as they are cross-listed with American Studies or otherwise approved by the Director of Undergraduate Studies.

Finally, AMST majors complete their coursework with the Senior Seminar in American Studies, a required 40000-level course which serves as a capstone to the major. Requirements include seminar-style discussions and a significant research project.

### American Studies Major Requirements:

Students must complete the general requirements of the College of Arts and Letters and 30 credit hours in American Studies, including the introduction to American Studies, 8 upper-level courses, and a senior seminar.

**Internships.** Students are encouraged to pursue internships over the summer and during the semester that enhance and apply their coursework in American Studies. If the internship is not paid and relates to American Studies, students may earn elective credit for that experience, upon approval from the Director of Undergraduate Studies. For further details, please review the description for the course AMST 25001 “Internship in American Studies.”

**Study Abroad.** Upon approval of the Director of Undergraduate Studies, students may take up to 6 credit hours of course work abroad towards the major.

**American Studies Senior Thesis.** A senior thesis is a year-long research project developed with a faculty

## ANTHROPOLOGY

advisor that attempts to make a contribution to the field of American Studies. The final project may take on a variety of forms, including a scholarly paper, narrative nonfiction essay, journalistic article or series of articles, documentary film, or museum exhibition. The opportunity to write a Senior Thesis in American Studies is open to any major with a GPA of 3.5 or higher within the major as of January of their junior year. In exceptional circumstances students with a GPA below 3.5 may apply. Writing a thesis is a chance to do original research and explore a topic of your choice, to develop a deeper relationship with a faculty member, and to put what you've learned as an American Studies major into practice. It is also a significant commitment. Students need one if they want to earn departmental honors in American Studies, but they do not need one to satisfy the requirements for the major. Students writing a senior thesis must register for 6 credit hours in addition to the 30 required for the major, distributed as noted below. **Note:** Students writing a senior thesis may substitute the senior seminar requirement with one additional 30000-level course.

Students choosing to write a senior thesis will submit a formal application to the department by April 1 of their junior year, which requires: 1) An idea for the project, including central research questions, sources and research that will answer those questions, the student's method or approach, and the shape of the final project; 2) A primary advisor who has agreed to help with the project. The primary advisor must be a full-time faculty member in AMST and will be the instructor of record for the thesis project; 3) Information on grants applied for and won. Application forms and additional information are available through the departmental website.

Once accepted, students should confirm their plans with their primary advisor and be sure to register in the fall for the **Senior Thesis AMST 47909** (3 credit hours). This course is limited to thesis writers, will meet during a regular class time, and is required. It is designed to help students develop their thesis projects, conduct research, and think about how their work relates to the field of American Studies. Students will work closely with the instructor and their primary advisor, and less formally with a secondary reader of their choice. Students writing a thesis and thus enrolled in The Senior Thesis AMST 47909 have the option to take, as their tenth class required for the major, either a senior seminar or an additional "inside" 30000-level class. In the spring students will register for **Senior Thesis Writing AMST 47910** (3 credit hours). This course is independent work with the primary advisor; students will complete their research and writing, as well as plan and give presentations of their work. The final senior thesis project is due in early April.

Thesis writers are expected to fulfill all the requirements for the major and remain in good academic standing. Those who fail to show good progress or maintain a satisfactory GPA will be asked to abandon their thesis project. Theses will be evaluated

by both the primary advisor and secondary reader. Students will present their projects to students and faculty in April at the departmental celebration of research; presentation at the Notre Dame Undergraduate Scholar's Conference is encouraged. Every thesis will be honored at the departmental commencement event and recognized on the departmental website.

**Departmental Honors.** Completion of a senior thesis is a central requirement for earning departmental honors, but not the only one. Honors in American Studies will be conferred upon graduating seniors in three levels: highest honors, high honors, and honors, based on 1) the originality and significance of the student's senior thesis; 2) the excellence of the student's GPA in the major as of January senior year; and 3) the student's degree of engagement with the field of American Studies, as demonstrated by participation in relevant lectures, conferences, internships, grants and fellowships, conversations with scholars, and completion of additional advanced courses. All students receiving honors will be recognized at the departmental commencement ceremony. For more information see the departmental website or contact the Director of Undergraduate Studies.

### COURSE DESCRIPTIONS

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting one or more of the following subjects:

- *American Studies*
- *Journalism, Ethics & Democracy*

Course descriptions can be found by clicking on the subject code and course number in the search results.

## Anthropology

### Chair:

Lee T. Gettler

### Edmund P. Joyce Professors of Anthropology:

Roberto A. DaMatta (emeritus); James J. McKenna (emeritus)

### Professors:

Susan Blum; Catherine Bolten; Meredith S. Chesson; Ian Kuijt; Carolyn Nordstrom (emerita); Irwin Press (emeritus); Mark R. Schurr; Vania Smith-Oka

### Associate Professors:

Maurizio Albahari; Christopher Ball; Alex E. Chávez; Rev. Patrick D. Gaffney, C.S.C. (emeritus); Lee T. Gettler; Donna Glowacki; Joanne M. Mack (emerita); Kenneth E. Moore (emeritus); Susan G. Sheridan

### Associate Professor of the Practice:

Eric Haanstad

### Assistant Professors:

Mark Golitko; Aaron Michka, C.S.C.; Luis Felipe R. Murillo; Cara Ocobock; Aidan Seale-Feldman

### Director of Graduate Studies

Christopher Ball

### Director of Undergraduate Studies

Eric Haanstad

### Affiliated Faculty

Ann-Marie Conrado, Associate Professor, Art, Art History and Design; Diarmuid Ó Giolláin, Professor, Department of Irish Language and Literature; David Hernandez, Associate Professor, Department of Classics; Carlos Jáuregui, Associate Professor, Romance Languages; Peter Jeffery, Professor, Department of Music; Julia Kowalski, Assistant Professor, Keough School of Global Affairs; Rahul Oka, Associate Research Professor, Anthropology and Keough School of Global Affairs; Matthew Ravosa, Professor, Department of Biological Sciences; Karen Richman, Professor of the Practice, Institute for Latino Studies; Todd Whitmore, Associate Professor, Department of Theology; Jared C. Katz, Associate Curator of the Americas and Africa

**Program of Studies.** The undergraduate program in anthropology is designed to provide each student with a broad, holistic, integrated and species-wide perspective on contemporary human behavior. Anthropology may be the only major that provides significant intellectual and professional links with the humanities and other social science fields, while also providing separate bridges into both the natural sciences and the field of business. In so doing the anthropology major prepares students for successful entry into any number of fields and disciplines and their appropriate professional graduate schools, including medical schools, public health, and law, design, and business. Human evolutionary models, critical comparative analyses, ethnographic methods, and a variety of developmental approaches are taught and applied in our classes to such diverse topics and

## ART, ART HISTORY, AND DESIGN

research areas as: health; illness; addiction; human communication (verbal and non-verbal); human origins; the nature of social groups; the family; worldwide political and socio-economic systems; religion; warfare; infancy and childhood; non-human primate ecology and behavior; archaeology, prehistory, and ethnology; sexuality; museum studies; evolutionary medicine; transnationalism; sex and gender; food; and medical anthropology. Geographic specialties of the faculty include China, Southeast Asia, North America, Latin America, Russia, Italy, Ireland, Egypt, Central and Southern Africa, and the Middle East.

As one of the premiere undergraduate research and teaching departments in the nation, our faculty stress the importance of innovative and significant undergraduate research. We aim to provide hands-on research experience in both the field and laboratory. Paid Smithsonian and Chicago Field Museum summer research internships created by the department are available to majors and minors. It is common throughout the school year and summer that the faculty pair up with students to conceptualize and work together on research projects both here and abroad. Often this collaborative research leads to joint publications. Our undergraduate students receive many undergraduate research awards from the University and regularly attend national professional meetings to stand alongside graduate students and professors from around the nation to present the results of their research. Our anthropology minors also participate to a high degree.

Aside from its applicability and relevance across different disciplines, professions, and careers, one of the truly unique aspects of anthropology is that it profoundly changes how our students experience and interpret their own lives. The subject of anthropology is humankind as viewed not through a local lens limited by the biases or world view of one's own culture, but by a view that attempts to reconcile and understand the intersecting and sometimes conflicting, yet, often logical alternative ways by which our fellow human beings live and think.

Through these personal encounters, experienced alongside exposure to the very best scholarship, our anthropology students connect easily and successfully with diverse professional communities. This fluidity by which our graduates make the transition into so many varied fields, the knowledge and skills gained by studying anthropology, in addition to providing keen insights into others, enriches one's understanding of one's self. In this way anthropology maximizes the chances of personal achievement and self-fulfillment, and offers a powerful holistic core of experience for excellent cutting-edge jobs in any career path.

**Writing-Intensive Requirements:** All courses taught in the department include writing components, which are both informal and formal and vary by course level. These assignments may include response papers, journals, in-class writing, analyses,

field research, or research papers. Courses offered in anthropology develop both critical thinking skills and global awareness through written and other assignments. Every major is required to take an advanced theory seminar (ANTH 40400, Perspectives in Anthropological Analysis) where they develop analytical and synthetic skills through intensive writing assignments combined with class discussion. All of the optional Senior Thesis sections (ANTH 48900) are also writing intensive.

## PROGRAMS

1. **The Major.** There are no prerequisites to the major. The major requires 30 credits, six of which must be in the sequence of fundamentals, including ANTH 20201 (Fundamentals of Biological Anthropology), ANTH 20202 (Fundamentals of Archaeology), ANTH 20203 (Fundamentals of Social and Cultural Anthropology), and ANTH 20204 (Fundamentals of Linguistic Anthropology). In addition, majors must take ANTH 40400 (Perspectives in Anthropological Analysis), one methods course (3 credits), and 18 credits of electives. At least six credits of the electives must be at the 40000 level. It is recommended that students take the fundamentals by the end of their sophomore year, whereas ANTH 40400 is usually taken as a junior or senior.

2. **The Honors Track.** The honors track requires 36 credits and a minimum anthropology GPA of 3.5, or faculty recommendation from the department. In addition to the above program, the honors student will take one additional methods course (3 credits) and ANTH 48900 Anthropology Senior Thesis (3 credits) or equivalent.

3. **The Minor.** The minor requires 15 credit hours. There are no prerequisites. Students must take two of the four fundamentals, ANTH 20201, 20202, 20203, and 20204. In addition, students must take nine credits of electives.

Courses taken for pass-fail credit will not satisfy requirements for the major, the honors track, or the minor.

## COURSE DESCRIPTIONS

**All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting the subject *Anthropology*. Course descriptions can be found by clicking on the subject code and course number in the search results.**

Courses in which graduate students may enroll and for which graduate credit may be obtained are at the 40000 level and higher. Special requirements are made of graduate students who enroll in these courses.

## Art, Art History, and Design

### Chair:

Scott Shim

### Professors:

Rev. Austin Collins, C.S.C.; Heather Minor; William Kremer; Martina Lopez; Michael Schreffler; Scott Shim; Maria Tomasula

### Associate Professors:

Clinton Carlson; Ann-Marie Conrado; Jason Lahr; Rev. Martin Lam Nguyen, C.S.C.; James Rudolph; Neeta Verma

### Assistant Professors:

Jason Carley; Nooshin Hakim; Marius Hauknes; Sarah Edmands Martin; Tatiana Reinoza

### Associate Professors of the Practice:

Emily Beck; Elyse Speaks

### Assistant Professors of the Practice:

Justin Barfield; Emily Harris

Website: <http://artdept.nd.edu/>

**The Department.** The Department of Art, Art History, and Design at the University of Notre Dame, is a multidisciplinary department offering programs of study in studio art, art history, and design. The mission of the department is to provide students with intellectually informed, hands-on instruction in creative studies within the context of a liberal arts university. An active lecture and visiting artist series and the extensive collections of the Snite Museum of Art strengthen and broaden the work in the classroom and studio. The South Bend and Chicago areas provide additional cultural activities and experiences.

The department has fifteen studio art and design faculty, and five art history faculty. Undergraduate students may pursue coursework leading to one of two degrees: the bachelor of arts (BA) in studio art, art history or design; or the bachelor of fine arts (BFA) in studio art or design. A minor in studio art is also offered to those students who wish to add experience in visual art to their undergraduate studies.

The departmental office is located in Riley Hall along with all studio art facilities, classrooms, and studio faculty offices. The art history classrooms are on the first floor of O'Shaughnessy Hall and the art history faculty offices are in Decio Faculty Hall. The design classrooms, studios, and design faculty offices are located in West Lake Hall. Skilled teaching scholars and support facilities are available as appropriate for each medium that is offered. The Center for Creative Computing operates five specialized computing labs for studio and design work including a professional digital printing studio in Riley Hall.

Students with a degree in creative studies are uniquely competitive among job-seeking graduates today. It is well recognized that creative study fosters methods of scholarship and production that employers and research institutions alike find compelling.



## ART, ART HISTORY, AND DESIGN

A creative person draws on innovative approaches to solve problems; is willing to take initiatives in the face of ambiguity and uncertainty; is able to accept critical feedback to revise or expand an idea; can successfully communicate the value of their approach to others; and has the ability to mobilize resources to realize their ideas in an original form. In short, creative study is essential to the educational preparation needed to compete in the complex world culture we work and live in today.

## THE STUDIO ART AND DESIGN MAJOR AND MINOR IN STUDIO ART

### Bachelor of Arts Degree in Studio Art and Design

The Bachelor of Arts degree program in art and design is defined as a general liberal arts degree. The BA degree is ideal for the student who desires a liberal education with a strong emphasis in art. Students enrolling in the BA degree program are required to complete a five-course core curriculum. These courses are Drawing I, 2D Foundations, 3D Foundations, and two art history courses. Students select a major and concentration for the BA degree. For the Studio Art major, students may choose to concentrate in Ceramics, Painting, Printmaking, Photography, or Sculpture. For the Design major, students may choose to concentrate in Visual Communication Design or Industrial Design. The BA degree consists of 36 hours in art and design, of which 27–30 are in studio/design and 6–9 in art history.

### Bachelor of Arts with Honors

The BA with Honors consists of two additional 3-credit honors thesis courses taken in sequence, fall/spring of the senior year. It is a special two-semester course sequence designed for the most talented and motivated department majors who wish to develop a capstone project during their senior year. The BA with Honors consists of 39 hours in art and design, of which 30–33 are in studio and 6–9 in art history.

### Bachelor of Fine Arts Degree in Studio Art and Design

The BFA program in art and design is intended for the student who wishes to pursue a professional career in the visual arts. The program is organized into a four-year sequence of study that provides a solid understanding of art and art history. The student has an opportunity to explore a variety of curricular options and then chooses an intensive and professional major. For the Studio Art major, students may choose to concentrate in Ceramics, Painting, Printmaking, Photography, or Sculpture. For the Design major, students may choose to concentrate in Visual Communication Design, or Industrial Design. In addition to a primary concentration, BFA students are encouraged to select a secondary area of interest to broaden their thinking and to enrich their creative study. BFA candidates share a close working relationship with the department's faculty who are active professional artists and designers. Intensive studio work is complemented by an academic education with strong art history and

liberal arts component. The BFA degree consists of 66 credit hours in art, of which 54–57 are in studio/design and 9–12 in art history.

### BFA Freshman and Sophomore Years

Students beginning in the program are required to complete a studio core curriculum during their first two years. Five of these courses are mandated: Drawing I, Figure Drawing or Advanced Visualization, 2D Foundations, 3D Foundations and Photography I. The remaining two studio courses are optional, based on the student's interest. This intensive curriculum establishes a base for the studio practices and principles for all visual art expression. At the end of the fourth semester, students who have earned a minimum 3.25 grade point average in their studio courses will be accepted as candidates for the BFA degree. Students who do not qualify are eligible for the BA degree.

### BFA Junior and Senior Years

Students accepted into the BFA program begin a two-year primary concentration in one of the following areas: ceramics, visual communication design, industrial design, painting, photography, printmaking, or sculpture. The concentration requires 15 hours of study in a major concentration area during the last four semesters. Teaching in the major is highly individualized and stresses the creative development and preparation of the student for the professional world. In addition to pursuing a concentration, all BFA majors must enroll in the BFA Seminar and the Senior Thesis courses. The culmination of the BFA degree is the completion of a senior thesis. This two-semester senior project, directed by a faculty member, will be exhibited and approved by the faculty as a requirement for graduation.

## MINOR IN STUDIO ART

The minor in studio art is intended for the student who wishes to add studio art experience to their undergraduate studies. Freshmen, Sophomores and Juniors are eligible to declare a minor in studio art, which requires 15 credit hours, or 5 courses in studio art. Before being able to declare a minor, a student must be enrolled in or have already taken one of the following: Drawing I, 2D Foundations, or 3D Foundations.

As with the major, students seeking the minor may elect either a general or focused course of study; that is, students may take the four studio courses selected from among any of the studio disciplines (ceramics, painting, photography, printmaking, sculpture) or they may take four studio courses from within a single discipline. Because the Department offers multiple entry-level courses, students are able to enter the program at a variety of points.

## STUDIO ART AND DESIGN CONCENTRATIONS

### Studio Art Concentration

The Studio Art major is designed both for the student artist and the student interested in art as

a second major or minor. Courses are offered in painting and drawing, ceramics, photography and video, printmaking, and sculpture. The Studio Art major provides an excellent basis for continuing work in graduate school and pursuing art-related fields such as design, art criticism, teaching, museum and auction house work, art therapy, media and publishing, commercial photography, exhibition design, and advertising.

The Studio Art major provides students with an opportunity to develop the techniques, visual sensibility, and historical understanding necessary for working with various materials. The mission of the major is to provide students with intellectually informed, hands-on instruction in creative studies within the context of a liberal arts university. One of the inherent values of visual art is that by giving tangible form to the social, political, and private aspects of human existence, it makes visible the invisible; it provokes the expansion of intellectual boundaries, gives form to complex ideas, reveals deep but abstract emotions and extends our capacity to comprehend the lives of others. Each of the programs in our department offers a distinct means of confronting and understanding the important visual aspects of our wider engagement with and construction of the world.

### Ceramics Concentration

Ceramics is a concentration emphasizing clay and glaze as the primary vehicles for expression. Traditional pottery, vessel making, and sculpture may be addressed through a variety of processes that include hand building, throwing, and casting. Students are encouraged to develop technical skills and a direction of their own choosing. In addition to traditional ceramic materials and processes, students will be encouraged to study and utilize other sculptural media, as well as become familiar with contemporary and historical source material that will inform their own directions in ceramics.

### Painting Concentration

Painting, with its many traditions, is a medium put to an extraordinary diversity of contemporary uses. Capable of representing everything from the material to the intangible, painting continues to be a means for artists of vastly different interests to address their subjects in highly individual ways. The painting concentration at Notre Dame fosters the aesthetic, critical, and technical development of each student through a program of course work, independent study, and regular critiques. Emphasis is placed on being well-versed in contemporary critical issues, on articulating individual themes, and on developing the technical means to give visual form to thematic concerns.

### Photography Concentration

Images are arguably the most important documents of the 21st century, operating at the intersection of communication, commerce and culture. The photography program educates students to be technically skilled, visually literate and creatively

## ART, ART HISTORY, AND DESIGN

prepared for a world where photography, video and streaming media permeate our everyday experiences. Beginning with foundation work through senior thesis, courses are designed to inform students about photographic traditions while engaging them in the critical issues and methodologies of contemporary practice. The photography major prepares students for a career in visual media (including fine art, media communications or advertising), education or institutional professions at galleries, museums or auction houses.

### Printmaking Concentration

Printmaking is a vital, visual, graphic process by which one may engage in a conversation with the world. In fact, printmakers all over the world are in constant contact, exchanging exciting information and keeping current with the ever-shifting flow of ideas.

Printmakers' work encompasses a wide range of practice: from stenciled art spray painted on a sidewalk to very fine prints made on paper, from a one-inch square print to wrapping an entire building in a print. Printmakers are involved with a very dynamic form of art.

At Notre Dame, students learn about current cultural and critical issues and how printmaking addresses them. As students learn about the various matrixes, techniques and technologies of a wide range of printmaking (including relief, photolithography, intaglio, screen-printing, digital processes, papermaking and the making of books), they will develop their aesthetic, critical and technical skills.

### Sculpture Concentration

Sculpture today encompasses diverse materials and contexts for the expression of ideas in space. Within this broad description, students are encouraged to develop the technical skills that will help them expand their ideas into thoughtful individual expression. We embrace a breadth of vision and experience, which will challenge the student to investigate and respond to contemporary issues through problem-solving. A full range of traditional and non-traditional media are available in specific courses and through individual mentoring. By blending required and elective courses and independent study, students can experience a curriculum that responds to their particular needs and direction.

### Design

Design is the order of form and the control of function; it is what designers do. Humans are conditioned to make decisions on the basis of appearance and contextual input, accepting or rejecting information and material goods in response to a variety of visual cues. Effective, user-centered design can do more than attract interest or manipulate perception: it can enable people. Good design and careful planning can promote understanding, simplify use, improve safety, instill confidence, add value, and create community.

At Notre Dame, undergraduate design education begins with immersion into the liberal arts curriculum. This social, philosophical, critical, ethical, and historical experience helps build a foundation of cultural understanding that naturally informs the creative and problem-solving methods. Responsible designers, consequently, approach the development process with sensitivity for human need, human aspiration, and the functional requirements for both production and implementation. At its best, design serves the spectrum of needs from individuals to constituencies in industry, society and the global environment.

Though design has been part of the Notre Dame curriculum since the early 1950s, students enjoy the advantages of a campus that provides access to current technologies. Technically advanced collaborative teaching spaces and digital labs support all student design activities, including an on-site 20-station 2D computer studio, a 16-station 3D computer studio, and a high performance digital imaging studio, all maintained by the services from Notre Dame's Center for Creative Computing. In addition, a model shop provides rapid prototyping capabilities ranging from traditional hand tools to precision computer controlled fabrication and 3D printing. Intermediate and advanced level undergraduate students share an energized design community with defined studio spaces located in close proximity to all design-related resources and facilities in the Design Center at West Lake Hall.

### Visual Communication Design Concentration

At its most basic level, visual communication design is a creative process that combines the visual arts and technology to communicate ideas. In the hands of a talented designer, these ideas are transformed into visual communication that transcends mere words and pictures. By controlling color, type, movement, symbols, and images, the designer creates and manages the production of visuals designed to inform and persuade a specific audience. By combining aesthetic judgment with project management skills, designers develop visual solutions and communications strategies. The professional designer works with writers, editors, illustrators, photographers, code writers, and printers to complete compelling designs that effectively communicate a message.

At Notre Dame, the undergraduate visual communication design curriculum begins with a foundation in the liberal arts. Such a basis is a design student's best path to meet and solve the varied communication challenges inherent in today's complex world. Because a design solution may emerge from the humanities, an algorithm, or a scientific discovery, the curriculum provides a student with the opportunity to be firmly grounded in the fundamentals of design and the visual arts, while also taking courses in science, math, history, philosophy, and theology. As students progress through the tiered design program, they develop as a designer, as an intellectual, and as a moral person, prepared to address the social,

ethical, and political circumstances influenced by the design profession.

At its core, the Notre Dame visual communication design program asserts that the designer can make a difference not only in the strategic plan of a business but also in the world. During their time on campus, students develop projects that aspire to positively influence the lives of culturally diverse people, critique the ethical dimensions of contemporary culture, and give visual form to complex social issues. As design professionals, Notre Dame graduates will be responsible for the future of our visual culture.

### Industrial Design Concentration

Industrial designers give form to virtually all mass-manufactured products in our culture. They seek opportunity and advantage through identifying and solving problems. Their creative contributions impact the utility, appearance, and value of our tools and environment. Their most innovative solutions lie at an intersection of what is knowable and what is possible.

The industrial design profession demands excellent organizational skills, an awareness of visual and tactile aesthetics, human behavior, human proportion, material, process, and the responsible appropriation of resource, during and after use. Designers express conceptual proposals through a combination of well-developed drawing, physical modeling, computer modeling, writing, and verbal skills. Designers best serve the consumer through sensitive and innovative collaboration with art, science, engineering, anthropology, marketing, manufacturing, and ecology. Properly implemented, industrial design affords greater benefit, safety, and economy to all participants and recipients impacted by the product development cycle.

Notre Dame's Industrial Design Program (NDID) is accredited by the National Association of Schools of Art and Design (NASAD) and maintains student chapter affiliation with the Industrial Designers Society of America (IDSA). NDID interacts with regional, national, and international corporate design and consulting offices in the form of annual conferences, sponsored projects, field trips, and internships.

### MINOR IN COLLABORATIVE INNOVATION

The Minor in Collaborative Innovation offers students a dynamic catalyst for process-based, cross-disciplinary collaboration and learning between various academic departments in Arts & Letters, and wider disciplinary interests across the university. The minor seeks to build a strong core competency in design thinking and collaborative innovation to meet the growing demand for this skill among these various communities, attracting broad and diverse student enrollment and re-establishing the primacy of a humanistic, collaborative approach to the complex problems and integrated challenges facing a rapidly changing world.

The minor offers a five-course sequence starting with *Design Matters*, a large, introductory, lecture-based

## CLASSICS

design-thinking. Declared minors will then cycle through a series of four additional courses introducing students to the various skillsets implicated in design thinking including research methods, visualization, and entrepreneurship. The minor culminates in the capstone course *Collaborative Product Development*, bringing the minor's various disciplines (1st majors) together in fruitful collaboration with design majors to address industry sponsored projects addressing real world questions.

Fifteen credit hours are required for completion of this minor:

- 3 credits—DESN 20203 "Design Matters—Introduction to Design Thinking" (Students may not declare the minor until they are enrolled in or have completed this course.)
- 3 credits—DESN 40201 "Collaborative Product Development" (capstone course required for all minors)
- 3 credits—DESN 30210 "Design Research Practices"
- 6 credits—designated two course sequence in either ID or VCD.

## THE ART HISTORY MAJOR

Notre Dame's art history major is designed to equip our students with a broad overview of the development of Western art and to provide them with an in-depth knowledge of particular periods, problems, and research methods. The diversity and scholarly strength of our faculty and the research facilities of the Hesburgh Library, including the Medieval Institute, are supplemented by the rich resource of the Snite Museum of Art. With a permanent collection of over 21,000 works, the Snite Museum not only gives our students an invaluable firsthand acquaintance with important examples from all periods and many cultures—including distinguished collections of old master drawings, 19th- and early-20th-century photographs, and Pre-Columbian art—but also provides a wide range of opportunities for our students to gain practical museum experience in both volunteer and paid positions.

The University of Notre Dame offers a 33-hour Honors Program (11 courses), a 30-hour first major (10 courses), a 24-hour (8 courses) supplementary major in art history, and a 15-hour minor (5 courses). These degrees are intended not only for students who are already intent upon pursuing a career in an art museum or gallery or as a college or university professor, but also for those individuals who simply wish to learn more about Western civilization through the examination of some of its most beautiful, provocative, and informative objects.

## DEPARTMENTAL HONORS IN ART HISTORY AND THE SENIOR THESIS

The Honors Program will consist of 33 hours, as compared to 30 hours in the regular first major. First majors with a grade point average of 3.667 or

above in Art History courses may petition the faculty for permission to enter the Art History Honors Program contingent upon maintaining this GPA level and the successful completion of an Honors Thesis. The student who wishes to be considered for departmental honors must select a thesis advisor with whom the student has taken courses in the area of specialization for the thesis. The student must petition the faculty with a one-page letter by the 10th week of the spring semester of the student's junior year. The letter should be addressed to the Director of Undergraduate Studies for Art History. In the letter the student should give a brief indication of with whom and on what they are proposing to write her/his thesis and a brief account of her/his future plans. If the faculty approves, then in place of one of the elective art history courses or seminars the student will sign up for six credit hours of Honors Thesis credit, taking three hours in the fall semester of their senior year and three hours in the spring semester of their senior year.

Students who maintain the required 3.667 or higher GPA and successfully complete a senior thesis with a grade of A– or higher will earn Honors in Art History.

### Art History First Major

Art history first majors are required to take one course at the 10000-level or 20000-level, one course at the 20000-level or higher, Research Methods & Theories (taken sophomore or junior year), three courses at the 30000-level or higher, two courses at the 40000-level or higher, and two elective courses at any level.

### Art History Supplemental Major

Students wishing to complete a second major in art history are required to take one course at the 10000-level or 20000-level, one course at the 20000-level or higher, Research Methods & Theories (taken sophomore or junior year), three courses at the 30000-level or higher, and two courses at the 40000-level or higher.

### Art History Minor

Students wishing to minor in art history can do so by taking one course at the 10000-level or 20000-level, one course at the 20000-level or higher, and three courses at the 30000-level or higher.

## COURSE DESCRIPTIONS

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting one or more of the following subjects:

- *Art History*
- *Art Studio*
- *Design*

Course descriptions can be found by clicking on the subject code and course number in the search results.

## Classics

### Chair:

Luca Grillo

### Professors:

W. Martin Bloomer; Luca Grillo; Li Guo (Arabic)

### Associate Professors:

Hussein Abdulsater (Arabic); Christopher Baron; David Hernandez; Brian A. Krostenko; Elizabeth Forbis Mazurek; Hildegund Müller; Catherine M. Schlegel

### Concurrent Professors:

Felipe Fernández-Armesto; John Fitzgerald; Robin Jensen; Blake Leyerle; David O'Connor; Andrew Radde-Gallwitz; Gretchen Reydamsschils; Ingrid Rowland; Christopher Shields

### Concurrent Associate Professors:

David Gura; Robin Rhodes

### Assistant Professor:

Aldo Tagliabue

### Teaching Professors:

Ghada Bualuan (Arabic); Bert Lott; Tadeusz Mazurek

### Assistant Teaching Professor:

Catherine Bronson (Arabic)

**The department.** The Department of Classics offers courses in the languages, literatures, archaeology, history, religions, and civilization of the ancient world. Cooperation with other departments of the college makes available to Classics students additional courses in the art, philosophy, and political theory of antiquity. Visit us online at [classics.nd.edu](http://classics.nd.edu).

The department also provides the administrative home for the Program in Arabic and Middle Eastern Studies.

## MAJORS IN CLASSICS

Classics majors encounter at their sources the perennial cultures of Greece and Rome, cultures that continue to exercise a profound influence on Euro-American civilization. Classical training imparts enhanced skills in close reading and analysis of literary and rhetorical forms, as well as repeated experience of the integration of literature, history and ancillary studies. Thus, a major in Classics provides the archetypal humanistic education and an ideal preparation for entry into any of the professions that require mastery of language, close analysis of documents and integration of multiple details.

The lower-level courses equip the student with basic knowledge of languages and with a conspectus of ancient history and culture. Advanced courses in Latin and Greek literature and Ancient Civilization provide opportunities for more focused and detailed study and are conducted in a seminar format with emphasis on research and writing.

In addition to the other University requirements, students majoring in Classics will, under normal circumstances, complete at least 10 courses (30

## CLASSICS

credit hours) in one of two areas of concentration: Classics or Greek and Roman Civilization.

**Classics Major**

5 courses in Greek or Latin language/literature: 20003 and above*	15
2 courses in non-primary language (Greek or Latin)	6
1 course in Greek or Roman History	3
2 Classics courses in English translation (CLAS)	6
	30

\*Students will typically choose one of the two classical languages, ancient Greek or Latin, in which to fulfill the language requirement at the advanced level. They will be required to take at least two semesters in the other language at the appropriate level. If students have sufficient background in both languages, it should be possible for them to complete the requirements of the major through a combination of intermediate and advanced courses in both languages, as long as the total number of language courses equals seven (21 credit hours) for the first major and five (15 credit hours) for the supplementary major.

Supplementary majors in Classics will be exempt from the two courses in the second classical language.

**Greek and Roman Civilization Major**

The History of Ancient Greece	3
The History of Ancient Rome	3
1 course in ancient archaeology	3
1 course in ancient literature	3
6 Classics courses in English translation (CLAS) or Greek and Latin language offerings*	18
	30

\*Students are strongly encouraged, but not required, to include some language study in their six elective courses.

Supplementary majors in Greek and Roman Civilization are required to take only four elective classics (CLAS) courses in English translation or in Greek/Latin language.

**MINORS IN CLASSICS**

Minors provide students majoring in other areas with structure and certification for a variety of approaches to the study of Greek and Latin language, literature, and civilization.

**Latin Minor**

The Latin Minor provides a solid grounding in the philological and literary study of Latin texts of the classical period, or, for those who prefer, of Christian Latin literature. It consists ordinarily of five courses (15 hours) in intermediate or advanced Latin (CLLA 20003 and above). Students interested in later Latin texts are directed to the joint offerings of the department and the Medieval Institute.

**Greek Minor**

The Greek Minor provides a solid grounding in the philological and literary study of Greek texts of the classical and Hellenistic periods. It consists ordinarily of five courses (15 hours) in intermediate or advanced Greek (CLGR 20003 and above).

**Minor in Classical Studies: Greek and Roman Civilization**

The Classical Studies (Greek and Roman Civilization) minor focuses on the history and culture of the classical world. The minor consists of three required courses (one in Greek history, one in Roman history, one in ancient archaeology) and two electives from CLAS courses, whether offered by the department or cross-listed by other programs, or from Greek and Latin language courses, and may include classes in philosophy, art, architecture, political theory, literature or law, at the discretion of the Director of Undergraduate Studies.

**Minor in Classical Studies: the Classical Heritage**

The Classical Studies (Classical Heritage) minor allows students to connect the study of classical antiquity with other disciplines and periods and especially to study the inheritance and transformation of the classical tradition in areas like patristics, philosophy, late antiquity, and later Western art and literature. The minor consists of five courses: one with a chiefly historical orientation; one with a chiefly literary orientation; and three others approved by the Director of Undergraduate Studies, which may be taken from inside or outside the department.

**SENIOR THESIS/HONORS TRACK**

Classics majors are admitted into the honors track by approval of the Director of Undergraduate Studies. To receive honors, a student must (1) complete all requirements for the major; (2) maintain a GPA of at least 3.65 in the major; (3) complete the Honors Seminar for the senior year; (4) and receive a grade of A– or higher for a 5,000–6,000 word honors thesis. Honors students work closely with a member of the Classics faculty, who guides their research project. For more information see <http://classics.nd.edu/undergraduates/honors-and-research/>.

**PROGRAM IN ARABIC AND MIDDLE EASTERN STUDIES**

The program in Arabic and Middle Eastern studies offers a full range of courses in Modern Standard Arabic, and is geared toward proficiency in listening, speaking, reading, and writing. Courses in the regional dialects and Classical Arabic are also offered. Courses in the history, literature, cultures, and religions of the Middle East complement the language component and give students the opportunity for a broad-based and comprehensive understanding of the Arab world.

**Major in Arabic**

A total of 36 credit hours distributed in the following areas:

6 courses in Arabic	24
1 course in literature, taught by the Arabic faculty	3
1 course in Middle East history, taught by the Arabic faculty	3
1 course in Islam, taught by the Arabic faculty	3
1 elective, subject to departmental approval	3
	36

**Major in International Economics in Arabic**

The new undergraduate major in International Economics in Arabic is a collaborative effort between the Department of Economics and the Classics Department. In pursuing this major, students take a minimum of eight economics courses and are also required to enroll in a one-credit “Exploring International Economics” course, preferably in their sophomore year, designed to foster the integration of the study of culture with the study of economics. Details about the requirements for this major can be found online at [economics.nd.edu/undergraduate-program/academic-programs/majors/ie/](http://economics.nd.edu/undergraduate-program/academic-programs/majors/ie/).

**Minor in Mediterranean/Middle East Studies**

An interdisciplinary focus defines this broad-based program that encourages a multidimensional approach to the Mediterranean world. This is achieved through a wide variety of courses and activities offered by departments that study southern Europe, North Africa, or the Middle East.

While language courses may serve as a component of the minor, students are offered opportunities to view the region in its full historical, cultural, and political context. In this way, students are given the opportunity to assemble a course of studies that best reflects their own interests.

Typical areas of focus might include the rich culture that developed in southern Spain as a result of the Christian, Muslim, and Jewish interactions there; the impact of the French language and culture on North Africa and the Middle East; or the contemporary Israeli-Palestinian conflict.

**Requirements:** (1) Intermediate Arabic (MEAR 20003); (2) the student's choice of three courses that relate to the region of southern Europe, North Africa, or the Middle East; and (3) a final research thesis in consultation with the Arabic faculty that integrates coursework related to the student's area of interest.

**STUDY ABROAD**

Our students are encouraged to study abroad for a semester, especially in the Mediterranean basin at Notre Dame's Rome Global Gateway. The Department also supports programs offered by the Intercollegiate Center for Classical Studies in Rome, College Year in Athens, through the Jerusalem Global Gateway, and in Arab-speaking countries. Credits earned for course work taken in approved

## COMPUTER SCIENCE

programs can be used to fulfill our major and minor requirements. Studying abroad during the summer is also possible. Grants are available on a competitive basis for summer language study through the Center for the Study of Languages and Cultures and the Nanovic Institute for European Studies. For more information see [classics.nd.edu/summer-programs/](http://classics.nd.edu/summer-programs/) or [arabic.nd.edu/undergraduate-program/beyond-the-classroom/](http://arabic.nd.edu/undergraduate-program/beyond-the-classroom/).

### COURSE DESCRIPTIONS

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting one or more of the following subjects:

- *Classics in Translation*
- *Greek Language and Literature*
- *Latin Language and Literature*
- *Arabic Language and Literature*
- *Middle East Studies*

Course descriptions can be found by clicking on the subject code and course number in the search results.

## Computer Science

### Program Director

Aaron Striegel, Professor, Computer Science and Engineering

### Program Website

[altech.nd.edu](http://altech.nd.edu)

### Faculty

The Bachelor of Arts in Computer Science is interdisciplinary by nature and benefits from the scholarly contributions of a large number of Notre Dame faculty representing an array of academic departments.

### Program Overview

The Bachelor of Arts degree in Computer Science (BACS) is intended for students who desire a strong liberal arts program with a concentration in computer science. It is suitable for students who expect to apply the principles of computing in a discipline within the humanities, social sciences, or natural sciences, but are not necessarily seeking the specialization that is typically offered in a traditional engineering curriculum. The BACS degree program contains the fundamentals of computer science, including algorithms, structured programming, data structures, programming languages, and software engineering.

Graduates of the Bachelor of Arts in Computer Science will:

- Apply their education in computer science to pose questions in and derive solutions for humanistic, social, and scientific problems.
- Account for ethical and social concerns when solving humanistic, social, and scientific problems
- Develop knowledge in a secondary cognate area of their choosing.
- Function effectively in a collaborative team and effectively communicate with members of the team.
- Engage in continued education in their field of expertise.
- Attain positions of leadership in their chosen field.

### Program Requirements

The BACS major requirements are listed below:

1. *Completion of University Core Curriculum requirements.* CSE 10001 may not be used to fulfill the University Science & Technology core requirement, due to its strong similarity in coverage to CSE 20311.
2. *Completion of College of Arts and Letters requirements.*
3. *Completion of Major-specific mathematics requirements:* MATH 10550, MATH 10560, and six or more credits of mathematics coursework from MATH 20550 (Calculus III), Math 20610 (Linear Algebra), MATH 20580 (Linear Algebra with Differential Equations), ACMS 30440 (Probability

and Statistics), ACMS 30530 (Introduction to Probability). Petitions to accept other Math or ACMS courses for this requirement will be considered, but introductory mathematics courses will generally not be approved. Restrictions (e.g., credit cannot be granted for both MATH 20610 and MATH 20580) will apply. Students arriving with transfer credit in MATH 10550 and MATH 10560 must choose at least one math course that satisfies the Quantitative Reasoning requirement in the University Core Curriculum.

### 4. *Completion of Computer Science and Engineering coursework (35 credits)*

- a. *23 hours of required courses:* CSE 20110: Discrete Mathematics, CSE 20311: Fundamentals of Computing, CSE 20312: Data Structures, CSE 20289: Systems Programming, CSE 30151: Theory of Computing, CSE 40113: Design and Analysis of Algorithms, CSE 40175: Ethical and Professional Issues
- b. *12 hours (typically four courses) of CSE electives:* All electives must be taken at the 30000 level or higher, and all associated prerequisite requirements must be satisfied. Students are expected to make elective course selections in consultation with their academic advisor, reflecting their interests and, where possible, facilitating intellectual points of contact between computer science and the cognate area.

5. *Completion of Cognate area of study (15 or more credit hours):* A cognate area of study should comprise a coherent set of courses within Arts and Letters. Courses in the cognate area must embody an area of knowledge outside of the computing disciplines. The selected cognate area and its courses must be approved by the BACS program director or designee in consultation with the relevant department(s), using criteria intended to ensure depth of study in the cognate area. Students will be encouraged to explore the places of intellectual contact between the approved cognate area and CS. Arts and Letters minor programs of 15 credit hours or more will satisfy the cognate requirement, with the exception of the CDT and Data Science minor programs which are excluded because of disciplinary proximity. If a department offers a minor, any BACS cognate in that discipline should generally be the existing minor program. Arts and Letters major or supplementary major programs where sufficient coursework lies within Arts and Letters will also satisfy the cognate requirement. Students may also submit their own slate of courses for approval.

6. *Thesis:* Students are encouraged to develop and execute a senior thesis that explores a topic at the interface between computer science and the cognate area. The thesis should be developed by the student in consultation with one or more faculty mentors (ideally with expertise in CS and the cognate area) and must be crafted and delivered in accordance with the policies of the College of Arts and Letters.



**Admission**

Students apply to the BACS degree in the spring of their first year of study. All first-year students are eligible to apply. Applicants are competitively selected for a limited number of slots based on an essay, first year performance, and past computing experience. Further information about the application process can be found at the program website. Information about the Bachelor of Science in Computer Science can be found at [cse.nd.edu](http://cse.nd.edu).

**COURSE DESCRIPTIONS**

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting the appropriate subject (Computer Science, cognate area, etc.). Course descriptions can be found by clicking on the subject code and course number in the search results.

## East Asian Languages & Cultures

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*Chair:*

Xiaoshan Yang

*Professors:*

Michael Hockx; Xiaoshan Yang

*Professor Emeritus:*

Liangyan Ge

*Associate Professors:*

Michael C. Brownstein; Lionel M. Jensen;

Yongping Zhu

*Assistant Professor:*

Amanda Kennell; Xian Wang

*Teaching Professors:*

Noriko Hanabusa; Chengxu Yin; Yeonhee Yoon

*Associate Teaching Professor:*

Hana Kang; Jincheng Liu; Weibing Ye

*Assistant Teaching Professors:*

Naoki Fuse; Yoko Kawamura; Congcong Ma

**Mission Statement:** The peoples of East Asia comprise one quarter of the world's population and account for a similar proportion of the world's production and consumption. This, along with the contemporary fusion of Asia and the West politically and economically, makes knowledge of the diverse languages and cultures of East Asia vital to an understanding of our global community and indispensable for the preparation of careers in the Pacific Rim. The Department of East Asian Languages & Cultures provides the resources and instruction necessary for success in these areas. The department is dedicated to providing rigorous language training in Chinese, Japanese, and Korean, as well as courses taught in English on Chinese, Japanese, and Korean philosophy, religion, literature, and culture. Complementary courses in other disciplines are listed in this *Bulletin* under departments such as history, philosophy, theology, political science, economics, and anthropology.

Completion of the fourth semester of Chinese, Japanese, or Korean (Second Year Chinese II, Second Year Japanese II, Second Year Korean II) will satisfy the language requirement for both the College of Arts and Letters and the College of Science. Although the College of Business does not have a language requirement, it strongly supports integration of language courses into its curriculum and encourages students to participate in the study abroad programs (See "Study Abroad" under Mendoza College of Business).

**Placement and Language Requirement.** Students who wish to enroll in a Chinese, Japanese, or Korean language course beyond the 10111 or 10112 level must take a placement examination administered by the Department. Students testing out of 10xxx-level language courses must complete at least one course at the 20xxx level or higher to satisfy the language requirement.

**PROGRAM IN CHINESE**

The program in Chinese offers language classes in Mandarin Chinese at the first-, second-, third-, fourth-year and advanced levels and classical Chinese, as well as courses in English on classical and modern Chinese literature and culture. Qualified students also have the opportunity to attend East China Normal University in Shanghai; Peking University in Beijing, People's Republic of China; and Fu Jen University in Taipei, Taiwan.

The Chinese program offers first and supplementary majors and a minor.

**Basic requirements:** For the major, students must complete 30 credit hours, including third-year Chinese. For the supplementary major, students must complete 24 credit hours, including third-year Chinese. For the minor, students must complete 15 credit hours, including two semesters of language classes beyond the first-year. 10xxx-level language courses and University seminars on China-related topics do not count toward the major, supplementary major, or minor.

**Other requirements:** In addition to the language course requirements described above, all majors must take three upper-division 3-credit courses in Chinese literature and Chinese culture taught by EALC faculty, including at least one literature course. Any exception must be approved by the Director of Undergraduate Studies. Remaining credit hours may be satisfied by taking additional Chinese language and culture courses, or other East Asia-related courses approved by the Director of Undergraduate Studies.

**THE HONORS TRACK IN CHINESE**

Majors in Chinese are strongly encouraged to pursue the honors track. Those who are interested must meet the following criteria:

1. Fulfillment of all the requirements for a first major of 30 credit hours in Chinese;
2. A cumulative GPA of at least 3.3 and a GPA of at least 3.7 in the major, or permission from the department chair;
3. Completion of fourth-year Chinese.

**Program Requirements:** In addition to the 30 hours required for a major, the honors track requires the completion of a senior honors thesis that demonstrates the student's originality and ability to do research in the target field. For this endeavor, the student will receive 3 hours of graded credit. This means to graduate with departmental honors, the student must earn 33 hours of credit in the major.

Students are admitted into the honors track in the spring semester of their junior year. The senior honors thesis is a year-long, one-on-one experience with a faculty mentor that comprises two semester courses of 3 credit hours each.



## PROGRAM IN JAPANESE

The program in Japanese offers language classes in modern Japanese at the first-, second-, third-, and fourth-year and advanced levels, as well as courses in English on classical and modern Japanese literature and culture. Qualified students also have the opportunity to attend Nanzan University in Nagoya, and Sophia University in Tokyo, Japan.

The Japanese program offers first and supplementary majors and a minor.

**Basic requirements:** For the major, students must complete 30 credit hours, including two semesters of third-year Japanese. For the supplementary major, students must complete 24 credit hours, including third-year Japanese. For the minor, students must complete 15 credit hours, including two semesters of language classes beyond the first year. 10xxx-level language courses and University seminars on Japan-related topics do not count toward the major, supplementary major, or minor.

**Other requirements:** In addition to the language course requirements described above, all majors must take three upper-division 3-credit courses in Japanese literature and Japanese culture taught by EALC faculty, including at least one literature course. Any exception must be approved by the Director of Undergraduate Studies.

## THE HONORS TRACK IN JAPANESE

Majors in Japanese are strongly encouraged to pursue the honors track. Those who are interested must meet the following criteria:

1. Fulfillment of all the requirements for a first major of 30 credit hours in Japanese;
2. A cumulative GPA of at least 3.3 and a GPA of at least 3.7 in the major, or permission from the department chair;
3. Completion of fourth-year Japanese.

**Program Requirements:** In addition to the 30 hours required for a major, the honors track requires the completion of a senior honors thesis that demonstrates the student's originality and ability to do research in the target field. For this endeavor, the student will receive 3 hours of graded credit. This means to graduate with departmental honors, the student must earn 33 hours of credit in the major.

Students are admitted into the honors track in the spring semester of their junior year. The senior honors thesis is a year-long, one-on-one experience with a faculty mentor that comprises two semester courses of 3 credit hours each.

## MAJOR IN INTERNATIONAL ECONOMICS IN CHINESE

The Chinese International Economics major offers an excellent opportunity for you to develop as a business leader while growing as a global citizen. You will learn the analytical and cultural skills needed to navigate today's interconnected global economy. This major prepares you for successful careers in Asian countries and contexts.

Students take a minimum of six economics courses. They must also take the one-credit Exploring International Economics course (LLEA 33000), preferably in the spring semester, which integrates the study of culture with that of economics.

Students must complete Chinese language courses at least through the third-year level. Those who place out of Third-Year Chinese at any point should consult with the Director of Undergraduate Studies about taking alternative courses. Students must also take one upper-division course in Chinese literature taught by EALC faculty and a second upper-division course in Chinese literature or culture taught by EALC faculty. In addition, students must either take a third upper-division LLEA course in Chinese, Japanese, or Korean literature or culture (that may be taught by non-EALC faculty) or substitute a Fourth-Year Chinese language course.

In their senior year, students must enroll in ECON 48100 in the fall or spring semester to complete a Senior Research Project under the guidance of a faculty member from the Economics Department that focuses on a topic or topics related to the economic, linguistic, and/or cultural characteristics of a country or countries where Chinese is spoken.

Refer to the Department of Economics for the relevant course requirements in economics, which include satisfying a mathematics requirement of Calculus I and II and successful completion of ECON 10010/20010; ECON 10020/20020; ECON 30010; ECON 30020; ECON 30330; ECON 30331; and two Economics electives with the IEEL attribute.

## MAJOR IN INTERNATIONAL ECONOMICS IN JAPANESE

The Japanese International Economics major offers an excellent opportunity for you to develop as a business leader while growing as a global citizen. You will learn the analytical and cultural skills needed to navigate today's interconnected global economy. This major prepares you for successful careers in Asian countries and contexts.

Students take a minimum of six economics courses. They must also take the one-credit Exploring International Economics course (LLEA 33000), preferably in the spring semester, which integrates the study of culture with that of economics.

Students must complete Japanese language courses at least through the third-year level. Those who

place out of Third-Year Japanese at any point should consult with the Director of Undergraduate Studies about taking alternative courses. Students must also take one upper-division course in Japanese literature taught by EALC faculty and a second upper-division course in Japanese literature or culture taught by EALC faculty. In addition, students must take a third upper-division LLEA course in Japanese, Chinese, or Korean literature or culture (that may be taught by non-EALC faculty).

In their senior year, students must enroll in ECON 48100 in the fall or spring semester to complete a Senior Research Project under the guidance of a faculty member from the Economics Department that focuses on a topic or topics related to the economic, linguistic, and/or cultural characteristics of a country or countries where Japanese is spoken.

Refer to the Department of Economics for the relevant course requirements in economics, which include satisfying a mathematics requirement of Calculus I and II and successful completion of ECON 10010/20010; ECON 10020/20020; ECON 30010; ECON 30020; ECON 30330; ECON 30331; and two Economics electives with the IEEL attribute.

## PROGRAM IN KOREAN

The University offers four years of Korean language instruction and a number of courses relating to Korean culture. Students who finish the sequence at Notre Dame are encouraged to continue their language study abroad. For the minor in Korean, students must complete 15 credit hours, including at least two semesters of Korean language beyond the first year, and one course in Korean culture. The remaining credit hours may be filled by additional courses in Korean language or culture courses offered by the department, or by courses approved by the Director of Undergraduate Studies.

## ASIAN STUDIES SUPPLEMENTARY MAJOR AND MINOR

For details, see the Keough School Global Affairs section of the *Undergraduate Bulletin*.

## EAST ASIAN LANGUAGES & CULTURES STUDY-ABROAD PROGRAMS

Students have opportunities to study abroad for a summer, a semester, or a year in the People's Republic of China and Japan at the following locations:

**Beijing, China:** The program at the University of International Business and Economics affords students an opportunity to improve their fluency in spoken and written Mandarin Chinese through intensive training. Participants must have completed at least two semesters of college-level Mandarin or the equivalent. The summer language program is run by Notre Dame.

## ECONOMICS

**Shanghai, China:** The program at East China Normal University is generally designed for a semester (but it may be extended) that affords students courses in Chinese language, literature, and culture.

**Nagoya, Japan:** The program at the Catholic Nanzan University offers mandatory courses in intensive Japanese, as well as related courses in literature, religion, business, economics, history, art, and politics. The program is designed for sophomores who have taken a minimum of first-year, intensive Japanese (at the University of Notre Dame) or its equivalent.

**Tokyo, Japan:** The program at the Catholic Sophia University enables language majors to focus on their language courses while, at the same time, affording a wide-ranging selection of English-language offerings in Asian Studies, international business, economics, history, political science, art history, literature, religion, philosophy, anthropology, and sociology. Sophomores and juniors may participate.

### COURSE DESCRIPTIONS

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting one or more of the following subjects:

- *East Asian Languages & Literatures*
- *Chinese*
- *Japanese*
- *Korean*

Course descriptions can be found by clicking on the subject code and course number in the search results.

## Economics

### Chair:

Eric R. Sims

### Associate Chair:

Christiane Baumeister

### Director of Graduate Studies:

Ethan M.J. Lieber

### Director of Undergraduate Studies:

Forrest Spence

### David F. and Erin M. Seng Foundation Chair:

Joseph Kaboski

### DeCrane Professor of International Economics:

Nelson C. Mark

### Keough-Hesburgh Professor:

William Evans

### Gilbert F. Schaefer Associate Professor of Economics:

Ethan M.J. Lieber

### Stepan Family College Professor of Economics:

Rüdiger Bachmann

### Robert H. Lambert, Class of 1940, Helen B. Lambert,

Mary E. Lambert and Michael P. Lambert Professor of Economics:

Christiane Baumeister

### Frances D. Rasmus and Jerome A. Castellini Professor of Economics:

Jeffrey T.B. Campbell

### Brian and Jeannelle Brady Associate Professor of Economics:

Robert C. Johnson

### Loughrey Associate Professor of Economics:

Taryn Dinkelman

### Michael P. Grace II Professor Collegiate Chair:

Eric R. Sims

### Henkels Family Associate Professor Collegiate Chair:

Kirk Doran

### Patrick J. O'Malley and Christine A. O'Malley

Associate Professor of Economics:

Drew Creal

### Dillon Hall Associate Professor:

Jing Wu

### Wilson Family LEO Assistant Professor:

Robert Collinson

### Gilbert F. Schaefer Assistant Professor:

Marinho Bertanha

### F. Quinn Stepan Sr. and Jean Stepan Assistant Professor of Economics:

Zachary Stangebye

### Professors:

Rüdiger Bachmann; Christiane Baumeister; Kasey Buckles; Jeffrey T.B. Campbell; William Evans; Thomas Gresik; Daniel Hungerman; Lakshmi Iyer; Joseph Kaboski; Nelson C. Mark; Michael Pries; Eric R. Sims; James Sullivan

### Associate Professors:

Drew Creal; Jeffrey T. Denning; Taryn L. Dinkelman; Kirk Doran; Robert C. Johnson; Maciej Kotowski; Ethan Lieber; Benjamin Pugsley; Kali P. Rath; César Sosa-Padilla; Jing Wu

### Assistant Professors:

Victoria Barone; Marinho Bertanha; Robert Collinson; Christopher C.W. Cronin; Jeroen Dalderop; Christopher Mills; A. Nilesch

Fernando; Chloe R. Gibbs; Matthias Hoelzlein; Evan Mast; Heitor Pellegrina; Jane Ryngaert; Niharika Singh; Zachary Stangebye; Jasmine Xiao

### Teaching Professors:

Eva Dziadula; Mary Flannery

### Professors of the Practice:

Jeff E. Biddle; Timothy Dunne

### Associate Teaching Professors:

Davin Raiha; Forrest Spence

### Assistant Teaching Professor:

Cora Bennett

### Undergraduate Advisors:

Cora Bennett; Eva Dziadula; Davin Raiha; Forrest Spence

**Program of Studies.** The major is designed to make a unique contribution to the student's liberal education. The program provides students with the insights of scientific analysis and social perspective to deepen their understanding of the complex economic forces at work in society. Such an understanding is an essential ingredient in the development of an educated person. The program is also designed to prepare the student for a variety of options after graduation, including graduate programs and managerial programs in business and finance.

### Requirements for the Economics Major

#### (i) Total Course Requirement

Students must complete the two-semester Principles of Economics sequence (10010/20010 and 10020/20020 or equivalent). Beyond the Principles courses, the major requires a minimum of eight (8) additional course (24 credits) in economics at the junior/senior level (numbered 3xxxx or 4xxxx).

#### (ii) Math Requirement

A course in Calculus (MATH 10360 or equivalent) is a prerequisite for both of the intermediate theory courses. (See core requirement below).

Recommendation: It is strongly recommended that students, especially prospective economic majors, who have not had a course in calculus enroll in MATH 10360 or equivalent during their first year of study.

#### (iii) Core Requirement

Students must include the following four courses among their minimum of eight courses in economics beyond the Principles course.

30010 Intermediate Microeconomic Theory  
30020 Intermediate Macroeconomic Theory  
30340 Statistics for Economics  
30331 Econometrics

#### (iv) Advanced Course Requirement

Students must include a minimum of two courses (6 credits) at the senior level (numbered 4xxxx) that have either of the intermediate theory courses (30010, 30020) and/or Econometrics (30331) as a prerequisite.

## ECONOMICS

*(v) Writing-Intensive Requirement*

In completing the minimum of 24 credits at the junior/senior 3xxxx/4xxxx level, the student must fulfill a writing-intensive requirement. This requirement can be satisfied in one of the following three ways: by taking a junior or senior 33xxx/43xxx-level economics seminar course; by taking a three credit special studies course consistent with the college's writing-intensive guidelines under the direction of an economic faculty member; or by writing a senior honors thesis under the direction of an economic faculty member.

Departmental advisors will assist students in designing a program of study that meets their educational and career goals. Students are also encouraged to pursue related courses in other departments of the College of Arts and Letters, the Mendoza College of Business and the College of Science.

**Undergraduate Economics Honors Program***Entry Requirements.*

To be eligible for admission to the Undergraduate Economic Honors Program, the student must:

(i) Complete Intermediate Microeconomic Theory (ECON 30010), Intermediate Macroeconomic Theory (ECON 30020), and Econometrics (ECON 30331) with minimum grade point average in these courses of A– (3.667).

or

(ii) Have a minimum cumulative GPA of 3.4 and minimum GPA of A– (3.667) in Principles of Microeconomics (ECON 10010/20010), Principles of Macroeconomics (ECON 10020/20020) Intermediate Microeconomic Theory (ECON 30010), Intermediate Macroeconomic Theory (ECON 30020), Statistics for Economists (30340), and Econometrics (ECON 30331).

(iii) Have completed a minimum of nine courses (27 credit hours) at the junior/senior level. This includes the four required core courses—30010, 30020, 30340, and 30331, and five additional courses at the junior/senior level (numbered 3xxxx/4xxxx), with at least three of these five being at the senior level (4xxxx). The two required capstone courses (see below) can count towards the five additional courses required beyond the four core courses.

**Capstone Experience**

The capstone experience represents the final requirement for the Undergraduate Economics Honors Program. This experience involves three elements:

(i) Completion with a grade of B+ or higher of the Senior Honors Workshop (ECON 43962) in the fall semester of the senior year. These credits can be counted as economics electives toward the major and can be used to satisfy the major's writing intensive requirement.

(ii) Completion with a grade B+ or higher of the Senior Honors Thesis (ECON 48600) in the spring semester of the senior year under the direction or co-direction of an economics faculty member. These

credits can be counted as economics electives toward the major and can be used to satisfy the major's writing intensive requirement.

(iii) Participation in all College of Arts and Letters events for departmental honors students.

Applications are due at the end of the spring semester of the junior year and can be submitted through the department's website to the Director of Undergraduate Studies.

**MAJOR IN INTERNATIONAL ECONOMICS**

The undergraduate major in International Economics is a collaborative effort between the Department of Economics and the departments of languages and literatures affiliated with the International Economics major. In pursuing this major, students take a minimum of eight economics courses and seven to ten intermediate and advanced courses in one of the following languages: Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish. Students are also required to enroll in a one-credit-hour course "Exploring International Economics" designed to foster the integration of the study of culture with the study of economics. Students must also complete a senior research project or equivalent designed to integrate their economic and language and culture study. The senior research project is intended to provide an experience that integrates the analytical aspects of economics with the linguistic and cultural aspects of a language. Details about the thesis/capstone project are determined by the relevant language department.

Students must satisfy a mathematics requirement of Calculus (MATH 10360 or equivalent) and successfully complete ECON 10010/20010; ECON 10020/20020; ECON 30010; ECON 30020; ECON 30340; ECON 30331; and two international economics courses as approved by the Director of Undergraduate Studies. Students should refer to their language department for specific language, literature and culture requirements.

Through the major, the collaborating departments seek to blend the programs of study to ensure that students will achieve advanced linguistic and cultural competency in a foreign language as well as excellent preparation in economics. The balance of economics with languages and culture courses should attract motivated students and inspire them to undertake a challenging course of study that will prepare them for post-graduate studies and/or professional career opportunities in the international arena. International Economics majors will learn how aesthetic and cultural categories and value judgments are shaped by economic trends and political conditions and how political conditions and economic trends are influenced by aesthetic and cultural trends.

**CONCENTRATIONS IN FINANCIAL ECONOMICS AND ECONOMETRICS**

The Department of Economics also offers a concentration in Financial Economics and Econometrics. This selective program fills a need for additional training in applied quantitative economic reasoning. The coursework for the concentration will provide a fast-paced and rigorous training in financial economics that will prepare students for careers in investment management, banking, research, and policy-making.

Admission to the concentration will be selective, and Economics and International Economics majors in the College of Arts and Letters may apply. Applications for admission to the concentration should be submitted to the Economics Department by February 15 of a student's sophomore year. The department will evaluate all applicants and will make admission decisions by March 15. Admission decisions will be based on factors including overall GPA, performance in prior economics courses, and mathematical background. Students should have completed Intermediate Microeconomic Theory (30010) by the end of their sophomore year.

Students pursuing this concentration will be required to fulfill the core requirements of the Economics or International Economics majors, along with the additional requirement of the five classes—three core classes and two electives. These classes would jointly satisfy the electives requirements within the Economics or International Economics majors.

**Core Classes**

All students must take the following three courses:

Financial Economics (ECON 40354)  
Asset Pricing (ECON 40356)  
Financial Econometrics (ECON 40357)

**Upper level electives**

All students are required to take financial economics electives approved by the Director of Undergraduate Studies.

The concentration will also offer additional out-of-classroom enrichment opportunities, such as presentations by outside researchers and practitioners. These events will complement the coursework by offering insights into the world of finance and of policymaking, and will be natural opportunities for networking and for career advancement.

## ENGLISH

## THE MINOR IN BUSINESS ECONOMICS

The minor in Business Economics comprises 15 credits. It is open to students in the College of Arts and Letters. All students are required to take Principles of Microeconomics; Principles of Macroeconomics; Statistics; Introductory Accountancy and Introductory Finance. Students may not double-count any of the above courses to fulfill the requirements of their major—but Psychology or Sociology majors can use their respective departmental statistics course to fulfill the statistics requirement of the minor. Approval is required for credit from any other institution. No AP credit will be accepted as a substitute for courses in the minor but may qualify a student for a higher level course. The minor is not open to students majoring in Economics.

## COURSE DESCRIPTIONS

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on “Class Search” and selecting the subject *Economics*. Course descriptions can be found by clicking on the subject code and course number in the search results.

## English

*Department Chair:*

Laura Knoppers

*Director of Undergraduate Studies:*

Laura Betz

*Director of Graduate Studies:*

Susan Harris

*Director of Creative Writing:*

Roy Scranton

*John and Barbara Glynn Family Professor of Literature, Emerita:*

Margaret Anne Doody

*Reverend John J. Cavanaugh, C.S.C. Professor of the Humanities:*

Stephen M. Fallon

*Donald and Marilyn Keough Professor of Irish Studies, Emeritus:*

Declan Kiberd

*George N. Shuster Professor of English Literature:*

Laura L. Knoppers

*Donald R. Keough Family Professor of Irish Studies:*

Barry McCrea

*Coyle Professor of Literacy Education:*

Ernest Morrell

*William R. Keenan Jr., Professor of English:*

Sandra Gustafson

*Mary Lee Duda Professor of Literature:*

Tim William Machan

*Mary Lee Duda Professor of Literature, Emeritus:*

John Sitter

*William P. and Hazel B. White Professor of English, Emerita:*

Laura Dassow Walls

*Professors:*

Christopher Abram; Jacqueline Brogan (emerita); Jim Collins (concurrent); John Duffy; Christopher Fox (emeritus); Stephen Fredman (emeritus); Dolores Frese (emerita); Johannes Göransson; Barbara Green; Susan Harris; Peter Holland (concurrent); Greg Kucich; John Matthias (emeritus); Joyelle McSweeney; Orlando Menes; William O'Rourke (emeritus); Mark Sanders; Valerie Sayers (emerita); Steve Tomasula (emeritus)

*Associate Professors:*

Dionne Bremyer; Romana Huk; Cyraina Johnson-Roullier; Essaka Joshua; Michelle Karnes; William Krier (emeritus); Jesse Lander; Kate Marshall; Sara Maurer; Susannah Monta; Ian Newman; Roy Scranton; Yasmin Solomonescu; David Thomas; Azareen Van der Vliet Oloomi

*Assistant Professors:*

Ranjodh Dhaliwal; Mehak Khanj; Matthew Kilbane; Liam Kruger; Sara Marcus; Brandon Menke; Chanté Mouton Kinyon; Xavier Navarro Aquino; Francisco Robles

*Associate Teaching Professors:*

Laura Betz; Noreen Deane-Moran (emerita)

**Program of Studies.** The English major features small classes in which students read, analyze, and discuss literary works, studying issues of literacy and

rhetoric, investigating the symbolic systems that shape cultural meaning, and exploring the broad range of human experience. Majors enjoy an atmosphere of immediate contact with the department's regular teaching and research faculty, who advise students on their course of study. English courses give close attention to student writing, and nearly every majors-level English course is writing-intensive.

English majors choose careers in any field valuing the ability to read, write, and analyze with intelligence and subtlety. Many of our majors find careers in law, business, education, publishing, journalism, marketing, politics, and medicine, as well as myriad other fields. An increasing number of English majors go into service projects and programs such as Teach for America.

## REVISED ENGLISH MAJOR REQUIREMENTS (CLASS OF 2025 AND LATER)

A major in English consists of 10 courses or 30 credit hours.

**7 of the courses must include:**

Introduction to Literary Studies (gateway course)  
Two Cultures courses (one must have REI designation)\*  
One Methods, forms, and Genres course  
Three Histories of Literature courses (two must be before 1800)

The remaining 3 courses can be any course within the English Department at the 30xxx level or above.

*\*REI courses foreground issues of race, ethnicity, or indigeneity*

## REVISED ENGLISH MAJOR CURRICULUM W/ CREATIVE WRITING CONCENTRATION (CLASS OF 2025 OR LATER)

A major in English consists of 10 courses or 30 credit hours.

**7 of the courses must include:**

Introduction to Literary Studies (gateway course)  
Two Cultures courses (one must have REI designation)\*  
One Methods, forms, and Genres course  
Three Histories of Literature courses (two must be before 1800)

The remaining 3 courses can be any course within the English Department at the 30xxx level or above.

*\*REI courses foreground issues of race, ethnicity, or indigeneity*

**Creative Writing Concentration**

Students wishing to major in English with an emphasis in Creative Writing must take a total of 10 courses or 30 credit hours.

These must include at least 4 Creative Writing courses, and at least 5 literature courses, specifically:

Introduction to Literary Studies (gateway course)  
Two Cultures courses (one must have a REI designation.)\*

## ENGLISH

Two Histories of Literature courses (one must be before 1800)

The remaining course can be any course within the English Department at the 30XXX level or above.

### MAJOR REQUIREMENTS (CLASS OF 2024).

The English major requires a minimum of 10 courses (30 credit hours). In completing the 10 courses, students must satisfy the following requirements:

#### Introduction to Literary Studies (ENGL 30101).

This course, which introduces students to college-level study of literature, is a concurrent prerequisite for the major (i.e., students cannot take a major elective unless they have completed this course or are currently enrolled in it).

**Elective courses.** Nine English courses at the 30xxx level or above.

**Distribution requirement.** In selecting elective courses, students must fulfill the following distribution requirements:

#### History:

- 1 course in the period before 1500
- 1 course in the period 1500–1700
- 2 courses in the period 1700–1900
- 1 course after 1900

#### Culture:

- 1 course in British literature
- 1 course in American literature
- 1 course in a literature in English outside of Britain and the United States or in American ethnic minority literature

#### Genre:

- 1 course predominately concerned with poetry
- 2 courses predominantly concerned with 2 genres from the following list: fiction, drama or film, critical theory, nonfiction

A single course can fulfill the requirement in more than one distribution category, but it cannot fulfill more than one area within a single distribution category. For example, a survey of Renaissance literature might count for 1500–1700 (history), British literature (culture), and drama (genre), but would not count for both poetry and drama (two genre categories).

Creative writing courses may satisfy the genre requirement, but no more than two may count toward the major. (Three may count for creative writing concentrators.)

The number of courses needed to satisfy the distribution requirement will vary, depending on the courses the student selects, but not all electives need fulfill a distribution requirement.

#### Concentration in Creative Writing (class of 2024).

The philosophy of the Department of English is that in order to produce good literature, you must know good literature. In order to complete the

concentration, therefore, the student must be an English major and complete all of the requirements for the major.

**Requirements.** In addition to completing the requirements for the major, students must take four creative writing courses from a list approved by the department, three of which, if taken at the 30xxx or 40xxx level, may count towards the ten courses required for the English major. One 20xxx-level creative writing course may count toward the concentration. One of the four creative writing courses must be Advanced Fiction Writing (40850), Advanced Poetry Writing (40851), or Advanced Creative Nonfiction.

**Admission to the Concentration.** Students wishing to complete the concentration must apply to the department after taking two creative writing courses in accord with the guidelines above. The Creative Writing Committee will determine whether to admit students to the concentration on the basis of the recommendations of the instructors of those two courses. In cases in which it is not possible to obtain such recommendations, a student may supplement his or her application with a portfolio of creative writing.

**English Major Honors Concentration.** In the English Honors Concentration, select majors create programs tailored to their own particular interest. A faculty mentor guides each of these students through this intensive experience. The main feature of the concentration is writing an honors thesis consisting of a work of literary scholarship.

**Eligibility.** During the junior year, students are invited to apply to the Honors Concentration after being identified in one of two ways: achieving a GPA of 3.78 or higher in three or more English classes, or 3.6 or higher with a faculty nomination. Invited students declare their interest in the Honors Concentration by completing a Statement of Purpose, a 300-word statement describing what the student intends to focus on during the time in the Honors Concentration.

**Requirements.** The requirements for the Honors Concentration are slightly different from the prior listing of English major requirements. In the fall of senior year, the student enrolls in ENGL 53001, the Honors Colloquium, which counts for one of the ten courses of the English major; in the spring of senior year, the student enrolls in ENGL 52998, Honors Thesis Credits, to complete the writing of the thesis. The latter is in addition to the 30 hours required for the major.

**English Major Honors Concentration in Creative Writing.** Students in Creative Writing Honors complete a thesis consisting of a work of creative writing and a reflection on the process of producing it.

**Eligibility.** During the junior year, students are invited to apply to the Honors Concentration after being identified in one of two ways: achieving a GPA of 3.78 or higher in three or more English courses, or 3.6 or higher with a faculty nomination. Invited

students declare their interest by completing a 300-word Statement of Purpose describing the project the student intends to complete.

**Requirements.** Students must complete all of the requirements for the Creative Writing Concentration. In the fall of their senior year, students take the Creative Writing Honors Thesis Colloquium (ENGL 53002); in the spring of the senior year, the student enrolls in ENGL 52999, Creative Writing Honors Thesis Credits, to complete the writing of the thesis. The thesis will consist of an abstract, a critical essay on the writing project (10–15 pages), approximately forty pages of prose (e.g., a section of a novel or a selection of short stories) or twenty pages of poetry, and a works cited.

For more information on English major requirements, go to [english.nd.edu](http://english.nd.edu).

### COURSE DESCRIPTIONS

All of the courses associated with this academic program can be found online by going to [class-search.nd.edu](http://class-search.nd.edu) and selecting the subject English.



## FILM, TELEVISION, AND THEATRE

## Film, Television, and Theatre

### Department Chair:

Pamela Wojcik

### Endowed Professors:

*McMeel Family Chair in Shakespeare Studies:*

Peter Holland

*Andrew V. Tackes Professor of Film, Television, and Theatre:*

Pamela Wojcik

### Endowed Associate Professors:

*The William and Helen Carey Chair in Modern Communication, Emerita:*

Susan Ohmer

*Thomas J. and Robert T. Rolfs Associate Professor of Film, Television, and Theatre:*

Anne García-Romero

### Professors:

James M. Collins; Donald Crafton (emeritus); Briona Nic Dhiarmada (concurrent); William Donahue (concurrent); Jill Godmilow (emerita); Susan Harris (concurrent); Berthold Hoeckner (concurrent); Peter Holland; Anton Juan; Mark C. Pilkinton (emeritus)

### Associate Professors:

Reginald F. Bain (emeritus); Christine Becker; Kevin C. Dreyer; La Donna Forsgren; Anne García-Romero; Mary Celeste Kearney; Charles Leavitt (concurrent); Olivier Morel; Susan Ohmer; Jason Ruiz (concurrent); Matthew Thomas Payne; Frederic W. Syburg (emeritus)

### Assistant Professors:

Pedro Aguilera-Mellado (concurrent); Terrance Brown; Tarryn Li-Min Chun; Ranjodh Singh Dhaliwal (concurrent); Jeff Spoonhower; Nicole L. Woods (concurrent)

### Teaching Professors:

William Donaruma; Richard Donnelly (emeritus); Siiri Scott

### Associate Teaching Professors:

C. Ken Cole; Matt Hawkins; Michael Kackman; Theodore E. Mandell; Marcus Stephens

*Ryan Producing Artistic Director, Notre Dame Shakespeare Festival:*

Grant Mudge

**The Department.** The Department of Film, Television, and Theatre curriculum includes study of the arts of theatre and performance, film and video, and television. Our goal is to provide students with intellectual and intuitive resources for analysis and production of these performing and media arts. We seek both to encourage and inspire intellectual discipline and curiosity as well as to discover and nurture student creativity. We offer, therefore, both a scholarly and creative context for education of the general liberal arts student at Notre Dame as well as the individual seeking an intensive preparation for advanced study in these fields. In an interdisciplinary spirit of collaboration, students in this department investigate film, television, and theatre (and occasionally other media) as complex cultural

phenomena to develop skills in analysis, evaluation, and theory formation as well as to engage in creative production.

Students graduating from this department have numerous postgraduate choices. Many of our graduates seek careers in law, medicine, business, education, public service, or other professions. Others will pursue careers in theatre, film, or television. However, we are not a professional training program. Rather, we seek to provide the creative and technological tools for student scholar/artists to build a basis for advanced study and professional careers in the arts should they so desire. It is our hope that those whose work and determination lead them to seek careers in these fields will be challenged and assisted by their liberal arts curriculum. Our courses provide tools to understand the analytical, technical and imaginative processes of the field, whether pursued as future work, study, or as an enhancement of intellectual life.

For more information and up-to-date listings of courses and FTT events, visit [ftt.nd.edu](http://ftt.nd.edu).

**Program of Studies.** Students interested in the major are encouraged to visit the departmental office (230 Marie P. DeBartolo Performing Arts Center) for information about the programs and department faculty. Step-by-step instructions for becoming a major are available on our website at [ftt.nd.edu](http://ftt.nd.edu). Students may elect to major in the department as either a first or second major in accordance with college guidelines.

Students concentrate in film, television or theatre. Ten courses are needed to complete the major. Each concentration has a core of required classes; subsequent electives may be taken from across the department. All majors are required to take at least one course primarily focused on non-US media or performance cultures or the study of identity and cultural power. Courses meeting this International/Identity requirement cover such topics as national cinemas or performance traditions, global and transnational cultural flows, migration and diaspora, and the study of race and ethnicity, gender and sexuality, dis/ability, nationality and citizenship, religion, and/or age and generation.

The Department of Film, Television, and Theatre participates in several international programs by cross-listing courses and sponsoring internships. For more information, see the Bulletin descriptions for the international programs. Several courses are offered in the summer session, including Introduction to Film and Video Production. See the Summer Session Bulletin for availability and further information.

FTT majors are invited to apply during their junior year to complete a two-semester Senior Thesis project during their senior year. Upon completion of the project, as well as a one-credit writing workshop in the fall of their senior year, students will be eligible to receive the Honors designation upon graduation,

provided their project is approved for that designation by the department Honors Committee.

## FILM CONCENTRATION

10 courses (30 credit hours):

4 required core courses:

Basics of Film and Television  
Global Cinema I  
Global Cinema II

Critical Approaches to Screen Cultures

6 electives (3 at the 40000 level; one that carries International/Identity attribute)

## TELEVISION STUDIES CONCENTRATION

10 courses (30 credit hours):

3 required core courses:

Basics of Film and Television  
History of Television  
Critical Approaches to Television

7 electives (4 at the 40000 level; one that carries International/Identity attribute)

## THEATRE CONCENTRATION

10 courses (30 credit hours):

3 required core courses:

Collaboration: An Introduction to Making Theatre  
World Theatre I  
World Theatre II

7 electives (2 at the 40000 level; one that carries International/Identity attribute)

## FILM AND TELEVISION ELECTIVES

Introduction to Film and Television Production  
Film and Digital Culture  
History of Documentary Film  
Film and Popular Music  
Digital Devices  
Screenwriting  
Media Internship  
Writing the Short Film  
La Telenovela  
Shakespeare and Film  
Intermediate Filmmaking  
Digital Cinema Production  
Advanced Digital Cinema Production  
Walt Disney in Film and Culture  
Contemporary Hollywood  
Postmodern Narrative  
Documentary Video Production  
Sinatra  
3D Digital Production for Animation & Video Games  
Advanced 3D Digital Production  
Sound & Music Design for Digital Media  
Broadcast Journalism  
The Business of Television  
Sports & Television  
Entertainment and Arts Law



## FILM, TELEVISION, AND THEATRE

Media Ethics  
 Media and the Presidency  
 The Digital Newsroom  
 Ireland On Screen  
 Culture of Italian Immigration  
 The West of Ireland  
 Girls Media & Cultural Studies  
 The Film Producer  
 Internet Television Production  
 Media Stardom and Celebrity Culture  
 Contemporary Hollywood  
 Media, History, and Memory  
 The Politics of Style: 1980s Film & TV Culture  
 Cold War Media Culture  
 Gender and Rock  
 Media & Identity  
 Makin' Em Move  
 TV as a Storytelling Medium  
 The Telly in Transition: British TV Today  
 Media Industries  
 Transmedia Storytelling  
 Interactive Storytelling  
 Germany in Postwar Cinema  
 Women and Media Culture  
 Cinemasculinities  
 The Movie Musical  
 The Child in Cinema  
 The Apartment Plot  
 Queer Media Studies  
 New Trends in European Non-Fiction Film

**THEATRE ELECTIVES**

Introduction to Theatre  
 Latin American Theatre  
 History of Costume  
 Shakespeare on the Big Screen  
 Scene Design  
 Lighting Design  
 Costume Design  
 Shadow Puppetry  
 Spectacular Asia  
 Performing Blackness  
 Musical Theatre History  
 Creating the Musical  
 Stage Combat  
 Devised Performance  
 Documentary Theatre  
 Acting: Process  
 Viewpoints for Actors and Directors  
 Voice and Movement  
 Stage Management  
 Playwriting  
 Story Structure  
 Make-up for the Stage  
 Scenic Painting  
 Draping and Flat Patterning  
 Acting: Character  
 Acting: Text and Technique  
 Directing: Process  
 CAD for the Stage  
 Advanced Technical Production  
 Broadway Theatre Experience

**MUSICAL THEATRE**

This interdisciplinary minor is meant to engage the student who has multiple interests in Musical Theatre. Some students will structure their program around singing and acting, but others around song-writing, or work as conductor/impresario, or stage directing, or scholarship, etc. Admission to introductory classes will not be based on performance ability.

5 courses (15 credit hours):

3 credits - Musical Theatre History  
 3 credits of course work in FTT courses  
 3 credits of course work in MUSIC  
 3 credits from either FTT or MUSIC, with the Musical Theatre Minor Designation  
 3 credits for a CAPSTONE PROJECT

Current Department of Film, Television, and Theatre courses for the Musical Theatre minor:

Musical Theatre History (required)  
 Musical Theatre Movement/Dance  
 Performance Techniques  
 Production and Performance  
 The Movie Musical  
 Disney in Film and Culture  
 Musical Theatre Lab

Current Department of Music courses for the Musical Theatre minor:

American Popular Song  
 Voice Lessons for Non-Majors  
 Theory for Non-Majors  
 Intro. To Harmony and Voice Leading  
 Musicianship I  
 Musicianship II  
 Musicianship III  
 Conducting I  
 Opera in Production  
 Opera Workshop  
 Vocal Pedagogy  
 Voice Science

**Complementary Nature of Departmental**

**Concentrations.** There is a strong creative and scholarly relationship in the mix of courses and activities of the department of which students should be aware. The concentrations offered by this department can provide many complementary areas of creative and technical study for students involved in film and television production, as well as overlapping historical, theoretical and critical concerns. Similarly, those concentrating in theatre are urged to avail themselves of the many opportunities for production experience and critical, cultural and theoretical studies offered by the theatre faculty.

**Cocurricular Activities.** The department encourages non-majors to elect courses, participate as audience in our extensive film and theatre series, and involve themselves in film, television, and theatre production as a means of informing and complementing their liberal arts education at Notre Dame. Occasional guest artists and lecturers are also sponsored by

the department. Information on all department-sponsored activities is available in the department office and on the department's website.

**COURSE DESCRIPTIONS**

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting the subject *Film, Television, and Theatre*. Course descriptions can be found by clicking on the subject code and course number in the search results.

## GENDER STUDIES

## Gender Studies

### Director:

Barbara Green

### Associate Director:

Pam Butler

### Program Coordinator:

Hailey Colpitts

### Internal Scholar-In-Residence:

TBA

### Concurrent Faculty:

Gail Bederman, Associate Professor, Department of History; Ashley Bohrer, Assistant Professor of Gender and Peace Studies, Keough School of Global Affairs; Kasey Buckles, Associate Professor, Department of Economics; Pam Butler, Associate Director of Gender Studies, Director of Undergraduate Studies; Meredith Chesson, Professor, Department of Anthropology; Kathleen Cummings, Professor, Department of American Studies; Laurel Daen, Assistant Professor, Department of American Studies; La Donna Forsgren, Associate Professor, Department of Film, Television, and Theatre; Karen Graubart, Associate Professor, Department of History; Barbara Green, Professor, Department of English; Perin Gürel, Associate Professor, Department of American Studies; Susan Harris, Professor, Department of English; Eileen M. Hunt, Professor, Department of Political Science; Cyraia Johnson-Roullier, Associate Professor, Department of English; Mary Celeste Kearney, Associate Professor, Department of Film, Television, and Theatre; Janet Kourany, Associate Professor, Department of Philosophy; Julia Kowalski, Assistant Professor, Keough School of Global Affairs; Sarah McKibben, Associate Professor, Department of Irish Language and Literature; Melissa Miller, Assistant Teaching Professor, Department of German and Russian Languages and Literatures; Abigail Ocobock, Assistant Professor, Department of Sociology; Cara Ocobock, Assistant Professor, Department of Anthropology; Paul Ocobock, Associate Professor, Department of History; Michael Rea, Professor, Department of Philosophy; Emily Remus, Associate Professor, Department of History; Alison Rice, Associate Professor of French, Department of Romance Languages and Literatures; Francisco Robles, Assistant Professor, Department of English; Jason Ruiz, Associate Professor, Department of American Studies; Sonja Stojanovic, Assistant Professor of French, Department of Romance Languages and Literatures; Katherine Walden, Assistant Teaching Professor, Department of American Studies; Sophie White, Professor, Department of American Studies; Pamela Wojcik, Professor, Department of Film, Television, and Theatre; Nicole Woods, Assistant Professor, Department of Art, Art History, and Design

### GENDER STUDIES MAJOR, SUPPLEMENTARY MAJOR AND MINOR

**Objectives.** Gender Studies is an interdisciplinary academic program in the College of Arts and Letters at Notre Dame. Gender Studies analyzes the significance of gender—and the cognate subjects of sex, sexuality, race, ethnicity, class, religion, and nationality—in all areas of human life, especially in the social formation of human identities, practices, and institutions. Gender Studies gives scholars the methodological and theoretical tools to analyze gender and its cognates in their chosen disciplines in the arts, humanities, social sciences, and natural sciences. Gender Studies also provides its students and alumni with an intellectual framework in which the analysis of gender and its cognates can be creatively and critically applied to their personal, familial, professional, and civic roles. In the context of the Catholic identity of Notre Dame, Gender Studies facilitates the study of the intersection of gender and religion in the shaping of ethics, culture, and politics. Alongside our diverse array of courses drawn from across the University, our summer internship and academic-credit internship programs emphasize the holistic and practical life applications of a Gender Studies education at Notre Dame.

Gender Studies offers students a major, a supplementary major and a minor. In the major and supplementary major, students choose a concentration in Arts and Culture, Religion and Family, or Gender and Society. These concentrations allow students to focus their study of gender to prepare them for their senior capstone project.

#### Requirements for Primary Major:

10 courses, 30 credit hours

##### 2 required courses:

Introduction to Gender Studies  
Perspectives on Gender: Theory and Practice

##### 4 courses in one of the following concentrations:

Arts and Culture  
Religion and Family  
Gender and Society

##### 2–3 electives

##### 1 senior capstone project:

regular track: Interdisciplinary Seminar  
thesis track: senior thesis (6 credits—must be in student's area of concentration)

#### Requirements for Supplementary Major:

8 Courses, 24 credit hours

##### 2 required courses:

Introduction to Gender Studies  
Perspectives on Gender: Theory and Practice

##### 3 courses in one of the following concentrations:

Arts and Culture  
Religion and Family  
Gender and Society

##### 2 electives

##### 1 senior capstone project:

Interdisciplinary Seminar  
capstone essay (must be in student's area of concentration)

#### Requirements for Interdisciplinary Minor:

5 courses, 15 credit hours

##### 2 required courses:

Introduction to Gender Studies  
Perspectives on Gender: Theory and Practice

##### 3 electives

### COURSE DESCRIPTIONS

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](https://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on “Class Search” and selecting the subject *Gender Studies*. Course descriptions can be found by clicking on the subject code and course number in the search results.

# German and Russian Languages and Literatures

## Chair:

Tobias Boes

*Rev. Edmund P. Joyce, C.S.C., Professor of German Language and Literature:*

Mark W. Roche

*Paul G. Kimball Professor of Arts and Letters:*

Vittorio Hösle

*John J. Cavanaugh, C.S.C., Professor of Humanities:*

William C. Donahue

## Professors:

Tobias Boes; William C. Donahue; Vittorio Hösle; Randolph J. Klawiter (emeritus); Klaus Lanzinger (emeritus); Thomas G. Marullo; Robert E. Norton; Vera B. Profit (emerita); Mark W. Roche; Konrad Schaum (emeritus)

## Associate Professors:

David W. Gasperetti (emeritus); Claire Taylor Jones; Albert K. Wimmer (emeritus)

## Assistant Professor:

Emily Wang

## Teaching Professors:

Judith Benz; Denise M. Della Rossa; Hannelore Weber (emerita)

## Assistant Teaching Professor:

Tetyana Shlikhar

**Program of Studies.** The study of German and Russian languages and literatures provides educational opportunities relevant to an increasingly interdependent world. The acquisition of foreign language skills in general is an important component of liberal education because it enhances students' powers of communication and serves to introduce them to enduring cultural achievements of other peoples. In this sense, the study of German and Russian widens students' intellectual horizons, stimulates the understanding of several significant cultural traditions, and facilitates the examination of these traditions in a more sophisticated and cosmopolitan manner.

The goal of all levels of language courses are oral and reading competence and linguistic and stylistic mastery. Courses in advanced German or Russian language, literature, culture and civilization expose the student to a wealth of literary, cultural and humanistic traditions as well as foster a better understanding of the rich national cultures of the German- and Russian-speaking countries.

**The Department.** The Department of German and Russian Languages and Literatures offers instruction in German and Russian at all levels of competence, from beginning language courses at the 10000 level to literature and civilization courses on the 30000 and 40000 levels.

## THE GERMAN PROGRAM

*Director of Undergraduate Studies:*

Denise M. Della Rossa

### REQUIREMENTS: FIRST MAJOR, SUPPLEMENTARY MAJOR, AND MINOR

#### Major in German Language and Literature

Successful completion of 10 courses (30 credit hours) beyond the three-semester language sequence.

These 10 courses must include successful completion of 20202; any two of 30303, 30304, or 30305; and an additional 7 electives at the 30000- or 40000-level. 20202 is a prerequisite to 30303, 30304, and 30305, which may be taken in any order. At least one of these courses, preferably two, must be completed before taking an elective.

Of these 10 courses, 4 must be upper-division courses at the home institution from departmental offerings; 2 must be at the 40000 level; and 2 may be in English.

#### Supplementary Major in German Language and Literature

Successful completion of 8 courses (24 credit hours) beyond the three-semester language sequence.

These 8 courses must include successful completion of 20202; any two of 30303, 30304, and 30305; and an additional 5 electives at the 30000- or 40000-level. 20202 is a prerequisite to 30303, 30304, and 30305, which may be taken in any order. At least one of these courses, preferably two, must be completed before taking an elective.

Of these 8 courses, 3 must be upper-division courses at the home institution from departmental offerings; 1 must be at the 40000 level; and 2 may be in English.

#### Major in International Economics in German

The undergraduate major in International Economics is a collaborative effort between the Department of Economics and affiliated departments of languages and literature. In pursuing this major, students take a minimum of eight economics courses and six courses in German beyond the language requirement. Students are also required to enroll in a one-credit "Exploring International Economics" course, preferably their sophomore year, designed to foster the integration of the study of culture with the study of economics. Under the guidance of a faculty mentor, international economics majors in German integrate their economic and language and culture study into a senior research project or senior thesis. This project or thesis is intended to provide an experience that integrates the analytical aspects of economics with the linguistic and cultural aspects of German studies.

*German Requirements:* Successful completion of 6 courses (18 credit hours) beyond the three-semester language sequence. All students are required to take

GE 33000: Exploring International Economics (one credit), preferably taken during the sophomore year.

These 6 courses must include successful completion of 20202; 20113; and any two of 30303, 30304 and 30305; and an additional 2 electives; one of which must be at the 40000-level; one of which may be taught in English. 20202 or 20113 are a prerequisite to the 30000-level courses, which may be taken in any order. At least one of these courses, preferably both, must be completed before taking an elective.

Of these 6 courses, 2 must be upper-division courses at the home institution from departmental offerings.

Refer to the Department of Economics for the relevant course requirements in economics which include satisfying a mathematics requirement of Calculus I and II and successful completion of ECON 10011/20011; ECON 10020/20020; ECON 30010; ECON 30020; ECON 30330; ECON 30331; ECON 48100; and two of the following: ECON 40700, ECON 40800, ECON 40710 and ECON 40720.

#### Minor in German Language and Literature

Successful completion of 5 courses (15 credit hours) beyond the three-semester language sequence.

These 5 courses must include successful completion of 20202; any two of 30303, 30304, and 30305; and an additional 3 electives at the 30000- or 40000-level. 20202 is a prerequisite to 30303, 30304 and 30305, which may be taken in any order. At least one of these courses, preferably two, must be completed before taking an elective.

Of these 5 courses, 2 must be upper-division courses at the home institution from departmental offerings; and 1 may be in English.

#### Major in German Studies

Successful completion of 10 courses (30 credit hours) beyond the three-semester language sequence.

These 10 courses must include successful completion of 20202; any two of 30303, 30304, and 30305; and an additional 7 electives at the 30000- or 40000-level. 20202 is a prerequisite to 30303, 30304 and 30305, which may be taken in any order. At least one of these courses, preferably two, must be completed before taking an elective.

Of these 10 courses, 4 must be upper-division courses at the home institution; 3 must be in German and up to 4 may be in English; 2 must be at the 40000 level.

#### Supplementary Major in German Studies

Successful completion of 8 courses (24 credit hours) beyond the three-semester language requirement.

These 8 courses must include successful completion of 20202; any two of 30303, 30304, and 30305; and an additional 5 electives at the 30000- or 40000-level. 20202 is a prerequisite to 30303, 30304 and 30305, which may be taken in any order.

## GERMAN AND RUSSIAN LANGUAGES AND LITERATURES

At least one of these courses, preferably two, must be completed before taking an elective.

Of these 8 courses, 3 must be upper-division courses at the home institution; 2 must be in German and up to 3 may be in English; 1 must be at the 40000 level.

**Study Abroad:** Students who participate in a study abroad program during the academic year must take at least 1 course from departmental offerings after their return to the home campus. Only one intensive language course taken abroad, whether completed during a summer program or the academic year, will count as an elective toward the first major, supplementary major, or minor.

### Senior Thesis and Departmental Honors

German first or secondary majors who elect to write a *Senior Thesis* must meet the following requirements:

1. The student must have a GPA of 3.0 or higher in the major,
2. Should be nominated by two members of the German faculty during the spring semester of his or her junior year and no later than the first week of classes fall semester of the senior year, and
3. The thesis may be written in either German or English with a length of between 25–35 pages, including notes and references. (Exceptions beyond 35 pages require advisor approval.) Two bound copies of the final document are to be submitted to the Department of German

For the fall semester the student will receive a satisfactory/unsatisfactory grade (3 credits) for GE 48499. At the completion of the thesis in the spring semester, the student will be given a letter grade (3 credits) for GE 48498. These credits do not count toward the 30-credit hour requirement for the first major or the 24-credit hour requirement for the second major.

German first majors who wish to receive *Departmental Honors* must meet the above criteria as well as the following:

1. The student will present their thesis work in a public forum, such as a departmental colloquium or an undergraduate conference, and
2. The student must maintain a departmental GPA of 3.5 and receive no lower than a B+ on the Senior Thesis.

## THE RUSSIAN PROGRAM

*Director of Undergraduate Studies:*

Tetyana Shlikhar

### The Major in Russian

Majors in Russian must complete ten courses (thirty credit hours) at the 20000 level and above, including at least six courses taught by departmental faculty. Intermediate Russian I and II and Advanced Russian I and II are required courses. However, participants in an approved semester-long program in Russia are automatically exempted from the language course that is offered concurrently with their semester abroad. In addition, students are required to take four three-credit literature or culture courses offered by the department at the 30000 level or above, including at least one course each at the 30000 and 40000 levels. With the permission of the Director of Undergraduate Studies, one course on a Russian subject taught in another department, such as Anthropology, History, Political Science, or Theology, may be counted toward the Russian major.

### The Supplementary Major in Russian

Supplementary majors in Russian must complete eight courses (twenty-four credit hours) at the 20000 level and above, including at least four courses taught by departmental faculty. Intermediate Russian I and II and Advanced Russian I and II are required courses. However, participants in an approved semester-long program in Russia are automatically exempted from the language course that is offered concurrently with their semester abroad. In addition, students are required to take two three-credit literature or culture courses offered by the department, one at the 30000 level and one at the 40000 level. With the permission of the Director of Undergraduate Studies, one course on a Russian subject taught in another department, such as Anthropology, History, Political Science, or Theology, may be counted toward the Russian supplementary major.

### The Major in International Economics in Russian

Combining the study of economics with the knowledge of another country's language and culture can be a powerful advantage in business. The Major in International Economics in Russian is designed to provide this edge by preparing students for the challenges of an ever more interconnected global economy. The requirements for the major include the following: RU 33000 "Exploring International Economics" (one credit, must be taken in the sophomore year), which fosters an integrated approach to the study of culture and economics; six courses (18 credits) from Russian departmental offerings at the 20000 level and above, including RU 20101: Intermediate Russian I, RU 20102: Intermediate Russian II, RU 40101: Advanced Russian I, RU 40102: Advanced Russian II; and one literature/culture elective each at the 30000 and 40000 levels. These courses must be taken in residence in the department. However, participants in an approved semester-long program in Russia are automatically

exempted from the language course that is offered concurrently with their semester abroad. All international economics majors combine their study of economics and language, literature, and culture in a senior research project or senior thesis written under the guidance of a faculty mentor.

Refer to the Department of Economics for the relevant course requirements in economics, which include satisfying a mathematics requirement of Calculus I and II and successful completion of ECON 10011/20011; ECON 10020/20020; ECON 30010; ECON 30020; ECON 30330; ECON 30331; ECON 48100; and two of the following: ECON 40700, ECON 40800, ECON 40710 and ECON 40720.

### The Minor in Russian

The Russian minor consists of five courses (fifteen credits) at the 20000 level or above taught by departmental faculty. Course selection must include at least two language courses at the student's appropriate level and three additional three-credit courses at either the 30000 or the 40000 level.

### The Minor in Russian Studies

The Minor in Russian Studies allows students interested in Russian, East European, and Eurasian culture an opportunity to develop cultural competency in the region without a focus on language study. It consists of sixteen credits: a one-credit introductory course and five three-credit courses at the 30000 level or above, three of which will be taught by faculty in the Department of German and Russian. In order to expose students to diverse analytical approaches and a richer variety of cultural data, they are encouraged to take courses that engage with literature, history, and political science. Students may apply courses taken away from Notre Dame towards this minor with the approval of the Directory of Undergraduate Studies.

### Study Abroad

Our students are encouraged to experience firsthand the excitement of being immersed in Russian culture through participation in a study program in Russia. Programs are available during the summer (five to nine weeks) or for an entire semester or academic year. Credits earned for course work taken in an approved program may be applied toward a Russian major or minor at Notre Dame. Grants are available on a competitive basis for summer language study through the Center for the Study of Languages and Cultures and the Nanovic Institute for European Studies.

### Senior Thesis/Honors Track

Russian majors are admitted into the honors track by application. To receive honors, a student must (1) complete all requirements for the major; (2) maintain a GPA of at least 3.5 in the major; (3) register for two 1-credit enrichment courses (RU 47100) in the senior year; (4) register for two 40000-level literature courses in the senior year; and (5) receive a grade of A– or higher for a substantial honors thesis written in English. Closely supervised

## HISTORY

by one of the Russian faculty in the Department of German and Russian Languages and Literatures, the Russian honors thesis is to be the product of a 6-credit honors track directed readings course taken in the senior year. The student will receive 3 credits in the fall semester for preparation of the thesis and 3 credits in the spring semester for writing the thesis. For more information, see [germanandrussian.nd.edu](http://germanandrussian.nd.edu).

### Placement and Language Requirement

At the beginning of each semester, placement tests in German and Russian will be administered that will allow students to enroll in a course commensurate with their language proficiency. The placement test is mandatory for students who had German or Russian in high school.

Students testing out of the college requirement must complete an additional course at the 20000 level or higher before fulfilling the language requirement. This includes students who have taken an AP or SAT II exam.

### COURSE DESCRIPTIONS

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes in German or Russian for a given semester may be found by clicking on "Class Search" and selecting either German or Russian from the Subject menu. Course descriptions can be found by clicking on the subject code and course number in the search results.

## History

### *William Payden Collegiate Chair:*

Elisabeth Köll

### *Director of Undergraduate Studies:*

James (Jake) Lundberg

### *Director of Graduate Studies:*

Alexander Martin

### *Francis A. McAnaney Professor of History:*

John T. McGreevy

### *Andrew V. Tackes Professor of History:*

Jon Coleman; Darren Dochuk

### *Madden-Hennebry Professor of Irish American History:*

Patrick Griffin

### *Dorothy S. Griffin Professor of History:*

Brad Gregory

### *Marilyn Keough Dean of the Donald R. Keough School of Global Affairs:*

R. Scott Appleby

### *Professors:*

R. Scott Appleby; Ted Beatty; Alexander Beihammer; Tom Burman; Jon Coleman; Kathleen Cummings; Darren Dochuk; Felipe Fernández-Armesto; Brad Gregory; Patrick Griffin; Asher Kaufman; Elisabeth Köll; Semion Lyandres; Alexander Martin; John T. McGreevy; Margaret Meserve; Ingrid Rowland; Rev. Robert Sullivan; Tom Tweed

### *Professors Emeritus:*

Rev. Thomas Blantz, C.S.C.; Jay P. Dolan; J. Philip Gleason; Christopher S. Hamlin; Rev. Robert L. Kerby; Thomas A. Kselman; George Marsden; Rev. Wilson D. Miscamble, C.S.C.; Dian H. Murray; Thomas Noble; Mark Noll; Rev. Marvin R. O'Connell; James Turner; John H. Van Engen; Andrzej Walicki

### *Associate Professors:*

Gail Bederman; Liang Cai; John Deak; Karen Graubart; Daniel Hobbins; Katie Jarvis; Rebecca McKenna; Paul Ocobock; Jaime Pensado; Richard Pierce; Linda Przybyszewski; Rory Rapple; Emily Remus; Julia Adeney Thomas; Deborah Tor

### *Assistant Professors:*

Emiliano Aguilar; Katlyn Carter; Ian Johnson; Rev. Stephen Koeth, C.S.C.; Ijeoma Kola; Nikhil Menon; Evan Ragland; Sarah Shortall; Joshua Specht

### *Teaching Professor:*

Daniel A. Graff

### *Associate Teaching Professor:*

James (Jake) Lundberg

### *Concurrent Faculty:*

Christopher Baron (Classics); Annie Gilbert Coleman (American Studies); Erika Doss (American Studies); Korey Garibaldi (American Studies); Melinda Gormley (John J. Reilly Center); Robert Goulding (Program of Liberal Studies); Lionel Jensen (East Asian Languages & Cultures); Robert (Jay) Malone (History of Science Society); John Soares; Thomas A. Stapleford (History and Philosophy of Science);

Kevin Whelan (Keough Institute for Irish Studies); Sophie White (American Studies)

**Program of Studies.** The Department of History offers undergraduate courses that span global regions from the ancient world to the present. Courses are both regional and thematic in approach and designed to emphasize global connections across space. Both smaller seminars and larger lecture-style courses require students to develop critical skills reading primary and secondary sources, and in historical thinking and writing.

**The Major in History.** For students interested in pursuing a History major, the department offers a rigorous program of ten 3-credit courses. The sequence begins for all standard majors with an exciting introductory seminar (HIST 33000—History Workshop), which introduces students to the work of writing history through a series of primary source-based case studies. To encourage breadth of historical knowledge, majors also take a variety of courses in different chronological periods and global regions.

Standard majors will take four breadth courses: one global course, and three courses from five regions: Africa and the Middle East, Asia, Europe, Latin America, North America. To encourage depth, standard majors will select a three-course concentration in one of five regional categories (Africa and the Middle East, Asia, Europe, Latin America, North America), or, a thematic cluster (such as Global Empires, War and Society, Business and Economics, or Religion). Majors may also petition the Director of Undergraduate Studies to define their own thematic cluster. Standard majors will also one additional free elective in any field they choose. All majors must declare their concentration by the end of the junior year.

To complete their coursework, all standard majors, regardless of class year, must take a departmental seminar (HIST 35000 or above). This writing-intensive course prioritizes research in primary sources toward the production of a substantial paper. The departmental seminar also emphasizes writing as a process, encouraging students to perform continual revisions and share their writing with peers.

All standard majors must also take at least one course in pre-modern (pre-1500) history.

### **Application of AP Credits to the Major in History.**

Beginning with the class of 2022, students who received a score of 5 on an AP history subject test (US, European, or World) may apply 3 credits toward the major in history. No more than 3 AP credits may be applied to the major.

**The Minor in History.** The minor in history is designed to offer a formal program and pedagogical structure to those students who have an interest in history, but do not have room to be full majors. The program is designed to be flexible while offering students an introduction to the discipline of history.

## IRISH LANGUAGE AND LITERATURE

The minor in history consists of five 3-credit hour courses with no prerequisites: History Workshop (HIST 33000) and four general electives, one of which must include a research component (with no more than one course taken abroad, and no more than one taken at the 10000 level, including history university seminars).

#### The Minor in Economic and Business History.

This more targeted minor program introduces students to the intertwined histories of economics, business, finance, capitalism, labor, and political economy. It is designed for students entering professional careers that require a deep understanding of the economic, political, and historical complexities of the global age. The minor consists of five 3-credit hour courses with no prerequisites. Students take four general electives from a roster of courses approved by the Department of History. In addition, students will have to take the new capstone course "Economy and Business in History" which allows them to synthesize and apply the methodologies and approaches of the discipline to their writing assignments, including a required research paper as a final assignment.

**History Honors Program.** The History Department offers a special program of study, the History Honors Program, for the most talented and motivated history majors. Students are invited to apply in the fall semester of the junior year; the program begins in the spring of the junior year. A student in the History Honors Program will take 11 three-credit history courses to satisfy both the Honors Program and standard history major requirements. In addition to taking the introductory gateway course (HIST 33000, History Workshop) and a variety of courses emphasizing geographical and chronological breadth, the student will also take two special honors seminars. Instead of completing a departmental seminar, the student will research and write a yearlong senior thesis, receiving three credits in each semester of the senior year. Each history honors student will select an area of concentration tailored to his or her thesis topic and will take two additional courses in this field to complete the program.

In the spring of the junior year, the student will enroll in an Honors Program Methodology Seminar (HIST 53001), designed to introduce the student to the various methods historians utilize to analyze and write about the past. [Students admitted to the Honors Program, but studying abroad during the spring semester junior year, will be exempt from HIST 53001. They must, however, register a thesis topic and advisor with the director of Undergraduate Studies by the end of that semester.] In the fall of the senior year, the student will enroll in the Honors Program Historiography Colloquium (HIST 53002), intended to introduce the student to basic issues of critical interpretation and historiography through a specific field. In the fall and spring of the senior year, the student will work on a thesis (40 to 80 pages) under the supervision of a specific faculty member. The student will register for

HIST 58003 (three senior thesis credits) in the fall and HIST 58004 (three senior thesis credits) in the spring of the senior year.

**Phi Theta Alpha.** Students who have completed at least four major courses in history, earning a grade point average of 3.8 or above are eligible for the Notre Dame chapter of Phi Alpha Theta, a national history honor society. The History Department initiates new members once per year in the spring.

#### COURSE DESCRIPTIONS

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting the subject *History*. Course descriptions can be found by clicking on the subject code and course number in the search results.

## Irish Language and Literature

*Chair:*

Sarah McKibben

*Director of Undergraduate Studies:*

Peter McQuillan

Officially launched in 2004, the Department of Irish Language and Literature embodies Notre Dame's unique, historic commitment to both the Irish language and to Irish Studies, while foregrounding the centrality of Irish (Gaelic) to the academic discipline of Irish Studies.

Unique in North America, the Department of Irish Language and Literature gives undergraduates of all backgrounds and experience levels the opportunity to deepen their engagement with Ireland and Irishness while enhancing their global cultural competence by completing an academic minor in Irish language and literature or in Irish Studies. A vibrant modern language native to Ireland, Irish (Gaelic) is also the voice of the oldest vernacular literature in Northern Europe. By studying Irish, students are empowered to engage authentic Irish culture in all its complexity and richness, including language, literature, folklore, history and more, and prepared for exciting study abroad and research opportunities. Students can also satisfy a number of Core Curriculum requirements by taking courses in IRL and IRST.

Students pursuing a **Minor in Irish Language and Literature** are required to complete the following courses:

1. Take and pass the following Irish language courses: Beginning Irish (Gaelic) I & II, Intermediate Irish (Gaelic) I and Intermediate Irish II.
2. Take and pass three full-credit (3-credit or 4-credit) Irish literature courses offered by the Department of Irish Language and Literature.

Examples of undergraduate courses include Beginning Irish (Gaelic); Great Irish Writers; Modern Irish Classics; Sex and Power in Irish Literature: From Warrior Queens to Punk Poets; Irish Culture and Anglicization; Celtic Literature: Middle Ages to Modern; When Irish Eyes are Smiling: Humor in Irish Literature; The Irish Short Story; The Hidden Ireland; Saints, Scholars and Story-Makers: Voices of Early Christian Ireland; and Introduction to Irish Folklore. The department also offers 1-credit enrichment courses in Irish dance and music.

*Note: Taking classes in the Irish (Gaelic) language enables students to apply for summer language grants, dedicated internships and research projects, as well as uniquely preparing students for study abroad in Ireland (in Dublin or Galway). Starting a language in your first year positions you best to take advantage of all Notre Dame has to offer, and gives you priority in competing for these opportunities.*



## MATHEMATICS

**Interdisciplinary Minor in Irish Studies**

Undergraduates in all of Notre Dame's colleges and schools are able to earn an Irish Studies minor.

The requirements are straightforward and conducive to opportunities at the University for study in Ireland:

- Take five full-credit (3-credit or 4-credit) classes cross-listed with Irish Studies. The five classes can be in such departments as Anthropology; English; History; Irish Language and Literature; Political Science; and Film, Television, and Theater.
- Examples of undergraduate courses include Beginning Irish (Gaelic), Gender and Irish Drama, Irish Folklore, The Black and Green Atlantic, The Making of Modern Ireland, Great Irish Writers, Narrative and Sexuality, Archaeology of Ireland, The Northern Ireland Troubles, Gender and Sexuality in Irish Fiction After Joyce, Sex and Power in Irish Literature: From Warrior Queens to Punk Poets, Popular Song in the 18th Century, Storied Landscapes: From Ireland to Chicago, When Irish Eyes are Smiling: The Irish Comic Tradition, and Irish Culture and Anglicization. The department also offers 1-credit enrichment courses in Irish dance and music.
- In lieu of one of the five courses, students may take a 3-credit independent study with a Keough-Naughton Institute faculty fellow.
- The five classes can be taken on the Notre Dame home campus, the Dublin Global Gateway (O'Connell House), Trinity College (Dublin), the National University of Ireland Dublin, or the National University of Ireland Galway. Study abroad courses not taught by Notre Dame faculty must receive approval to count towards the minor(s).

*Note: By taking classes in the Irish (Gaelic) language, you are eligible to apply for summer language grants, dedicated internships and research projects, as well as becoming uniquely prepared for study abroad in Ireland. Most Irish Studies minors take Irish (Gaelic). Irish language classes are therefore strongly encouraged for Irish Studies minors.*

**COURSE DESCRIPTIONS**

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting the subject *Irish Language and Literature*. Course descriptions can be found by clicking on the subject code and course number in the search results.

**Mathematics***Chair:*

David Galvin

*Associate Chair:*

Peter Cholak

*Director of Graduate Studies:*

Samuel R. Evens

*Director of Undergraduate Studies:*

Andrei Jorza

*William J. Hank Family Professor of Mathematics:*

Anand Pillay

*John and Margaret McAndrews Professor of Mathematics:*

Mark Behrens

*John A. Zahm, C.S.C., Professor of Mathematics*

Stephen A. Stolz

*Glynn Family Honors Collegiate Professor:*

Claudia Polini

*Notre Dame Professor of Topology:*

Andrew Putman

*Professors:*

Peter A. Cholak; Francis X. Connolly (emeritus);

Jeffrey A. Diller; Natasha Dobrinen; William

G. Dwyer (emeritus); Matthew J. Dyer; Samuel

R. Evens; Leonid Faybusovich (emeritus);

David Galvin; Michael Gekhtman; Karsten

Grove (emeritus); Matthew Gursky; Alexander

J. Hahn (emeritus); Brian C. Hall; Qing Han;

Alex A. Himonas; Richard Hind; Alan Howard

(emeritus); Julia F. Knight (emeritus); Francois

Ledrappier (emeritus); Juan Migliore; Gerard

K. Misiolek; Liviu Nicolaescu; Barth Pollak

(emeritus); Claudiu Raicu; Mei-Chi Shaw;

Roxanne Smarandache; Brian Smyth (emeritus);

Dennis M. Snow (emeritus); Nancy K. Stanton

(emeritus); Sergei Starchenko; Laurence R.

Taylor; Warren J. Wong (emeritus); Frederico

Xavier (emeritus)

*Associate Professors:*

Katrina Barron; Mario Borelli (emeritus);

John E. Derwent (emeritus); Pavel Mnev; Marco

Radeschi

*Assistant Professors:*

Nicholas Edelen; Felix Janda; Alexandra

Kjuchukova; Juanita Pinzón Caicedo; Nicholas

Ramsey; Eric Riedl; Christopher Schommer-

Pries; Nick Salter

*Professors of the Practice:*

Arthur Lim; Neil Nicholson; Annette Pilkington

*Associate Professor of the Practice:*

Andrei Jorza

*Assistant Professors of the Practice:*

Brian Mulholland; Kathryn Mulholland

**Program of Studies.** Students in the College of Arts and Letters may pursue a major in mathematics with a concentration in honors. (Note that this program should not be confused with the Arts and Letters/Science Honors program and that several concentrations, including Honors, are available with a major in mathematics in the College of Science.) The mathematics major in arts and letters aims to give the student a thorough liberal intellectual

discipline and to furnish an adequate background for other fields of study. At the same time it prepares the student for graduate work in mathematics, and many of those who have taken the program have entered graduate schools in that field. Others have entered philosophy, medicine, law, economics and industrial management.

Students intending to follow this major in the College of Arts and Letters must declare their intention to the advisor indicated by the mathematics department and the dean of Arts and Letters at advance registration in the spring of their freshman year. Students must have completed or be completing satisfactory work in MATH 10850 and 10860. The program of their studies is subject in its entirety to approval by the advisor.

Students whose first major is in the College of Arts and Letters may also pursue a second major in mathematics. See "Mathematics as a Second Major" in the College of Science section of this *Bulletin*.

**THE PROGRAM OF COURSES****First Year***First Semester*

English	3
University Requirement	3
MATH 10850. Honors Calculus I	4
Natural Science	3
Language: (French, German or Russian recommended)	3
Moreau First Year Experience	1
	<hr/>
	17

*Second Semester*

Language: French, German or Russian	3
University Seminar	3
MATH 10860. Honors Calculus II	4
Natural Science	3
Electives	3
Moreau First Year Experience	1
	<hr/>
	17

**Sophomore Year***First Semester*

College Seminar	3
Language: French, German or Russian	3
University Requirement	3
MATH 20810. Honors Algebra I	3
MATH 20850. Honors Calculus III	4
	<hr/>
	16

*Second Semester*

Introduction to Philosophy	3
University Requirement	3
Theology	3
MATH 20820. Honors Algebra II	3
MATH 20860. Honors Calculus IV	4
	<hr/>
	16

## MEDIEVAL STUDIES

### Junior Year

#### First Semester

Theology	3
MATH 30810. Honors Algebra III	3
MATH 30850. Honors Analysis I	3
Elective	5
University Requirement	3
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	17

#### Second Semester

Philosophy	3
MATH 30820. Honors Algebra IV	3
MATH 30860. Honors Analysis II	3
English/American Literature	3
Elective	3
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	15

### Senior Year

#### First Semester

Mathematics Electives	6
Electives	9
	<hr/>
	15

#### Second Semester

Mathematics Electives	6
Electives	9
	<hr/>
	15

(At least six credits of mathematics electives must be at the 40xxx level.)

### The Senior Thesis for Mathematics Majors

Students in the mathematics program have the option of writing a thesis on a subject in mathematics, or in an interdisciplinary area connected to mathematics. Such a thesis is strongly encouraged for math honors students and is intended to give the student a better sense of how mathematics is done and used, and to develop in the student the habit of learning mathematics and its applications in an independent setting. In most cases, this work would be expected to be expository, but based on advanced-level readings. It should represent an effort that goes beyond what is found in an undergraduate course. It is especially desirable for a student to present a somewhat novel approach to an established subject, or to explore one of the many interesting connections that mathematics has with other disciplines.

In the second semester of the junior year and the first semester of the senior year, the student will work closely with a faculty advisor on a program of readings in preparation for the thesis. The thesis is to be crafted during the second semester of the senior year, and must be submitted to the director of undergraduate studies by April 15 of the senior year. If the thesis is approved, the citation of "Graduation with Senior Thesis" will appear on the student's transcript.

In the second semester of the junior and senior years, the student attends the senior thesis writing seminar Math 48900, while in the first semester of the senior year, the student receives credit for Math 48800.

Students interested in writing a senior thesis should contact the director of undergraduate studies in the Department of Mathematics.

### COURSE DESCRIPTIONS

**All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting the subject *Mathematics*. Course descriptions can be found by clicking on the subject code and course number in the search results.**

## Medieval Studies

*Robert M. Conway* Director of the Medieval Institute:

Thomas Burman (History)

*Director of Undergraduate Studies:*

Christopher Liebttag Miller (Medieval Studies)

*Fellows of the Medieval Institute:*

Hussein Abdulsater (Classics: Arabic); Christopher Abram (English); Khaled Anatolios (Theology); Ann Astell (Theology); Rev. Yury Avvakumov (Theology); Laura Banella (Romance Languages: Italian); Zygmunt G. Baranski (Romance Languages: Italian); Alexander Beihammer (History); Judith Benz (German); Alexander Blachly (Music); W. Martin Bloomer (Classics: Latin); Adam Bremer-McCollum (Theology); Jeremy Phillip Brown (Theology); Katie Bugvis (Liberal Studies); Thomas Burman (History); Theodore J. Cachey (Romance Languages: Italian); Peter Casarella (Theology); John C. Cavadini (Theology); Therese Cory (Philosophy); Richard Cross (Philosophy); Rev. Brian E. Daley, S.J. (Theology); JoAnn DellaNeva (Romance Languages: French); Tarek Dika (Liberal Studies); Stephen D. Dumont (Philosophy) Margot Fassler (Music, Theology); Felipe Fernández-Armesto (History); Leonardo Francalanci (Romance Languages: Catalan, Spanish); Nina Glibetic (Theology); Robert Goulding (History and Philosophy of Science); Karen Graubart (History); Brad S. Gregory (History); Li Guo (Classics: Arabic); David Gura (Hesburgh Libraries); Marius Hauknes (Art History); Daniel Hobbins (History); Peter Holland (Theater); Alexander Hsu (History); Peter Jeffery (Music); Rev. John I. Jenkins, C.S.C. (Philosophy); Robin Jensen (Theology); Claire Taylor Jones (German); Louis Jordan (Hesburgh Libraries); Encarnación Juárez-Almendros (Romance Languages: Spanish, emerita); Michelle Karnes (English); Mary M. Keys (Political Science); Brian Krostenko (Classics: Latin); Ian Kuijt (Anthropology); Blake Leyerle (Theology); David Lincicum (Theology); Tim Machan (English); Linda Major (Medieval Studies); Julia Marvin (Liberal Studies); Peter McQuillan (Irish Language and Literature); Margaret Meserve (History); Christopher Liebttag Miller (Medieval Studies); Christian R. Moevs (Romance Languages: Italian); Hildegund Müller (Classics: Latin); Amy Mulligan (Irish Language and Literature); David O'Connor (Philosophy; Classics); Stephen Ogden (Philosophy, Islamic Studies); Jean Porter (Theology); Andrew Radde-Gallwitz (Liberal Studies, Theology); Gabriel Radle (Theology); Rory Rapple (History); Gretchen Reydam-Schils (Liberal Studies; Philosophy); Gabriel Said Reynolds (Theology); Denis Robichaud (Liberal Studies); Julia Schneider (Hesburgh Libraries); Susan Guise Sheridan (Anthropology); Deborah Tor (History); Alexis Torrance (Theology); Joseph P. Wawrykow (Theology); Jeff Wickes (Theology)

## MEDIEVAL STUDIES

### *Medieval Institute Emeriti:*

D'Arcy J. D. Boulton (Medieval Studies, emeritus); Maureen B. McCann Boulton (Romance Languages: French, emerita); Robert R. Coleman (Art History, emeritus); Rev. Michael S. Driscoll (Theology, emeritus); Kent Emery, Jr. (Liberal Studies; Philosophy, emeritus); Alfred Freddoso (Philosophy, emeritus); Stephen E. Gersh (Philosophy, emeritus); Kathryn Kerby-Fulton (English, emerita); Mark C. Pilkinton (Theatre, emeritus); Dayle Seidenspinner-Núñez (Romance Languages; Spanish, emerita); John Van Engen (History, emeritus)

**Program of Studies.** The Medieval Institute is one of Notre Dame's oldest and most renowned centers of learning. Established in 1946, it was envisaged from the start to be a premier locus for the study of the European Middle Ages. Over the decades its scope has broadened to where it now embraces a global Middle Ages, incorporating a multiplicity of cultures, faiths, and traditions. The academic strength and stature of the institute are due not only to its faculty, students, and library, but also to its ongoing commitment to the original liberal arts ideal.

Medieval Studies prepares students to enter graduate school, law school, medical school, or various careers such as business, government, education, publishing, ministry, curatorship, and research. With an emphasis on close reading, precise textual analysis, careful writing, and vigorous discussion, the program is designed to foster critical thinking, oral and written communication skills, and a heightened appreciation for history, religion, and culture.

Far from being the "dark ages," medieval civilization witnessed the dawn of many of today's most vital institutions and traditions including not only universities and hospitals, but also crucial developments in legal and economic systems, religious communities and doctrine, architecture, engineering, science, art, and literature. Today, the Middle Ages remains profoundly relevant not only through its inheritance, but also through an on-going process of imagining and reimagining of the medieval that permeates our lives, from pop-culture to politics, and from escapist entertainment to international policy.

The Medieval Studies program offers four undergraduate tracks, each based on an interdisciplinary model. It draws courses from many departments, spanning nearly the entirety of the College of Arts and Letters. From these disciplines, students are encouraged to build a unique program of study, in consultation with a faculty advisor, around an area of concentration that captures an interest, prepares for a field, or contributes to an academic pursuit.

Students interested in Medieval Studies may elect one of the following four options:

1. Major in Medieval Studies
2. Honors Major in Medieval Studies
3. Supplementary Major in Medieval Studies
4. Minor in Medieval Studies

All three major tracks include two common components. Each student's curriculum is built around a concentration chosen by the individual, in conjunction with a faculty advisor. The concentration requires a minimum of four interrelated courses reflecting an intellectual and curricular coherence. An advanced seminar (3 credits) is the second common element in each of the major tracks. Students in the seminar are expected to read widely and discuss vigorously a set of sources that present a particular issue from several points of view. In addition, they are also expected to write a substantial research paper. The goal of the seminar is to engage students in thinking critically and knowledgeably across the boundaries of traditional disciplines while maintaining a focus on a particular time, place, or issue.

The three major tracks and the minor track also have an introductory required course (3 credits), MI 20001, *The World of the Middle Ages*.

Following are brief outlines of the basic requirements for the three major tracks and the minor track. Further details can be obtained from the director of undergraduate studies in the Medieval Institute.

### **Medieval Studies Major (30 credits)**

- The World of the Middle Ages course
- Four courses drawn from two or more departments representing a concentration
- Four electives in Medieval Studies drawn from at least two departments
- One advanced seminar (4xxxx-level or above) in Medieval Studies

### **Medieval Studies Honors Major (36 credits)**

- Same requirements as major in Medieval Studies (see above)
- EXCEPT one intermediate Latin course and one advanced Latin course are required in lieu of two medieval electives
- PLUS an honors thesis for 6 credits

### **Medieval Studies Supp. Major (24 credits)**

- The World of the Middle Ages course
- Four courses drawn from two or more departments representing a concentration
- Two electives in Medieval Studies
- One advanced seminar (4xxx-level or above) in Medieval Studies

### **Medieval Studies Minor (15 credits)**

- The World of the Middle Ages course
- Three electives in Medieval Studies drawn from at least two departments
- One advanced seminar (4xxx-level or above) in Medieval Studies

### **COURSE DESCRIPTIONS**

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting the subject *Medieval Institute*. Course descriptions can be found by clicking on the subject code and course number in the search results.

## Music

## Music

### Chair:

Berthold Hoeckner

*Keough-Hesburgh Professors of Music History and Liturgy:*

Margot Fassler (emerita); Berthold Hoeckner

*Michael P. Grace Chair in Medieval Studies:*

Peter Jeffery

*J.W. Van Gorkom Professor of Music:*

Susan L. Youens (emerita)

### Professors:

Alexander Blachly; John Blacklow; Calvin M.

Bower (emeritus); William Cerny (emeritus);

Craig J. Cramer (emeritus); Kenneth W. Dye;

Rebecca Maloy; Kola Owolabi; Georgine Resick

(emerita); Peter Smith

### Associate Professors:

Karen L. Buranskas (emerita); Mary E. Frandsen

(emerita); Paul G. Johnson (emeritus); John

Liberatore; Carolyn R. Plummer (emerita)

### Assistant Professors:

Jon Bullock; Johanna Frymoyer; Patrick Yim

### Associate Professors of the Practice:

Stephen Lancaster; Paul Walker (emeritus)

### Associate Teaching Professors:

Lawrence H. Dwyer; Daniel C. Stowe

### Assistant Professor of the Practice:

Dror Baitel

### Concurrent Faculty:

Christopher Chowrimootoo; Arman Schwartz;

Heather Wiebe

### Band Staff:

Matthew Merten; Sam Sanchez

### Mission Statement:

*Perform with passion. Study with rigor. Learn with discernment.*

Following Notre Dame's rich liberal arts tradition, our Department combines different forms of music making with research that explores theories, histories, and cultures of music. We promote excellence in musical performance, composition, and scholarship in a spirit of inclusion, bringing together students with various skills and diverse backgrounds to study and collaborate with our distinguished and dedicated faculty in first-rate facilities.

**Program of Studies:** The Department's programs provide its majors the opportunity to receive the essential training and experiences to prepare for graduate school and careers in music. In addition, the Department offers many opportunities for students interested in a double-majoring or minoring in music, as well as for all other students who wish simply to further their musical development.

The Department features small class sizes and well-equipped classrooms and studios. Situated within the College of Arts and Letters, the music curriculum contributes to a liberal arts education that is both rigorous and broad. Majors may choose one of two concentrations in Music. The Department

recommends the Honors track for students interested in pursuing graduate study in music.

**Advising:** Each major will be assigned a faculty advisor who must be consulted in person each semester to discuss the program of study before registering for classes.

**Lessons:** Music majors in the Performance and Pre-Professional concentrations qualify for a 100 percent discount on applied lessons in their primary instrument. Music majors in the Academic Concentration qualify for a 50 percent discount on up to six credits of applied lessons. Music minors qualify for a 100 percent discount on up to three credits of applied lessons. Applied lessons are also available to non-majors for a fee charged to the student's account.

**Elective credits:** These are courses with an MUS course number in Music Theory, Musicology, Ethnomusicology, History, Music Technology, or Composition. Elective credits cannot be filled with Applied Lessons, Ensembles, or Performance Electives.

**Ensembles:** Departmentally approved ensembles may be taken for 1 or 0 credits. Music majors in the Performance concentration require four semesters' worth of ensemble participation, while students in the Academic concentration require two. Participating in multiple ensembles at once fills multiple semesters worth of this requirement. For a list of departmentally approved ensembles, contact Senior Staff Assistant Emily Matz: [matz.5@nd.edu](mailto:matz.5@nd.edu).

**Musicianship:** Musicianship Lab I and II are 1-credit prerequisite courses for the major. Students may test out of either or both of these requirements. Otherwise, the Department recommends taking these labs concurrently with Materials and Techniques of Music I and II.

**Placement Exam:** Students wishing to enroll in Materials and Techniques of Music I, II, or Music Fundamentals (MUS 10xxx) will take a theory placement exam to determine which course best suits their needs as an entrance into the theory sequence.

## ACADEMIC CONCENTRATION

Class	Credits
Materials and Techniques of Music I	3
Materials and Techniques of Music II	3
One additional course in Materials and Techniques at the 20xxx level (MUS 20xxx, MUS 20xxx, etc.)	3
Music Histories and Cultures I	3
Music Histories and Cultures II	3
Introduction to Ethnomusicology	3
MUS Elective credits, 30xxx and above	12
MUS Elective credits, 10xxx and above	6
Ensemble Participation (2 semesters)	0
Music Total	36

## PERFORMANCE CONCENTRATION

Class	Credits
Materials and Techniques of Music I	3
Materials and Techniques of Music II	3
One additional course in Materials and Techniques at the 20xxx level (MUS 20xxx, MUS 20xxx, etc.)	3
Music Histories and Cultures I	3
Music Histories and Cultures II	3
Introduction to Ethnomusicology	3
MUS Elective credits, 30xxx and above	6
MUS Elective credits, 10xxx and above	3
OR additional applied lessons/performance electives	
Applied Lessons	10
Capstone	2
Ensemble Participation (4 semesters)	0
Music Total	39

## MINOR IN MUSIC

Class	Credits
One of the following three courses:	3
Music Theory Fundamentals	
Materials and Techniques of Music I	
Materials and Techniques of Music II	
One of the following three courses:	3
Music Histories and Cultures I	
Music Histories and Cultures II	
Introduction to Ethnomusicology	
MUS Elective credits, 10xxx and above	3
MUS Elective credits, 30xxx and above	3
Applied Lessons or Ensemble participation	3
Additional MUS credits at any level (lessons, ensembles, electives, etc.)	3
Music Total	18

**Honors in Music:** Students of exceptional academic standing and/or artistic merit may be invited to pursue Honors in Music with the honors tracks corresponding to their respective concentration. Invited students must consult with their advisors about their Honors project.

## ACADEMIC HONORS IN MUSIC

Additional MUS Elective credits, 30xxx+	3
Honors Thesis	3

## HONORS IN MUSIC PERFORMANCE

Additional MUS Elective credits, 30xxx+	3
Additional Applied lessons/performance electives	2
Honors Recital	1

## COURSE DESCRIPTIONS

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting the subject *Music*. Course descriptions can be found by clicking on the subject code and course number in the search results.



## NEUROSCIENCE AND BEHAVIOR

## Neuroscience and Behavior

*Director of Undergraduate Studies:*  
Anré Venter

**Program of Studies.** Neuroscience is a relatively young, exciting, and fundamentally interdisciplinary field devoted to the scientific study of the nervous system. Neuroscience encompasses the study of problems from multiple disciplinary perspectives at different levels of analysis in human and non-human organisms. It includes, for example, the study of molecular mechanisms in individual neurons and the coordination of millions of neurons into neural systems. Problems range from investigation of the evolution of nervous systems in basal vertebrates to the application of neuroscience to education and law. Neuroscientists also seek to develop neurologically plausible models of human thinking, affect and behavior.

Neuroscience creates a context for scholarly conversation about the nature of mind, brain and behavior. It engages experts in collaboration across diverse fields, including biological sciences, chemistry, computer science, engineering, linguistics, mathematics, medicine, philosophy, physics and psychology. Reflecting the interdisciplinary nature of the major, the curriculum includes flexibility such that it can be customized to best prepare students for a variety of future careers. Students studying neuroscience will be prepared to pursue professional degree programs (medical, dental, veterinary, clinical psychology, or other health professions) and graduate programs in areas such as neuroscience, biological sciences or psychology.

The requirements for the major are essentially the same, including three foundational neuroscience and behavior Core courses, and an introductory neuroscience and behavior laboratory course beginning the fall of the sophomore year. The tracks differ in how they fulfill college requirements. Required courses and electives for both the BS & BA that will satisfy the major credit requirements are drawn primarily from the Departments of Biological Sciences and Psychology. Undergraduate research and approved electives in other departments are also encouraged. This description covers the BA track only (see the College of Science section for the BS track).

**Major Requirements.** Replace with: The Neuroscience and Behavior BA consists of 63 credits comprising 23 credits of prerequisite courses (some of these also fulfill university core requirements), 19 credits of Neuroscience and Behavior Core major courses, 6 credits of Biological Science major elective courses, 6 credits of Psychology major elective courses, and 9 credits of additional major elective courses. Students should discuss their specific choices with the program's undergraduate adviser.

### Major Prerequisites: (all courses required)

Intro Psychology (Core 5 & CR 6)	3
MATH 10350/10550 (Core 1)	4
BIOS 10171/11173: Big Questions & Lab	4
BIOS 10172/11174: Molecules to Ecosystems & Lab	4
Gen CHEM 10171/11171 (Core 2)	4
Org CHEM 10172/11172 (Core 3)	4

### Core Major Requirements: (all courses required)

NSBH 20450: Systems Neuro w/lab (21450)	4
NSBH/PSY 30520: Intro to Cog Neuro	3
NSBH/CHEM 30301: Molecular Neuro	3
PSY 30100 Psychology Statistics	4
PSY 30160 Psychology Research Methods	4
NSBH 20010: Perspectives on the NSBH Major	1

All majors take an additional 6 credits from the list of approved Biological Science electives, 6 more credits from the list of approved Psychological Science electives and an additional 9 credits of approved NSBH coursework that can include a maximum of 6 credits of undergraduate research (with approved faculty advisors), 3 credits of neuroscience embedded community-based or service learning, and/or approved electives across several departments. See the undergraduate advisor for lists of approved courses and approved research advisors.

### COURSE DESCRIPTIONS

**For a list of approved courses for this program, contact the Director of Undergraduate Studies in the College of Arts & Letters, Anré Venter ([aventer@nd.edu](mailto:aventer@nd.edu)), or the Director of Undergraduate Studies in the College of Science Nancy Michael, ([nmichael@nd.edu](mailto:nmichael@nd.edu)). Courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php) "Class Search" and searching within the home department of the course listing. Biological, psychological and additional courses for a given semester may be found within Class Search by selecting all subjects (CTRL/Shift) and selecting the NSBH attribute. Course descriptions can be found by clicking on the subject code and course number in the search results.**

### SAMPLE CURRICULUM:

The BA in Neuroscience and Behavior is flexible enough to allow students to spend a semester in their junior year studying abroad although this sample curriculum is not specific in this regard. This sample is simply intended as a general guide and curricular layout decisions should be made in conjunction with the Director of Undergraduate Studies.

#### First Year:

<i>Fall Semester</i>	
Gen CHEM 10171/11171	4
MATH 10350/10550	4
Intro Psych	3
WR13100 or Other	3
Moreau	1

#### Spring Semester

Org CHEM 10172/11172	4
Elective	4
UseM	3
Theology I	3
Moreau	1
	15

#### Sophomore Year:

##### Fall Semester

NSBH Core 1: Systems Neuro w/lab	4
NSBH Core 2: Intro to Cog Neuro	3
Psych Statistics	4
CSEM	3
NSBH Prosem	1
	15

##### Spring Semester

NSBH Core 3: Molecular Neuro	3
BIOS 10172/11174	4
Psych Methods	4
Theology II	3
History	3
	17

#### Junior Year:

##### Fall Semester

NSBH Psych Elective 1	3
Foundational Science Elective	4
Philosophy I	3
Language	4
Research Lab Credits	3
	17

##### Spring Semester

NSBH Additional Elective 1	3
NSBH Bios Elective 1	3
NSBH Psych Elective 2	3
Literature	3
Research Lab Credits	3
	15

#### Senior Year:

##### Fall Semester

NSBH Bios Elective 2	3
NSBH Additional Elective 2	3
Social Science	3
Fine Arts	3
Research Lab Credits	3
	15

##### Spring Semester

NSBH Additional Elective 3	3
University Core	3
Art & Lit OR Adv Lang & Culture	3
Philosophy II	3
Research Lab Credits	3
	15

## NEUROSCIENCE AND BEHAVIOR

**PREMED CONCENTRATION**

In addition to the general BA, undergraduates interested in attending medical school have the option of completing a BA in Neuroscience and Behavior with a PreMed concentration. The PreMed concentration includes the requirements laid out above and also requires additional coursework laid out below:

**Medical School Requirements Category:**

(all courses required)

MATH 10350/10550 (Core 2)	
MATH 10360/10560	
Gen CHEM 20172/21172	4
Org CHEM 20173/21173	4
PHYS I 10310 & Lab (or 30210/31211 or 10411/11411 or 20210/21210)	4
PHYS II 10320 & Lab (or 20435/21435 or 30220/31220 or 20220/21220)	4

**COURSE DESCRIPTIONS**

For a list of approved courses for this program, contact the Director of Undergraduate Studies in the College of Arts & Letters, Anré Venter ([aventer@nd.edu](mailto:aventer@nd.edu)), or the Director of Undergraduate Studies in the College of Science Nancy Michael, ([nmichael@nd.edu](mailto:nmichael@nd.edu)). Courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php) "Class Search" and searching within the home department of the course listing. Biological, psychological and additional courses for a given semester may be found within Class Search by selecting all subjects (CTRL/Shift) and selecting the NSBH attribute. Course descriptions can be found by clicking on the subject code and course number in the search results.

BIOS 20401: Biological Anthropology	3
ANTH 20105: Human Ethology	3
ANTH 30140: Primatology	3
ANTH 35106: Primate Behavior	3
ANTH 35110: Primate Behavior & Ecology	3
PSY 43531: Psychology and Medicine	3
PHIL 34353: Philosophy of Mind	3

*Note: In addition, though not required here, students intending to go to medical school are highly encouraged to complete the Experimental Psychology II: Research Methods course in preparation for the MCAT exam.*

**SAMPLE CURRICULUM:****First Year**

Fall Semester

Calculus A	4
General Chemistry I & Lab	4
Social Science**	3
Writing & Rhetoric/Writing Intensive	3
Theology*	3

17

*Spring Semester*

Calculus B	4
Organic Chemistry I & Lab	4
Philosophy*	3
Fine Art/Literature*	3
Elective	3
	17

**Sophomore Year**

Fall Semester

Biological Sciences I & Lab	4
Organic Chemistry II & Lab	4
CSEM	3
Psychology Major Elective***	3
Language	3-4
	17-18

*Spring Semester*

Biological Sciences II & Lab	4
General Chemistry II & Lab	4
Elective	3
Language	3-4
Research Lab	3
	17-18

**Junior Year**

Fall Semester – ABROAD

Physics I & Lab	4
Philosophy/CAD*	3
Fine Art/Literature*	3
History*	3
Elective	3
	16

*Spring Semester*

Physics II & Lab	4
Neuroscience & Behavior (& Lab)	4
Additional Major Elective	3
Research Lab	3
Elective	3
	17

**Senior Year**

Fall Semester

Statistics	3-4
Psychology Major Elective	3
Biochemistry (Additional Major Elective)	3
Biological Sciences Major Elective	3
Research Lab	3
	15-16

*Spring Semester*

Additional Major Elective	3
Human Physiology (Biological Sciences Major Elective)	3
Methods	4
Theology*	3
Research Lab	3
	16

\* These courses also fulfill the University Seminar Requirement

\*\* Introductory Psychology fulfills this requirement as well as the Core Neuroscience & Behavior Major requirement

\*\*\* One of the Psychology Major Elective courses also fulfills the College Social Science Requirement

• This curriculum assumes 2 semesters of language at Notre Dame



## PHILOSOPHY

## Philosophy

### Chair:

Samuel Newlands

*F.J. and H.M. O'Neill Professor of Science, Technology and Values:*

Kristin Shrader-Frechette (emerita)

*Rev. Theodore M. Hesburgh Professor Emeritus of Arts and Letters:*

Rev. David Burrell, C.S.C. (emeritus)

*McMahon-Hank Professors of Philosophy:*

Karl Ameriks (emeritus); Patricia Blanchette; Daniel Nolan

*Rev. John A. O'Brien Professors of Philosophy:*

Robert Audi; Richard Cross; Alvin Plantinga (emeritus); Michael Rea

*John Cardinal O'Hara Professor of Philosophy:*

Peter Van Inwagen (emeritus)

*George N. Shuster Professor of Philosophy:*

Michael J. Loux (emeritus)

*Wiley Family College Professor of Philosophy:*

Meghan Sullivan

*Rev. John A. O'Brien Senior Research Professor:*

Alasdair C. MacIntyre (emeritus)

*O'Hara Professor of Philosophy and Mathematics:*

Joel Hamkins

*Rev. John A. O'Brien College Professor of Philosophy:*

Sean Kelsey

*John and Jean Oesterle Professor of Thomistic Studies:*

Alfred Freddoso (emeritus)

*John and Jean Oesterle Associate Professor of Thomistic Studies:*

Therese Cory

*Glynn Family Honors Professor of Philosophy:*

Paul Weithman

*William J. and Dorothy K. O'Neill Collegiate*

*Professor of Philosophy:*

Samuel Newlands

*Thomas J. and Robert T. Rolfs Associate Professor of Philosophy:*

Sara Bernstein

*O'Neill Family Professor of Philosophy:*

Jc Beall

### Professors:

Sara Bernstein; Alix Cohen; Fred Dallmayr (emeritus); Cornelius F. Delaney (emeritus); Michael R. DePaul (emeritus); Stephen Dumont; John Finnis (concurrent); Thomas P. Flint (emeritus); Stephen Gersh (concurrent, emeritus); Vittorio Hösle (concurrent); Don A. Howard; Rev. John I. Jenkins, C.S.C.; Lynn Joy (emerita); Janet A. Kourany; Edward Manier (emeritus); Kristopher McDaniels; Barbara Montero; G. Felicitas Munzel (concurrent); Robert Norton (concurrent); David O'Connor; Gretchen Reydams-Schils (concurrent); Mark Roche (concurrent); Fred Rush; Jeffrey Speaks; James P. Sterba; Ted A. Warfield; Stephen H. Watson

### Associate Professors:

Timothy Bays; Brian Cutter; Curtis Franks; Vaughn R. McKim (emeritus); John O'Callaghan; Stephen Ogden; Blake Roerber;

David Solomon (emeritus); Leopold Stubenberg (emeritus); Nicholas Teh

### Assistant Professors:

Feraz Azhar; Zach Barnett; Laura Frances Callahan; Michael Zhao

### Associate Professors of the Practice:

Shane Duarte; Alexander Jech

### Assistant Teaching Professors:

Paul Blaschko; Justin Christy; David Cory; Joshua Seachris

**Program of Studies.** There are two ways to major in philosophy: The courses required for **regular philosophy majors** are distributed as follows: Either the two-course University Requirement, or (for students who took course in Catholicism Across the Disciplines in place of the 2nd University Requirement) the first University Requirement and an elective at 2xxxx-level or higher; three specific core courses: a two-semester sequence in the history of philosophy, Ancient and Medieval Philosophy (PHIL 30301) and History of Modern Philosophy (PHIL 30302), and a course in formal logic (PHIL 30313; the logic requirement can also be fulfilled by PHIL 43907 or MATH 10130, but the latter does not count toward the classes required for the major: students taking it must take an additional elective); at least two seminars at the 4xxxx-level; and three electives at the 3xxxx- or 4xxxx-level.

Students pursuing a major in philosophy with a **concentration in Philosophy, Science, and Mathematics** follow an overlapping, but distinct, course of study. The courses required for a concentration in Philosophy, Science, and Mathematics are distributed as follows: Either the two-course University Requirement or (for students who took course in Catholicism Across the Disciplines in place of the 2nd University Requirement) the first University Requirement and an elective at 2xxxx-level or higher; the Core Seminar in Philosophy, Science, and Mathematics (an intensive team-taught seminar offered every fall); a course in logic (PHIL 30313 Formal Logic or a more advanced option); a survey of the history of philosophy (either Ancient & Medieval Philosophy, PHIL 30301, or History of Modern Philosophy, PHIL 30302); two other upper-level philosophy courses, taught at the 3xxxx- or 4xxxx-level, at least one of which will be in the philosophy of science, philosophy of mathematics, or logic; and three majors-level electives in science or mathematics.

Students who are pursuing either a regular philosophy major, or the major with concentration in philosophy, science, and mathematics, may also elect to pursue the **Honors Track**. Honors philosophy majors complete all the requirements for the regular major and in addition write a senior thesis. Students writing the senior thesis enroll in PHIL 48499 Senior Thesis in both semesters of the senior year (the equivalent of two regular 3-hour seminars). To be eligible for the honors major, and thus for the senior thesis, a student must ordinarily maintain a GPA of 3.5 or above in courses in the major.

Students considering the senior thesis are encouraged to have completed at least two of the three core courses (the two history surveys and formal logic) AND three 4xxxx-level seminars by the end of the junior year.

Students majoring in other departments may **take a minor in philosophy** by completing the following course of study: the two University Required Philosophy courses or (for students who took course in Catholicism Across the Disciplines in place of the 2nd University Requirement) the first University Requirement and an elective at 2xxxx-level or higher; the two-course sequence in the history of philosophy (Ancient and Medieval Philosophy, PHIL 30301, and History of Modern Philosophy, PHIL 30302); one elective at the 3xxxx- or the 4xxxx-level; and one elective at the 4xxxx-level.

All 4xxxx-level philosophy courses are writing-intensive, requiring at least 20 pages of written work that may take various forms: reflections on readings, class presentations, or shorter or longer research papers. Students planning to go on to graduate studies in philosophy or related disciplines typically write a senior thesis as well.

## PHILOSOPHY AND THEOLOGY JOINT MAJOR

### Director:

Gabriel Reynolds, Theology

### Faculty:

Additional faculty for the joint major are drawn from the departments of philosophy and theology.

**Program of Studies.** The joint major is intended for undergraduates who are intrigued by philosophical and theological ideas and who have an equal commitment to both disciplines. It seeks to equip such students to handle theology and philosophy adeptly. The major is structured, providing undergraduates with a suitable introduction to the study of both disciplines, but also flexible, granting students considerable scope for the pursuit of their own interests.

The joint major offers the opportunity for an informed investigation of religious and philosophical ideas and should appeal especially to those who intend to pursue graduate work in philosophy or theology.

The joint major incorporates the University requirements in the two departments and most of the formal requirements of the first majors in theology and philosophy. Students in the joint major will take the two-semester sequence in Christian Traditions and an upper-level course in Scripture. The joint major, however, does not require the one-credit proseminar in theology.

Other formal requirements are peculiar to the joint major. Students will study a classical language for two semesters. (For practical as well as pedagogical reasons, this will normally be Greek.) Majors will also be expected to take one joint seminar. Led by

## POLITICAL SCIENCE

a theologian and a philosopher, the joint seminars are offered every spring and will examine an issue in which the differing approaches of philosophy and theology may prove fruitful. The topic and instructors will change from year to year. Finally, each major will submit a senior thesis prepared under the direction of two advisors, drawn from each department. At the option of the directors, this thesis may be presented and discussed in an informal colloquium consisting of the other students in the joint major.

The remaining courses in the joint major will be at the discretion of the student. Normally taken at the 40xxx level, there should be an equal distribution in the electives between theology and philosophy. However, students who wish may devote up to six hours within the joint major to additional language work. These hours may add to the classical language previously studied, or used to begin another language of significance for philosophical and theological work.

The joint major differs from a first major in one discipline and a supplementary major in the other in that the latter requires 55 credit hours, whereas the joint major requires 60. Furthermore, the joint major calls for language instruction beyond what the University requires for all undergraduates. Finally, the joint seminars should prove especially challenging, inviting students to explore important topics in an interdisciplinary way. These features should make the joint major particularly attractive to students preparing for advanced study.

#### Requirements in Philosophy:

Either the two-course University Requirement, or (for students who took course in Catholicism Across the Disciplines in place of the 2nd University Requirement) the first University Requirement and an elective at 2xxxx-level or higher.

PHIL 30301 and 30302. Ancient and Medieval Philosophy and History of Modern Philosophy.

PHIL 30313. Formal Logic.

#### Requirements in Theology:

THEO 10001, 10002, 10003 or 13183 (Foundations) and a 20000 (development level) course (University-required courses).

THEO 40201 and 40202. Christian Traditions I and II.

THEO 40101 or 40108. Upper-division scripture course.

#### Plus:

Classical language (normally Greek)—two semesters.

Joint seminar(s).

Senior thesis.

18 credit hours of electives (up to six of these may be additional hours in language study).

### MINOR IN PHILOSOPHY, SCIENCE, AND MATHEMATICS

In many cases, conceptual or foundational questions about mathematics and science cannot be pursued in a responsible way without competence in the relevant scientific or mathematical discipline. For this reason, the minor in Philosophy, Science, and Mathematics is open only to students who have significant scientific and/or mathematical training. The minor requires students to take six courses: either the two-course University Requirement or (for students who took course in Catholicism Across the Disciplines in place of the 2nd University Requirement) the first University Requirement and an elective at 2xxxx-level or higher; the Core Seminar in Philosophy, Science, and Mathematics (offered every fall semester); three electives at the 3xxxx- or 4xxxx-level. (If a student has opted to take a Catholicism Across the Disciplines course instead of the second University Philosophy Requirement, then that student must take an extra elective at the 3xxxx- or 4xxxx-level.) At least one elective must be in the philosophy of science, philosophy of mathematics, logic, or the philosophy of logic. At least one elective must be at the 4xxxx-level.

Interested students should apply in the spring semester.

### COURSE DESCRIPTIONS

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on “Class Search” and selecting the subject *Philosophy*. Course descriptions can be found by clicking on the subject code and course number in the search results.

## Political Science

#### Chair:

Geoffrey C. Layman

#### Director of Graduate Studies:

Sebastian Rosato

#### Director of Undergraduate Studies:

Angela McCarthy

*Eugene P. and Helen Conley Professor of Political Science:*

Scott P. Mainwaring

*Packey J. Dee Professor of American Democracy:*

David E. Campbell

*Packey J. Dee Professor Emeritus of Political Science:*

Fred R. Dallmayr

*Packey J. Dee Professor of Political Science:*

Dana Villa

*Packey J. Dee Professor of Political Science:*

Michael C. Desch

*Nancy Reeves Dreux Professor Emerita of Political Science:*

Catherine H. Zuckert

*Nancy Reeves Dreux Professor Emeritus of Political Science:*

Michael P. Zuckert

*Andrew J. McKenna Family Associate Professor:*

Jeffrey Harden

*Nancy R. Dreux Associate Professor:*

Susanne Wengle (on leave 2023–25)

*Rev. Edmund P. Joyce, C.S.C., Professor of Africana Studies and Political Science:*

Dianne Pinderhughes

*Rev. Donald P. McNeill, C.S.C., Professor of Transformational Latino Leadership and Joseph and Elizabeth Robbie Professor of Political Science:*

Luis R. Fraga

*William M. Scholl Professor of International Affairs:*

A. James McAdams

*The Rev. Theodore M. Hesburgh, C.S.C., Professor Emeritus of Peace Studies:*

George A. Lopez

*David A. Potenziani Memorial Professor of Constitutional Studies:*

Matthew E.K. Hall

*Snyder Family Mission Professor:*

Darren Davis

#### Professors:

Peri E. Arnold (emeritus); Sotirios A. Barber;

Eileen Hunt Botting; Michael J. Coppedge;

Fred R. Dallmayr (emeritus); Darren Davis;

Patrick Deneen; Alan K. Dowty (emeritus);

Amitava Krishna Dutt (emeritus); Gary Goertz

(emeritus); Matthew E.K. Hall; Robert Johansen

(emeritus); Mary Keys; Geoffrey C. Layman;

Scott Mainwaring; Peter R. Moody Jr. (emeritus);

Vincent P. Muñoz; Walter Nicgorski (emeritus);

Joseph M. Parent; Aníbal Pérez-Liñán; Daniel

Philpott; Dianne Pinderhughes; Emilia Justyna

Powell; Benjamin Radcliff; Sebastian Rosato;

Rev. Timothy R. Scully, C.S.C. (emeritus);

Guillermo Trejo; A. Peter Walshe (emeritus);

Christina Wolbrecht

## PROGRAM OF LIBERAL STUDIES

*Associate Professors:*

Jamie Bleck; Susan D. Collins; Rev. Robert A. Dowd, C.S.C.; Eugene Gholz; Andrew C. Gould; Jeffrey Harden; Victoria Hui; Debra Javeline; Karrie J. Koesel; Dan Lindley; Emilia Justyna Powell; Ricardo Ramirez; Erin Rossiter; Ernesto Verdeja; Susanne Wengle (on leave 2023–25)

*Assistant Professors:*

Christina Bambrick; David Cortez; Michael Hoffman; Rose Kelanic; Rachel Porter; Luis Schiumerini; Jazmin Sierra

*Associate Teaching Professors:*

Carolina Arroyo (emeritus); Joshua B. Kaplan (emeritus); Susan Pratt Rosato

*Assistant Teaching Professors:*

Steven Landis; Angela McCarthy

**Program of Studies.** The political science major combines breadth and depth, helping students develop a general foundation for the study of politics and offering opportunities to explore particular areas of interest. Courses give students both a strong knowledge base and facility with the tools of political analysis. The department offers a substantial number of courses in all four fields of the discipline—American politics, international relations, comparative politics, and political theory—covering a range of topics and analytical perspectives. The major can prepare students for a wide variety of vocations. After graduation, many students go to law school or graduate school, or work for service organizations, government, or business.

**Requirements.** The major requires a minimum of 10 courses:

- four breadth requirements, consisting of a course in each of the four fields of political science: American politics, international relations, comparative politics, and political theory. Two of these must be introductory courses. The other two can be introductory courses or intermediate-level courses.
- four intermediate-level courses: students may specialize in one field or take courses in a combination of fields that suits their interests.
- two Political Science seminars. These seminars (POLS 33001/2, 43001/2, or 53001/2) fulfill the Arts and Letters directive that all majors include a writing-intensive requirement.

**Senior Thesis.** Students with a grade point average of 3.5 or above are encouraged to write a senior thesis. This two-semester project involves working closely with a faculty supervisor, and offers the opportunity to explore more deeply and independently a research project of the student's choice.

**Pi Sigma Alpha.** Students who have taken a minimum of four political science courses, with a grade no lower than a B in their political science courses, and who are on the Dean's List are eligible to join Notre Dame's chapter of Pi Sigma Alpha, the national honor society for political science majors.

**Graduate Courses**

Many graduate courses are open to qualified undergraduates by permission.

**Departmental Honors in Political Science**

The honors track in political science does not involve additional political science courses, but is designed to encourage students to make better use of their courses both within and outside the major, and prepare them for research in their senior year, and advanced study and work after graduation.

To graduate with departmental honors, a student will:

1. take a cluster of four recommended enrichment courses in consultation with their advisor, including:
  - a) a dedicated methodology course such as Research Design, Quantitative Political Analysis, or How to Do Political Research;
  - b) Principles of Microeconomics and Principles of Macroeconomics. A student would need a compelling reason to offer a substitute for one of these two.
2. complete a senior thesis with a grade of B+ or higher;
3. graduate with a cumulative grade point average of 3.55 or higher. This number is subject to change from year to year.

The Political Science Department does not accept AP credit toward the major, but encourages students with a strong background in the field to meet with a departmental adviser to discuss ways of using it as a foundation to build on in their courses.

**COURSE DESCRIPTIONS**

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](https://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting one or more of the following subjects:

- *Constitutional Studies*
- *Political Science*

Course descriptions can be found by clicking on the subject code and course number in the search results.

## Program of Liberal Studies

*Chair:*

Julia Marvin

*Rev. John J. Cavanaugh, C.S.C., Professors of Humanities:*

Stephen M. Fallon (emeritus); Michael J. Crowe (emeritus);

*Professors:*

Rev. Nicholas Ayo, C.S.C. (emeritus); Kent Emery Jr. (emeritus); Julia Marvin; G. Felicitas Munzel; Walter J. Nicgorski (emeritus); F. Clark Power; Andrew Radde-Gallwitz; Gretchen Reydams-Schils; Phillip R. Sloan (emeritus); M. Katherine Tillman (emerita); Henry M. Weinfield (emeritus)

*Associate Professors:*

Francesca Bordogna; Katie Ann-Marie Bugyis; Christopher Chowrimootoo; Jennifer Newsome Martin; Denis Robichaud

*Assistant Professors:*

Emma Planinc; Matthew Rickard; Joseph Rosenberg; Arman Schwartz

*Teaching Professor:*

Heather Wiebe

*Assistant Teaching Professor:*

Eric Bugyis

**Program of Studies.** The Program of Liberal Studies, Notre Dame's Great Books program, offers an integrated three-year sequence of studies leading to the Bachelor of Arts degree.

Fundamental to the Program is a conception of a liberal arts education that aims to avoid the separation of the humanities into isolated disciplines. The Program seeks to provide a unified undergraduate education in all of the liberal arts, including music and the natural sciences. For this reason, the Program is not to be equated with a "general humanities" educational Program. The study of literature, philosophy, natural and social science, theology, history, and the fine arts will take place within a larger unifying conception of the liberal arts that cuts across many of the disciplinary boundaries suggested by these terms. Because the goal of the Program is to provide more than an introduction to various subject matters, none of the tutorials or seminars stands alone in the Program. The curriculum grows organically over the three years, with each course presuming all of its predecessors.

Although the Program provides education in the liberal arts, it also considers the liberal arts in themselves as insufficient for a complete education. The liberal arts are the critical tools of learning, but they are also to be related to the larger search for genuine understanding and philosophic wisdom. Philosophy, which explores the basic questions of epistemology, ethics, and politics, is also related to the claims of the Christian tradition. The Program maintains specific tutorials in the various disciplines to enable the relationships among them to develop

## PSYCHOLOGY

systematically and also to foster a concern with what unifies or transcends them.

The normal method of instruction in the Program is through the reading and discussion of primary texts. The student is asked to take an active role in the learning process. Particularly in the seminar, the authors of the great books are considered to be the primary teachers.

The Program requires writing throughout the curriculum, especially in the tutorial classes. In the final year, all students have the option to write a senior thesis, usually involving extensive research, under the direction of a faculty advisor. The senior thesis offers students a particularly intensive writing experience and an opportunity to investigate in depth a specialized topic of interest.

Despite the Program's 68-credit curriculum, Program students may carry second majors, supplementary majors, minors, and concentrations, and they may participate in study abroad programs. When necessary, students may satisfy a limited number of Program requirements by taking non-departmental courses with comparable content. Such exemptions are granted only with the permission of the Program's Director of Undergraduate Studies and are subject to strict limitations.

Students normally declare a PLS major by the beginning of April of the first year. Declaration of major forms are available by early March in the department office (320 O'Shaughnessy) and website ([pls.nd.edu](http://pls.nd.edu)). Students interested in entering the Program are urged to complete the University science and mathematics requirements in the first year. Students may join the Program after the beginning of the sophomore year, although this requires one to make up one or more courses.

## SEQUENCE OF COURSES

### Sophomore Year

<i>First Semester</i>	
20201. Literature I: The Lyric Poem	3
20301. Philosophical Inquiry	3
23101. Great Books Seminar I	4
Elective	3
Elective	3
	<hr/>
	16

### Second Semester

20302. Bible and Its Interpretation	3
20412. Fundamental Concepts of Natural Science	3
23102. Great Books Seminar II	4
Elective	3
Elective	3
	<hr/>
	16

### Junior Year

<i>First Semester</i>	
30301. Ethics	3
30411. Scientific Inquiry: Theories and Practices	3
30501. Music as a Liberal Art	3
33101. Great Books Seminar III	4
Elective	3
	<hr/>
	16

### Second Semester

30202. Literature II: Shakespeare and Milton	3
30302. Political and Constitutional Theory: Ancient and Modern	3
33102. Great Books Seminar IV	4
Elective	3
Elective	3
	<hr/>
	16

### Senior Year

<i>First Semester</i>	
40301. Christian Theological Traditions	3
40601. Intellectual and Cultural History	3
43101. Great Books Seminar V	4
48701. Essay Tutorial	3
Elective	3
	<hr/>
	16
<i>Second Semester</i>	
40302. Metaphysics and Epistemology	3
40412. Science, Society, and the Human Person	3
43102. Great Books Seminar VI	4
48702. Essay Tutorial	2
Elective	3
	<hr/>
	15

## COURSE DESCRIPTIONS

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting the subject *Program of Liberal Studies*. Course descriptions can be found by clicking on the subject code and course number in the search results.

## Psychology

### Chair:

James Brockmole

### Director of Graduate Studies:

G.A. Radvansky

### Director of Undergraduate Studies:

Anré Venter

### Notre Dame Chair in Psychology:

E. Mark Cummings

### William K. Warren Professor of Psychology:

Theodore Beauchaine

### Professors:

Cindy S. Bergeman; James Brockmole; Ying (Alison) Cheng; E. Mark Cummings; Bradley S. Gibson; Dawn M. Gondoli; Daniel K. Lapsley; Nicole McNeil; Jessica Payne; G.A. Radvansky; David A. Smith; Kristin Valentino; Lijuan (Peggy) Wang; David Watson; Ke-Hai Yuan; Zhiyong (Johnny) Zhang

### Teaching Professor:

Anré Venter

### Associate Professors:

Kathleen Eberhard; Gerald Haefel; Laura Miller; Guangjian Zhang

### Assistant Professors:

Brooke Ammerman; Caitlin Clements; Xiaoxue (Jessie) Fu; Ross Jacobucci; Jenny Padilla; Nathan Rose

### Assistant Research Professor:

Mike Villano

### Associate Clinical Professor:

Jennifer Hames

### Assistant Clinical Professor:

Nina Stoeckel

### Assistant Teaching Professors:

Vanessa Chan; Jordyn Wilcox

### Associate Teaching Professor:

Joshua Diehl

## BACHELOR OF ARTS IN PSYCHOLOGY

**Program of Studies.** Psychology is the scientific study of the behavior of organisms with a primary focus on human behavior. It is concerned with the biological and environmental determinants of behavior as reflected in the study of physiological, sensory, perceptual, cognitive, motivational, learning, developmental, aging, and social processes. The undergraduate program seeks a balance between exposure to basic psychological principles and theories and their extension to the applied areas such as child education, counseling, mental retardation, and behavioral deviancy.

The undergraduate courses are intended to meet the needs of students who plan to (1) major in psychology and later attend graduate school in psychology or affiliated fields, (2) major in psychology as part of a general cultural program, (3) obtain training in psychology as a special supplement to their major interest or (4) use psychology to satisfy social science requirements or electives.

## PSYCHOLOGY

One of the department's main features is an emphasis on opportunities for close faculty-student involvement in research projects at the undergraduate level. The research specialties in which majors may become involved range from basic research in such areas as psychophysics, human and animal learning, child development, aging, and psycholinguistics, to applied research in a community setting. Students planning to do graduate work in psychology will plan their program in close coordination with their faculty advisors.

**Major Requirements.** All majors are required to take the Introductory Psychology Course (3 credits from either PSY 10000 for first year students or PSY 20000 for upper-class students). This course serves as a prerequisite or corequisite for the Psychology Major courses. Students who have achieved a 5 on the AP Psychology exam are not required to take the Introductory Psychology course. The specific major requirements are as follows:

### Required Courses:

**9 credit hours**—exception: APH2 supplementary majors are not required to take PSY 20010

PSY 20010. Psychology: Science, Practice & Policy	1
PSY 30100. Experimental Psychology I: Statistics	4
PSY 30160. Experimental Psychology II: Research methods	4

### 30000 Content Area Courses:

**A minimum of 2 courses** (6 credits) from each of the following categories (**total of 12 credits minimum**)

#### Class A Courses

PSY 30200. Developmental Psychology	3
PSY 30220. Adolescent Development	3
PSY 30300. Personality Psychology	3
PSY 30310. Abnormal Psychology	3
PSY 30312. Child & Adolescent Psychopathology	3
PSY 30314. Introduction to Clinical Psychology	3
PSY 30600. Social Psychology	3
PSY 30634. Psychology of Peace	3
PSY 30635. Drunk on Film	3

#### Class B Courses

PSY 30253. An Introduction to Cognitive Development	3
PSY 30312. Cognitive Aging	3
PSY 30400. Cognitive Psychology	3
PSY 30430. Learning & Memory	3
PSY 30440. Sensation & Perception	3
PSY 30510. Behavioral Genetics	3
PSY 30520. Introduction to Cognitive Neuroscience	3

### 40000 Senior Seminar Courses:

**A minimum of 2 courses** (6 credits) from this category. These are small, in-depth discussion-oriented seminars generally in the instructor's specific area of expertise and the options may vary from semester to semester or year to year. All 40000 level seminars are designated writing-intensive courses, satisfying

the College of Arts and Letters writing requirement. (See the introductory portion of the Arts and Letters section.)

#### Note:

- *Introductory Psychology does not fulfill any of the 30-credit-hour requirements for the major.*
- *PSY 27800 Research Lab credits are strongly recommended for any students' intent on pursuing a graduate career in psychology.*
- *In some cases students for whom psychology is their second major may complete another statistics course (ITAO 20200; ECON 30330 or BIOS 40411) in place of the PSY 30100 course. However, these students will be required to complete an additional psychology course (from the 30000 or 40000 level categories) to complete the requisite number of psychology courses to graduate with the major.*

## SENIOR THESIS

The psychology major offers two thesis tracks for students as follows:

**The Senior Honors Thesis.** To qualify for this track students need a cumulative GPA of 3.5, a combined statistics and research methods course GPA of 3.66, in addition to nomination by a faculty member in whose research lab they have been active who will serve as their research advisor. Once admitted to this track students will complete six credits of the Honors Thesis course in their senior year (3 credits each semester) in addition to the Advanced Statistics course in the fall semester of their senior year. Students who do not meet all of these criteria can still be nominated by a faculty member for the honors thesis class but will not qualify for the Honors Track designation in the major (see Honors Track section below).

**The Senior Thesis.** To qualify for this track students need a cumulative GPA of 3.5, a combined statistics and research methods course GPA of 3.66, in addition to nomination by a faculty member in whose research lab they have been active (completed a minimum of six research lab credits in the lab) who will serve as their research advisor. Once admitted to this track students will complete three credits of the Senior Thesis course in the semester in which they are writing the thesis. In addition, students in this track need to complete nine additional course credits over and above the 30-credit minimum for the major. Three of these nine credits must come from the Advanced Statistics course. Students who do not meet all of these criteria can still be nominated by a faculty member for the honors thesis class but will not qualify for the Honors Track designation in the major (see Honors Track section below).

**Departmental Honors in Psychology.** The honors designation in psychology is awarded to students who complete either of the two thesis options above and meet all the GPA requirements as set out above.

**Psi Chi Honors Society.** Psychology majors in their senior year whose cumulative GPA places them in the top 35% of their graduating class qualify for induction into the Notre Dame Chapter of the Psi Chi National Honors Society. The department undertakes a membership drive in the beginning of the spring semester and invites major seniors who qualify to join the society.

## COURSE DESCRIPTIONS

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting the subject **Psychology**. Course descriptions can be found by clicking on the subject code and course number in the search results.



## Romance Languages and Literatures

### Chair:

Alison Rice

### Director of Graduate Studies in Italian:

Theodore J. Cachey Jr.

### Director of Graduate Studies in Spanish:

Vanesa Miseres

### Director of Undergraduate Studies:

Keith Schaefer

### Graduate Liaison of French

Sonja Stojanovic

### Associate Directors of Undergraduate Studies:

French—Claire Reising

Italian—Kathleen Boyle

Portuguese—Marcio Bahia

Spanish—Katherine Oswald

### Professors:

Thomas F. Anderson; Theodore J. Cachey Jr.;

Joshua Lund; Marisel C. Moreno; María Rosa

Olivera-Williams; Alison Rice

### Associate Professors:

Fr. Gregory Haake; Ben Heller; Carlos Jáuregui;

Charles Leavitt; Vanesa Miseres; Juan Vitulli

### Assistant Professors:

Pedro Aguilera-Mellado; Laura Banella; Sonja Stojanovic

### Teaching Professors:

Alessia Blad-Miller; Tatiana Botero; Kathleen

Boyle; Elena Mangione-Lora; Rachel Parroquin;

Tiziana Serafini; Shauna Williams

### Associate Teaching Professors and Concurrent Lecturers:

María Coloma; Marcio Bahia; Monica Jancha;

Katherine Oswald; Andrea Topash Ríos; Anne

Schaefer; Patrick Vivirito

### Assistant Teaching Professors and Concurrent Lecturers:

Ana Fauri; Azeb Haileselassie; Lesley

Marcantonio; Claire Reising; Keith Schaefer

**Program of Studies.** The Romance languages derive from Vulgar Latin spoken throughout the Roman Empire. A major course of study is offered in French, Italian, and Spanish. Minors are offered in French, Italian, and Portuguese. The study of languages, literatures, and cultures provides educational opportunities relevant to an increasingly interdependent world. A crucial component of a liberal education, the acquisition of language skills enhances our powers of communication and serves to introduce us to the enduring cultural achievements of other peoples. Moreover, the study of languages, literatures, and cultures broadens our mental horizons, encourages us to think and act more globally, and stimulates our understanding of the traditions of other people. Elementary and intermediate courses develop the students' ability to understand, speak, read, and write French, Italian, Portuguese, or Spanish language with facility and confidence.

Upper-division courses present a wealth of literary, historical, and cultural traditions and emphasize the nature and development of cultures. Many courses

focus on the literature and culture of certain historical periods. Others trace the development of literary genres or examine a theme across periods and genres. All courses inculcate the critical and analytical skills necessary for an informed interpretation of texts. Participation in Notre Dame's international study programs in Brazil, Chile, France, Italy, Mexico, and Spain (see the International Study Programs section of this *Bulletin*) is highly recommended although not required to pursue a major in Romance languages and literatures. Majors and supplementary majors in French, Italian, and Spanish must complete 50 percent of their credit hours in the major in residency at Notre Dame and meet the following program requirements. For current information visit the department website: <http://romancelanguages.nd.edu/>.

### PROGRAM IN FRENCH AND FRANCOPHONE STUDIES

#### The Major in French and Francophone Studies

The requirements for a major in French and Francophone Studies consist of successful completion of 10 courses that total at least 30 credits beginning at or above ROFR 20202. Of these 10 courses, three courses must be at the 40xxx level, at least one course must focus on the period before 1800, and at least one course on the period after 1800. At least half must be taken in residence at Notre Dame. Required among these 10 courses is ROFR 30310 (The Art of Interpretation), which must be completed by the end of junior year. ROFR 30320 (Advanced Composition: The Art of Writing) is strongly encouraged, though not required. AP credit may not be applied to the major. Any substitutions or exceptions to the above program requires DUS approval. Faculty in the Program in French and Francophone Studies are glad to serve as directors to students seeking to write a senior thesis. The thesis can be either in the French and Francophone Studies, International Economics, or Romance Languages major and can be written in English or in French. Interested students should contact the DUS or Associate DUS in French by Oct. 15th of their senior year. Students wishing to write a senior thesis should sign up for ROFR 48000 the spring of their senior year. The senior thesis is completed in addition to the 10 courses totaling at least 30 credits for the major.

#### The Minor in French and Francophone Studies

The requirements for a minor in French and Francophone Studies consist of successful completion of 5 courses that total at least 15 credits beginning at or above ROFR 20202. Of these five courses, one course must be at the 40xxx level and must be taken in residence at Notre Dame. Overall, at least half of the minor courses must be taken in residence at Notre Dame. Required among the five courses is ROFR 30310 (Art of Interpretation). Any substitutions or exceptions to the above program requires DUS approval. AP credits may not be applied to the minor.

### The Supplementary Major in French and Francophone Studies

The requirements for a supplementary major in French and Francophone Studies consist of successful completion of 8 courses that total at least 24 credit hours beginning at or above ROFR 20202. Of these eight courses, two must be at the 40xxx level, at least one must focus on the period before 1800, and at least one course on the period after 1800. At least half must be taken in residence at Notre Dame. Required among these eight courses is ROFR 30310 (The Art of Interpretation), which must be completed by the end of junior year. ROFR 30320 (Advanced Composition: The Art of Writing) is strongly encouraged, though not required. Any substitutions or exceptions to the above program requires DUS approval. AP credit may not be applied to the supplementary major.

### The Honors Track

The requirements for the honors track major consist of successful completion of 11 courses that total at least 33 credits beginning at or above ROFR 20202. In addition to the requirements for the major, honors track students must complete an eleventh course at the graduate level with a grade of A– or higher, in which they will write a substantive research paper, normally in French, which constitutes the honors thesis. By invitation only, highly motivated students may consider the option of taking the semester-long directed Honors Thesis (ROFR 58000) as the eleventh course, completing an honors thesis under faculty direction. French majors are admitted to the honors track by invitation, although qualified students may petition for admission in the first semester of their senior year. To be eligible for the honors track, students must be first majors with a minimum GPA of 3.7 in French and have completed at least seven courses toward the major by the end of their junior year. They must also receive the written support of a professor in a course at the ROFR 30xxx level or higher. For full consideration, students should contact the DUS of the Department of Romance Languages and Literatures or the Associate DUS in French no later than October 15th of their senior year. In order to graduate with honors, students admitted to the honors track should maintain a minimum GPA of 3.7 in French.

### Combined B.A./M.A. Program in French and Francophone Studies

The Department of Romance Languages and Literatures offers its majors in French the opportunity to participate in its graduate program through a combination B.A./M.A. degree in French. This program requires students to take 30 credit hours during the normal four-year undergraduate period, followed by a total of 30 credit hours of graduate courses taken during the fourth and fifth years of residence. Six credit hours can be counted toward both the undergraduate and graduate degrees. During their senior year, participants in this program take two graduate courses, take the qualifying exam given to all first-year graduate students, and apply to the Graduate School for admission during the



## ROMANCE LANGUAGES AND LITERATURES

Spring semester. B.A./M.A. students are eligible for a teaching fellowship during their fifth year that includes a tuition waiver and a teaching stipend. Well-qualified students who are interested in this program should contact the Director of Graduate Studies in the Department of Romance Languages and Literatures and/or the graduate liaison in French at the beginning of their junior year.

### PROGRAM IN ITALIAN LITERATURE AND CULTURE

The undergraduate program in Italian offers a major, a supplementary major, and an honors track major in each of two possible concentrations: (1) Italian literature and culture; (2) Italian Studies. In addition, the program also offers (3) a minor in Italian, as well as the opportunity to focus on Italian through (4) the Romance Languages major or (5) the International Economics major (discussed separately in the *Bulletin*). The Italian program does not cap double-counting from other requirements.

#### (1) Literature and Culture Concentration

##### The Major in Italian: Literature and Culture Concentration

The major in Italian with a concentration in literature and culture requires 10 courses that total at least 30 credits beginning at the 20000 level or above, including no more than two 20000-level courses (ROIT 20201 and ROIT 20202 count as two courses for the major; ROIT 20111 counts as one course toward the major), ROIT 30711 (Medieval-Renaissance Italian Literature and Culture), ROIT 30721 (Modern Italian Literature and Culture), ROIT 53000 (Italian Seminar), and a minimum of five elective ROIT courses in Italian literature or culture at the 30000 or 40000 level or above. ROIT 30310 (Passage to Italy) is recommended for all majors. A maximum of two of these elective ROIT courses may be conducted in English or with texts in translation, or may be substituted by courses on Italian subjects originating in other disciplines or departments (for example, architecture, art history, music, or history). Equivalent Italian language, literature, or culture courses from foreign study programs or other universities may be substituted for any of the courses by permission. Students wishing to write a senior thesis should sign up for ROIT 48000 the spring of their senior year. The senior thesis is completed in addition to the 10 courses totaling at least 30 credits for the major. Fifty percent of the credits for the major must be taken in residence at Notre Dame. AP credit may not be applied toward the major.

##### The Supplementary Major in Italian: Literature and Culture Concentration

Supplementary majors in Italian with a concentration in literature and culture are expected to demonstrate competency in the language and to complete 8 courses that total at least 24 credits beginning at the 20xxx level or above, including no more than two 20xxx-level courses (ROIT 20201

and ROIT 20202 count as two courses for the supplementary major; ROIT 20111 counts as one course toward the supplementary major), ROIT 30711 (Medieval-Renaissance Italian Literature and Culture), ROIT 30721 (Modern Italian Literature and Culture), ROIT 53000 (Italian Seminar), and a minimum of three elective ROIT courses in Italian literature or culture at the 30xxx or 40xxx level or above. ROIT 30310 (Passage to Italy) is recommended for all supplementary majors. A maximum of two of these elective ROIT courses may be conducted in English or with texts in translation, or may be substituted by courses on Italian subjects originating in other disciplines or departments (for example, architecture, art history, music, or history). Equivalent Italian language, literature, or culture courses from foreign study programs or other universities may be substituted for any of the courses by permission. Fifty percent of the credits for the major must be taken in residence at Notre Dame. AP credit may not be applied toward the major.

##### The Honors Track Major in Italian: Literature and Culture Concentration

The honors track major in Italian with a concentration in literature and culture consists of 11 courses that total at least 33 credits, including all the requirements for the major, a GPA in the major of at least 3.7, plus a substantial final essay, to be written in Italian for a graduate course or for ROIT 58000, Honors Thesis Direction, which will constitute the 11th course. All honors track majors should enroll in ROIT 53000 Italian Seminar in the fall semester of the year they write their thesis. Interested students should contact the DUS or Associate DUS in Italian by October 15th of their senior year.

#### (2) Italian Studies Concentration

##### The Major in Italian: Italian Studies Concentration

The major in Italian with a concentration in Italian Studies requires 10 courses that total at least 30 credits beginning at the 20000 level or above, to be chosen as follows: Five courses must be ROIT courses in Italian language, literature, and culture and taught in Italian, including at least one of ROIT 30711 (Medieval-Renaissance Italian Literature and Culture) or ROIT 30721 (Modern Italian Literature and Culture), and one course at the 40000 level or above. No more than two of these five courses may be at the 20000 level (ROIT 20201 and ROIT 20202 count as two courses for the major; ROIT 20111 counts as one course for the major). The other five courses must be on Italian subjects or strictly relevant to Italian culture, and together they must not be drawn from more than three disciplines or departments, such as history, art history, classics, FTT, music, or political science (the courses may of course be listed under ROIT). Four of these five courses must be at the 30000 level or above, and include at least one course at the 40000 level or above; no more than one of the five may be at the 20000 level. In order to create a coherent program, the selection of courses must be approved

by the Associate DUS in Italian (or committee, if appropriate). Equivalent courses from foreign study programs or other universities may be substituted by permission. Students wishing to write a senior thesis should sign up for ROIT 48000 the spring of their senior year. The senior thesis is completed in addition to the 10 courses totaling at least 30 credits for the major. Fifty percent of the credits for the major must be taken in residence at Notre Dame. AP credit may not be applied toward the major.

##### The Supplementary Major in Italian: Italian Studies Concentration

The supplementary major in Italian with a concentration in Italian Studies requires 8 courses that total at least 24 credits beginning at the 20000 level or above, to be chosen as follows: Four courses must be ROIT courses in Italian language, literature, and culture and taught in Italian, including no more than two courses at the 20000 level. The other four courses must be on Italian subjects or strictly relevant to Italian culture, and must not be drawn from more than three disciplines or departments, such as history, art history, classics, FTT, music, or political science (the courses may of course be listed under ROIT). Three of these four courses must be at the 30000 level or above; no more than one may be at the 20000 level. In order to create a coherent program, the selection of courses must be approved by the Associate DUS in Italian (or committee, if appropriate). Equivalent courses from study abroad programs or other universities may be substituted by permission. Fifty percent of the credits for the major must be taken in residence at Notre Dame. AP credit may not be applied toward the major.

##### The Honors Track Major in Italian: Italian Studies Concentration

The honors track major with a concentration in Italian Studies consists of 33 credits or 11 courses, including all the requirements for the major in Italian with a concentration in Italian Studies, a GPA in the major of at least 3.7, plus a substantial final essay, to be written for a graduate course or for ROIT 58000, Honors Thesis Direction, which will constitute the 11th course. The course or topic will be selected in consultation with the student's advisory committee for the major. All honors track majors should enroll in ROIT 53000 Italian Seminar in the fall semester of the year they write their thesis. Interested students should contact the DUS or Associate DUS in Italian by October 15th of their senior year.

#### (3) The Minor in Italian

The minor in Italian comprises 5 courses that total at least 15 credits beginning at the 20000 level or above, including at least three courses at the 30000 or 40000 level. Three of the five courses must be ROIT courses in Italian language, literature, and culture, and taught in Italian; the fourth and fifth courses may be on Italian literature and culture taught in English or with texts in translation, or may be courses on Italian subjects originating in other

## ROMANCE LANGUAGES AND LITERATURES

disciplines or departments (for example, LLRO, art history, architecture, or history). Courses from study abroad programs or other universities may be substituted by permission, but at least two courses for the Italian minor must be taken in residence at Notre Dame. AP credit may not be applied toward the major.

### PROGRAM IN IBERIAN AND LATIN AMERICAN STUDIES

All majors and supplementary majors in Spanish are required to take core courses consisting of ROSP 30310 (Introduction to Hispanic Literature and Cultures) and 3 courses in advanced literature and culture (numbered 30710 and above). AP credit may not be applied toward the major.

#### The Major in Spanish

The major in Spanish requires 10 courses that total at least 30 credits beginning at 20202 or above, including the required core courses described above, two 40000-level courses, and the Senior Seminar. Equivalent literature and culture courses from international study abroad programs or other universities may be substituted with departmental approval. Fifty percent of the credits for the major must be taken in residence at Notre Dame. AP credit may not be applied toward the major.

Students are allowed to take one related course in English outside of the Department of Romance Languages and Literatures (for example, Colonial Latin American History, taken in the History Department) or one course in Spanish outside of the discipline of literature and culture (for example, a theology course taken in Spanish in a study abroad program), with the approval of the DUS or Associate DUS in Spanish.

#### The Supplementary Major in Spanish

Supplementary majors in Spanish are required to complete 8 courses that total at least 24 credits beginning at 20202 or above, including the required core courses described above and one 40000-level course. Equivalent literature and culture courses from international study abroad programs or other universities may be substituted with departmental approval. Fifty percent of the credits for the supplementary major must be taken in residence at Notre Dame. AP credit may not be applied toward the major.

Students are allowed to take one related course in English outside of the Department of Romance Languages and Literatures (for example, Colonial Latin American History, taken in the History Department) or one course in Spanish outside of the discipline of literature and culture (for example, a theology course taken in Spanish in a study abroad program), with the approval of the DUS or Associate DUS in Spanish.

#### The Honors Track in Spanish

The honors track major consists of the general requirements for the major (10 courses that total at

least 30 credits) plus 3 extra credits which may be completed in one of two ways. First, after taking the Senior Research Seminar the student may take a semester-long Honors Thesis tutorial in the spring as the 11th course, completing an honors thesis under faculty direction. Or, second, the student may take an 11th course at the graduate level, in which they must complete a substantial research paper and receive a grade of A– or higher to graduate with honors.

Spanish majors are admitted to the honors track by invitation, although qualified students may petition for admission. To be eligible for the honors track, students must be first majors with a minimum GPA of 3.7 in Spanish and at least seven courses toward the major. Interested students should contact the DUS or Associate DUS in Spanish by October 15th of their senior year.

#### Senior Thesis

We encourage all majors to write a thesis. During your senior year, you will register in the FALL for the Senior Seminar (ROSP 53000), conducted in the target language, and during this time you will choose your thesis topic and begin to develop the thesis. In the spring semester, you will register for the independent study course designated as senior thesis in order to complete your thesis under the direction of your supervising professor. The senior thesis is completed in addition to the 10 courses totaling at least 30 credits for the major.

#### *What is the senior thesis?*

The senior thesis is a written capstone project that typically involves a significant research component, but the emphasis is still on original thought. Regardless of the nature of the project, the senior thesis might best be viewed as an extended essay. In formulating, researching, and writing the thesis, students majoring in Spanish will work one-on-one with a thesis director.

Your thesis will be a written document of approximately 40 pages in length. The thesis may be written in English or Spanish.

Students planning to write a senior or honors thesis for their Spanish major must:

- Communicate their interest in writing a senior thesis by October 15th of the student's senior year
- Complete at least an outline and a bibliography for the project during the fall semester while taking the Senior Seminar; for many students the paper required for completion of the Senior Seminar will form part of the final thesis
- The second semester of the senior year must be devoted to completing the writing or the project work, and a full draft of the thesis or project must be submitted to the advisor by March 15th
- The final, complete version of the thesis or project must be submitted by April 12th. Students should submit one copy to their faculty thesis advisor and one electronic and one hard copy to the department.

#### The Combined B.A./M.A. Program in Spanish

The Department of Romance Languages and Literatures offers its majors in Spanish the opportunity to participate in its graduate program through a combination B.A./M.A. degree in Spanish. This accelerated program requires students to take 30 credit hours 20202 and above during the normal four-year undergraduate period, followed by a total of 30 credit hours of graduate courses taken during the fourth and fifth years of residence. Six credit hours can be counted toward both the undergraduate and graduate degrees. During their senior year, participants in this program take two graduate courses, applying to the Graduate School for admission during the spring semester. During their fifth year, B.A./M.A. students are eligible for a teaching fellowship, which includes a tuition waiver and a generous teaching stipend. Students should have a strong academic record and should have made substantial progress toward their Spanish major by the second semester of their junior year. It is imperative that students interested in this program contact the director of Graduate Studies and/or the graduate coordinator in Spanish at the beginning of their junior year.

#### Minor in Portuguese

The minor in Portuguese and Brazilian Studies consists of 15 credits, five courses, 3 credits each. Prerequisites are ROPO 10101 and 10102, or 10103 and 10104, or 10105 and 10106. Requirements include five courses in Portuguese language and Luso-Brazilian literature beyond the prerequisites, ROPO 20201 and 20202, and three additional courses at the 30000/40000 level. Three of the five courses must be in Portuguese language and/or Luso-Brazilian literature, film, and culture taught in Portuguese; the fourth and fifth courses may be on Luso-Brazilian literature, film, and culture taught in English. The fourth and fifth courses may also be on a Portuguese or Brazilian subject in another discipline (for example, anthropology, history, FTT, political science, Romance languages and literatures, theology, etc.). Courses from study abroad programs or other universities may be substituted by permission, but at least three courses for the Portuguese minor must be taken in residence at Notre Dame. AP credit may not be applied toward the minor.

#### Interdisciplinary Minors

Spanish majors are encouraged to pursue allied courses offered through other interdisciplinary minors. Spanish courses offer a particularly appropriate complement to the Latino Studies and European Studies programs. See the section on Interdisciplinary Minors in this *Bulletin* for more details. Majors may also apply one senior-level ROPO course in Luso-Brazilian culture and literature toward their elective credits.

## ROMANCE LANGUAGES AND LITERATURES

**MAJOR IN ROMANCE LANGUAGES AND LITERATURES**

The undergraduate major in Romance Languages and Literatures is designed for qualified students who wish to major in two programs (French, Italian, or Spanish). Cross-cultural in focus, the major recognizes the importance of studying the correspondences and differences among various Romance literatures and cultures and of reexamining traditional disciplinary boundaries. The requirements for a major in Romance languages and literatures include competency in two languages and successful completion of 12 courses that total at least 36 credit hours, which must be distributed equally between the two respective language programs as follows:

- (1) Two area courses in each language and literature program (French or Italian); Spanish requires 2 core courses numbered 30710 or above;
- (2) 30310 in one program;
- (3) Two 40xxx-level courses in each program;
- (4) One Senior Seminar (530000) in one program;
- (5) One elective course at the 20202 or above level, one in each program (any exception requires permission from the DUS).

**The Honors Track in Romance Languages and Literatures**

To be eligible for the honors track, students in Romance Languages and Literatures must be first majors with a minimum GPA of 3.7 in the major, and will have completed at least eight courses toward the major. It is strongly recommended that students take at least one 40000-level class in the major at Notre Dame by the end of their junior year. In addition to the general requirements for the major, honors track students will maintain a 3.7 GPA in the major through graduation and complete one graduate-level course in one of the Romance languages with a grade of A– or higher. Highly motivated students who have already been accepted to the honors track may be invited to complete an honors thesis in lieu of taking the graduate course. The honors thesis option must be carried out under the direction of a department faculty member, in the area of specialization. Students will identify the professor with whom he or she intends to work, obtain approval of the topic, and Director of Undergraduate Studies by October 15th of the student's senior year. Students are also encouraged to take at least one course that addresses cultural or literary theoretical questions and readings; this course may be a 40000-level course offered in the Department of Romance Languages, or a similar course in a related field (English, gender studies, FTT, philosophy, sociology, etc.). Romance Languages and Literatures majors are admitted to the honors track by invitation, although qualified students may petition for admission. Applications for eligible seniors will be accepted through October 15th of their senior year.

**Senior Thesis**

Faculty in the respective programs are glad to serve as directors for students seeking to write a senior thesis. The thesis can be written in English or in the target language. Interested students should make contact with the DUS during the fall semester of their senior year.

**Placement in Language Courses**

For French and Spanish, there is an online placement exam for students who have not already demonstrated language proficiency through national standardized testing, such as the AP or Achievement tests. Students with previous experience are required to take one of these tests before enrolling in their first course in those languages. For Italian or Portuguese placement, please contact the Director of Undergraduate Studies. The normal prerequisite for a 30xxx-level course is at least one 20202 or above level course. The normal prerequisite for a 40xxx-level course is at least one 30xxx-level course or permission of the instructor.

**Policy Regarding Romance Language Placement Examination**

The placement examination is designed to place each student at an appropriate level within a language sequence. Obtain placement examination information from the Director of Undergraduate Studies in the Department of Romance Languages and Literatures.

**MAJOR IN INTERNATIONAL ECONOMICS & ROMANCE LANGUAGES**

The undergraduate major in International Economics is a collaborative effort between the Department of Economics and the Department of Romance Languages and Literatures. In pursuing this major, students take a minimum of eight economics courses and at least five intermediate and advanced courses in French, Italian, Portuguese, or Spanish. Students are also required to enroll in a one-credit course "Exploring International Economics" designed to foster the integration of the study of culture with the study of economics. Students must also complete a senior research project or equivalent designed to integrate their economic and language and culture study. The senior research project is intended to provide an experience that integrates the analytical aspects of economics with the linguistic and cultural aspects of a Romance language.

Students must complete a constellation of five language, culture, and literature courses starting at the intermediate level or above; at least two courses at the 40000 level (one may be taught in English); "Exploring International Economics" (briefly described above); and the Senior Research Project (ECON 48100). Information on Economics requirements can be found on the Department of Economics webpage (<https://economics.nd.edu/undergraduate-program/academic-programs/international-economics-major/>).

Through the major, the collaborating departments seek to blend two programs of study to ensure that students will achieve advanced linguistic and cultural competency in a modern language as well as excellent preparation in Economics. The balance of economics with languages and culture courses should attract motivated students and inspire them to undertake a challenging course of study that will prepare them for post-graduate studies and or professional career opportunities in the international arena. International Economics Romance Languages majors will learn how aesthetic and cultural categories and value judgments are shaped by economic trends and political conditions and how political conditions and economic trends are influenced by aesthetic and cultural trends.

**COURSE DESCRIPTIONS**

All of the courses associated with these academic programs can be found online at [registrar.nd.edu/students/class\\_search.php](https://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting one or more of the following subjects:

- *Romance Languages & Literature*
- *French*
- *Italian*
- *Portuguese*
- *Spanish*

Course descriptions can be found by clicking on the subject code and course number in the search results.

## SOCIOLOGY

## Sociology

### *Chair:*

William Carbonaro

### *William R. Kenan Jr. Endowed Chair:*

Christian Smith

### *Nancy Reeves Dreux Endowed Chair:*

Rory McVeigh

### *Professors:*

Mark Berends; William J. Carbonaro; Tamara Kay; Sarah Mustillo, I.A. O'Shaughnessy Dean; Lynette P. Spillman; J. Samuel Valenzuela; Richard A. Williams

### *Concurrent Professors:*

Anna Geltzer; Atalia Omer; Jason Springs; Sharon Yoon

### *Associate Professors:*

Kraig Beyerlein; Kevin J. Christiano; David Gibson; David S. Hachen Jr.; Anna Haskins; Amy Langenkamp; Elizabeth Aura McClintock; Erin Metz McDonnell; Terence McDonnell; Ann Mische; Dana Moss; David Sikkink; Erika Summers-Effler

### *Assistant Professors:*

Steven Alvarado; Joel Mittleman; Abigail Ocobock; Daniel Tadmon; Simone Zhang; Calvin Zimmerman

### *Associate Teaching Professor:*

Mim Thomas

### *Director of Undergraduate Studies:*

Mim Thomas

**Program of Studies.** Sociology at Notre Dame combines rigorous academic training with a focus on social justice and human rights, emphasizing the use of evidence to ask and answer complex questions. The sociology curriculum provides students with a strong background in empirical research, statistical analysis and sociological theory enhancing students' understanding of how the environments in which people are embedded influence their perceptions, actions and life chances.

Through its emphasis on critical thinking and sound data collection and analysis, sociology prepares students to excel in a variety of disciplines. Notre Dame's sociology majors go on to have careers in business, law, medicine, health care administration, politics, religious ministries, research institutions, non-profits, social work, teaching and academia.

### MAJOR

The sociology major offers our students both structure and flexibility. In addition to providing students with a strong foundation in the core of the discipline, sociology at Notre Dame also encourages our students to explore and study in depth several areas of specialization, including race and ethnicity, immigration, gender, education, religion, family, crime, law, culture, social networks, and inequality.

The requirements of the major are as follows:

(a) Students must take a minimum of 31 credit hours (usually 10 courses and the proseminar which is one credit) offered by the department. Students are urged to start their major as early as possible but may declare a major or change majors at any time as long as they are able to fulfill the requirements.

(b) Central to the requirements for the major are the following four courses:

SOC 30900. Foundations of Sociological Theory

SOC 30902. Methods of Sociological Research,

or

SOC 30952. International Research Design

SOC 30903. Statistics for Sociological Research

SOC 33090. Proseminar (1 credit)

The above required courses should be taken as soon as possible, especially before taking any 4xxxx-level courses.

(c) Each major must take a minimum of three 4xxxx-level lecture, seminar or research courses. Internships (SOC 45000) and Directed Readings in Sociology (SOC 46000) do not fulfill this requirement.

(d) Each major must also acquire at least 12 credits of sociology elective courses, usually consisting of four 3-credit courses. These courses may be at any level, 10xxx–4xxxx.

### MINOR

Additionally, the Sociology Department offers a minor, requiring 15 credit hours. Students minoring in sociology not only gain unique insight into the complexity of social life but also develop practical skills which enhance their major field of study. The sociological imagination teaches students how to understand context and is therefore relevant for success in the classroom and beyond.

The requirements of the minor are as follows:

(a) One course in sociological theory, usually SOC 30900, Foundations of Sociological Thought (3 credits)

(b) SOC 30902, Methods of Sociological Research or SOC 30952, International Research Design (3 credits)

(c) Two Sociology classes (5.5–6 credits) at any level

(d) At least one sociology elective at the 40000 level (3 credits)

**Our Students.** Because of its broad applicability, strong emphasis on both qualitative as well as quantitative aspects of social life and commitment to Notre Dame's continuing mission to promote human solidarity and concern for the common good, Sociology at Notre Dame attracts students with a variety of interests, strengths and goals. Many of our students have double majors in areas such as

Business, Pre-Health, Engineering, Political Science, Mathematics, Psychology and Liberal Studies among many others. Our majors also pursue numerous minors including Poverty Studies, Peace Studies, Business Economics and Education, Schooling and Society.

The department has an active Epsilon Chapter of Alpha Kappa Delta, the international sociology honor society. Students interested in the qualifications for nomination are encouraged to contact the director of undergraduate studies (Room 823 Flanner Hall) at any time.

**Sociology Undergraduate Honors Track.** The Department of Sociology offers academically gifted and highly motivated students the opportunity to graduate with departmental honors. In order to participate in the honors track, students must be at least a first semester junior with a minimum major GPA of 3.5.

The requirements for pursuing the sociology honors track are as follows:

- Students must maintain a 3.5 major GPA.
- Students are required to take a 3-credit standard graded graduate level sociology course. While any graduate sociology class is open to students on the honors track, students are required to get permission from the class instructor, prior to requesting departmental approval from the DUS.
- Including the required graduate class, students on the honors track are required to earn at least 34 credits in sociology.
- Students are required to complete a senior thesis.

**Writing in Sociology.** Sociology at Notre Dame emphasizes the importance of good writing skills. Most of our classes require students produce some written work and typically, our 40000 seminars require students produce a term paper. The Department's required course, "Foundations of Sociological Theory" also fulfills the University's Writing Intensive Core Requirement. All students are encouraged to write a senior thesis, which in addition to fulfilling the University's Writing Intensive Core Requirement, allows students to develop their own research projects over the course of two semesters.

**Course Listings by Area of Research Focus.** The following is a list of courses offered by the Sociology Department, organized by research focus. Students are encouraged (but not required) to choose at least one area of focus in the major in order to deepen their knowledge of that area. Students are also encouraged to pursue research opportunities within their area of interest.

## SOCIOLOGY

**GENERAL INTRODUCTIONS TO SOCIOLOGY**

- 10002/20002. Introduction to Sociology  
 10033/20033. Introduction to Social Problems  
 10722/20722. Introduction to Social Psychology  
 10723/20723. Social Psychology for Pre-Health Students  
 23011. Selflessness and Selfishness

**REQUIRED COURSES FOR SOCIOLOGY MAJORS**

30900. Foundations of Sociological Theory  
 30902. Methods of Sociological Research or  
 30952. International Research Methods  
 30903. Statistics for Sociological Research  
 33090. Sociology Proseminar

**INDIVIDUAL WORK WITH FACULTY/ SUPERVISOR**

41800. Senior Thesis Workshop  
 45000. Sociology Internship  
 46000. Directed Readings in Sociology  
 48000. Directed Research in Sociology  
 48009. Senior Thesis Capstone Project

**CLASS, RACE, ETHNICITY**

20870. Inner City America: Decoding "The Wire"  
 30003. Critical Refugee Studies  
 30806. Race and Ethnicity: Constructing Identity and Difference  
 30819. Race, Sport and Inequality  
 30838. Poverty, Inequality, and Social Stratification  
 40803. Social Inequality  
 40838. Race Relations and Ethnic Conflict  
 43281. Racial and Ethnic Educational Inequality  
 43581. Race and Activism  
 43839. Unequal America

**CRIMINOLOGY, DEVIANCE, AND SOCIAL CONTROL**

- 10732/20732. Introduction to Criminology  
 43704. Law, Society and Criminal Justice in the U.S.

**CULTURE/MEDIA**

20100. Introduction to Cultural Sociology  
 40200. Visualizing Social Change  
 43101. Telling About Society: Media, Representation, and the Sociology of Knowledge  
 43110. Sociology of Media, Technology, and Society  
 43113. Cultural Sociology  
 43170. Materialism & Meaning in Modern Life  
 43165. Art in Everyday Life  
 43200. Sesame Street Around the World: Organizations and Globalization

**DEMOGRAPHY/MEDICAL/ENVIRONMENT**

20666. Environment, Food and Society  
 21666. Environment, Food and Society Lab  
 10723/20723. Social Psychology for Pre-Health Students  
 20410. Health, Medicine, and Society  
 43402. Population Dynamics  
 43471. Social Aspects of Mental Health

**ECONOMICS, POLITICAL, DEVELOPMENT**

20501. Globalization and Social Movements

- 10502/20502. Surviving the Iron Cage: Organizations in a Complex World  
 20541. Sociology of War and Terror  
 20550. Development and Human Well-being  
 20558. Rebellion against Authority  
 30518. Sociology of Money  
 33501. Political Protest in a Globalizing World  
 40050. Social Movements, Conflict, and Peacebuilding  
 40838. Racial and Ethnic Conflict in the U.S.  
 43510. Governance and Africa  
 43513. Sociology of Development  
 43524. Employment in a Changing Economy  
 43553. Building Democratic Institutions  
 43555. State Effectiveness in Developing Countries  
 43556. Religion is Revolting  
 43579. Social Organization of Secrecy and Deception  
 43590. Sociology of Economic Life

**EDUCATION**

20228. Social Inequality and American Education  
 43212. Can We Improve US Schools?  
 43281. Racial/Ethnic Educational Inequality

**FAMILY & GENDER**

- 20342/10342. Marriage and the Family  
 20810. Gender Roles and Violence  
 20818. The Sociology of Sexuality  
 43377. Family, Gender and Employment  
 43380. Gender and Sexualities in Family  
 43818. Sociology of Sexuality

**LATINO STUDIES**

20479. Introduction to Latinos in American Society  
 33458. Mexico-U.S. Border Immersion Seminar  
 43479. International Migration and Human Rights

**RELIGION**

- 10672/20672. Deities, Denominations, and Diversity  
 20610. Sociology of Religion  
 43516. The Cultural Politics of Religion and Women's Human Rights  
 43556. Religion is Revolting  
 43600. Society and Spirit: Religion in Classical Social Thought  
 48666. Sociology of Religion Research Seminar

**SOCIAL PSYCHOLOGY**

10722. Introduction to Social Psychology  
 10723/20723. Social Psychology for Pre-Health Students  
 20722. Introduction to Social Psychology  
 33001. Society, Self, and Catholic Social Tradition  
 43719. Self, Society, and the Environment  
 43959. How Did I Get Here and Where am I Going?

**THEORY/METHODOLOGY/STATISTICS**

20919. Algorithms, Data, and Society  
 23901. Power & Identities  
 30903. Statistics for Sociological Research  
 30952. International Research Design  
 35900. Sociology Research Apprenticeship  
 43909. Intro to Causal Inference  
 43910. Contemporary Social Theory  
 43919. Text Analysis for Social Science

43959. Sociology of the Life Course  
 43990. Social Networks  
 43991. Sociology Research Practicum  
 43999. Quantitative Methods Social Sciences

**MINOR IN DATA SCIENCE***Leadership:*

- Thomas Mustillo, Program Director  
 (Associate Professor of Global Affairs)  
 Patrick Flynn, Academic Advisory Committee  
 (Professor and Chair of the Department of Computer Science and Engineering)  
 Roger Woodard, Academic Advisory Committee  
 (Professor, Department of Applied and Computational Mathematics and Statistics)  
 Mim Thomas, Advisor (Associate Teaching Professor and Director of Undergraduate Studies for the minor)

Housed in the Department of Sociology, the Data Science Minor is a cross-college venture between the College of Arts and Letters and the College of Engineering. The Data Science Minor offers courses that focus on the acquisition, management, analysis, and use of complex data as well as communication about data with an understanding of the broader implications for society.

Upon completion of the minor, students should be able to:

- Understand data in its different forms.
- Collect data.
- Obtain data through scraping (using a program to download and process data from webpages) or mining (extracting and analyzing usable data from a large dataset).
- Parse and transform data into structures designed for analysis.
- Draw meaning from data.
- Visualize data to improve understanding.
- Statistically analyze data to summarize, draw inferences, and make predictions.
- Discover and characterize patterns in large data sets.
- Collect, analyze, and present data in an ethically responsible manner and understand privacy issues.
- Communicate effectively about data, methods, and conclusions.

Data Science is a fifteen credit interdisciplinary minor, offering classes from departments across the university, including Sociology, Computer Science Engineering, Psychology, Economics, English, Philosophy and Design.

**REQUIREMENTS**

Prerequisite: One Class in Statistics

The minor accepts the following classes: SOC30903 Statistics for Sociological Research; ECON30330, Statistics for Economics; Math30540 Mathematical Statistics; PSY30100 Experimental Psychology I;

## THEOLOGY

Statistics; ACMS20340 Statistics for Life Sciences; ACMS30440 Probability and Statistics; ACMS30600 Statistical Methods and Data Analysis; ITAO 20200/BAMG 20150 Statistical Inference in Business.

Students may petition to have other statistics courses accepted to fulfill the requirement, by contacting Mim Thomas ([mthoma13@nd.edu](mailto:mthoma13@nd.edu)).

CSE 10101/CDT30010. Elements of Computing I (or equivalent)  
MDSC 20009/SOC 20009. Introduction to Data Science

**ELECTIVES**

ACMS 34445. Probability and Statistics for Data Science  
ANTH 43200. The Social Species  
BIOS 30318. Introduction to Biocomputing  
CSE 10102/CDT 30020/ CDT 34020 Elements of Computing II  
CSE 40171. AI and Social Good  
CSE 40838. Data Visualization  
CSE 44640. Data Science  
DESN 40120. Visual Communication Design 10: Visualization of Data  
ENGL 30010/CDT 30380. Text Mining the Novel  
MDSC 20632/PHIL 20632. Robot Ethics  
MDSC 20647/PHIL 20647. Data and AI Ethics  
MDSC 20919/SOC 20919. Algorithms, Data, and Society  
MDSC 24448/PHIL 24448. Tech & Innovation Ethics (online)  
MDSC 24632/PHIL 20632. Robot Ethics (online)  
MDSC 30005/ POLS 30813/KSGA 30005. Simulating Pols & GI Affairs  
MDSC 30100. Open Government Data  
MDSC 30104/AMST 30104. Data Feminism  
MDSC 30109/PSY 30109. R for Data Science  
MDSC 30125/AMST 30125. Race and the Tech of Surveillance  
MDSC 30159/AMST 30159. Critical Internet Geographies  
MDSC 30161/AMST 30161. Football in America  
MDSC 30190/AMST 30190. Sport and Big Data  
MDSC 30231. Baseball in America  
MDSC 33201/AL 33201. Geographic Information Systems  
MDSC 34815/POLS 34815. How to (Not) Lie with Stats (online)  
MDSC 40122/PSY 40122. Machine Learning for Soc/Beh Rsrch  
MDSC 40211. Advanced Econometrics for Finance  
MDSC 40410/PHYS 60410. Patterns of Life  
MDSC 40647/CSE 40838. Data Visualization  
MDSC 40702/BIOS 40702. The Epidemiology and Ecology of Infectious Diseases  
MDSC 40815/POLS 40815. Visualizing Politics  
MDSC 43202. Visualizing Spatial Data  
MDSC 43316. How To Do Things with Data  
MDSC 43990/ SOC 43900. Social Networks  
MDSC 43919/43919. Text Analysis for Social Science  
POLS 30111. Data and Politics

PSY 30105. Exploratory and Geographical Data Analysis  
PSY 40120: Advanced Statistics  
PSY 40124. Psychological Measurement and Test Development  
PSY 60122. Introduction to Statistical Learning

**ANALYTICS TRACK**

The Data Science Minor–Analytics Track is designed for undergraduate students with a particular interest in the analytic/modeling phase of the data science workflow, and who have completed prerequisites of Calculus III and ACMS 30600 (or equivalent, as detailed below).

**PREREQUISITES**

MATH 20550. Calculus III (or equivalent)  
ACMS 30600. Mathematical Statistics 1 (or equivalent)

**REQUIRED COURSES (6 CREDITS)**

CSE 10101. Elements of Computing I  
MDSC 20009. Introduction to Data Science

**ELECTIVES**

Students in the Analytics Track must take 9 credits (3 courses) from the list of approved electives

ACMS 40875. Statistical Methods in Data Mining  
ACMS 30550. Mathematical Statistics 1 (or ACMS 30540)  
ACMS 40842. Time Series 1  
ACMS 40878. Statistical Computing in R 1  
ACMS 40950. Topics in Statistics 1  
ACMS 40852. Advanced Biostatistics 1  
ACMS 40855. Spatio-Temporal Statistics 1  
CSE 10102. Elements of Computing II  
MDSC 40702/BIOS 40702. The Epidemiology and Ecology of Infectious Diseases  
PSY 40122. Machine Learning for Social and Behaviour Research  
PSY 30109. R for Data Science  
SOC 43919. Text Analysis for Social Science

**Notes**

ACMS 30600 is a prerequisite. Acceptable alternatives include 1) ECON 30331 if students also have demonstrated competency in R programming; 2) PSY 40120; and 3) other approved combinations of R programming, inference, and multiple regression. For approvals, please consult Prof. Alan Huebner, Director of Undergraduate Studies, ACMS.

PSY 30109 will not count if students have already taken ACMS 24215.

**COURSE DESCRIPTIONS**

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on “Class Search” and selecting the subject *Sociology*. Course descriptions can be found by clicking on the subject code and course number in the search results.

**Graduate Courses.** Senior honors track majors may take any graduate course with the permission of the instructor and the Director of Undergraduate Studies.

*To Table of Contents*

# Theology

**Chair:**

Rev. Khaled Anatolios  
*Abrams Jewish Thought and Culture Professor of Theology:*

Tzvi Novick

*Catherine F. Huisking Professor of Theology:*

Rev. Brian E. Daley, S.J. (emeritus)

*Patrick O'Brien Professor of Theology:*

Robin Jensen

*Catherine F. Huisking Professor of Theology:*

Cyril J. O'Regan

*Hesburgh Professor of Catholic Theology:*

Gary A. Anderson

*John A. O'Brien Professor of Theology:*

Khaled Anatolios

*John A. O'Brien Professor of Theology:*

Lawrence S. Cunningham (emeritus)

*John A. O'Brien Professor of Theology:*

Jean Porter

*John A. O'Brien Professor of Theology:*

Eugene Ulrich (emeritus)

*John A. O'Brien Professor of Theology:*

James C. VanderKam (emeritus)

*John Cardinal O'Hara Professor of Theology:*

Gustavo Gutierrez, O.P. (emeritus)

*Jerome J. Crowley and Rosaleen G. Crowley Professor of Theology:*

Gabriel Said Reynolds

*Keough-Hesburgh Professor of Music History and Liturgy:*

Margot Fassler (emerita)

*Theodore M. Hesburgh, C.S.C., Professor of Philosophy and Theology:*

Rev. David B. Burrell, C.S.C. (emeritus)

*Walter Professor of Theology:*

David E. Aune (emeritus)

*Walter Professor of Theology:*

Gerald P. McKenny

*William K. Warren Professor of Theology:*

Ulrich L. Lehner

*William K. Warren Professor of Catholic Theology:*

Rev. Thomas F. O'Meara, O.P. (emeritus)

**Professors:**

J. Matthew Ashley; Ann Astell; John C. Cavadini; David Fagerberg (emeritus); John Fitzgerald; Rev. Daniel Groody, C.S.C.; Mary Catherine Hilkert, O.P.; Rev. Maxwell E. Johnson (emeritus); Emmanuel Katongole; Robert A. Krieg (emeritus); Blake Leyerle; Rev. Edward A. Malloy, C.S.C. (emeritus); Timothy Matovina; William Mattison; Francesca A. Murphy; Rev. Paulinus Odozor, C.S.Sp.; Rev. Hugh R. Page; Joseph Wawrykow; Randall Zachman (emeritus)

**Research Professor:**

Robert Gimello (emeritus)

**Associate Professors:**

Yury Avvakumov; Kimberly Belcher; John R. Betz; David A. Clairmont; Mary Rose D'Angelo (emerita); Rev. Michael S. Driscoll (emeritus); Nathan Eubank; Jennie Grillo; Mary Hirschfeld;



## THEOLOGY

Rev. Paul V. Kollman, C.S.C.; David Lantigua;  
David Lincicum; Daniel Machiela; Bradley  
J. Malkovsky (emeritus); Jennifer Newsome  
Martin; R. Trent Pomplun; Rev. Mark Poorman,  
C.S.C.; Maura Ryan; Mun'im Sirry; Alexis  
Torrance; Todd Whitmore; Jeffrey Wickes;  
Abraham (Avi) Winitzer

*Assistant Professors:*

Steven Battin; Jeremy Brown; Nina Glibetic;  
Rev. Kevin Grove, C.S.C.; Kenneth Oakes;  
Gabriel Radle; Xueying Wang

*Professor of the Practice:*

Stacey Noem

*Associate Professor of the Practice:*

Rev. Michael E. Connors, C.S.C.

*Teaching Professors:*

Catherine Cavadini; Margaret Pfeil; Todd  
Walatka

*Associate Teaching Professor:*

Anthony Pagliarini

*Assistant Teaching Professors:*

Rev. Terrence Ehrman, C.S.C.; Kristin Haas;  
James L. Martin; Rebecca Ruvalcaba

## THE THEOLOGY PROGRAM UNIVERSITY OF NOTRE DAME

At the University of Notre Dame, the study of theology is carried out in the spirit of the classic formulation of theology as "Faith seeking understanding." The Theology Department dedicates itself to critical reflection on the historic faith of Catholic Christianity in service to our students, to the larger church, to the world of the academy, and to the general public.

**Why major in theology?**

When the former British prime minister Tony Blair was asked what effect his embrace of Christian faith at the University of Oxford had on him, he commented simply, "I began to make sense of the world." A major in Theology at Notre Dame will challenge you to do just that.

Our majors encounter head-on the great questions of life: Where is the God of justice? What is truth? Who do you say I am? Why did God become a human? What must I do to inherit eternal life?

Yet majors in theology are challenged to do still more. They are challenged to think of their life journey not only in terms of how they might best be served by careers, but also how they might best serve others. Whether they go on to careers in law, medicine, business, journalism, education, ministry, government, or any other field, theology majors do so with an experience of intellectual and spiritual illumination that is absolutely unique.

Our majors also benefit from working closely with faculty in one of the premiere Catholic Departments of Theology in the world. Theology majors at Notre Dame have majored in a field for which Notre Dame is renowned and will study with the best of the best.

When Father Edward Sorin, C.S.C., envisioned the school that would be built next to two remote lakes in Indiana, he commented, "This college will be one of the most powerful means of doing good in the country." This faith in the great potential of the school that would be called Notre Dame emerged from his belief in a Catholic education. Theology majors at Notre Dame, having experienced the fullness of a Catholic education, are indeed powerful forces for good in this country, and in the world.

**What are the requirements for the theology major?**

Beyond the six theology credits required of every Notre Dame student, primary majors take 28 hours; supplementary majors take 19 hours. Each of these majors combines formally required courses and electives. The two University requirements (6 credits) are prerequisites for upper-level courses. All courses in the theology major, primary or supplementary, must be 3-credit courses and graded (with the exception of the proseminar).

**SUMMARY OF THE PRIMARY MAJOR:**

- University requirements in Theology (WKFT and WKDT)
- THEO 40201 and 40202—Christian Traditions I and II
- THEO 40101 and 40108—Old Testament and New Testament
- Electives (15 hours at the upper level; up to 6 may be courses in a classical language)
- THEO 43001—Proseminar (1 credit)

Including the University requirements, the primary major thus consists of 34 credit hours.

**SUMMARY OF THE SUPPLEMENTARY MAJOR:**

- University requirements in Theology (WKFT and WKDT)
- THEO 40201 and 40202—Christian Traditions I and II
- THEO 40101 or 40108—Old Testament or New Testament
- Electives (9 hours at the upper level; up to 6 may be courses in a classical language)
- THEO 43001—Proseminar (1 credit)

Including the University requirements, the supplementary major thus consists of 25 credit hours.

**WHAT OTHER PROGRAMS ARE OFFERED?***The Theology Honors Thesis*

The Theology Department offers a special program for particularly gifted undergraduate majors who seek a deeper, more sustained experience in the major through the completion of a thesis project. Each spring semester, the junior class of theology majors will be invited to apply; those selected will be assigned a thesis director from among the faculty of the department. A minimum grade point average of

3.66 within the major is normally expected. Seniors in the Honors Program will enroll in a one-credit Honors Colloquium as well as a two-credit directed reading course in the fall semester, and a three-credit Honors Thesis Writing course in the spring semester, culminating in the submission of a 40–55-page thesis. The Honors Program will normally consist of 37 hours, as compared to 34 hours in the regular primary major. To receive the honors designation on their transcript, students must earn an A– or higher grade on their thesis. A full description of the Theology Honors Program is available on the departmental website (see below for address).

*The Minor in Theology*

The minor is recognized by the University on the student's transcript. To fulfill requirements for a minor, a student must take 12 credit hours beyond the required 6 hours (for a total of 18 hours). The additional 12 hours must be composed of 3-credit graded courses, which can be taken at the 20xxx or 40xxx level.

**Contact information**

You may reach the director of undergraduate studies in theology, through the departmental office:

(574) 631-7811

[apaglia1@nd.edu](mailto:apaglia1@nd.edu)

[theology.nd.edu/major-minors/](http://theology.nd.edu/major-minors/)

Department of Theology

130 Malloy Hall

University of Notre Dame

Notre Dame, IN 46556-5601

**PHILOSOPHY AND THEOLOGY JOINT MAJOR***Director:*

Director of Undergraduate Studies, Theology

*Faculty:*

Additional faculty for the joint major are drawn from the Departments of Philosophy and Theology.

**Program of Studies.** The joint major is intended for undergraduates who are intrigued by philosophical and theological ideas and who have an equal commitment to both disciplines. It seeks to equip such students to handle theology and philosophy adeptly. The major is structured, providing undergraduates with a suitable introduction to the study of both disciplines, but also flexible, granting students considerable scope for the pursuit of their own interests.

The joint major offers the opportunity for an informed investigation of religious and philosophical ideas and should appeal especially to those who intend to pursue graduate work in philosophy or theology.

The joint major incorporates the University requirements in the two departments and most of the formal requirements of the first majors in theology and philosophy. Students in the joint major will take the two-semester sequence in Christian Traditions and an upper-level course in Scripture. The joint

major, however, does not require the one-credit proseminar in theology.

Other formal requirements are peculiar to the joint major. Students will study a classical language for two semesters. (For practical as well as pedagogical reasons, this will normally be Greek or Latin.) Majors will also be expected to take on one occasion the joint seminar (offered each spring). Each seminar, led by a theologian and a philosopher, will examine an issue in which the differing approaches of philosophy and theology may prove fruitful. The topic and instructors will change from year to year. Finally, each major will submit a senior thesis prepared under the direction of two advisors, drawn from each department. At the option of the directors, this thesis may be presented and discussed in an informal colloquium consisting of the other students in the joint major.

The remaining courses in the joint major will be at the discretion of the student. Normally taken at the 40xxx level, there should be an equal distribution in the electives between theology and philosophy. However, students may devote up to six hours within the joint major to additional language work. These hours may add to the classical language previously studied, or used to begin another language of significance for philosophical and theological work.

The distinctive features of the joint major should make the program particularly attractive to students preparing for advanced study.

### PHILOSOPHY AND THEOLOGY JOINT MAJOR:

- University requirements in Philosophy (WKFP and WKSP/WKCD)
- University Requirements in Theology (WKFT and WKDT)
- PHIL 30301 and 30302. History of Philosophy I and II
- PHIL 30313. Formal Logic
- THEO 40201 and 40202. Christian Traditions I and II
- THEO 40101 or 40108. Upper division scripture course

Plus:

- Classical language (normally Greek or Latin)—Two semesters
- Joint Seminar
- Senior Thesis
- 18 credit hours of electives (up to six of these may be additional hours in language study).

### COURSE DESCRIPTIONS

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](https://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on “Class Search” and selecting Theology:

Course descriptions can be found by clicking on the subject code and course number in the search results.

## Supplementary Majors, Minors, and Special Programs

A supplementary major is one that cannot stand alone in qualifying a student for an undergraduate degree but must be taken in conjunction with a primary major. Several departments offer both majors and supplementary majors. They have been described above. Included below are interdisciplinary nondepartmental supplementary majors and minors.

### THE GLYNN FAMILY HONORS PROGRAM

*Directors:*

Margaret Meserve; Holly Goodson

The Glynn Family Honors Program offers accomplished and intellectually curious undergraduates the opportunity to work closely with distinguished Notre Dame faculty in small seminar courses and in independent research. Each year, the program admits a select number of outstanding students from the College of Arts and Letters, the College of Science, and School of Architecture; candidates are invited to apply at the time of their admission to Notre Dame.

The Program offers honors sections to fulfill most University and College requirements in the students' first and sophomore years. Courses include the yearlong Honors Seminar (satisfying the writing, literature, and University Seminar requirements), Honors Math, Honors Philosophy, Honors Theology, Honors Biology, and Honors Physics. Restricted to honors students, these courses are smaller than standard sections and usually taught in a seminar format, with outstanding faculty instructors chosen from each college. After the first year, students concentrate on their major field of study, but each semester the Program offers elective courses in a variety of subjects. All students in the Glynn Program are required to write a senior thesis that reflects at least two semesters' work under the guidance of a faculty advisor. In Science, the research for this project usually begins sophomore year, and in Arts and Letters, during the spring of junior year. Thanks to the generous endowment of the program by John and Barbara Glynn and family, students may apply for funding to support independent research, including grants for materials, conference travel, and summer research.

In addition to its academic offerings, the Glynn Program offers research and career mentoring, access to an extensive alumni network, and opportunities for social gatherings, service opportunities, and cultural excursions.

Further information on the Glynn Family Honors Program and the criteria for admission may be obtained by contacting Prof. Margaret Meserve or Prof. Holly Goodson, 205 O'Shaughnessy Hall, Notre Dame, IN 46556, (574) 631-5398; or by visiting <https://glynnhonors.nd.edu/>.

### ARTS AND LETTERS PRE-HEALTH SUPPLEMENTARY MAJOR

*Director:*

Maureen Gillespie Dawson  
Assistant Dean  
College of Arts and Letters

The Arts and Letters Pre-Health (APH2) supplementary major provides students who intend to pursue a career in medicine or other health professions with an opportunity to complete a major in the College of Arts and Letters while building a firm foundation in the basic sciences. Most students elect APH2 because they wish to go to medical or dental school. These schools encourage prospective applicants to seek a broad, liberal arts education, which enables them to develop skills that will be useful in their career and throughout life. There are, however, many students who intend to pursue other health professions, careers related to healthcare, or simply prefer the integration of science courses into the arts and letters curriculum. APH2 provides students with the necessary prerequisites to prepare for the Medical or Dental Admissions Test and can accommodate the completion of many prerequisite courses for health professions such as osteopathic medicine, physician assistant, physical therapy, nurse practitioner, occupational therapy, pharmacy, veterinary medicine, podiatry, and optometry. All students must carefully research the prerequisite science courses required by the schools to which they will apply.

The APH2 supplementary major consists of 10 core courses: MATH 10350 & 10360, BIOS 10171 & 10172 and labs, CHEM 10171 & 10172 and labs, CHEM 20273 & 20274 and labs, and PHYS 20210 & 20220 with labs, plus three, three-credit upper-level science courses. Labs and practicum courses do not apply. Those preparing for programs other than medical school may, with permission from the director, substitute two upper-level science courses for two of the core courses. For premed students Biochemistry (CHEM 40420) is required for the MCAT and the completion of one upper-level biology course (especially Cell Biology [BIOS 30341] or Physiology [BIOS 30344]) prior to the exam is strongly recommended. Students interested in one of the other health professions should choose APH2 electives in light of their prospective graduate program's requirements. CHEM 20204 and PHYS 20140 do not count toward the three upper-level science electives nor do research, special studies, or directed readings. Please note that a student may use no more than eight credits from AP (Calculus only) toward the APH2 supplementary major. Transfer students may transfer a maximum of 24 science credits for APH2; otherwise, credit for science classes taken outside of Notre Dame does not count toward the APH2 supplementary major unless specifically approved by the APH2 director.

Students who wish to go to medical/dental school directly after graduation should aim to take the

## SUPPLEMENTARY MAJORS, MINORS, AND SPECIAL PROGRAMS

Medical/Dental College Admissions Tests in the spring of the junior year

All curricular advising related to the APH2 supplementary major takes place in 104 O'Shaughnessy. The sequencing of courses taken throughout the sophomore, junior and senior years is worked out by the student in close consultation with the APH2 director and the student's departmental advisor so that the best schedule for each individual student is planned. One possible sequence is the following:

**SAMPLE STUDY PLAN****First Year***First Semester*

MATH 10350. Calculus A <sup>4</sup>	4
CHEM 10171 and lab. Intro to Chemistry Principles <sup>4</sup>	4
WR 13100. Writing and Rhetoric/ Writing Intensive	3
First Theology/First Philosophy <sup>1</sup>	3
Foreign Language	4
Moreau First Year Experience	1
	19

*Second Semester*

MATH 10360. Calculus B <sup>4</sup>	4
CHEM 10172 and lab. Organic Structure & Reactivity	4
Arts & Letters Major	3
University Seminar	3
Foreign Language	4
Moreau First Year Experience	1
	19

**Sophomore Year***First Semester*

BIOS 10171 and lab. Biology I	4
CHEM 20273 and lab. Organic Reactions and Applications	4
Arts and Letters Major	3
College Seminar	3
Foreign Language	3
	17

*Second Semester*

BIOS 10172 and lab. Biology II	4
CHEM 20274 and lab. Chem across the Periodic Table	4
Arts and Letters Major	3
First Theology/First Philosophy <sup>1</sup>	3
Foreign Language	3
	17

**Junior Year***First Semester*

PHYS 20210 and lab. Physics I	4
Science Elective	3
Arts and Letters Major	3
Elective	3
Social Science <sup>1,2</sup>	3
	16

*Second Semester*

PHYS 20220 and lab. Physics II	4
Science Elective	3
Arts and Letters Major	3
Arts and Letters Major Literature <sup>1</sup>	3
	16

**Senior Year***First Semester*

Science Elective	3
Arts and Letters Major	3
Arts and Letters Major	3
Second Theology/Second Philosophy <sup>3</sup> (Medical Ethics)/CAD	3
History <sup>1</sup>	3
	15

*Second Semester*

Arts and Letters Major	3
Arts and Letters Major	3
Second Philosophy/Second Theology <sup>3</sup>	3
Fine Art <sup>1</sup>	3
Elective or Social Science	3
	15

**Notes:**

1. *One of these requirements should be a University Seminar.*
2. *The MCAT includes material in psychology, sociology, and anthropology. Premed students should choose from among those disciplines in fulfilling the social science requirement(s). Introductory Psychology (PSY10000/20000) is highly recommended. Many health professional schools require an additional social science such as anthropology or sociology.*
3. *The MCAT includes questions on ethics. Premed students should consider fulfilling the second philosophy or theology requirement with a course on ethics.*
4. *If a student has AP credit for both Calc A & B, Statistics for Life Sciences (ACMS 20340) may be taken to fulfill both an APH2 science elective and the University Quantitative Reasoning requirement.*

**IDZIK COMPUTING AND DIGITAL TECHNOLOGIES (CDT) MINOR***Director*

Prof. John T. Behrens  
217 O'Shaughnessy Hall  
(574) 800-9953  
[jbehrens@nd.edu](mailto:jbehrens@nd.edu)

*Administrative Assistant*

Claire Shely  
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*Faculty*

The minor in Computing & Digital Technologies is interdisciplinary by nature and benefits from the scholarly contributions of a large number of Notre Dame faculty representing an array of academic departments.

**Program Overview**

The Computing and Digital Technologies (CDT) minor is a blended program cutting across the Colleges of Arts & Letters and Engineering. Key departments in Arts & Letters have partnered with Computer Science, Engineering, and the Mendoza College of Business to offer a unique interdisciplinary minor. Program students will take CDT courses in multiple colleges to enhance their technical skills and increase their understanding of the ways in which technology can contribute to both personal and professional life. CDT will enrich the liberal arts educations of program students, broaden their perspectives, and give them skills and experience that prospective employers will value tremendously.

**Program requirements**

The Computing and Digital Technologies (CDT) minor requires the following courses:

- A two-semester core course sequence in programming,
- A one-credit "Technology as a Profession" seminar, and
- Three additional elective courses from one or more of the sub-specialties listed below.

**Required Core Courses**

All program students are required to complete the two semester (fall–spring) core course sequence in the Python programming language. These courses will be offered every year by a faculty member in the Department of Computer Science and Engineering. The core sequence does not assume any prior background in programming and is intended to be an introductory experience for non-engineering students. Ideally, CDT students will complete the core sequences first before taking specialization courses, but that is not generally required.

**Elective Specialty Courses**

The CDT elective courses are organized into six categories reflecting the diversity of disciplines within the College of Arts and Letters along with areas of technology expertise that are attractive to potential employers. Program students are encouraged to

## SUPPLEMENTARY MAJORS, MINORS, AND SPECIAL PROGRAMS

view these categories as sub-specialty tracks within the minor and to gain depth by taking all of their elective courses in a single track. While specialization is not required, students must take at least two (2) courses with computational/digital focus in a track to earn a specialization in that area.

### Courses With and Without Computational or Digital Focus

Most CDT courses have a significant computational or digital focus that involves student learning/use of technology. However, some may not, instead providing background information that is highly relevant to the particular specialty in question. In those courses without a computational/digital focus, CDT students are encouraged to take advantage of any project or paper requirements in the class to reflect on how computational methods or technology can be brought to bear on the subject matter of the course. CDT students are limited to only one course without computational/digital focus in any specialization track. If a student earns a specialization in a track with only two courses, both must have a computational/digital focus. Classes with and without computational/digital focus in each track are shown where applicable on the Courses pages.

### CDT Specialty Tracks

- *User Interface and Experience.* This track allows students to focus on how technology systems should be designed to enhance and maximize the user experience.
- *Cyber Safety and Security.* This track allows students to focus on the vulnerabilities, threats, protections, investigations and legalities associated with technology systems.
- *Digital Arts and Humanities.* This track allows students to focus on how technology can assist in the creation and display of artistic expression, and how to understand technology as social/cultural artifacts.
- *Technology Development and Management.* This track allows students to focus on the ways in which technology solutions can be developed, implemented, managed, and maintained in organizations.

### Requirement Completion Options

To complete CDT, a student must take six (6) courses total including:

- Two (2) core programming courses taken in sequence; and
- The “Technology as a Profession” seminar; and
- Three (3) elective specialty courses taken in one of the following five configurations:
  1. Three (3) courses with computational/digital focus in one track (earns track specialization); or
  2. Two (2) courses with computational/digital focus in one track and one (1) without computational/digital focus in same track (earns track specialization); or
  3. Two (2) courses with computational/digital focus in one track and one (1) with or without

computational/digital focus in another track (earns track specialization); or

4. One (1) course with computational/digital focus in each of three different tracks (does not earn track specialization); or
5. One (1) course with computational/digital focus in each of two different tracks and one (1) without computational/digital focus in any track (does not earn track specialization).

*NOTE: Fewer than three (3) specialty courses or fewer than two (2) courses with computational/digital focus will NOT fulfill CDT requirements.*

### COURSE DESCRIPTIONS

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on “Class Search” and selecting the subject *Computing and Digital Technologies (CDT)*. Course descriptions can be found by clicking on the subject code and course number in the search results. CDT courses and their descriptions also may be found on the CDT website, at the following URL: [altech.nd.edu](http://altech.nd.edu).

### DUAL-DEGREE PROGRAM WITH THE COLLEGE OF ENGINEERING

#### Coordinators:

College of Engineering  
Michael Ryan  
Assistant Dean  
College of Arts and Letters  
Advising Dean for each cohort

**Program of Studies.** The five-year dual degree program between the College of Arts and Letters and the College of Engineering enables the student to acquire degrees from both colleges—the bachelor of arts from the College of Arts and Letters and the bachelor of science degree in a chosen program of the College of Engineering.

This combination program, instituted in 1952, offers students the advantages of both a liberal and a technical education. The student completing one of these combination programs has a background in the humanities and social sciences as well as a degree from one of the programs offered by the College of Engineering. Advisors for the program are available for consultation about the advisability of entering the program and about meeting the particular needs of each student pursuing this program. Qualified students are eligible to receive modest scholarship support from the John J. Reilly Endowed Scholarship program during their third, fourth, and fifth years of study.

The decision to enter the program ideally should be made during the sophomore year. No declaration after spring break during a student's junior year (sixth semester) will be allowed. Three sets of requirements must be met by students in the program: University requirements, Arts and Letters

requirements and Engineering requirements, as the following table indicates.

### University Requirements

*Six courses in the liberal arts:*

Liberal Arts 1. Quantitative Reasoning	3
Liberal Arts 2. Science and Technology	3
Liberal Arts 3. Another Quantitative Reasoning or Science and Technology	3
Liberal Arts 4. Arts and Literature or Advanced Languages and Cultures	3
Liberal Arts 5. History or Social Science	3
Liberal Arts 6. Integration, or a course from an area not yet chosen in 4 or 5 above	3

*Theology/Philosophy:*

Theology	6
Philosophy/Catholicism and the Disciplines	6
The two-semester Moreau First Year Experience	2
	32*

*\*Please consult the University Requirements section of this Bulletin for details.*

### Arts and Letters Requirements

College Seminar	3
Literature	3
History	3
Foreign Language* (1–4 courses)	3–14
Fine Arts	
Social Science	
Major	30
	42/45

### Engineering Requirements

CHEM 10171	4
MATH 10550, 10560, 20550, 20580	15
PHYS 10310, 10320	8
EG 10111, 10112	6
	33

### Major

approximately 60 credits (see specific major for details)

### Engineering Program

Engineering degree program (required courses and program or technical electives)	69–75
Total :	170–179

### Schematic Program of Studies

The exact sequence of courses will vary based on the specific majors selected.

#### First Semester

WR 13100. Writing and Rhetoric	3
Intro to Theology/Philosophy	3
CHEM 10171. General Chemistry: Fundamental Principles	4
EG 10111. Introduction to Engineering Systems I	3
MATH 10550. Calculus I	4
Moreau First Year Experience	1
	18

## SUPPLEMENTARY MAJORS, MINORS, AND SPECIAL PROGRAMS

*Second Semester*

University Seminar	
(Theo/Philo recommended)+	3
CHEM 10122. General Chemistry:	
Biological Processes	3
EG 10112. Introduction to Engineering	
Systems II	3
MATH 10560. Calculus II	4
PHYS 10310. General Physics I	4
Moreau First Year Experience	1
	18

*Third Semester*

Modern Language	3
PHYS 10320. General Physics II	4
MATH 20550. Calculus III	3.5
Engineering Program†	3
Engineering Program	3
	16.5

*Fourth Semester*

Theology/Philosophy	3
College Seminar	3
Modern Language	3
MATH 20580. Linear Algebra	
and Differential Equations	3.5
Engineering Program	3
Engineering Program	3
	18.5

*Fifth Semester*

History/Social Science	3
History/Social Science	3
Engineering Program	3
Arts and Letters Major††	3
Engineering Program	3
Engineering Program	3
	18

*Sixth Semester*

Philosophy/Theology	3
Engineering Program	3
Engineering Program	3
Engineering Program	3
Arts and Letters Major	3
Arts and Letters Major	3
	18

*Seventh Semester*

Literature	3
Engineering Program	3
Engineering Program	3
Engineering Program	3
Arts and Letters Major	3
Arts and Letters Major	3
	18

*Eighth Semester*

Fine Arts	3
Engineering Program	3
Engineering Program	3
Engineering Program	3
Engineering Program	3
Arts and Letters Major	3
	18

*Ninth Semester*

Engineering Program	3
Engineering Program	3
Engineering Program	3
Engineering Program	3
Arts and Letters Major	3
Arts and Letters Major	3
	18

*Tenth Semester*

Engineering Program	3
Engineering Program	3
Engineering Program	3
Engineering Program	3
Arts and Letters Major	3
Arts and Letters Major	3
	18

+ *The University Seminar may be selected from an appropriate history, social science, fine arts or literature course, or the first course in theology or philosophy.*

\* *Students who place out of lower level language courses must take at least one language course at the appropriate level.*

† *Courses specified by the student's major engineering department.*

†† *Courses necessary to fulfill the requirements for a major in the student's major arts and letters department.*

**EDUCATION****Elementary Education**

The Notre Dame student taking elementary education at Saint Mary's College must also complete a Notre Dame major along with the University and appropriate college requirements. Those interested in the elementary education program are encouraged to take the prerequisite course, EDU 201, at Saint Mary's in the second semester of their first year of studies. With appropriate planning, and possibly summer-school course work, both the Notre Dame major and elementary teaching certification can be completed in four years.

**Secondary Education**

(including middle school)

The following Notre Dame majors have been approved for secondary education licensing through the Education Department at Saint Mary's College:

**In the College of Science:** biology, chemistry, mathematics.

**In the College of Arts and Letters:** English, languages (French, Spanish, Latin), art, music, social studies (history and political science). Students interested in a secondary license in social studies must also complete additional course work in political science or history (depending on the major) and in one other area: either economics, sociology, or psychology.

**In the College of Business:** business education.

Notre Dame undergraduates interested in one of the professional teacher education programs should apply to the department the first semester of the sophomore year, but in some cases may start as late as the first semester of the junior year.

Students in the College of Arts and Letters, contact the Advising Dean for each cohort for more information and help with planning. Students in the College of Science, contact Dr. Kathleen Cannon at 574-631-5812.



## INTERDISCIPLINARY MINORS WITHIN THE COLLEGE

## Interdisciplinary Minors within the College

During the junior and senior years, students may elect to complete one or more interdepartmental minors in addition to the departmental major sequence. Composed of 15 hours of class work chosen from at least two departments, these minors encourage students to think from an interdisciplinary perspective about a given issue or topic. Requirements for completion are determined by the faculty director in consultation with the relevant college committee. Current offerings include Catholic Social Tradition; Education, Schooling, and Society; Gender Studies; Hesburgh Program in Public Service; Journalism, Ethics, and Democracy; Latino Studies; Medieval Studies; Peace Studies; Philosophy, Religion and Literature; Philosophy, Politics, and Economics; and Science, Technology, and Values. These were formerly called concentrations and are described in detail below.

### CATHOLIC SOCIAL TRADITION

#### Director:

Bill Purcell  
([wpurcell@nd.edu](mailto:wpurcell@nd.edu)/574-631-9473)

#### Program Assistant:

Paula Muhlherr  
([muhlherr.1@nd.edu](mailto:muhlherr.1@nd.edu)/574-631-9402)

#### Program Website:

[cstminor.nd.edu](http://cstminor.nd.edu)

The Minor in Catholic Social Tradition is an interdisciplinary minor that serves as a resource for Notre Dame undergraduates to learn Catholicism's social tradition.

Catholicism offers a long-standing and profound tradition of thought and teaching. Such concepts include those of solidarity, the common good, the just wage, human rights, the free economy, subsidiarity, and the option for the poor.

Sources for the tradition go back as far as the Bible and develop even in the early church fathers. Pope Leo XIII inaugurates Catholicism's effort to bring its social tradition to bear on industrial society in his 1891 encyclical, *Rerum Novarum* (The Condition of Labor). Since then, popes have drawn upon *Rerum Novarum* and the social tradition to broaden and develop Leo's set of concerns in encyclicals often titled—as with Pius XII's *Quadragesimo Anno*, Paul VI's *Octagesima Adveniens*, and John Paul II's 1991 *Centesimus Annus*—in accordance with their relationship to the earlier document. In doing so, the popes and the Second Vatican Council have addressed issues ranging across all spheres of social life from the family to the state to the church. The U.S. bishops have made sophisticated application of these teachings to the specific circumstances of the United States.

Unfortunately, many Catholics are unaware of this tradition. Pope John Paul II writes, "It must be

asked how many Christians really know and put into practice the principles of the church's social doctrine." The U.S. bishops concur. While "Catholic social teaching is a central and essential element of our faith," it is still the case that "our social heritage is unknown by many Catholics." At the same time, graduates of Notre Dame move on to assume leadership positions, often quite advanced ones, in a broad spectrum of social spheres, including in politics, law, business, education, the media, and the military. The Catholic Social Tradition minor serves as a resource for Notre Dame undergraduates to learn the tradition so that it can inform life both before and after graduation.

The Minor in Catholic Social Tradition involves 15 credit hours of course work, including a core course (3 credits), two electives (each three credits), three one-credit colloquia/social concerns seminars, and a senior capstone course.

**Contact:** Bill Purcell at [wpurcell@nd.edu](mailto:wpurcell@nd.edu).

### COURSE DESCRIPTIONS

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting the subject *Catholic Social Tradition*. Course descriptions can be found by clicking on the subject code and course number in the search results.

### CONSTITUTIONAL STUDIES

#### Director:

Vincent Phillip Muñoz  
([vmunoz@nd.edu](mailto:vmunoz@nd.edu)/574-631-0489)

#### Associate Director:

Debbie O'Malley  
([domalle2@nd.edu](mailto:domalle2@nd.edu))

#### Program Website:

[constudies.nd.edu](http://constudies.nd.edu)

Nothing has done more for justice in the modern world than the development of the rule of law under constitutional principles. But, for constitutional governments to secure the common good, thoughtful and educated citizens must possess certain virtues; they must understand and be able to implement, defend, and, if need be, reform constitutional institutions. The Constitutional Studies minor seeks to nurture such citizens, thereby contributing to the University's mission to pursue truth and to nurture a concern for the common good that will bear fruit as learning becomes service to justice.

Constitutional Studies minors receive invitations to participate in extracurricular events associated with the Center for Citizenship & Constitutional Government. Building on courses across the College of Arts and Letters, the minor in Constitutional Studies is designed to encourage students to confront fundamental questions concerning justice, the rule of law, and human flourishing. From a variety of historical, cultural, disciplinary, and philosophical

perspectives, constitutional studies courses ask questions such as:

- What is a just regime? Is there a best regime? Who ought to rule?
- What is the relationship between Catholicism and constitutionalism? How does the Catholic intellectual tradition inform and deepen our understanding of constitutionalism and the common good?
- What is the proper relationship between government and civil society, between law and moral principles?
- What are the philosophical foundations of human rights and constitutional democracy?
- What principles of justice can or should lie at the foundation of a constitutional republic?
- What are the proper relationships between church and state and religion and politics, and how do these relationships reflect the more basic relationship between faith and reason?
- What are the moral, social, and political conditions necessary to sustain America's experiment in constitutional government?
- What is the nature of international law and how are international norms created and maintained?

**The Constitutional Studies Minor requires 15 credit hours of classwork—the 3-credit gateway class and 12 additional elective credits.**

Students must take one of the minor's two gateway courses (3 credit hours). These courses address core topics in constitutional studies, such as the history and philosophy of constitutional government, the American Founding, human rights, and contemporary constitutional issues in American and international law.

The elective courses are grouped into the following themes:

- The American Founding and American Constitutional History
- Constitutional Government and Public Policy
- Comparative Constitutionalism and International Law
- Constitutionalism: History and Philosophy

Elective courses that count for the Constitutional Studies minor for current and past semesters are listed on the minor's website ([constudies.nd.edu/courses](http://constudies.nd.edu/courses)).

### COURSE DESCRIPTIONS

All of the courses associated with this academic program can be found online at [constudies.nd.edu/courses](http://constudies.nd.edu/courses) OR at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting the subject *Constitutional Studies*. Course descriptions can be found by clicking on the subject code and course number in the search results.



## INTERDISCIPLINARY MINORS WITHIN THE COLLEGE

**EDUCATION, SCHOOLING, AND SOCIETY***Director:*

Dr. Andrea Christensen

*Associate Director:*

Dr. Michael Macaluso

*Director of Undergraduate Studies:*

Fr. Kevin Sandberg, CSC

*Core Faculty:*

Dr. Brian Collier; Dr. Jodene Morrell;

Dr. Maria McKenna

**Program Description:** The primary goal of this interdisciplinary program is to help students acquire diverse perspectives on important questions in education. Education is a complex and challenging aspect of the human experience. It is both an end in itself and a means to many personal, professional, and spiritual goals. Thus, understanding its history and traditions, analyzing its processes, critiquing its goals, and studying its outcomes are of great importance to all of us. The Education, Schooling, and Society (ESS) program uses the tools and resources of a liberal arts perspective to help students reflect on, research, and influence the role of education in society. In addition, the program provides a rich body of resources for students who may want to pursue careers in education or youth facing careers after graduation, including teaching, research, working for non-profits, or policy making.

*Beginning with the 2021–22 academic year, the ESS program is now home to both a minor and supplementary major. Students currently enrolled as ESS minors are eligible to shift to a supplementary major provided they can fulfill the requirements prior to graduation.* Typically, students apply for admission to the program late in their freshman year or during their sophomore year. All students are required to meet with either Dr. Christensen or Dr. McKenna before enrolling.

**ESS Minor Requirements (15 credit hours)**

*Introduction to Education, Schooling, & Society* (ESS 33600); and

*Three Electives* (9 credits)—two education focused (ESEI-MEDS) and one education general (ESED-MEDS); and

*Senior Capstone Research* (3 credits)—The capstone project provides students with an opportunity to build upon and extend the work they have completed in fulfilling the requirements for the minor. Students may undertake this in one of three ways: (1) Senior Research Seminar (ESS 43640) in fall semester of their senior year; (2) Thesis in ESS (ESS 48100), an independent study completed over the course of senior year (requires approval and 2 credits of Research Lab); or (3) a thesis in the student's major department that incorporates the study of an educational issue into the research question (requires approval and a second reader from the IEI). Students who choose the third option must take a fourth ESS elective to complete the minor.

**ESS Supplementary Major Requirements (24 credit hours)**

The supplementary major requirements are as follows:

*The completion of all ESS minor requirements listed above* (15 credits); and

*An educationally-relevant community based learning course (CBL)* (within or outside of ESS with approval) (3 credits). Requirement may be fulfilled by completing an SSLP through the Center for Social Concerns; and

*An educationally-relevant research methods course* (3 credits); and

*One additional education focused elective* (3 credits); and

*Community outreach requirement:* A signed statement by the student and supervising faculty member that the student has engaged in a practical learning experience that involves a minimum of 14 hours of service, research, or structured observation in PK–12 schools or educationally-relevant community organizations serving PK–12 students. Please see the ESS webpage at: <https://iei.nd.edu/initiatives/education-schooling-and-society/education-schooling-and-society-ess> for more information on ways to meet this requirement.

Supplementary major students will focus their coursework within ESS along one of the following three tracks with the help of ESS advisers and the use of course attributes.

**Learning Sciences**

Students in the learning sciences track examine the mechanisms involved in learning, thinking, and problem solving in school and non-school settings. They learn basic theories of cognition, learning, and development; expand their methodological toolkit for testing and evaluating said theories; and gain a rich understanding of how to apply empirical research evidence to design innovative learning environments, including those built around new technologies and media. Through this track, student gain a deeper understanding of how the reciprocal relations among mind, brain, behavior, and environment contribute to human learning. They also gain expertise in the design, analysis, and evaluation of formal and informal educational interventions.

**Comparative Education and Policy**

Students in the comparative education and policy track examine the policymaking and social programs relevant to mass education. They learn about the historical and contemporary contexts that shape education as well as the underlying philosophical principles and political systems that govern education's role in social and economic change. Students will have the opportunity to study topics relevant to comparative and international education, including international development education; ethnographic, anthropological, and historical approaches to education; postcolonial thought; learning from high

performing systems; and area studies of particular country's education systems, including the United States.

**Language, Literacy, and Culture**

Students in the language, literacy, and culture track critically evaluate the ways in which culture, history, and ideology shape literacy practices in schools, classrooms, and homes. They learn about how children, adolescents, parents, and teachers read, write, speak, and use images to understand and change their world. In the process, students learn, evaluate, and practice strategies for creating culturally-responsive, reciprocal instructional environments. Further, students will have the opportunity to consider literacy and literate practices beyond traditional notions of decoding/encoding, understanding how one's literacy contributes to their sense-making in/of the world and to their active participation in groups and social and cultural contexts.

**General Policies:** The ESS program will accept courses marked as "Univ. Req." via the online Class Search if they are listed/cross-listed with ESS. The program will not accept CSEM courses for credit but will consider education-related USEM courses on a case-by-case basis. ESS will accept no more than one international course for credit toward the minor and two for the supplementary major. It is important to note that ESS students may not count courses that apply to other majors or minors without replacing those credit hours with another elective course within ESS.

ESS faculty work closely with students on undergraduate discernment, research, and postgraduate planning (e.g., employment, graduate or professional school, service opportunities). For more information or to sign up for the minor, contact Andrea Christensen at [achrist1@nd.edu](mailto:achrist1@nd.edu).

**COURSE DESCRIPTIONS**

Please see [InsideND](#) for a complete list of current and past courses.

**HEALTH, HUMANITIES, AND SOCIETY***Program Director:*

Vania Smith-Oka, Professor, Anthropology

Knowledge about health—whether from the perspective of the public health professional, doctor, policy maker, or patient—is not merely a collection of technical skills and academic knowledge. Medical practice is always simultaneously technical, scientific, humanistic, and social. In this minor, health and medicine are lenses through which to analyze and understand a variety of contemporary issues. By integrating health, medicine, the humanities, and society this minor will provide students with an interdisciplinary approach and framework to understand the myriad ways of conceptualizing the body, the profound effects of illness and disease on people, the impacts of policies and structures on the lives and practices of health professionals, and the

## INTERDISCIPLINARY MINORS WITHIN THE COLLEGE

complex historical and social worlds in which they live and function.

Health, Humanities, and Society prepares students for the technical, scientific, humanistic, and social facets of health simultaneously. The goal is to broaden students' views and encourage them to embrace new ways of thought and experience by taking classes across the College of Arts and Letters. It serves the intellectual needs of any student interested in matters of health, regardless of what their career paths may be. The learning goals for the program are for students to: (1) understand that medicine is more than a technical body of knowledge; (2) learn the deeper social and humanistic factors underpinning of health; (3) be exposed to an interdisciplinary body of knowledge that spans humanities and the social sciences; and (4) engage with or master perspectives that will better prepare them for careers in health care.

In addition to our wide selection of interdisciplinary courses, the minor offers opportunities for undergraduate research and internships in the health fields. The Reilly Center already hosts a number of lectures, forums, and seminars relevant to students in the minor, such as Educating the Whole Physician.

#### Requirements

Five courses (15 credit hours). All students will take two core classes and three electives, which they can select from the list of available courses or, in consultation with an adviser, they can create classes within thematic concentrations, such as Health and Equity; Inequality, Justice, and Race; Gender and Health; Medicine and the Arts; History of Biomedical Sciences; Global Health.

#### Core Classes (6 credit hours):

The U.S. Healthcare System in Perspective;  
Contemporary Concerns in Medicine

#### Electives (9 credit hours):

We offer a wide selection of elective courses across Arts and Letters. One course may be substituted by a single-semester senior essay or capstone project.

#### Contact information:

The Reilly Center, Director of HHS, Dr. Vania Smith-Oka, [vsmithok@nd.edu](mailto:vsmithok@nd.edu).

#### COURSE DESCRIPTIONS

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting the subject *Health, Humanities, and Society*. Course descriptions can be found by clicking on the subject code and course number in the search results.

#### HESBURGH PROGRAM IN PUBLIC SERVICE

##### Director:

Ricardo Ramirez

##### Associate Director:

Claudia Francis

[claudia.francis@nd.edu](mailto:claudia.francis@nd.edu)

The Hesburgh Program in Public Service serves students interested in public policy and public service. By preparing students for engaged citizenship, the Program honors the dedicated leadership and public service of the late Rev. Theodore Hesburgh, C.S.C.

The health of American society is closely related to good public policy and ethical leadership. Through an interdisciplinary curriculum in public policy, the Hesburgh Program provides a foundation for students who plan to pursue careers in the public-sector, non-profits, or private business and seek to be knowledgeable and effective citizens.

The minor consists of 15 credit hours: Introduction to Public Policy, three electives, and a capstone during the junior or senior year. All students take Introduction to Public Policy, preferably early in the program. Elective categories are "values," "institutions," and "topics." Hesburgh minors will take two courses in policy topics and one from either the values or institutions category. The goal of the capstone seminar is to help students develop an understanding of the political processes that drive contemporary public policy issues, focusing on understanding the challenges to creating effective policies. Alternatively, students can elect to do an independent, semester-long capstone project. In addition to these courses, students must also complete three co-requisites: Introduction to American Politics, Introduction to Microeconomics, and a course in Statistics. These requirements can count towards the student's major(s) or other minor, and will be waived for students that receive University credit for AP tests.

The Hesburgh Program encourages students to pursue summer internships and offers generous support through the Gary Lyman Internship Stipend Grants. Students with internships in public policy and public service may apply for funding twice during their time at the University.

Interested students should visit the program's website, [hesburghprogram.nd.edu](http://hesburghprogram.nd.edu), to learn more and schedule an advising meeting.

#### COURSE DESCRIPTIONS

All of the courses associated with this academic program can be found online at [hesburghprogram.nd.edu/courses](http://hesburghprogram.nd.edu/courses) or at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting the subject *Hesburgh Program in Public Service*. Course descriptions can be found by clicking on the subject code and course number in the search results.

#### JOHN W. GALLIVAN PROGRAM IN JOURNALISM, ETHICS, AND DEMOCRACY

##### Interim Director:

Jason Kelly

The John W. Gallivan Program in Journalism, Ethics, and Democracy offers several courses for students interested in careers in print, broadcast, online, and multimedia journalism. Begun in 1997 with a grant from the John S. and James L. Knight Foundation and now endowed by the family of John W. Gallivan, this minor combines professional training in journalistic skills with examination of philosophical concerns related to the practice of journalism. For example, what ethical issues arise in preparing a particular story? Or what role does—and should—journalism play in a self-governing society? The journalism minor requires completion of 15 hours in addition to a student's major requirements and a news-related internship during either the summer or the academic year. Fundamentals of Journalism is the first, or gateway, class for the program. Other courses that count for the minor include Magazine Writing; Sports Media Newsroom; Applied Multimedia; Persuasion, Commentary, and Criticism; Broadcasting the News; and Ethics in Journalism.

The interim director of the program is Jason Kelly, an associate editor with *Notre Dame Magazine* and a former sports reporter, editor, and columnist at the *South Bend Tribune*. Notre Dame graduates in journalism regularly provide guidance and mentorship for students enrolled in the program; those alumni include Sarah Childress, an investigative editor with the *Washington Post*; Maddie Hanna, reporter, *The Philadelphia Inquirer*; Sarah Mervosh, reporter, *The New York Times*; Michelle Krupa and Arlette Saenz, CNN; and Anne Thompson, chief environmental affairs correspondent, NBC News.

#### COURSE DESCRIPTIONS

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting the subject *Journalism, Ethics & Democracy*. Course descriptions can be found by clicking on the subject code and course number in the search results.

## INTERDISCIPLINARY MINORS WITHIN THE COLLEGE

**LATINO STUDIES***Director:*

Luis Ricardo Fraga

*Director of Undergraduate Studies:*

Karen Richman

**Program of Studies**

Latino Studies is an interdisciplinary field of academic research and scholarship engaged in understanding the past, present, and future of the youngest and fastest-growing population in the United States. Latinos encompass immigrants from every country in Latin America and the Caribbean as well as those whose ancestors were long ago incorporated during U.S. westward expansion. The supplemental major and minor in Latino Studies engage students with the latest research and analysis on the diverse Latino population in fields such as American studies, anthropology, history, literature, political science, sociology, and theology. Each semester, the Institute for Latino Studies offers approximately fourteen undergraduate courses that range from classroom lectures and seminars to community-based, service-learning courses in the local Latino community of South Bend. ILS also offers annual summer service-learning courses in Chicago, Los Angeles, and Washington, D.C. Latino Studies is relevant to practically every academic discipline and to careers in architecture, business, church leadership, community organizing, the arts, engineering, law, medicine, teaching, and much more. Latino Studies enhances students' leadership and effectiveness in whatever pathway your life takes you beyond Notre Dame.

**Supplementary Major**

The supplementary major in Latino Studies consists of twenty-four (24) credits: a gateway course (3 credits), capstone/practicum course (3 credits), and eighteen (18) credit hours or the equivalent of six additional Latino Studies courses.

**Requirements:**

## 1. Gateway Course (3 credits)

ILS 20701, Introduction to Latinos in American Society. This course examines the Latino experience in the United States, including the historical, cultural, social, economic, political, and religious foundations of the diverse U.S. Latino population.

## 2. Capstone/Practicum Course (3 credits)

In this 40000-level course, students meet in a seminar-style class and complete a substantial research project (approximately 15–20 pages) based on bibliographic and/or experiential research in Latino Studies.

## 3. Elective Courses (18 credits)

Students take six more Latino Studies courses as electives chosen in consultation with the ILS Director of Undergraduate Studies.

## 4. Senior Thesis Option (3 credits)

A senior thesis in Latino Studies is encouraged, but not required, for students enrolled in the supplementary major. In addition, Glynn Honors Program

students enrolled in the Latino Studies program as minors or supplemental majors may also write a senior thesis in Latino Studies. Thesis students take the thesis-writing course in Latino Studies (ILS 48900) under the direction of their thesis faculty supervisor. A minimum grade point average and faculty recommendation are required for acceptance. Students interested in writing a senior thesis should apply to the ILS Director of Undergraduate Studies by the spring of their junior year.

## 5. Directed Reading Course Option (1–3 credits)

A directed readings course (ILS 46711) allows a student to explore in depth a theme or subject in Latino Studies under the guidance of a faculty member. Directed readings cover material that is not offered as a regular classroom course. Enrollment requires the approval of the Director of Undergraduate Studies.

**Minor**

The minor in Latino Studies consists of fifteen (15) credit hours: a gateway course (3 credits), capstone/practicum course (3 credits), and nine (9) credit hours of elective course work.

**Requirements:**

## 1. Gateway Course (3 credits)

ILS 20701, Introduction to Latinos in American Society. This course examines the Latino experience in the United States, including the historical, cultural, social, economic, political, and religious foundations of the diverse U.S. Latino population.

## 2. Capstone/Practicum Course (3 credits)

In this 40000-level course, students meet in a seminar-style class and complete a substantial research project (approximately 15–20 pages) based on bibliographic and/or experiential research in Latino Studies.

## 3. Elective Courses: (9 credits)

Students take three additional Latino Studies courses as electives chosen in consultation with the ILS Director of Undergraduate Studies.

## 4. Senior Thesis Option (3 credits)

A senior thesis in Latino Studies is encouraged, but not required, for students enrolled in the minor. In addition, Glynn Honors Program students enrolled in the Latino Studies program as minors or supplemental majors may also write a senior thesis in Latino Studies. Thesis students take the thesis-writing course in Latino Studies (ILS 48900) under the direction of their thesis faculty supervisor. A minimum grade point average and faculty recommendation are required for acceptance. Students interested in writing a senior thesis should apply to the ILS Director of Undergraduate Studies by the spring of their junior year.

## 5. Directed Reading Course Option (1–3 credits)

A directed readings course (ILS 46711) allows a student to explore in depth a theme or subject in Latino Studies under the guidance of a faculty member. Directed readings cover material that is not offered as

a regular classroom course. Enrollment requires the approval of the Director of Undergraduate Studies.

**Summer Service Learning Courses**

The Cross-Cultural Leadership Program (CCLP) engages students in real-world applications of their academic studies through summer service learning in Chicago, Los Angeles, and Washington, D.C. Students in this three-credit, eight-week summer course will be immersed in community-based and national organizations. They will also engage in critical study related to their service learning in a class led by an ILS professor. To promote full immersion in this service-learning experience, students will not be placed in their home communities.

**COURSE DESCRIPTIONS**

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on “Class Search” and selecting the subject *Latino Studies*. Course descriptions can be found by clicking on the subject code and course number in the search results.

**LINGUISTICS***Director of Undergraduate Studies:*

Alessia Blad-Miller; Mary Davis

Linguistics, the scientific study of human language, is an investigation into a complex domain of human knowledge. Students of linguistics master a variety of conceptual and empirical techniques that enrich all of their coursework as well as their careers after graduation.

Because of the field's inherent interdisciplinary nature, students of linguistics have connections with a wide variety of fields, including neuroscience, literature, anthropology, psychology, philosophy, computer science, English, and other area studies. Some may choose to focus on academic postgraduate studies; others may bring their understanding of human language to careers in information technology, education, translation or interpretation, publishing, dictionary development, legal, medical, or public health, consulting, advertising, government, and various aspects of the arts.

The undergraduate Minor in Linguistics requires completion of five courses and completion of the same language co-requirement as follows:

**Co-requirement:** evidence of second language learning experience equivalent to 4 semesters of the same second language through coursework and/or placement tests

**Requirements (5 Courses / 15 Credit Hours)**

*Gateway Course:* CSLC 20301. Introduction to Linguistics (3 credits)

*Core Course (3 credits):*

- ANTH 20204. Fundamentals of Linguistic Anthropology

## INTERDISCIPLINARY MINORS WITHIN THE COLLEGE

- ANTH 45842. Doing Things with Words
- PHIL 43902. Philosophy of Language
- PSY 43455/63455. Psycholinguistics
- PSY 43456/63456. Pragmatics of Language Usage

*Electives* (6 credits): (Core courses not taken to fulfill the core course requirement can be taken as electives)

- ANTH 30400. Language and Culture
- ANTH 35370. New Media
- ANTH 40141. Language and Power
- CSE 40657/60657. Natural Language Processing
- CSLC 20302. Introduction to Sociolinguistics
- CSLC 20304. Digital Literacy in Language Learning
- CSLC 30100. Modern English Grammar
- CSLC 30101. Introduction to Second Language Acquisition
- ENGL 40203. Introduction to Old Norse
- ENGL 40211. History of the English Language
- ENGL 40212. Introduction to Old English
- PHIL 30313. Formal Logic
- PHIL 43916. Natural Language Semantics
- PSY 43251/63251. Language Development

*Capstone:*

CSLC 48000. Independent Research Project (3 credits). Students are required to complete an independent, article-length research paper under the direction of an approved faculty member and overseen by the Director or Assistant Director of the CSLC. During the semester in which students complete this project, they enroll in a 3-credit research practicum. This guides students through the writing process and requires regular updates and presentations on their individual projects. The final paper is graded and signed off on by the approved faculty member.

The Minor in Linguistics is housed in Center for the Study of Languages and Cultures (CSLC). Profiles of the faculty, course descriptions, and additional information about the minor can be found on the CSLC's website at [cslc.nd.edu](http://cslc.nd.edu).

## LITURGICAL MUSIC MINISTRY

This 15-credit minor consists of two 3-credit courses in theology and two 3-credit courses in music, plus 3 credits of music lessons or approved ensembles, to be selected in consultation with the student's music advisor. Contact the director of undergraduate studies in the Department of Theology.

## MEDIEVAL STUDIES

The Minor in Medieval Studies allows students who are committed to other programs of study to pursue interests in the culture of the Middle Ages and to cross the limits of individual disciplines as a means of understanding the changing social, economic, legal, intellectual, and artistic systems of medieval society.

Students may declare their intention to undertake a minor in Medieval Studies to the director of undergraduate studies at any time before the end of their third year. The undergraduate director will then act as their minor advisor and help them select a set of

courses that form a coherent program of study, often in conjunction with their major if possible. Students are required to take five courses, including the introductory course, The World of the Middle Ages, and four electives in Medieval Studies drawn from at least two of the affiliated departments. One of these electives must be an advanced seminar (4xxxx-level or above). Courses counted toward a student's major may not be used for the minor.

## COURSE DESCRIPTIONS

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting the subject *Medieval Institute*. Course descriptions can be found by clicking on the subject code and course number in the search results.

## MUSICAL THEATRE

This interdisciplinary minor is meant to engage the student who has multiple interests in Musical Theatre. Some students will structure their program around singing and acting, but others around song-writing, or work as conductor/impresario, or stage directing, or scholarship, etc. Admission to introductory classes will not be based on performance ability.

5 courses (15 credit hours):

- 3 credits - Musical Theatre History
- 3 credits of course work in FTT courses
- 3 credits of course work in MUSIC
- 3 credits from either FTT or MUSIC, with the Musical Theatre Minor Designation
- 3 credits for a CAPSTONE PROJECT

Current Department of Film, Television, and Theatre courses for the Musical Theatre minor:

Advanced Performance Techniques  
Musical Theatre History (required)  
African American Musicals in Theatre, Film, and Television  
Musical Theatre Movement/Dance  
Performance Techniques  
Production and Performance  
The Movie Musical  
Disney in Film and Culture  
Musical Theatre Lab: Workshopping the Musical  
Musical Theatre Lab: Analyzing and Creating the Musical

Current Department of Music courses for the Musical Theatre minor:

American Popular Song  
Voice Lessons for Non-Majors  
Theory for Non-Majors  
Intro. To Harmony and Voice Leading  
Musicianship I  
Musicianship II  
Musicianship III  
Conducting I  
Opera in Production

Opera Workshop  
Vocal Pedagogy  
Voice Science

## PHILOSOPHY, POLITICS, AND ECONOMICS

The minor in philosophy, politics, and economics (PPE) is designed for students with serious interests at the intersection of political theory, political philosophy, and economic theory. Its aim is to help students acquire some fluency in each of the disciplines, and to provide a forum where all three disciplines can be brought to bear on problems which are common or complementary. PPE emphasizes the development of the analytic skills exercised in close reading, cogent writing and clear oral expression. Students are strongly encouraged to engage in undergraduate research. A high percentage of PPE graduates pursue advanced degrees.

The PPE minor is 15 credits, including the 3-credit Justice Seminar, which is the core course of the minor and is required of all concentrators. The minor is open by application only; any student who wishes to take the Justice Seminar must complete the application for the minor. Most of the students who are granted admission to the seminar are PPE-intents. First-years, sophomores and juniors from across the University are welcome to submit applications, regardless of their majors.

The PPE curriculum consists of 15 credit hours usually distributed over four semesters, as follows:

- The Justice Seminar (cross-listed in Philosophy, Political Science, and Economics), an intensive 3-credit-hour seminar that is the gateway to the minor, taken in the fall semester of sophomore or junior year. (3 credit-hours)
- Three 1-credit PPE Colloquia, each devoted either to the critical reading and discussion of one or two major works or to a group project on some contemporary issue(s). The colloquia are normally taken in the three semesters following the Justice Seminar. Special arrangements can sometimes be made for students who wish to participate in a colloquium while studying abroad. (3 credit-hours *in toto*)
- Three approved 3-credit courses from three broad families of electives related to philosophy, political science, and economics. (9 credit hours *in toto*)

Total credit-hours: 15.

PPE students are also encouraged (but not required) to write senior theses in their majors that reflect the interdisciplinary focus of the program.

The Justice Seminar is always offered in the fall semester. An informational meeting about the PPE minor is usually held early in the March of each year, with applications for the minor normally due early in April of the year in which the Seminar will be taken.

Contact: Director Paul Weithman, Department of Philosophy, [pweithma@nd.edu](mailto:pweithma@nd.edu).



## INTERDISCIPLINARY MINORS WITHIN THE COLLEGE

**PHILOSOPHY, RELIGION, AND LITERATURE***Director:*

Susannah Monta

The Philosophy, Religion, and Literature minor brings together and amalgamates two formerly existing minors, Philosophy and Literature and Religion and Literature. The new minor is designed for students who want to pursue an interdisciplinary course of studies that focuses on the many intersections among philosophy, religion, and literature. The minor seeks to build bridges between disciplines and modes of thought which have traditionally been in dialogue with one another and which historically have been at the heart of teaching at Notre Dame. The aim is to create a context in which philosophical, religious, and literary approaches to thought and its expression may be studied systematically and in conjunction with each other. This integrative approach to liberal education's foundational subjects resonates deeply with the intellectual values and mission of Notre Dame.

**Curricular Requirements.** The Philosophy, Religion, and Literature minor will require students to complete 15 credit hours of approved course work. These 15 credit hours will normally comprise at least one three-credit Gateway seminar, three three-credit electives, and a three-credit capstone project.

**Gateway seminar.** Students are required to take a three-credit Gateway seminar, either in philosophy and literature or in religion and literature. The minor is thus organized around two parallel but intersecting tracks. The purpose of the Gateway seminars, whatever their specific topics may be, is to provide a rigorous introduction to the study of philosophy and literature or religion and literature.

**Electives.** In addition to the Gateway seminar, students are required to take three other courses that have been approved for the minor. The minor's director will help students identify courses relevant to the minor and to their own individual interests and needs.

**Integrating the tracks.** Students working primarily in one track are required to take one course in the other. Thus, a student focusing on religion and literature is required to take one course in philosophy and literature. That course may be either the Gateway seminar or another course. If students choose to fulfill this requirement by taking Gateway seminars in both tracks, both seminars will count toward the 15 credit hours needed for the minor.

**The capstone project.** For the capstone project, each student, working directly with a professor associated with the minor, will write a research essay of approximately 20 pages on a topic that embraces philosophy and literature or religion and literature, or both. Students are encouraged to consult with a professor who is working in a different subject area from the one on which the advisor has expertise. Thus, if a student's advisor is in Theology, that student will

be encouraged to consult with a literature professor who has some interest in the student's topic. We recognize that some seniors in the College of Arts and Letters are writing senior theses for their majors. In many cases it is unrealistic to expect such students to write an additional capstone essay. Students in the Philosophy, Religion, and Literature minor who are already writing a senior thesis are allowed to complete the minor by taking a fifth elective course instead of the capstone project, provided that the senior thesis topic in some way resonates with the overall themes of the minor.

**Events and Activities.** The Notre Dame community already hosts a number of lectures, forums, and one-day seminars relevant to the minor. In addition, the minor will sponsor events and activities such as trips to the opera and theater. Students in the minor are required to attend at least three such events.

**PHILOSOPHY, SCIENCE, AND MATHEMATICS**

This interdisciplinary minor offers students the opportunity to explore the "big questions" raised by science and mathematics. The minor is particularly intended for students who already have significant scientific and/or mathematical training and wish to pursue related philosophical questions which may not be explored by the courses within their major as well as for students outside the sciences, who would like to combine some serious scientific work with intensive discussions of the big questions raised by contemporary science and mathematics.

Students pursuing the minor in Philosophy, Science, and Mathematics take a Core Seminar offered every fall semester which serves as a gateway course to continued studies. In addition, students will take courses in the philosophy of science, the philosophy of mathematics, and logic. Regularly offered courses in these areas include the following:

**Philosophy of Science**

- PHIL 43704: Science and Social Values
- PHIL 43722: Ethics and Policy in Technology Management
- PHIL 43708: Bio-Medical Ethics, Scientific Evidence & Public Health Risk
- PHIL 30389: Philosophical Issues in Physics
- PHIL 43718: Scientific Images of Humanity
- PHIL 43720: Historical & Conceptual Foundations of Spacetime Theory
- PHIL 43308: Environmental Justice
- PHIL 43711: The Life and Works of Darwin
- PHIL 43721: The Science-Gender Connection
- PHIL 43715: Philosophy of Science and Public Policy

**Logic and Philosophy of Mathematics**

- PHIL 43907: Intermediate Logic
- PHIL 43918: History and Philosophy of Logic
- PHIL 43906: Philosophy of Mathematics
- PHIL 43913: Modal Logic
- PHIL 43917: Intuitionism
- PHIL 43912: Between Math and Philosophy
- PHIL 43908: Topics in Philosophical Logic: Set Theory

Details about the minor can be found on the Department of Philosophy website at <https://philosophy.nd.edu/majors-minors/philosophy-science-and-mathematics/>.

**SCIENCE, TECHNOLOGY, AND VALUES***Program Director:*

Anna Geltzer, Assistant Director

Reilly Center for Science, Technology &amp; Values

Science and technology play a powerful role in structuring our world, in everything from our physical environment to our culture. A multifaceted understanding of this role is key both for those who aspire to shape our world and for those who want to be successful in it.

The Science, Technology, and Values minor offers students the opportunity to acquire an interdisciplinary understanding of science and technology in modern societies, providing them with analytical and conceptual tools they need to confront the complex questions that arise where science and society intersect.

STV prepares students to pursue a variety of academic and career goals. Students focused on the natural sciences and engineering get to explore the social, political and ethical implications of their chosen fields, while students majoring in business, the humanities and social sciences have an opportunity to study the processes, products and impacts of science and technology.

Students pursuing the minor in Science, Technology, & Values take one Core Course offered each fall semester which serves as a gateway course to continued studies.

STV 20556: Science, Technology, &amp; Values

In addition to a wide selection of interdisciplinary elective courses, the minor offers opportunities for undergraduate research.

Contact information: The Reilly Center, 219 O'Shaughnessy Hall, 574-631-5015, [ageltzer@nd.edu](mailto:ageltzer@nd.edu).

**COURSE DESCRIPTIONS**

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](https://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting the subject *Science, Technology and Values*. Course descriptions can be found by clicking on the subject code and course number in the search results.

## INTERDISCIPLINARY MINORS WITHIN THE COLLEGE

**SPORT, MEDIA, AND CULTURE***Director:*

Annie Gilbert Coleman, Associate Professor of American Studies

The minor in Sport, Media, and Culture (SMAC) invites students to study sport and issues of representation from a variety of disciplinary perspectives, and gives them the opportunity to apply their learning with an eye towards social justice and the dignity of every human being. SMAC defines media broadly—to include visual art, historical texts, and performing arts as well as print journalism, radio, film, television, and social media—and incorporates analyses of race, gender, sexuality, class, and inequality from across the humanities and social sciences. SMAC is for students interested in analyzing sports, representation, and power; for those seeking careers in sports media or journalism, sports advocacy, or the sports industry; and for students who want to understand their own relationship to sports and media from an Arts and Letters perspective.

The minor consists of at least 15 hours of course credits, including AMST 30192 Sports and American Culture, 11-12 credit hours of electives, and a 1-credit capstone project designed for and presented to a public audience. SMAC students may choose their electives from a wide range of courses cross-listed with the minor. In addition to standard 3-credit academic courses, students may take up to 3 hours of community engagement (SSLP), CSC seminars, or internship for credit towards the minor. Depending on the student's interest and course of study, the director may approve specific non-cross-listed courses to count towards the SMAC minor. The required capstone project, which asks students to synthesize and reflect upon their work within the minor in some public-facing way, gives students freedom to apply what they have learned according to their individual skills, interests, and professional goals. Projects may include exhibits or live presentations of research, podcasts, videos, print journalism, TED talks, or other forms of public programming.

For more information, see [smacminor.nd.edu](http://smacminor.nd.edu).

**TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)***Director of Undergraduate Studies:*

Alessia Blad-Miller; Mary Davis

The Minor in TESOL (Teaching English to Speakers of Other Languages) is an interdisciplinary minor designed to instruct students in the essential aspects of linguistics and language education while providing practical experience in classroom management and lesson planning. Courses in TESOL focus on understanding the components of language and the relationship between language and cultural attitudes, values, and practices. Students learn how to teach English by studying second language acquisition theories and teaching methodologies as well as through hands-on teaching during the capstone practicum.

A Minor in TESOL is excellent preparation for professions in teaching ESL/EFL (English as a Second Language/English as a Foreign Language)—both within the United States and in other countries—as well as careers with government agencies and non-profit organizations in international settings. In addition, it has particular value for students who want to pursue graduate work in education, applied linguistics, or theoretical linguistics as well as prospective Peace Corps volunteers, Teach for America applicants, and Fulbright English Teaching Assistants.

**Language Requirement.** To teach and understand the second language acquisition process, students need experience learning a second language. As such, the TESOL Minor requires students to complete 4 semesters of the same second language through coursework and/or testing.

**Coursework.** The minor consists of 5 courses or 15 credit hours. All courses are structured to give students both theoretical and practical grounding in TESOL, connecting linguistic and pedagogical theory to the practice of language teaching and learning. Two courses are fundamental and required, two courses are elective based on student interest, and the final course is a practicum where students engage in micro-teaching and apply their TESOL knowledge to a real world setting.

*Required Courses* (2 courses / 6 credits)

CSLC 20301 Introduction to Linguistics

CSLC 30102 Methods in Second Language Teaching

*Electives* (2 courses / 6 credits)

CSLC 30101 Introduction to Second Language Acquisition

CSLC 20302 Intro to Sociolinguistics

CSLC 20304 Digital Language Literacy

CSLC 20302 Pedagogical English Grammar

(or CSLC 30100 Modern English Grammar)

**Graduation Requirement**

TESOL Practicum. CSLC 40000 (3 credits) This is the culminating course for the TESOL minor. Graduating seniors typically complete the practicum

in their final spring semester after completing their core and elective TESOL courses. The practicum results in a professional e-portfolio which students can refer to as they enter the job market after graduation. Components of the portfolio/practicum showcase a variety of TESOL professional skills and proficiencies, amounting to 30 hours of contact engagement, micro-teaching, observations, and more.

*The TESOL Minor is housed in Center for the Study of Languages and Cultures (CSLC). Profiles of the faculty, course descriptions, and additional information about the TESOL Minor can be found on the CSLC's website at [cslc.nd.edu](http://cslc.nd.edu).*



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# Mendoza College of Business

The Mendoza College of Business, an accredited member of the AACSB—Association to Advance Collegiate Schools of Business—was established in 1921.

Notre Dame's business school is noted for challenging its students to "Grow the Good in Business™," by placing individual integrity at the heart of every decision, by tackling tough problems and building effective organizations, and by harnessing the power of business to serve the greater good of the global community.

Students who are accepted into the Mendoza College of Business through the admissions process must matriculate into the college no later than the beginning of sophomore year.

## Programs of Study

At the Mendoza College of Business, students should expect challenging academic coursework, an excellent faculty, and many opportunities to interact with corporate executives and industry experts who can immerse them in the realities of today's business world.

A holistic approach to business education springs from the deepest root of Notre Dame and radiates throughout the curriculum. Education involves more than developing just specialized skills; it involves teaching every student to recognize a role of service to the human community.

The business education program at Notre Dame seeks to expand learning beyond traditional silos and to integrate knowledge across business disciplines, in order to promote critical thought. Students develop the broader perspective they will need to lead in a complex, global economy.

The business world has always required people with initiative, a willingness to take risks, and the stamina to thrive in a competitive world. To meet demands for new and better goods and services, leaders must manage operations which are extensive and multifaceted. The business leader whose job it is to put the work of many specialized people together into a smooth-working whole has traditionally developed business skills by rather accidental means: by knowing instinctively, by learning from experience, or by building upon some specialized body of knowledge.

The purpose of the business program is to focus attention directly on the skills and knowledge required by a leader today. The work is especially appropriate at Notre Dame. The responsibility of each business to its employees, customers, suppliers, owners, and the common good is being recognized and studied with growing intensity.

This responsibility raises ethical issues to which Notre Dame and its graduates should respond in a sound and practical way. The continuing effort to improve the practical application of ethical principles to competent performance in leadership roles is a prime concern of the Mendoza College of Business.

In light of the responsibility of the Mendoza College of Business for guiding students toward a liberal education in the Christian tradition and toward future responsibilities as business administrators, the following mission statement has been formulated:

*As a leading business school guided by the University's Catholic identity, the Mendoza College of Business seeks to grow the good in business to improve the human condition in an ever-changing society. Through impactful research and educational programs, we contribute to the formation of ethical business leaders who integrate the mind and the heart and have the competence to see and the courage to act.*

**Learning Objectives.** The educational objective of the undergraduate program in the Mendoza College of Business is to assist and guide students in preparation for lifelong learning, for effective citizenship, and for professional careers as competent and ethical participants in business, government, and other complex organizations. This is accomplished by educating students in the professional area of business while remaining true to the scholarly, liberalizing, and Catholic mission of the college and the University.

The Mendoza College of Business has established the following program learning objectives in support of this mission and objective:

- Be effective problem solvers.
  - Students will gather and analyze relevant evidence to articulate solutions to business problems.
  - Students will analyze business problems in a global context.
- Become effective communicators.
  - Students will produce professional quality business documents.
  - Students will deliver professional quality presentations.
  - Students will work collaboratively to accomplish business objectives.
- Knowledgeable in the field of business.
  - Students will demonstrate foundational knowledge relevant to business.
  - Students will have content knowledge requisite of their academic major.

- Ability to integrate ethics into decision making.
  - Students will evaluate the ethical dimensions of business decisions.

**The Program.** The educational activities of a university and a college are broader than the mere teaching of courses. Nevertheless, one of the main expressions of an educational plan is its program of instruction. Several features of the program itself and certain fundamental concepts on which it is based deserve special comment.

The college recognizes four distinguishable but inter-related types of education to which future business leaders should be exposed: (1) study in the fields traditionally called liberal arts; (2) a basic understanding of the operation of a business enterprise; (3) an understanding of the economic and legal climate or atmosphere in which business functions and of which business is a part; (4) a professional concentration in a major for the student's in-depth educational pursuit, which will also provide some preparation for future employment.

The curriculum of the business program is approximately one-half business courses and one-half instruction in traditional liberal studies usually provided by the College of Arts and Letters and the College of Science.

Mendoza College of Business students are introduced to the basic tools of business and the functions of accounting, coding, finance, leadership and strategy, business statistics, marketing, and ethics during their first two years.

In the junior and senior years the student continues his or her studies using the analytical tools developed in the first two years. The student enters into a consideration of the operation of the business firm and the economic and legal climate of business. The examination of the economic climate in which business must operate is concerned with the fundamentals of money and banking, the role of the federal government in terms of its fiscal and monetary policies, and the concepts of national income accounting that afford a basis for measuring and forecasting economic change. A student gives emphasis to his or her major and may either add to minimum major requirements or elect other course areas for study.

## CURRICULUM FOR THE DEGREE OF BACHELOR OF BUSINESS ADMINISTRATION

## Curriculum for the Degree of Bachelor of Business Administration

The college stands ready to accept students who are admitted to Mendoza and have successfully completed the course requirements in the first year as outlined in the University Requirements section of the *Bulletin*. In addition to these requirements, Mendoza College of Business student intents should also complete the following specific courses during the first year:

- Calculus
- Principles of Microeconomics
- Nine credits from the following business courses:

Foundations of Accountancy  
 Foundations of Finance  
 Foundations of Marketing  
 Foundations of Leadership  
 Foundations of Strategy  
 Foundations of Statistics  
 Foundations of Coding  
 Foundations of Ethical Behavior

By the end of the sophomore year, a College of Business student is expected to have completed all the foundation level business courses noted above.

The sequence of completion of courses will vary according to the availability of courses.

The BBA degree requires a total of 122 credits. Of these credit hours, a student must take at least 24 credits in non-business elective courses. Consequently, a student has considerable flexibility in selecting courses that meet his or her particular academic and career plans. Students in the Mendoza College of Business will declare a major in the spring semester of their first year in one of the following majors: accountancy, business analytics, finance, strategic management, or marketing.

The Mendoza College of Business, in partnership with the IDEA Center, also offers an interdisciplinary minor in Innovation and Entrepreneurship to undergraduate students from all colleges and schools. The Accountancy; Finance; Information Technology, Analytics and Operations; and Marketing Departments each offer a minor as well (see department sections). Second majors, minors, and concentrations in subject areas outside the Mendoza College of Business are also available. Students must be able to complete additional majors, minors, and concentrations within their four years of study at Notre Dame. Students should refer to specific departments for opportunities and requirements.

To be eligible for the BBA degree, students must complete a minimum of 61 credits at Notre Dame.

A graduate from the college must have at least a 2.0 cumulative GPA and have accumulated a minimum number of credit hours in the following areas:

The following is a breakdown of course and credit requirements to satisfy the 122 BBA degree credits. Refer to the University Requirements section of this Bulletin for an understanding of how courses satisfy the Core Curriculum “Ways of Knowing.”

Moreau First Year Experience	2
Writing and Rhetoric <sup>^</sup>	3
University Seminar	3
Quantitative Reasoning*	3–6
Science and Technology*	3–6
Arts & Literature or Adv Language & Culture*	3
History or Social Science*	3
Integration (or alternate per Univ Req)*	3
Theology*	6
Philosophy (or CAD)*	6
Principles of Microeconomics**	3
Calculus**	3
Foundations of Accountancy	3
Foundations of Finance	3
Foundations of Statistics **	3
Foundations of Coding	3
Foundations of Leadership	1.5
Foundations of Strategy	1.5
Foundations of Marketing	3
Foundations of Ethical Behavior	1.5
Major Courses***	21
Business Broadening Courses*****	9
Non-business electives	24
Free Electives****	varies

<sup>^</sup>Other Writing-Intensive Course if AP for Writing & Rhetoric

\*May also satisfy University Seminar

\*\*May satisfy Univ. Req. if not AP

\*\*\*A minimum GPA of 2.000 is required in the major

\*\*\*\*Will vary depending on applied AP credit

\*\*\*\*\*Business courses taken in at least two departments outside major department

General administration of the undergraduate program is accomplished in the Office of Undergraduate Studies, Room 101 Mendoza College of Business. Advisors are available in this office to counsel students and answer questions concerning university and college requirements/policies. Faculty mentoring for juniors and seniors is available from their respective major departments; however, Room 101 advisors will continue to provide general advice on college and university issues. In addition to the University pre-law advisor, Mendoza College offers pre-law advising to current undergraduate business students.

Normal semester course load for sophomores is 15–17.5 hours; for juniors and seniors, 15–19 hours. The minimum semester course load for all students is 12 hours. Normally, a cumulative and recent term grade point average of 3.4 or higher is required to obtain permission to carry an overload. Interested students should contact the Office of Undergraduate Studies for specific information.

Students may elect to fill free elective or non-business elective requirements to include 1-, 1.5-, or 2-credit-hour courses, AP credit, or Credit by Exam. The college accepts a maximum of 30 credits through AP and/or credit by exam, including no more than six credits through AP and/or credit by exam in any one language, toward degree-seeking credits. AP credit cannot be applied toward University core curriculum requirements in the degree.

A maximum of three credit hours of workshops, service, activity, or experiential learning courses can be applied as free elective credit toward the 122 degree credits. Exceptions may be made if required for a second major. If students complete more than three credit hours of these courses, they will still appear on a student's transcript, but the extra credits will not count toward the degree requirements.

**Pass-Fail.** With permission from their academic advisor and approval of the assistant dean, juniors and seniors may elect one course per term under the pass-fail option. Only non-business elective courses may be taken pass-fail. No business courses, required courses, or courses in a student's second major or minor (other than the first course taken in a minor track) may be taken pass-fail even though taken as a free elective. The selection of a course as pass-fail must be made during the first six days of the semester and is irrevocable. Note: to be eligible for Dean's List status, a student must have a minimum of 12 graded credits for the semester.

## HONORS PROGRAM

Directed readings or special studies are not part of a standard curriculum for students in the Mendoza College of Business and cannot duplicate or substitute for an existing course. Directed readings or special studies are rare exceptions to established coursework, designed to support an area of research or study that is of mutual interest to a faculty member and a student. These courses contain advanced objectives beyond those covered in regularly scheduled courses—not introductory material or material taken from the popular literature that should more properly be considered “self-improvement” than academic in nature. A directed reading/special studies course will not satisfy a University, College, or major requirement. Directed readings or special studies outside of a student’s major in business may count as free elective or non-business elective credit only. A student may register for no more than three credit hours of directed readings or special studies in any given semester. No more than a maximum of nine directed reading or special studies credit hours may be applied toward the 122-credit-hour BBA degree requirements.

## Honors Program

The Mendoza College of Business offers a Business Honors Program to challenge the most gifted undergraduate Mendoza College of Business students with a rigorous, specialized course of study and programming. With an emphasis on the importance of scholarly research and the development of the whole person, the program prepares students to assume demanding and complex corporate leadership or to pursue a doctoral degree in distinguished national programs. Several of the honors courses are cross-listed as Ph.D.-level courses.

### Business Honors Program

This program takes a deeper look at the moral purpose of business and how it can contribute to human flourishing. A competitive admission process is open to all Notre Dame first-year students pre-admitted to Mendoza during the spring semester as well as to those students accepted for transfer into Mendoza. To qualify, students must demonstrate an interest in advancing business as a force for contributing to human flourishing, as well as a high level of academic achievement and intellectual curiosity. Expected enrollment is 40–60 students per cohort.

Students will participate in the Business Honors Program during their final three years in the College and complete six honors courses total—two in each of three categories:

- Two honors sections of courses on the Catholic social teaching on business: Honors Ethics & Business and an honors section of a Catholicism and the Disciplines course.
- Two honors sections of intermediate-level courses required within the majors.
- Two honors courses with advanced and accelerated material that are electives within the major. (Some

of these courses would also be first-year Ph.D.-level courses.)

Students also will participate in two one-credit-hour honors colloquia that will engage them in important conversations with business executives and researchers from across campus.

## Study Abroad

Students from any of the majors in the Mendoza College of Business may participate in study abroad programs.

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

Qualified undergraduates can spend all or part of their sophomore or junior year in such places as Angers and Paris, France; Berlin and Heidelberg, Germany; Dublin and Galway, Ireland; St. Andrews, Scotland; London, England; Fremantle, Perth, and Sydney, Australia; Bologna and Rome, Italy; Puebla, Mexico; Nagoya and Tokyo, Japan; Seoul, South Korea; Santiago, Chile; São Paulo, Brazil; Beijing, Hong Kong, and Shanghai, China; Toledo, Spain; Jerusalem, Israel; Athens, Greece; Amman, Jordan; and Singapore. New program locations are periodically added.

For further information and advice on international study, students of the Mendoza College of Business may contact the Office of Undergraduate Studies, Room 101 Mendoza College of Business, and/or the director of the Study Abroad Programs, 105 Main Building.

## Student Awards and Prizes

### College Level Awards

*The Dean’s Award.* This award is given to a senior in the Mendoza College of Business who ranked in the top 5% of their graduating class and demonstrated outstanding leadership and service to the University and the College.

*The Eugene D. Fanning Award.* Given to a senior man and woman who demonstrate exceptional achievement in business communication; excellence in writing, speaking, listening, and interpersonal communication; and who demonstrate leadership potential, initiative, integrity, and respect for the dignity and rights of others.

*The Hamilton Awards.* Founded by Robert L. Hamilton ’34, Racine, Wis., these awards are given to the outstanding senior in each of the five departments of the college.

### *The Charles G. Morrow Award for Business Excellence.*

This award was established by the five children of the late Charles G. Morrow, Class of 1938, in honor of his contributions to Notre Dame and the business community. Given to a graduating senior in the Mendoza College of Business, this award recognizes business excellence through documented service, leadership, and personal integrity.

### Accountancy Awards

*Accountancy Chairman Award.* An annual award provided to an accountancy senior who demonstrates outstanding service to the Department of Accountancy.

*The Accountancy Faculty Award.* This award recognizes an outstanding senior in the Department of Accountancy in the Mendoza College of Business. It is given to an outstanding senior with one of the highest cumulative grade point averages.

*The William Barth Award.* This award is designed to assist students who have accepted a full-time volunteer experience after they leave Notre Dame or who plan to work for a not-for-profit organization.

*Peter Brady Award.* Established to honor past faculty member Peter Brady, this award is given in recognition of outstanding academic performance.

*Accountancy Excellence Awards.* Given annually to up to 25 sophomores who declare accountancy as their major and have demonstrated outstanding academic achievement. The awards are funded by annual gifts from Deloitte, Ernst & Young, KPMG, and PricewaterhouseCoopers.

*Elmer Layden Awards.* Given annually to graduating accountancy seniors in recognition of academic achievement. The awards are funded by the Elmer Layden Jr. Endowed Fund.

*Brother Cyprian Awards.* Given annually to graduating accountancy seniors in recognition of academic achievement. The awards are granted in honor of Holy Cross Brother Cyprian O’Hare (“Brother Zip”), who helped to launch Notre Dame’s accountancy education program in 1895 and later served as department chair.

*James Dincolo Awards.* Given annually to graduating seniors in each major in recognition of academic achievement. The awards honor former accountancy professor James Dincolo and are funded by an endowment in his name.

### Finance Awards

*The Carrier Award.* Given to a student who demonstrates a high degree of integrity, responsibility, accountability, and commitment to excellence in all they pursue.

*Paul F. Conway Award.* Given to a senior in the Department of Finance who embodies those characteristics that define our tradition of excellence: a person of keen intellect who enriches the ideals of Notre Dame.

## BUSINESS ORIENTED STUDENT ORGANIZATIONS AND ACTIVITIES

*The Herman Crown Award.* Given to a senior in the Department of Finance with the highest overall grade point average.

*Raymond P. Kent Award.* Given to seniors with outstanding performance in finance courses.

*LeClair Eells Award.* Given to seniors in the Department of Finance who have demonstrated outstanding leadership.

*Marlene Wasikowski Outstanding Service Award.* Given to a senior in the Department of Finance for rendering outstanding service to the department.

### Information Technology, Analytics, and Operations Awards

*The Business Technology Award.* Given to the outstanding Business Technology senior in the Department of Information Technology, Analytics, and Operations.

*The Justin Harris Brumbaugh Memorial Award.* Given annually to the graduating ITAO student who has excelled academically and has been selected by the graduating seniors as best representing the unique and enduring spirit of Notre Dame.

### Management and Organization Awards

*The Management & Organization Department Student Service Award.* This award honors students who embody the spirit of Notre Dame through the provision of extraordinary and selfless service to strategic management students and the Mendoza community.

*The Robert Vecchio Leadership Award.* Established in 2010, this award honors the memory of Bob Vecchio, former Chair of the Management & Organization Department. This award is given at the discretion of the faculty to a strategic management student who embraces the spirit of Notre Dame and has excelled in developing leadership skills.

### Marketing Awards

*David A. Appel Award.* The award is given to a marketing student engaged in significant community service at Notre Dame and in the greater Michiana area.

*Wesley C. Bender Award for Outstanding Performance in Marketing.* An annual award given to the senior marketing major with the highest grade point average in marketing courses. The award is named for the first chairman of the Department of Marketing, Wesley C. Bender.

*Yusaku Furushashi Award,* in honor of an esteemed colleague who was a pioneer in the area of international marketing. The award will be given on a calendar year basis to a student who, in the estimation of the faculty, writes the best essay capturing the marketing insights gained by the semester abroad experience. The winner each year may be either a junior or senior, depending upon the dates spent overseas.

*Paul D. Gilbert Award for Leadership.* An annual award given to a marketing senior for overall

leadership in extracurricular departmental activities. The recipient is selected by the faculty of the Department of Marketing.

*John R. Malone Award.* An annual award given to the junior marketing major with the highest overall grade point average.

*The Robert M. Satterfield Award.* An annual award given to a senior marketing student for bringing enthusiasm, integrity, and spirit of teamwork to the classroom.

## Business Oriented Student Organizations and Activities

Student academic organizations are supported and encouraged by the administration and the faculty. These associations are actively managed by student officers. Members of the faculty serve in advisory capacities.

### Honorary Societies.

*Beta Gamma Sigma.* The mission of the International Honor Society Beta Gamma Sigma is to encourage and honor academic achievement in the study of business, to cultivate and celebrate leadership and professional excellence, to advance the values of the Society, and to serve its lifelong members. Undergraduate membership in this organization is restricted to the upper 10 percent or less of the senior class and the upper 5 percent or less of the junior class for all full-time students. Faculty membership is limited to those with tenure in the Mendoza College of Business at Notre Dame.

*Beta Alpha Psi.* Accountancy majors who have demonstrated outstanding scholastic ability and the personal characteristics requisite to professional status are eligible for membership in Beta Alpha Psi, the national professional and honorary accounting society. The purposes of this society are to encourage and foster the ideal of service as the basis of the accounting profession; to promote the study of accountancy and its highest ethical standards; to act as a medium between professional persons, instructors, students, and others who are interested in the development of the study or profession of accountancy; to develop high moral, scholastic, and professional attainments in its members; and to encourage cordial interaction among its members and the profession generally.

**American Advertising Federation Chapter.** The purpose of the ACND is to provide and promote a better understanding of the functions of advertising and of its values, to stimulate and encourage advertising professionalism through advertising education, career exploration in advertising, to follow and understand the trends of the advertising industry, to develop the individual abilities of its members, and to ultimately possess a better understanding of the advertising industry as a whole.

**Asia Pacific Business Club.** The purpose of APBC is to provide the Notre Dame community with a platform to share knowledge about business in Asia Pacific, explore career opportunities in Asia Pacific and other regions, and support long-term relationships among its members, ND alumni, and Asian business leaders.

**Association of Latino Professionals in Finance and Accounting (ALPFA).** ALPFA is the premier business organization for expanding opportunities for Latino leadership in the global market. At Notre Dame this organization is designed to provide networking, career building, and leadership opportunities to diverse students who intend to major in accountancy, finance or information technology management. ALPFA also provides scholarships, internships and other career advancing opportunities to diverse students.

**Business Action in Social Entrepreneurship (BaseND).** The purpose of BaseND is to build a firm business foundation for our members and partners through solving real business problems for local and global non- and for-profits; to create positive social change for the community; and to provide career resources and mentorship to members.

**Corporate Finance Club of Notre Dame.** The primary purpose of this organization is to advocate the corporate finance industry and assist members in networking, personal branding, and the interviewing process to obtain internships and full-time employment. The club shall seek to supplement the classroom education of members and broaden their awareness of the financial world's theories, principles, and practices.

**Entrepreneurship Society of Notre Dame.** The purpose of the Entrepreneurship Society of Notre Dame is to foster the entrepreneurial spirit and ability of Notre Dame undergraduate students through coordinating programs which emphasize entrepreneurship. The mission of the club is to coordinate guest speakers throughout the year, to devise new and creative ways to raise money while providing real experience in starting new ventures, and to provide resources for any student interested in starting a new venture but lacking the resources necessary.

**Information Technology Management Club, Notre Dame (ITMND).** The purpose of ITMND is to pool the resources of all persons interested in the field of Information Technology Management (ITM) to more fully develop the academic, career, and social potential of all individuals in this dynamic field of study.

**Innovation for Impact Club.** The purpose of Innovation for Impact is to foster the development of innovation and design thinking concepts through meaningful work on real world assignments through working with global organizations on world changing projects, giving students the opportunity to use their education and platform to help communities



## ACCOUNTANCY

facing specific social concerns. The club aims to work with organizations that are attempting to solve issues for the people in their communities, but are lacking the resources and business acumen to implement concrete solutions to do so.

**Investment Club of Notre Dame du Lac.** The club was established to serve as an opportunity for all undergraduate students who are interested in the field of investments to develop and/or increase their knowledge of this special area of finance through activities designed as rewarding educational experiences.

**Marketing Club.** The purpose of the University of Notre Dame Marketing Club is to provide a medium for the interaction of all those interested in marketing. The club strives to go one step beyond the classroom in terms of learning what marketing really constitutes by organizing speakers, field trips, and social interaction between students and faculty. It is a resource for connecting the students throughout their education in and out of the classroom.

**MoneyThinkND.** MoneyThinkND seeks to promote financial literacy by placing college mentors in South Bend high schools to teach personal finance lessons. The goal is to help build the financial health of Americans by equipping youth and young adults to believe in themselves, navigate the financial decisions of adulthood, and achieve financial independence.

**National Association of Black Accountants (NABA).** The Student Chapter of NABA of Notre Dame shall unite through membership accounting students who have similar interests and ideals, are committed to academic and future professional excellence, have a sense of professional and civic responsibility, and are concerned with enhancing opportunities for minorities in the accounting profession.

**Notre Dame Accounting Association (NDAA).** NDAA aims to build a strong community for both current and prospective accounting majors and minors. As a student-led organization, NDAA acts as an avenue for club members and their peers to participate in social gatherings/events, interact with faculty, and meet other students and young professionals with similar career objectives. The club also includes opportunities to network with alumni and others pursuing careers in accounting and business through trips, speaking engagements, and informal social events.

**Wall Street Club.** Through a network of current students and alumni, we provide resources and mentoring for ND students who wish to learn about careers on Wall Street. The club works closely with the Investment Office, Career Center, alumni, and senior mentors to help students network, learn about opportunities, and prepare for a successful career on Wall Street.

**Smart Women Securities at Notre Dame.** Smart Women Securities at Notre Dame seeks to provide undergraduate women with the tools they need to become financially independent and knowledgeable about their investments.

By working on an investment project, our goal is to foster an environment in which members develop personal aspirations along with collaborative skills and a business foundation that inspires confidence to participate in the financial world.

**Students Consulting for Nonprofit Organizations Notre Dame.** The mission of SCNOND is to develop the South Bend community through pro-bono consulting engagements with local nonprofit organizations through the unique experiences and gain academic knowledge of our student members. The secondary mission of SCNOND is to develop our student members for future career endeavors through consulting projects with nonprofit organizations.

**Student International Business Council (SIBC).** The SIBC seeks to fulfill its vision of "Peace through Commerce" by interacting with global companies and organizations, while educating its members and the Notre Dame community on the different aspects of international business. The council encourages students from all majors and interests to become active members of the organization to work on semester projects with the hope of bringing a variety of perspectives to issues regarding international business and economics.

**Undergraduate Women in Business (UWIB).** The Undergraduate Women in Business Club is committed to the development of women's roles as students of business and as leaders in business-related fields. The club is designed to build a stronger sense of community among undergraduate women to aspire to business-related professions through events, including an annual professional development conference, highlighting the many opportunities available to them.

**Unleashed.** We believe that educating individuals early in life about the importance of impact investing will encourage continuous involvement and contribution to all related fields. Unleashed is an organization for people from all disciplines, and intends to collaborate with other universities and colleges to learn from each other's experiences. Our members are challenged to think in new ways and explore alternative financial solutions to existing social issues.

## Accountancy

*Deloitte Professor of Accountancy &  
Deloitte Foundation Accountancy Department Chair:*  
Brad Badertscher

*Notre Dame Alumni Professor of Accountancy:*  
Peter Easton

*Vincent and Rose Lizzadro Professor of Accountancy:*  
Hal White

*Professors:*  
Ken Milani; H. Fred Mittelstaedt  
*Associate Professor and Director of the Master of Science in Accountancy (MSA):*

Jim Seida  
*Associate Professors:*  
Jeff Burks; John Donovan; Stephannie Larocque;  
Jeff Miller; Sandra Vera-Muñoz

*Assistant Professors:*  
Ilona Bastiaansen; Andy Imdieke; Laurel Mazur;  
Madeline Thompson; Jessica Watkins

*Visiting Assistant Professors:*  
John Aland; Lauren Vollen

*Teaching Professors:*  
Laura Hollis; Ed Hums; Brian Levey; Mike Meyer; Tonia Murphy; Jamie O'Brien

*Associate Teaching Professor, Assistant Department Chair and Director of Undergraduate Studies:*  
Colleen Creighton

*Associate Teaching Professors:*  
Elizabeth Chorvat; Claire Donovan; Mike Favorite; Tim Morrison; Keith Urtel

**Program Objectives.** The AACSB separately-accredited Department of Accountancy provides outstanding accounting educational experiences for its students by (a) complementing and supporting the tradition of liberal arts/general education at Notre Dame, (b) adhering to the objectives of the undergraduate program of the Mendoza College of Business, and (c) developing and continuously improving an innovative accounting curriculum for successful careers as accounting professionals and business leaders. The curriculum focuses on critical thinking/analysis, research, professionalism, teamwork, and communication.

The department provides students with the skills and knowledge necessary to succeed in accounting-related careers. The department also supports the activities of the Meruelo Family Center for Career Development by (a) maintaining an outstanding record of placing high percentages of graduates with international accounting firms (Deloitte, EY, KPM, and PWC) and other large organizations such as Accenture, Alphabet (Google), Amazon, Andersen Tax, Bain, Boeing, Crowe, and Grant Thornton, among others; and (b) supporting student desires to pursue other postgraduate options, including graduate education and volunteer work.

**Major Program of Studies.** The accounting major sequence begins with Foundations of Accountancy (ACCT 20100). This course, normally taken in the freshman year, is required of all business students

## FINANCE

and is designed to provide a broad introduction to accounting concepts, the profession of accountancy and the role of accounting in society.

Students choosing the accountancy major must complete the following Department of Accountancy requirements:

Required of all Accountancy Majors:

BALW 30100. Business Law Concepts

ACCT 20200. Accounting Analysis for Planning and Control

ACCT 30110. Accounting Measurement and Disclosure I

ACCT 30120. Accounting Measurement and Disclosure II

Accountancy Majors are also required to take three (3) of the following courses:

ACCT 30160. Sustainability: Accounting

ACCT 30210. Strategic Cost Management

ACCT 30280. Data Analytics in Accounting

ACCT 40280. Advanced Analytics for Accounting/ Finance

ACCT 40510. Audit and Assurance Services

ACCT 40520. Fraud and Audit Analytics

ACCT 40610. Federal Taxation

ACCT 40620. Taxation of Corporations & Shareholders

ACCT 40710. Business Law: Property & Negotiable Instruments

ACCT 40840. Capital Market Disclosure

### Double Major Opportunities within Mendoza.

In addition to opportunities outside Mendoza, interested students may pursue a double major combining Accountancy with Finance, Marketing, or Strategic Management. Students pursuing any of these double majors would complete all of the requirements of both majors and may be required to take specific broadening courses. For more information, see the Department of Accountancy and the Mendoza Undergraduate Advising Office.

### The 150-Hour Rule for CPA Certification.

Typically, 150 hours of college credit with an accounting concentration are necessary to be licensed as a CPA. The rules vary across states and students planning to sit for the CPA exam should work closely with the department's CPA Advisor. Most students meet the 150-hour requirements through AP credit and overloads during their four-year undergraduate degree. Notre Dame also offers a one-year Master of Science in Accountancy program to help our students meet the 150-hour requirement as well as other state-specific course requirements. Students can earn the BBA and MSA degrees in 4½ years (9 semesters).

**Minor Program of Studies.** The accounting minor sequence, available to non-Business majors, begins with Foundations of Accountancy and Accounting Analysis, Planning, and Control (ACCT 20100 and 20200). These courses are designed to expose students to a broad introduction of accounting concepts, the profession of accountancy, and the role of

accounting in society. Students must also complete Measurement and Disclosure I (ACCT 30110) or Corporate Financial Accounting (ACCT 30100) and two additional accounting courses from the following menu:

ACCT 30120. Measurement and Disclosure II

ACCT 30210. Strategic Cost Management

ACCT 30280. Data Analytics in Accounting

ACCT 40280. Advanced Analytics for Accounting/ Finance

ACCT 40510. Audit and Assurance Services

ACCT 40520. Fraud and Audit Analytics

ACCT 40610. Federal Taxation

ACCT 40620. Taxation of Corporations & Shareholders

The minor is designed to enhance skills obtained in the student's major and broaden career opportunities.

## COURSE DESCRIPTIONS

**All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting the subject *Accountancy*. Course descriptions can be found by clicking on the subject code and course number in the search results.**

## Finance

*William and Cassie Daley Department Chair and Professor of Finance:*

Shane Corwin

*Martin J. Gillen Dean and Bernard J. Hank Professor of Finance:*

Martijn Cremers

*Howard J. and Geraldine F. Korth Professor of Finance:*

Zhi Da

*Kenneth R. Meyer Professor of Global Investment Management:*

Roger Huang

*C.R. Smith Professor of Finance:*

Timothy Loughran

*John W. and Maude Clarke Professor of Finance:*

Paul Schultz

*Professors:*

Robert Battalio; Jeffrey Bergstrand; Pengjie Gao  
*Associate Professor and Academic Director of the Masters of Finance-Residential:*

D. Katherine Spiess

*Viola D. Hank Associate Professor of Finance:*

Sophie Shive

*Associate Professor:*

Benjamin Golez

*Assistant Professors:*

Huaizhi Chen; Peter Kelly; Johnathan Loudis;

Ben Matthies; Stefano Pegoraro; John Shim;

Chen Wang; Jun Yang; Rafael Zambrana; Michal Zator

*Teaching Professor and Nolan Professorship for Excellence in Undergraduate Instruction:*

Carl Ackermann

*Teaching Professor and Academic Director for the Executive MBA:*

Gianna Bern

*Teaching Professor and Associate Dean for Innovation and Inclusion:*

Kristen Collett-Schmitt

*Teaching Professors:*

Walter Clements; Margaret Forster; David Hutchison

*Wade Family Associate Teaching Professor, Assistant Department Chair, and Director of Undergraduate Studies:*

Jason Reed

*Associate Teaching Professors:*

Jeff Bacidore; Jim Leady; John Stiver

*Adjunct Assistant Teaching Professors:*

Howard Lanser; Amy Shrout

**Program Objectives.** The department offers courses with the dual objective of (1) equipping students with the solid base of knowledge and skills necessary for entry into the financial world and (2) providing a broad foundation so that students can pursue further study at the graduate level.

## INFORMATION TECHNOLOGY, ANALYTICS, AND OPERATIONS

**Program of Study.** All students enrolled in the Mendoza College of Business are required to take FIN 20150 Fundamentals of Finance during their first or second year; this introductory finance course provides an overview of both financial analysis tools and the issues encountered by a firm's financial manager. Finance majors must complete FIN 20150 Fundamentals of Finance with a grade of C or higher and this course cannot be repeated for a higher grade. All Mendoza students are also required to take three broadening courses from at least two different Mendoza departments outside of their major. For Finance majors, one of these broadening courses must be ACCT 20200. In addition to the courses required of all candidates for the degree of bachelor of business administration, finance majors are required to take 21 credits offered by the finance department, including three required core courses and 12 elective credits. The three core courses are ACCT 30100 Corporate Financial Reporting, FIN 30400 Corporate Finance, and FIN 30600 Investment Theory. Students interested in pursuing a career in corporate finance or CPA certification are encouraged to take the two-course sequence ACCT 30110 & 30120 in place of ACCT 30100. The 12 credits of electives are selected from among the specialized 40000-level finance courses offered by the department. These elective courses can be tailored to meet the student's individual interests and are designed to equip students with the knowledge to progress in whatever area of business they choose upon graduation. Graduates of the department are currently pursuing successful careers in many areas of business, including investment banking, investment management, consulting, commercial banking, and corporate financial management, among others.

#### Double Major Opportunities within Mendoza.

In addition to opportunities outside Mendoza, interested students may pursue a double major combining Finance with Accountancy, Marketing, or Strategic Management. Students pursuing any of these double majors would complete all of the requirements of both majors and may be required to take specific broadening courses. Finance majors adding a double major in Accountancy would also need to take the two course sequence ACCT 30110 & 30120 in place of ACCT 30100. For more information, see the Department of Finance and the Mendoza Undergraduate Studies Office.

#### Finance Minor.

Mendoza students interested in finance may consider pursuing the Finance Minor. This minor is available to all non-finance majors within the Mendoza College of Business and provides an opportunity to develop knowledge and skills related to financial markets, financial analysis, investment analysis, and valuation, among other areas. These skills will help to better prepare students for a wide range of business careers. The finance minor requires 15 credit hours beyond a student's primary Mendoza major, including FIN 30400 (Corporate Finance), FIN 30600 (Investments), two finance electives (6 credits), and either ACCT 20200 (Accounting Analysis for

Planning and Control) or ACCT 30100 (Corporate Financial Reporting). FIN 30400 and FIN 30600 can be used to satisfy the broadening course requirements under the Mendoza Core Curriculum. ACCT 20200 can also be used to satisfy the broadening course requirement for non-accounting majors. As is the case for a finance major, all students pursuing a finance minor must earn a grade of C or better in FIN 20150. Applications for the minor will be considered each spring. For more information on the application process, course requirements, and available finance electives, see the Department of Finance or the Mendoza Undergraduate Advising Office.

#### Real Estate Minor.

Students interested in real estate should consider pursuing the Minor in Real Estate that is offered through a partnership between the Finance Department and Notre Dame's Fitzgerald Institute for Real Estate. This interdisciplinary minor, which is open to all university undergraduates, provides an opportunity to study real estate using tools from multiple disciplines, including business, finance, architecture, engineering, and the social sciences. The program's 15 required credit hours consist of the introductory course, Real Estate Fundamentals (FIN 30700), 9 credit hours in real estate electives offered across multiple colleges, and two 1.5-credit colloquia that will expose students to academic and industry perspectives on a range of topics, from real estate finance and private equity to real estate development and construction. Applications for the minor open each spring. For more information please visit [realestate.nd.edu](http://realestate.nd.edu).

### COURSE DESCRIPTIONS

**All of the courses associated with this academic program can be found at the department's website <https://mendoza.nd.edu/research-faculty/academic-departments/finance/finance-undergraduate-courses/> as well as the Registrar's class search tools available through [insideND](#).**

## Information Technology, Analytics, and Operations

*John W. Berry Sr. Department Chair and Professor:*

Robert F. Easley

*Edward Frederick Sorin Society Professor of ITAO:*

Ken Kelley

*Joe & Jane Giovanini Professor of ITAO:*

Ahmed Abbasi

*Fred V. Duda Professor of Business:*

Sarv Devaraj

*Professors:*

Corey Angst; Nicholas Berente; Kirsten Martin;

Alfonso Pedraza-Martinez; Daewon Sun

*Associate Professors:*

Nasir Ghiaseddin; Katie Wowak; Xuying Zhao

*Assistant Professors:*

Francis Bilson Darku; Jeff Cai; John Lalor;

Junghee Lee; Shawn Qu; Sriram Somanchi;

Margaret Traeger; Yoonseock Son; Yang Yang;

Zifeng Zhao

*Teaching Professor, and Academic Director of the Master of Science in Business Administration—Chicago Program:*

Michael Chapple

*Teaching Professor, Assistant Department Chair, and Director of Undergraduate Studies:*

Jennifer Waddell

*Teaching Professor:*

Robert Lewandowski

*Associate Teaching Professors, and Academic Co-Directors of the Master of Science in Business Analytics Residential Program:*

Seth Berry; Sharif Nijim

*Associate Teaching Professors:*

Huy Huynh; Frederick Nwanganga

*Assistant Teaching Professor, and Academic Director of the Master of Science in Business Analytics—Sports Analytics Program:*

Brandon Erlacher

*Assistant Teaching Professors:*

Josephine Akosa; Martin Barron; Xiaojing Duan

#### Programs of Study.

The IT, Analytics, and Operations Department offers a major in Business Analytics, and a minor in Business Technology.

#### Business Analytics Major

The Business Analytics major will prepare students to conceive of the right kinds of questions that can be addressed using the massive datasets accumulating in firms and other repositories. Students will learn how to formulate the best research plan to answer those questions, and to use cutting-edge tools and techniques to execute those plans. The curriculum includes coursework on: data management, data mining, predictive analytics, machine learning, visualization, unstructured data, text mining, and other analytic techniques. Students with these skills will be in high demand in all disciplines, including HR, marketing, finance, accounting, IT, and consulting, as well as across a wide variety of firms.

## MANAGEMENT AND ORGANIZATION

**BAN Required Courses**

ITAO 30160. Conveying Visual Data Insights	3.0 hrs.
ITAO 30220. Predictive Analytics	3.0 hrs.
ITAO 30230. Data Management	1.5 hrs.
ITAO 40150. Simulation and Optimization	1.5 hrs.
ITAO 40230. Data Analysis with Python	1.5 hrs.
ITAO 40250. Unstructured Data Analytics	1.5 hrs.
ITAO 40420. Machine Learning	1.5 hrs.

Complete 7.5 additional credits from:

ITAO 30250. Data Wrangling with R	1.5 hrs.
ITAO 30620. Digital Transformation	1.5 hrs.
ITAO 40430. Customer Engagement Analytics	1.5 hrs.
ITAO 40450. Data Acquisition	1.5 hrs.
ITAO 40510. Ethics of Data Analytics	1.5 hrs.
ITAO 40515. Auditing AI	3.0 hrs.
ITAO 40520. Sports Analytics	1.5 hrs.
ITAO 40530. Human Performance Analytics	1.5 hrs.
ITAO 40540. Survey of Software Engineering	1.5 hrs.
ITAO 40550. Society and Networks	1.5 hrs.
ITAO 40570. Urban Analytics	3.0 hrs.
ITAO 40575. Pricing Analytics	3.0 hrs.
ITAO 40560. Data Engineering	1.5 hrs.
ITAO 40730. Cloud Computing	3.0 hrs.
ITAO 40850. Analytics Capstone	3.0 hrs.
ITAO 40860. Early Bridges to Data Science	3.0 hrs.

**Business Technology Minor**

The Business Technology Minor (MBTC) is designed to help prepare students to become leaders in the use of technology for the benefit of organizations and society. This program of study focuses on educating students about the development and use of information systems as decision-making and problem-solving tools. The program also is intended to develop an understanding of the managerial issues encountered in the introduction or operation of new IT solutions in organizations, particularly, how these tools can be used to gain a competitive advantage.

**MBTC Required Courses:**

ITAO 30230. Data Management	1.5 hrs.
ITAO 30620. Digital Transformation	1.5 hrs.
ITAO 30630. Systems Analysis and Design	3.0 hrs.
ITAO 30660. Project Management	3.0 hrs.
ITAO 40730. Cloud Computing	3.0 hrs.

Complete 3 additional credits from:

ITAO 30640. Privacy and Security	3.0 hrs.
ITAO 30670. The Video Game Industry	3.0 hrs.
ITAO 40217. Digital Forensic Analysis	3.0 hrs.
ITAO 40515. Auditing AI	3.0 hrs.
ITAO 40570. Urban Analytics	3.0 hrs.

**COURSE DESCRIPTIONS**

All of the courses associated with this academic program can be found at [mendoza.nd.edu/ITAO](http://mendoza.nd.edu/ITAO). Click on Academics in the left menu to explore course descriptions for both majors.

## Management and Organization

*David E. Gallo Professor of Business Ethics and Department Chair:*

Ann E. Tenbrunsel

*Associate Teaching Professor, Assistant Department Chair, and Director of Undergraduate Studies:*

Jennifer L. Cronin

*Franklin D. Schurz Professor of Management, and Academic Director of the PhD Program in Management:*

Jason A. Colquitt

*Ray and Milann Siegfried Professor of Entrepreneurship:*

Dean A. Shepherd

*Professors:*

J. Michael Crant; Craig Crossland; Cindy Muir

*Associate Professors:*

John Busenbark, Michael Mannor; Oliver Williams; Adam Wowak

*Assistant Professors:*

Casher Belinda; O. Dorian Boncoeur; Timothy Hubbard; Michael Rosenblum; Brittany Solomon

*Research Professor:*

Matthew C. Bloom

*Teaching Professor and Director of the Undergraduate Studies for the Consulting for Impact Minor:*

Wendy Angst

*Teaching Professor, and the Arthur F. and*

*Mary J. O'Neil Director of the Fanning Center for Business Communication:*

Amanda McKendree

*Teaching Professor, and Director of Undergraduate*

*Studies for the Minor in Innovation and Entrepreneurship:*

Samuel Miller

*Teaching Professors:*

Joseph Holt; Jessica McManus Warnell; James S. O'Rourke IV

*Associate Teaching Professor, and Academic Director of Leadership Development:*

Christopher Adkins

*Associate Teaching Professor, and the St. André Bassette Director of the Master of Nonprofit Administration Program:*

Angela Logan

*Associate Teaching Professor, and Academic Director of the Master of Science in Management Program:*

Kristopher Muir

*Associate Teaching Professors:*

Timothy Balko; Chad Harms; John Michel; Gerard Pannekoek; Christopher Stevens

*Assistant Teaching Professor, and Academic Director of the MBA Program:*

Joseph Sweeney

*Assistant Teaching Professors:*

Drew Marcantonio; Kelly Rubey

**Programs of Study**

The Department of Management & Organization offers both an undergraduate major in Strategic Management, and a minor in Innovation and Entrepreneurship.

**Strategic Management Major**

The management program prepares students to lead people and processes within both large and small organizations or to advise organizations on those management issues. A particular emphasis is placed on managing within organizations facing the challenges of rapid change and increased competition. The major is designed to provide sufficient flexibility for students to prepare for several career paths by preparing students to think systematically about the processes through which organizations achieve excellence.

**Management Major Required Courses (12 hrs.)**

MGTO 30300. Business Problem Solving	3.0 hrs.
MGTO 40720. Values-Driven Leadership	3.0 hrs.
ITAO 30100. Intro to Business Analytics	3.0 hrs.

*Choose one of the following courses:*

MGTO 30623. Communicating for Impact	3.0 hrs.
MGTO 30633. Data Storytelling	3.0 hrs.

*Note: ITAO 30100 satisfies one of the three college broadening course requirements. MGTO 30623 satisfies the university writing intensive requirement.*

In addition to the courses listed above, all majors must take 9 credit hours of electives. Courses include:

MGTO 30110 / 40110. Futuring: Anticipating Change (Reg /Honors)	3.0 hrs.
MGTO 30200. Management Competencies	3.0 hrs.
MGTO 30310. Innov. & Design Thinking	3.0 hrs.
MGTO 30410. Strategic Human Res. Mgt.	3.0 hrs.
MGTO 30510. Social Entrepreneurship	3.0 hrs.
MGTO 30670. Crisis Communication	3.0 hrs.
MGTO 35310. Innov. & Design Immersion	3.0 hrs.
MGTO 40315. Designing Your Life	3.0 hrs.
MGTO 40320. International Management	3.0 hrs.
MGTO 40612. Applied Impact Consulting	3.0 hrs.

*Note: MGTO 30670 satisfies the university writing intensive requirement.*

**Double Major Opportunities within Mendoza.**

In addition to opportunities outside Mendoza, interested students may pursue a double major combining Strategic Management with Accountancy, Finance, or Marketing. Students pursuing any of these double majors would complete all of the requirements of both majors and may be required to take specific broadening courses. For more information, see the Department of Management and the Mendoza Undergraduate Advising Office.

**Innovation and Entrepreneurship Minor**

The Mendoza College of Business, in partnership with the IDEA center, offers an interdisciplinary minor in Innovation and Entrepreneurship to undergraduate students from all colleges and schools. Through unique, immersive learning experiences, the minor helps students build the entrepreneurial confidence needed to identify emerging opportunities and lead the launch of new ventures. The minor provides students with a high-impact capstone experience in areas such as new venture startup,



## MARKETING

entrepreneurial finance, or social entrepreneurship. Students who combine a minor in Innovation and Entrepreneurship with one of the traditional majors can find employment via starting a new venture or in corporate areas of research and development, new product development, strategic planning and venture capital investing.

**Entrepreneurship Minor Courses****Required Courses (6 credits)**

MGTO 30500. Intro. to Entrepreneurship 3.0 hrs.  
MGTO 30310. Innov. & Design Thinking  
(or equivalent) 3.0 hrs.

**Elective Courses (select 6 credits)**

MGTO 30110/40110. Futuring: Anticipating  
Change (Reg /Honors) 3.0 hrs.  
MGTO 30315. Designing Your Life 3.0 hrs.  
MGTO 30510. Social Entrepreneurship 3.0 hrs.  
MGTO 30520. Funding New Ventures 1.5 hrs.  
MGTO 30525. Physical Prototyping 1.5 hrs.  
MGTO 30527. Digital Prototyping 1.5 hrs.  
MGTO 30535. E'ship: Go To Market 1.5 hrs.  
MGTO 30633. Data Storytelling 3.0 hrs.  
MGTO 41500. Idea Discovery Lab 3.0 hrs.  
CSE 40923. Case Studies in E'ship 3.0 hrs.  
ALSF 30147. Media Entrepreneurship 3.0 hrs.  
SC 40500. Scientific Entrepreneurship 2.0 hrs.

\*Additional electives may be added throughout the year. Please check with your advisor.

**Capstone Course (3 credits)**

MGTO 40550. New Venture Creation 3.0 hrs.

**Impact Consulting Minor**

The Mendoza College of Business offers a minor in Impact Consulting for current business students who wish to consult with industry partners around the globe and have a measurable impact on the world's most pressing problems—gender equity, access to education, poverty, climate change, energy, and more. Students work hand-in-hand with those most affected, building foundations as consultants grounded in empathy, collaboration, prototyping, and ultimately implementing ideas. The minor takes students through a purposeful sequence of courses to reflect on purpose, identify and solve wicked problems, immerse in the community, and ultimately build solutions. Simply put, the world becomes the classroom where students apply what they are learning, while practicing project management skills and establishing metrics for sustainable value.

**Impact Consulting Minor Courses (15 credits)****Fundamental Courses (9 credits)**

MGTO 30310. Designing Your Life. 3.0 hrs.  
MGTO 30300. Business Problem Solving. 3.0 hrs.  
MGTO 30310. Innovation & Design Thinking. 3.0 hrs.

**Experiential Capstone (6 credits)**

MGTO 35310. Innovation & Design Immersion. 3.0 hrs.  
MGTO 40612. Applied Impact Consulting. 3.0 hrs.

**COURSE DESCRIPTIONS**

All of the courses associated with this academic program can be found at the department's website: [mendoza.nd.edu/research-and-faculty/academic-departments/management-organization/](http://mendoza.nd.edu/research-and-faculty/academic-departments/management-organization/) as well as on the Registrar's class search tools available through [insideND](http://insideND.edu).

## Marketing

Steve and Anne Odland Department Chair of  
Marketing and Viola D. Hank Associate Professor:

Frank Germann

John T. Ryan Jr. Chair in Business Ethics and Professor  
of International Ethics:

Jim Otteson

Professor:

Shankar Ganesan; Joel E. Urbany

Viola D. Hank Associate Professor:

Vamsi K. Kanuri

Howard J. and Geraldine F. Korth Associate Professor:

Shijie Lu

Assistant Professors:

Chris Bechler; Yixing Chen; John Costello;  
Kristen A. Ferguson; Christian E. Hughes; André  
Martin; Joonhyuk Yang

Assistant Research Professor:

Breagin Riley

Teaching Professors:

Timothy Bohling; Susan Bardi Kleiser

Richard J. Huether Associate Teaching Professor,  
Director of Undergraduate Studies, and Assistant  
Department Chair:

Mitchell C. Olsen

Associate Teaching Professors:

Robert Essig; Kevin Hartman

**Program of Study.** The Department of Marketing offers an undergraduate major in Marketing, and a minor in Digital Marketing.

**Marketing Major**

Students completing a degree in marketing at Notre Dame should: (1) understand the decision-making processes of buyers and sellers in a market; (2) comprehend the role and impact of marketing in society; (3) apply behavioral models and quantitative tools to the analysis of marketing issues; (4) develop informed marketing strategies; (5) work effectively in a team environment; and (6) respond to the ethical and social responsibilities of marketing practitioners.

All students in the Mendoza College of Business take Foundations of Marketing (MARK 20100) in their freshman or sophomore year. Students who choose marketing as a major must take Consumer and Organizational Buyer Behavior (MARK 30100), Marketing Research (MARK 30120), and five additional marketing electives. Students majoring in marketing may elect to pursue one of four tracks: (1) Marketing Decision Analytics to focus on marketing models and data analytics; (2) Brandscaping to focus on brand strategy, marketing communications, creativity and culture; (3) Consulting and Market Development to focus on consulting, customer solutions, and sales management; and (4) Digital Marketing to focus on digital, social media marketing and customer engagement. Each track consists of three elective courses. Students may pursue any of the four tracks to develop depth and select electives from other tracks or general electives to develop breadth in the marketing domain. Students are not required to pursue any of these tracks and are free to choose electives consistent with their academic interests. More information is available on the Marketing Department website (<http://mendoza.nd.edu/research-faculty/academic-departments/marketing/>)

The marketing major prepares students for a wide range of opportunities in leading public and private business organizations. Marketing majors are also recruited by non-profit organizations such as educational or art institutions, charitable organizations, and hospitals. The Marketing Decision Analytics track prepares students for careers in marketing and data analysis, marketing research and retail analysis. The Brandscaping track helps students for careers in brand management, advertising, media planning. The Consulting and Market Development track readies students for careers in consulting, retail account management, market development, and sales management in Business-to-Business (B2B) and Business-to-Consumer (B2C) firms. The Digital Marketing track prepares students for careers in social media marketing, digital marketing, mobile and online marketing.

**Digital Marketing Minor – Restricted to Non-Mendoza students**

The Marketing Department offers a minor in Digital Marketing to non-Mendoza students. The minor provides students with strong exposure to the rapidly growing field of digital marketing. The minor focusses on social media marketing, customer engagement using online and mobile platforms, and a broad understanding of the digital domain and various application areas. Some of the employment opportunities include social media analyst, digital content specialist, digital marketing consultant and digital marketing analyst.

Required courses (15 credits)

MDMK 20100. Foundations of Marketing 3.0 hrs.  
MDMK 30100. Consumer and Organizational  
Buyer Behavior OR

## OFFICERS OF ADMINISTRATION

MDMK 30120. Marketing Research	3.0 hrs.
MDMK 30460. Social Media Marketing	3.0 hrs.
MDMK 30470. Digital Marketing	3.0 hrs.
MDMK 40650. Managing Online and Mobile Customer Engagement	3.0 hrs.

**Double Major Opportunities within Mendoza.**

In addition to opportunities outside Mendoza, interested students may pursue a double major combining Marketing with Accountancy, Finance, or Strategic Management. Students pursuing any of these double majors would complete all of the requirements of both majors and may be required to take specific broadening courses. For more information, see the Department of Marketing and the Mendoza Undergraduate Advising Office.

**COURSE DESCRIPTIONS**

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting the subject *Marketing*. Course descriptions can be found by clicking on the subject code and course number in the search results.

## Non-Departmental Courses

*Assistant Dean for Undergraduate Studies:*

Andrew Wendelborn, Mendoza College of Business

Many courses in the college are designed to cross departmental lines and provide basic tools during the sophomore and junior years or to foster the integration of various disciplines during the junior and senior years. These courses are open to all business students with appropriate prerequisites.

**Minor in Foundations of Business**

The Minor in Foundations of Business offers comprehensive exposure to the key foundational principles across all business disciplines, including finance, accounting, marketing, strategy, leadership, business law, and business ethics.

Starting in Fall 2023, the minor is available as a pilot program for a limited number of students in the College of Science. A student must take at least 15 credit hours from among the following to complete the minor:

BASC 20100. Foundations of Accountancy	3.0 hrs.
BASC 20150. Foundations of Finance	3.0 hrs.
BASC 20250. Foundations of Marketing	3.0 hrs.
BAUG 20150. Business Law Concepts	3.0 hrs.
BES 30795. Why Business?	3.0 hrs.
MGTO 20000. Foundations of Leadership	1.5 hrs.
MGTO 20300. Foundations of Strategy	1.5 hrs.
MGTO 20700. Foundations of Ethical Behavior	1.5 hrs.

**Minor in Business and the Common Good**

What do the aims and methods of business contribute to a life that is personally fulfilling and that also serves the common good? Are there political and economic structures that can help order business to the common good? Mendoza students with a Minor in Business and the Common Good engage with philosophical and theological perspectives to address such questions and the moral purpose of business. The following are required for completion of the minor:

BES 30310. Business and the Common Good	3.0 hrs.
BES 30795. Why Business?	3.0 hrs.
Two Colloquia	3.0 hrs.
Two Electives	6.0 hrs.

**COURSE DESCRIPTIONS**

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting one or more of the following subjects:

- *Business Administration - Business Law*
- *Business Administration - AL*
- *Business Administration - EG*
- *Business Administration - SC*
- *Business Administration - UG*

Course descriptions can be found by clicking on the subject code and course number in the search results.

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**In the Mendoza College of Business**

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*Senior Associate Dean for Academic Programs*

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*The John Cardinal O'Hara, C.S.C. Chair of the Department of Marketing*



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## Advisory Council

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# College of Engineering

The College of Engineering was established as a distinct unit of the University in 1897, although a program in civil engineering was offered in 1873. The college comprises five departments: aerospace and mechanical engineering, chemical and biomolecular engineering, civil and environmental engineering and earth sciences, computer science and engineering, and electrical engineering.

Since its inception, the College of Engineering has regarded the primary purpose of all higher education as the development of the intellect, discriminatory power, and judgment in all students to enable them to arrive at sound decisions in their personal lives and in the professional lives they will pursue after graduation. The programs of studies offered in the various departments of the college are, therefore, constructed to give the student a good knowledge of the basic sciences and engineering principles, and to prepare the student for the manifold duties of an educated professional and for the cultural life of an educated person. Classroom instruction is amplified by laboratory work and design experiences that give the student insight into the application of principles to practical problems. Detailed information about the College of Engineering and its many programs can be found at [engineering.nd.edu](http://engineering.nd.edu).

Engineering at Notre Dame combines technical inquiry with a creative bent (novel methods of using and producing materials, components, devices, and systems) to develop innovations that can improve the health, well-being, and quality of life for all persons. Consistent with the University's Catholic mission and heritage, the College of Engineering's mission is founded on the principle that the creation and transfer of knowledge should reflect a profound and complete respect for the dignity of all persons and for the greater common good of humanity. To appropriate the words of the University's founder, Rev. Edward A. Sorin, C.S.C., the college must be, first and foremost, a force for good in the world.

To that end, the college will continue to engage in transformational research in its core competencies—energy, biomedical/bioengineering, environmental science/engineering, and national/personal security—as they address the important needs of humanity, while inspiring students of all levels to scholarship and service. It will also continue to develop its expertise in electronic materials and devices, wireless and information systems, natural hazard mitigation, flow physics and control, geochemistry and geosciences, hydrology, and computational science and engineering, translating research outcomes into commercial ventures as possible, so that the efforts of Notre Dame engineering researchers produce the greatest good for society.

**Academic Association.** The College of Engineering is a member of the American Society for Engineering Education.

**Licensure of Engineers.** Obtaining engineering licensing requires a degree from an ABET accredited degree program, passing certification examinations, and experience in the appropriate field<sup>1</sup>. It is not necessary to obtain licensure immediately, but several

engineering fields of work will ultimately. Recent graduates benefit by applying early for the required state examination. More information on licensure can be found at <https://nces.org/licensure-engineering/>.

## Programs and Degrees

The College of Engineering offers curricula leading to the undergraduate degrees listed below:

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 earth sciences  
B.S. in environmental engineering  
B.S. in mechanical engineering

To complete all degree requirements, the student must take and pass all of the courses specified in the *Bulletin* for the given degree and must earn the total minimum number of course credit hours specified for the degree.

To obtain two undergraduate degrees from the College of Engineering, a student must successfully carry out an approved program of courses totaling no less than 157 credit hours, depending on the programs. These must include all of the courses specified in the *Bulletin* for each degree.

The college offers advanced degrees in the following areas:

M.S. in aerospace engineering  
M.S. in bioengineering  
M.S. in chemical engineering  
M.S. in civil engineering  
M.S. in computer science and engineering  
M.S. in electrical engineering  
M.S. in environmental engineering  
M.S. in geological sciences  
M.S. in mechanical engineering

Ph.D. in aerospace and mechanical engineering  
Ph.D. in bioengineering  
Ph.D. in chemical engineering  
Ph.D. in civil engineering and geological sciences  
Ph.D. in computer science and engineering  
Ph.D. in electrical engineering

The Department of Aerospace and Mechanical Engineering also offers a non-thesis master of engineering (M.E.) in mechanical engineering.

The details of the programs and the engineering courses offered at the graduate level are in the Graduate School *Bulletin of Information*.

**Engineering Common Core.** The common core consists of the courses required by every engineering student. It is comprised by the University Core, Basic Science Core, and Basic Engineering Core. Each are described in the sections below:

**University Core Curriculum.** Students enrolled in the College of Engineering must satisfy all University Core Curriculum requirements as detailed below:

*Six courses in the liberal arts*

1. Quantitative Reasoning
2. Science and Technology
3. An additional course in Quantitative Reasoning or Science and Technology
4. Arts and Literature or Advanced Languages and Cultures
5. History or Social Science
6. Integration, or a course from an area not yet chosen in 4 or 5

*Four courses exploring explicitly Catholic dimensions of the liberal arts*

1. A foundational Theology course
2. A developmental Theology course
3. A Philosophy course
4. An additional Philosophy course or a Catholicism and the Disciplines course

*Two courses in writing*

1. A University Seminar
2. A Writing and Rhetoric course, or another writing-intensive course.

The undergraduate Core graduation standards are explained in the University Requirements section of this *Bulletin*. A Notre Dame course taken to satisfy a Common Core requirement can also be used to satisfy a Basic Science or Basic Engineering core requirement.

**Basic Science Core:** 27 credit hours. MATH 10550 Calculus I; MATH 10560 Calculus II; MATH 20550 Calculus III, MATH 20580 Introduction to Linear Algebra and Differential Equations; CHEM 10171 General Chemistry: Fundamental Principles;

## PROGRAMS AND DEGREES

PHYS 10310 General Physics I; PHYS 10320 General Physics II.

**Basic Engineering Core:** 6 credit hours. EG 10117 Engineering Design (3 cr.) and EG 10118 Engineering Computing (3 cr).

**First Year of Studies.** A first-year student intending to pursue any of the College of Engineering degree programs should, as a minimum, complete the following courses by the end of the first year:

<i>First Semester</i>	
WR 13100. Writing and Rhetoric	3
MATH 10550. Calculus I	4
CHEM 10171. General Chemistry: Fundamental Principles	4
EG 10117 Engineering Design	3
Moreau First Year Experience	1
	15
<i>Second Semester</i>	
University Seminar+	3
MATH 10560. Calculus II	4
PHYS 10310. General Physics I	4
EG 10118 Engineering Computing	3
Moreau First Year Experience	1
	15

+ *The University Seminar may be selected from an appropriate history, social science, fine arts, advanced languages and cultures, literature, first theology, or first philosophy course. Any course coded as satisfying the University Seminar requirement will normally satisfy the university's writing requirement as well.*

**General Requirements.** The University of Notre Dame reserves the right to change at any time regulations included in its *Bulletins* with respect to admission to the University, continuance therein and graduation therefrom. Every effort is made to give advance information of such changes.

The College of Engineering requires students to carry a minimum of 12 and no more than 19 credit hours. In accordance with guidelines established by the Undergraduate Academic Code, students may apply for exceptions to these limits through requests submitted to the Associate Dean for Undergraduate Programs. Normally a cumulative and recent-term grade point average of 3.2 or higher is required to obtain permission to exceed 19 credit hours for a semester. Interested students should contact the Associate Dean for Undergraduate Programs for specific information.

**Grand Challenge Scholars Program.** The Grand Challenge Scholars Program allows engineering students to engage in transformational passionate learning and research activities that address the important needs of humanity, to inspire students to the highest levels of scholarship and service, and to enrich our students with Notre Dame's ideals and virtues. Student participation is voluntary, with an application process and open to anyone in good academic standing. Most students will

begin in their sophomore year to complete the five program components in about two years. The five program competencies include: (1) Project or Research Experience, (2) Interdisciplinary Curriculum, (3) Business/Entrepreneurship, (4) Multicultural/Global Dimension, and (5) Social Consciousness/Community Engagement. Students will define their own path to meet these program components, but the College of Engineering aims to support student aspirations wherever possible. To that end, there is intentional flexibility in the requirements. More information can be found at <https://engineering.nd.edu/departments-programs/grand-challenge-scholars-program/>.

**International Study Opportunities.** There are semester- or year-long opportunities during the academic year for juniors in Dublin, Ireland; London, England; Perth, Australia; Puebla, Mexico; Cairo, Egypt; and Santiago, Chile. The programs in Mexico and Chile require the student to be fluent in Spanish. In each location, students must take at least two technical courses to remain on track for graduation. Programs vary by semester, and not all locations are appropriate for every major in the college. Students should contact a department adviser to work out any details.

The college currently offers summer programs for engineering undergraduates who have completed at least the first-year engineering curriculum, in London, England; Alcoy, Spain; Dublin, Ireland; Berlin, Germany; and Rome, Italy.

Admission to all programs is competitive and requires demonstration of satisfactory academic performance.

#### The Moreau First Year Experience

First-year students are required to complete a two semester course sequence for the Moreau First Year Experience.

**Engineering Business Practice.** The college recognizes the importance of providing its graduates with opportunities to learn how engineers function in the world of business and offers a multi-course sequence (EG 40421/40422) that provides education in this area. Students in all majors of the college may take at least the first course to satisfy technical elective requirements. The courses increase the effectiveness of engineering graduates by developing an understanding of the dynamics of business operations. They include issues related to ethics, leadership, and business practices such as marketing, management, finance, and human resources, and they examine the professional and leadership characteristics of modern industrial leaders. In the second course, students develop a business plan and execute it using a computer simulation program.

**Combination Five-Year Programs with the College of Arts and Letters.** The college recognizes the benefits of a broad background in cultural, social, and technical subjects and, in 1952, in cooperation with the College of Arts and Letters of the University,

instituted a five-year program that combines the liberal arts program with the requirements of the various engineering programs. Students who complete this combination program will earn two degrees: the degree of bachelor of arts and the degree of bachelor of science in the engineering major pursued. Dual-degree students are eligible to join the Reilly Program in Engineering and Arts and Letters described at <http://reilly.nd.edu/reilly-dual-degree-in-arts-and-letters-and-engineering/>.

Students pursuing this program must have strong scholastic ability and be acceptable to both the dean of the College of Arts and Letters and the dean of the College of Engineering. Application to the program is normally done by the end of the second year, but choice of a particular field in Arts and Letters may be deferred until the end of the third year.

The general sequence of courses in the five-year engineering-liberal arts program is found under "Dual Degree Programs" later in this section of the *Bulletin*.

#### Combination Five-Year Dual-Degree with the

**College of Science.** The college also recognizes that a background in the natural sciences or mathematics, which are also foundational to a strong liberal arts experience, can provide engineering students with a broader context for solving societal problems and meeting humanity's needs. Thus, in 2013, the colleges of engineering and science approved a plan of study that would allow students to earn a bachelor's degree in each college in five years.

The general requirements for this program are found under "Dual Degree Programs" later in this section of the *Bulletin*.

#### Combination Five-Year Program with the

**Mendoza College of Business.** To address the needs of engineering students who wish to integrate management and engineering, the College of Engineering and the Mendoza College of Business have established a program in which a student may earn the bachelor of science degree from the College of Engineering and the master of business administration from the Mendoza College of Business (there is no program where a student can earn dual undergraduate degrees from the College of EG and Mendoza College of Business).

The program is structured so that a student who has completed the first three years of the bachelor's degree program, if accepted through a competitive admissions process, completes the master of business administration and the bachelor of science in engineering by the end of the fifth year. This program may require summer or intersession work.

Students who wish to pursue this program should have a superior scholastic record in their undergraduate program and must apply to and be accepted by the MBA program during their third year in the College of Engineering.

## DEPARTMENTAL AWARDS

The general sequence of courses in the five-year engineering-MBA program may be found under "Dual Degree Programs" later in this section of the *Bulletin*.

**Combination Five-Year Program with Saint Mary's College.** Students at Saint Mary's College may elect to earn a B.S. in biology, chemistry, or mathematics from Saint Mary's while simultaneously earning a B.S. in a related engineering program at Notre Dame. This program requires five years of study, with only the fifth year at Notre Dame to satisfy residency requirements. Students interested in this program must consult the appropriate advisor(s) at Saint Mary's College before enrolling in required courses at Notre Dame.

Through a special arrangement, students at Saint Mary's College, Notre Dame, Ind., may take a combination program of science classes at Saint Mary's and engineering classes at Notre Dame beginning in their sophomore year at Saint Mary's. The student will earn her bachelor of science degree from Saint Mary's at the end of the fourth year, and complete her bachelor of science in engineering degree in her fifth year at Notre Dame.

**Combination Five-Year Programs with Other Schools.** The highly desirable objective to infuse more liberal arts and sciences work into the education of engineering students has also been met also through 3-2 engineering programs with select liberal arts institutions.

The University of Notre Dame has entered into agreements with Assumption College, Worcester, Mass.; Bethel University, Mishawaka, Ind.; Carroll College, Helena, Mont.; Elon University, Elon, N.C.; Franciscan University, Steubenville, Ohio; Goshen College, Goshen, Ind.; Kings College, Wilkes-Barre, Penn.; Loyola University Chicago, Chicago, Ill.; Saint Anselm College, Manchester, N.H.; Stonehill College, Easton, Mass.; University of St. Thomas, St. Paul, Minn.; University of St. Thomas, Houston, Tex.; Xavier University of Louisiana, New Orleans, La., and the Atlanta University Center, comprising Morehouse College, Spelman College and Clark Atlanta University in Atlanta, Ga., whereby the liberal arts and sciences part of a combination five-year program is given by these respective colleges and the engineering part by Notre Dame. In these dual-degree programs, the student spends three years at a college of first choice and two years at Notre Dame. After completion of the five-year program, the student receives a bachelor of arts or bachelor of science degree from the first college and a bachelor of science in engineering degree from Notre Dame.

The sequence of courses for any of these programs will vary depending on the program of study at the other institution. No attempt has been made to set up a rigid pattern, and each participating institution has some freedom concerning the choice and arrangement of courses, provided that the coverage in the areas of mathematics, physics, chemistry,

computing, introductory engineering, theology, philosophy, history, social science, and literature or fine arts is appropriate. It is expected, however, that students will complete the equivalent of the first two years of the desired College of Engineering program before applying for transfer.

To be eligible for an undergraduate degree, the student must complete a minimum of 62 credit hours at the University with a minimum of 75% of the degree credit hours (not less than 90 credit hours) earned after high school graduation through college and university courses, and be enrolled in the last semester on the main university campus. Please consult the Undergraduate Academic Code for further details.

Details of these programs may be obtained by writing to the institutions concerned or to the College of Engineering.

**Graduate Programs in Engineering.\*** The Graduate School of the University of Notre Dame comprises four divisions: humanities, social science, science, and engineering. The division of engineering was organized in 1946 with power to grant advanced degrees in the departments of aerospace and mechanical engineering, chemical and biomolecular engineering, civil and environmental engineering and earth sciences, computer science and engineering, and electrical engineering. The general conduct of graduate work is under the jurisdiction of the Graduate Council of the University, the members of which serve as specified in the Academic Articles. Director of the program in the engineering division is the dean of the College of Engineering.

\* *Reference should be made to the Graduate School Bulletin of Information for details of these programs and to the Web at <http://graduateschool.nd.edu/departments-and-programs/degree-programs-by-division/>.*

## MINORS

The College of Engineering and its five departments offer several minors and concentrations which allow students to develop breadth (minors) or depth (concentrations) in areas that are of interest to them. Students can find the latest up-to-date listing of minors and concentrations on the college and departmental websites—<https://engineering.nd.edu>.

## College Awards and Prizes

### COLLEGE OF ENGINEERING AWARDS

*The Rev. Thomas A. Steiner Prize.* From a fund established in 1948 by former students of Rev. Thomas A. Steiner, C.S.C., former dean of the College of Engineering, a cash award is made to seniors in the college who have been selected for their all-around excellence as students.

*The Reilly Scholar Designation.* The designation of Reilly Scholar is given annually to those fifth-year seniors enrolled in the dual Engineering/Arts and Letters program who have excelled academically and otherwise during their first four years as students.

*The Americo Darin Prize.* From a fund set up by the Darin family in their father's name, a cash award is made to several engineering juniors who have demonstrated exceptional and steady improvement over their first four semesters at Notre Dame.

*Edward and June Prein Family Award for Student Excellence in Engineering.* The Prein Family award is a cash award that recognizes high-performing students in the College of Engineering who are active in service and leadership at the College and University levels.

## Departmental Awards

### AEROSPACE AND MECHANICAL ENGINEERING

*Patrick J. Deviny Award.* Presented each year to a junior aerospace student who has displayed the most diligence and persistence in the pursuit of undergraduate studies in aerospace engineering.

*Vincent P. Goddard Design Award.* Presented each year to a senior in aerospace engineering for outstanding performance in the aerospace design course.

*Sigma Gamma Tau Honor Award.* Presented each year to a member of the Notre Dame chapter in recognition of outstanding academic performance and demonstrated professional potential.

*Pi Tau Sigma Honor Award.* Presented each year to a member of the Notre Dame chapter in recognition of outstanding academic performance and demonstrated professional potential.

*The Aero Propulsion Award.* Presented each year to a senior in aerospace engineering for outstanding performance in the Gas Turbine and Propulsion class.

*The Zahm Prize for Aeronautical Engineering* was founded in 1946 by Dr. Albert J. Zahm, distinguished pioneer in aeronautics and at one time professor of physics at the University of Notre Dame. The award is made to the senior aerospace engineering student who, in the estimation of the faculty of

## STUDENT ORGANIZATIONS AND ACTIVITIES

the program, has achieved the most distinguished record in professional subjects.

*The Zahm Prize for Mechanical Engineering.*

Beginning with 2007–08 year, awarded to a senior mechanical major who, in estimations of the faculty, has achieved the most distinguished record in professional subject.

*Jerome L. Novotny Design Award.* Presented each year to a junior in mechanical engineering for the best design in the junior heat transfer course.

*The Rockwell Automation Power Systems Design Award.*

Presented each year to seniors in mechanical engineering for the best design in the senior mechanical engineering design course.

*Best Undergraduate Research Paper.* Presented each semester to the undergraduate who has written the best research paper based on research done during undergraduate research class for the semester.

## CHEMICAL AND BIOMOLECULAR ENGINEERING

*American Institute of Chemists Award.* Presented to an outstanding senior in the Department of Chemical and Biomolecular Engineering.

*Chemical Engineering Alumni Award.* Presented to one or more seniors who have an outstanding combination of scholarship and extracurricular activities.

*Chemical Engineering Faculty Award.* Presented to the senior with the highest scholastic average after seven semesters of study.

*Chemical Engineering Research Award.* Presented to one or more undergraduate students who have performed outstanding undergraduate research.

*James P. Kohn Scholarship in Chemical Engineering.* A fund dedicated to helping meet the financial need of top performing seniors.

*John C. Treacy Award.* Presented to the student with the highest score in thermodynamics.

## CIVIL AND ENVIRONMENTAL ENGINEERING AND EARTH SCIENCES

*The American Society of Civil Engineers Activity Award.* The Indiana section each year presents an award to the two senior students most active in the student chapter of ASCE.

*Leroy D. Graves Academic Improvement Award.* Presented to a senior civil engineering student for significant development in academic performance.

*The Sydney Kelsey Outstanding Scholar Award.* Presented to a senior civil engineering student for excellence and creativity in academics.

*The Kenneth R. Lauer Award.* Presented to a senior civil engineering student for leadership, integrity, and service to fellow students and community as determined by that student's classmates.

*James A. McCarthy Scholarship in Civil Engineering.* Presented to a junior civil engineering student for outstanding academic and professional excellence.

*The Walter L. Shilts Award for Undergraduate Achievement.* Presented to a senior civil engineering student who has best fulfilled his or her potential as a student through hard work and dedication to obtaining the best possible education.

*The Rev. Alexander Kirsch, C.S.C., Award.* To the senior receiving a degree in geological sciences who has evidenced high qualities of personal character, scholarship, and leadership.

*Dr. Raymond C. Gutschick Award.* To the graduating senior who has demonstrated the most promise in geological research as evidenced by a successful research project.

## COMPUTER SCIENCE AND ENGINEERING

*Outstanding Computer Engineering Award.* To the graduating senior in computer engineering who has evidenced high qualities of personal character, scholarship, and leadership.

*Outstanding Computer Science Award.* To the graduating senior in computer science who has evidenced high qualities of personal character, scholarship, and leadership.

## ELECTRICAL ENGINEERING

*The James L. Massey Award.* For achievement in electrical engineering, recalling communication theory, undergraduate teaching, and the Binary Examination.

*The Basil R. Myers Award.* For achievement in electrical engineering, recalling circuit theory, the English language, and St. George Day at Notre Dame.

*The Arthur J. Quigley Award.* For achievement in electrical engineering, recalling electronics, service to our neighbor, and the little man in the circuit.

*The Laurence F. Stauder Award.* For achievement in electrical engineering, recalling electrical power, the IEEE Student Branch, and the Notre Dame alumni.

*The IEC William L. Everitt Award.* For achievement in electrical engineering, computer engineering, or computer science, with an interest in the area of communications.

# Student Organizations and Activities

## HONOR SOCIETIES

### TAU BETA PI

In 1960, the Indiana Gamma Chapter of Tau Beta Pi was installed at Notre Dame to foster a spirit of liberal culture in the engineering college and to recognize those who have conferred honor upon Notre Dame by distinguished scholarship and exemplary character as undergraduates in engineering

or by their attainment as alumni in the field of engineering. Seniors in the top fifth of their class and juniors in the top eighth of their class are eligible for election under rigid standards of scholarship, character, leadership, and service.

### ETA KAPPA NU

In 1962, the Delta Sigma Chapter of Eta Kappa Nu, the national honor society for electrical engineers, was installed at Notre Dame. Juniors, seniors, and alumni are elected to membership on the basis of scholastic attainment, leadership, and quality of character.

### PI TAU SIGMA

In 1963, the Sigma Beta Chapter of Pi Tau Sigma, the national honor society for mechanical engineers, was installed at Notre Dame. Juniors, seniors, and alumni are elected to membership on the basis of scholastic attainment, leadership, quality of character, and a demonstration of probable future success in engineering.

### CHI EPSILON

In 1966, the Notre Dame Chapter of Chi Epsilon, the national honor society for civil engineers, was installed at Notre Dame. Chi Epsilon recognizes those civil engineering students, faculty, and alumni who have displayed superior qualities in scholarship, character, practicality, and sociability during their professional careers.

### SIGMA GAMMA TAU

In 1981, the Notre Dame Chapter of Sigma Gamma Tau, the national honor society for aerospace engineers was installed. This organization recognizes and honors those individuals in the field of aeronautics and astronautics who have distinguished themselves through scholarship, integrity, service, and outstanding achievement. Senior students who rank in the top third of their aerospace engineering class are eligible for admission.

### UPSILON PI EPSILON

In 2004, the Notre Dame chapter of Upsilon Pi Epsilon, which recognizes the academic excellence of students in the computing and information disciplines, was installed at Notre Dame. Outstanding juniors, seniors, and graduate students from the Department of Computer Science and Engineering are honored each year with induction.

## PROFESSIONAL SOCIETIES

Several departments of the college actively support student chapters of their respective professional societies; these are:

American Institute of Aeronautics and Astronautics (AIAA)  
American Institute of Chemical Engineers (AIChE)  
American Society of Civil Engineers (ASCE)  
American Society of Mechanical Engineers (ASME)  
Association of Computer Machinery (ACM)  
Institute of Electrical and Electronic Engineers (IEEE)



National Society of Black Engineers (NSBE)  
 Society of Asian Scientists and Engineers (SASE)  
 Society of Hispanic Professional Engineers (SPHE)  
 Society of Women Engineers (SWE)

The Engineering Leadership Council (ELC), a student organization with representation from the college's professional and honor societies, coordinates the activities of all engineering organizations and encourages the pursuit of a professional attitude in the student body of the College of Engineering. The ELC sponsors activities of general interest to the engineering student body.

## Aerospace and Mechanical Engineering

### *Chair:*

Glen I. Niebur

### *Associate Chair:*

Tengfei Luo

*H. Clifford and Evelyn A. Brosey Professor of Mechanical Engineering:*

Frank P. Incropera (emeritus)

*Roth-Gibson Professor of Engineering:*

Eric J. Jumper

*Viola D. Hank Professors of Mechanical Engineering:*

David B. Go; Nicholas Zabaraz

### *Clark Professor:*

Thomas C. Corke

*Dorini Family Professor for Energy Studies:*

Tengfei Luo

*Roth-Gibson Professor of Bioengineering:*

Pinar Zorlutuna

*Dunn Family Teaching Professor:*

Michael J. Seeling

### *Professors:*

Hafiz M. Atassi (emeritus); J. William Goodwine Jr.; Robert Landers; Karel Matous; Ryan G. McClarren; Scott C. Morris; Svetlana Neretina; Glen L. Niebur; Timothy C. Ovaert; Samuel Paolucci (emeritus); Joseph M. Powers; Ryan K. Roeder; Steven R. Schmid (emeritus); James P. Schmiedeler; Mihir Sen (emeritus); Flint O. Thomas; Meng Wang;

### *Associate Professors:*

Stanislav Gordeyer; Thomas Juliano; Edward Kinzel; Hirotaka Sakaue; Patrick Wensing; Yanliang Zhang

### *Assistant Professors:*

Edgar Bolivar-Nieto; Margaret Coad; Meenal Datta; Donny Hanjaya-Putra; Maria Holland; Emily Johnson; Jonathan MacArt; Mark Plecnik; Matthew Rosenberger; Jian Xun Wang; Matthew J. Zahr

### *Associate Teaching Professors:*

Craig Goehler; John Ott; Paul F. Rumbach; Jing Wang

### *Assistant Teaching Professor:*

Maria Warren

**Program of Studies.** The Department of Aerospace and Mechanical Engineering offers programs of study that lead to degrees of bachelor of science and master of science in aerospace engineering and mechanical engineering, respectively; and doctor of philosophy.

**Program in Aerospace Engineering.** The Aerospace Engineering Bachelor of Science Program in the Department of Aerospace and Mechanical Engineering is accredited by the Engineering Accreditation Commission of ABET, <https://www.abet.org>, under the General Criteria and the Program Criteria for Aerospace Engineering and Similarly Named Engineering Programs<sup>1</sup>. The aerospace program is designed to prepare those students interested in the design and operation of aircraft and space vehicles for entrance into a professional career. The curriculum, based on a solid

foundation in mathematics, physics, chemistry and the engineering sciences, places emphasis on such basic aerospace disciplines as aerodynamics and fluid mechanics, orbital mechanics, and solid and structural mechanics, as well as such integrating disciplines as design, experimental methods and systems analysis. Technical specializations in the junior and senior year enable students to emphasize specific technical areas, including design and manufacturing, thermal and fluid sciences, bioengineering, solid mechanics, materials, control and mechanical systems and computational engineering.

The aerospace engineering program uses laboratories in Fitzpatrick Hall of Engineering and in the Hessert Laboratory for Aerospace Research. The Hessert laboratories contain superior facilities for instruction and research.

Students are encouraged to participate in the activities of the student chapter of the American Institute of Aeronautics and Astronautics and to enter the national student paper competition conducted by the parent institute and other aerospace extracurriculars such as ND Rocketry; Design, Build, Fly; and IsishSAT. Outstanding achievement in the aerospace program is recognized by membership in Sigma Gamma Tau, the national aerospace honor society.

Further details about the standard aerospace program, the Rome Program and electives can be found on the department website at [ame.nd.edu](http://ame.nd.edu).

### **First Year of Studies**

First-year students intending to major in aerospace engineering when they become sophomores will find first-year course requirements on the first page of the College of Engineering section.

The following curriculum is applicable to students entering the University in the Fall semester of 2023.

### **For the Aerospace Engineering Program**

To earn a Bachelor of Science degree in Aerospace Engineering, students must complete the following courses.

1. *University Core Curriculum Requirements (26 credits).* Note the Liberal Arts 1, 2 and 3 requirements will be covered by the College of Engineering Requirements and the Aerospace Engineering Requirements.
2. *College of Engineering Requirements (33 credits)*
  - EG 10117. Engineering Design
  - EG 10118. Engineering Computing
  - MATH 10550. Calculus I
  - MATH 10560. Calculus II
  - CHEM 10171. Introduction to Chemical Principles
  - PHYS 10310. Engineering Physics I: Mechanics
  - PHYS 10320. Engineering Physics II: Electromagnetism
  - MATH 20550. Calculus III
  - MATH 20580. Introduction to Linear Algebra and Differential Equations
3. *Aerospace Engineering Core Requirements*



## AEROSPACE AND MECHANICAL ENGINEERING

a. *Design and Experimental (20 credits)*

- AME 20210. Introduction to Design Thinking in Engineering
- AME 20216. Lab I
- AME 20217. Lab II
- AME 21267. Design Tools I
- AME 21268. Design Tools II
- AME 20251. Computing, Numerical Methods and Data Science in Engineering
- AME 40461. Flight Mechanics and Introduction to Design
- AME 40462. Aerospace Design

b. *AE Foundational (12 credits)*

- AME 20221. Mechanics I
- AME 20222. Mechanics II
- AME 20241. Solid Mechanics
- AME 30341. Aerospace Structures

c. *Aerodynamics and Fluid/Thermal Sciences (18 credits)*

- AME 20231. Thermodynamics
- AME 30331. Fluid Mechanics
- AME 30332. Compressible Aerodynamics
- AME 30333. Theoretical and Experimental Aerodynamics
- AME 30334. Heat Transfer
- AME 40431. Gas Turbines and Propulsion

d. *Dynamics and Control (12 credits)*

- AME 30314. Differential Equations, Vibrations and Control I
- AME 30315. Differential Equations, Vibrations and Control II
- AME 30381. Orbital and Space Dynamics
- AME 40451. Aerospace Dynamics

e. *Electives (6 credits)*

- One Technical Specialization Electives
- One Professional Development Elective

Total for the four years: 127 credits.

*A list of approved technical specialization and professional development courses is available on the department website.*

*See "University Core Curriculum" on the first page of the College of Engineering section.*

The most current information for the degree program course requirements is available on the department website, [ame.nd.edu](http://ame.nd.edu).

**The Program in Mechanical Engineering.** The Mechanical Engineering Bachelor of Science Program in the Department of Aerospace and Mechanical Engineering is accredited by the Engineering Accreditation Commission of ABET, <https://www.abet.org>, under the General Criteria and Program Criteria for Mechanical Engineering and Similarly Named Engineering Programs<sup>1</sup>. The department offers a well-rounded program at the bachelor's level. The curriculum is built on a sound foundation in mathematics, physics, chemistry and the engineering sciences. In the undergraduate curriculum the student may obtain, by suitable selection of elective courses, a program suited to enable him or her to specialize in a given sequence or to prepare as a generalist. Elective course sequences are available in aerospace, design and manufacturing, thermal and fluid sciences, bioengineering, solid mechanics,

materials, control and mechanical systems, and computational engineering.

Finally, for professional growth during formative years as engineers in training, students are encouraged to participate in the activities of the student chapter of the American Society of Mechanical Engineers and other mechanical engineering extra-curriculars such as SAE, Baja, Fighting Irish Racing, and Robot Football. Outstanding achievement in the mechanical engineering program is recognized by membership in Pi Tau Sigma, the national mechanical engineering honor society.

Further details about the mechanical engineering program, the London and Rome Programs and electives can be found on the department website at [ame.nd.edu](http://ame.nd.edu).

**First Year of Studies**

First-year students intending to major in mechanical engineering when they become sophomores will find first-year course requirements on the first page of the College of Engineering section.

**For the Mechanical Engineering Program**

To earn a Bachelor of Science degree in Mechanical Engineering, students must complete the following courses.

1. *University Core Curriculum Requirements*

(26 credits). Note the Liberal Arts 1, 2 and 3 requirements will be covered by the College of Engineering Requirements and the Mechanical Engineering Requirements.

2. *College of Engineering Requirements (33 credits)*

- EG 10117. Engineering Design
- EG 10118. Engineering Computing
- MATH 10550. Calculus I
- MATH 10560. Calculus II
- CHEM 10171. Introduction to Chemical Principles
- PHYS 10310. Engineering Physics I: Mechanics
- PHYS 10320. Engineering Physics II: Electromagnetism
- MATH 20550. Calculus III
- MATH 20580. Introduction to Linear Algebra and Differential Equations

3. *Mechanical Engineering Core Requirements*a. *Design and Experimental (22 credits)*

- AME 20210. Introduction to Design Thinking in Engineering
- AME 20216. Lab I
- AME 20217. Lab II
- AME 21267. Design Tools I
- AME 21268. Design Tools II
- AME 20251. Computing, Numerical Methods and Data Science in Engineering
- EE 20222. Introduction to Electrical Engineering and Embedded Systems
- AME 40463. Senior Design Project

b. *Mechanics and Machine Design (15 credits)*

- AME 20221. Mechanics I
- AME 20241. Solid Mechanics

- CBE 20261. Science of Engineering Materials
- AME 30363. Design of Machine Elements
- AME 40423. Mechanisms and Machines

c. *Fluid/Thermal Sciences (9 credits)*

- AME 20231. Thermodynamics
- AME 30331. Fluid Mechanics
- AME 30334. Heat Transfer

d. *Dynamics and Control (9 credits)*

- AME 20222. Mechanics II
- AME 30314. Differential Equations, Vibrations and Control I
- AME 30315. Differential Equations, Vibrations and Control II

e. *Electives (12 credits)*

- Two AME Technical Electives
- Two General Technical Electives

Total for the four years: 126 credits.

*A list of approved AME and technical specialization courses is available on the department website.*

*See "University Core Curriculum" on the first page of the College of Engineering section.*

The most current information for the degree program course requirements is available on the department website at [ame.nd.edu](http://ame.nd.edu).

**COURSE DESCRIPTIONS**

**All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting the subject *Aerospace and Mechanical Engineering*. Course descriptions can be found by clicking on the subject code and course number in the search results.**

A number of introductory graduate-level courses, described in the *Graduate School Bulletin of Information* and on the department website, are open to advanced undergraduates to satisfy upper-level electives.

## Chemical and Biomolecular Engineering

*Dorini Family Professor of Energy Studies and Chair:*

William F. Schneider

*Anthony Earley Professor of Energy and Environment:*

Eduardo Wolf (emeritus)

*Arthur J. Schmitt Professor of Chemical &*

*Biomolecular Engineering:*

Paul W. Bohn

*Donald and Susan Rice Professor of Engineering:*

Merlin L. Bruening

*Bayer Corporation Professor of Engineering:*

Hsueh-Chia Chang

*Bernard Keating Crawford Professor in*

*Chemical Engineering:*

Nosang Myung

*Tony and Sarah Earley Professors of Energy and the Environment:*

Thomas Degnan (emeritus); Jason C. Hicks

*Keough-Hesberg Professor of Engineering:*

Edward J. Maginn

*Frank M. Freimann Professor of Engineering:*

Rulian Guo

*Rooney Family Collegiate Chair of Engineering and*

*Associate Professor:*

William A. Phillip (Director of Graduate Studies)

*Sheehan Family Collegiate Associate Professor of Engineering:*

Jennifer L. Shaefer (Director of Diversity, Equity, and Inclusion)

*Keating Crawford Professor in Chemical Engineering*

*and Associate Professor:*

Matthew J. Webber (Director of Graduate Admissions)

*Professors:*

Basar Z. Bilgicer; Joan Brennecke (emeritus);

Jeffrey C. Kantor; Peter Kilpatrick (emeritus);

David T. Leighton Jr.; Mark J. McCready;

Paul J. McGinn; Albert Miller (emeritus); Mark

Stadtherr (emeritus); William Strieder (emeritus)

*Associate Professors:*

Alexander W. Dowling; Davide Hill (emeritus);

Jonathan K. Whitmer; Jeremiah J. Zartman

*Assistant Professors:*

Sima Asadi; Gabriel Burks; Yamil Colón;

Casey P. O'Brien; Yichun Wang

*Research Professor:*

Alexander Mukasyan

*Associate Research Professor:*

Satyajyoti Senapati

*Assistant Research Professor:*

Yong Zhang

*Teaching Professors:*

Victoria Goodrich; Troy J. Vogel (Director of Undergraduate Studies)

*Associate Teaching Professor:*

Tanyel Kiziltepe

*Melchor Assistant Visiting Professor:*

Jennifer Ehren

**Program of Studies.** The Department of Chemical and Biomolecular Engineering offers programs of

study leading to the degrees of bachelor of science in chemical engineering, and doctor of philosophy. The Chemical Engineering Bachelor of Science program is accredited by the Engineering Accreditation Commission of ABET, <https://www.abet.org>, under the General Criteria and Program Criteria for Chemical, Biochemical, Biomolecular and Similarly Named Engineering Programs<sup>1</sup>.

The traditional role for chemical engineers of providing the principal technical guidance for the chemical and petroleum industries has been greatly augmented in recent years. Chemical engineers now direct the advancement and utilization of technology for the food processing and consumer products industries and are playing increasing roles in the manufacture of the highest density computer chips and in the invention of advanced drug delivery systems. In addition to creating remediation strategies, chemical engineers contribute to the prevention of deleterious impact of society on the environment by the development of new greener process technologies such as eliminating the use of dangerous solvents or by improving process efficiencies. They are the leaders in the field of sustainability which is the implementation of energy sources and raw material supplies that can sustain humankind indefinitely. In all of these areas, complex processes involving chemical changes of matter occur and, as such, sound training in chemistry, physics, mathematics, and allied applied sciences are prerequisites to resolving the challenges seen within these complex systems.

The undergraduate program at Notre Dame is notable for its combination of a strong fundamental focus in chemical engineering courses with a broad humanities and science education provided in courses other than chemical engineering. The science and humanities courses prepare students both for the study of chemical engineering and to understand complex problems of today which need consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors. Our intention in emphasizing fundamentals is to develop students' intellect and equip them with enduring knowledge in chemical engineering and related fields. Thus, our undergraduate chemical engineering curriculum provides students with not only a preparation for a career as a chemical engineer, but for a lifetime of learning and a lifelong career in areas that may include law, medicine, or business.

### University of Notre Dame Undergraduate Program

**Goals:** Students who have graduated in Chemical Engineering at Notre Dame have successfully pursued a wide range of career paths. The faculty believe that this has resulted from the interests of students who enter our program and is facilitated by our emphasis on fundamental aspects of chemical engineering. Consistent with the mission of the University, the Department of Chemical and Biomolecular Engineering program seeks to develop students who:

1. Pursue knowledge and commensurate understanding and critically evaluate the consequences of these.

2. Communicate clearly and effectively.

3. Demonstrate proficiency in the art and science of chemical engineering with a strong understanding of the fundamental principles of pure and engineering sciences on which chemical engineering practice is based.

4. Appreciate their social and moral responsibilities both within their careers in engineering and through service in their communities.

5. Understand how chemical engineering connects with other major disciplines to produce the goods and services needed by society.

Within the chemical engineering degree program, students can complete concentrations in materials, energy, and biomolecular engineering. A suggested course sequence for students interested in going to medical school is also available.

More than one-third of the chemical engineering undergraduates participate in research activities with faculty and graduate students at some time in their careers in areas such as advanced materials, ionic liquids, separations, biomaterials, microfluidic devices, catalysis, fuel cells, and drug delivery techniques.

Further details about the chemical engineering program may be found at [cbe.nd.edu](http://cbe.nd.edu).

### Program Requirements

The following degree requirements are applicable to students first matriculating Fall 2023. A suggested course sequencing is suggested on the CBE website, [cbe.nd.edu](http://cbe.nd.edu). Curricular flexibility allows for many courses to be taken both fall and spring semesters. To earn the BS in Chemical Engineering, students must complete the following requirements

1. *Completion of University Core Curriculum requirements (26 credits).* Note the Liberal Arts 1, 2 and 3 requirements are covered by courses required by the College of Engineering and the Chemical Engineering Program.
2. *Completion of the College of Engineering requirements (33 credits):*
  - EG 10117. Engineering Design
  - EG 10118. Engineering Programming
  - MATH 10550. Calculus I
  - MATH 10560. Calculus II
  - MATH 20550. Calculus III
  - MATH 20580. Introduction to Linear Algebra and Differential Equations
  - CHEM 10171/11171. Introduction to Chemical Principles
  - PHYS 10310. General Physics I
  - PHYS 10320. General Physics II
3. *Completion of the Chemical Engineering degree requirements.*
  - a. *Chemical Engineering Core courses requirement (36 credits):*
    - CBE 20255. Introduction to Chemical Engineering Analysis
    - CBE 20258. Numerical and Statistical Analysis

## CIVIL AND ENVIRONMENTAL ENGINEERING AND EARTH SCIENCES

- CBE 20260. Chemical Engineering Thermodynamics I or CBE 20280 Biomolecular Thermodynamics
- CBE 20261. Science of Eng. Materials
- CBE 30338. Chemical Process Control
- CBE 30355. Transport Phenomena I or CBE 30357. Biotransport
- CBE 30356. Transport Phenomena II
- CBE 30370. Phase Equilibria and Separations
- CBE 31358. Chemical Engineering Laboratory I
- CBE 40445. Chemical Reaction Engineering
- CBE 40448. Chemical Process Design
- CBE 41459. Chemical Engineering Laboratory II or CBE 41910. Biomolecular Engineering Lab

b. *Other course requirements (17 credits):*

- BIOS 10172. Biology II: Molecules to Ecosystems
- CHEM 10176/11176. Organic Chemistry for Chemical Engineers
- CHEM 30333/31333. Analytical Chemistry I
- CHEM 30324. Physical Chemistry for Engineers or CHEM 40420. Biochemistry
- MATH 30650. Differential Equations

c. *Chemical Engineering Elective Requirement (6 credits).*

Chemical Engineering Electives are 3 credit CBE 3XXXX+ courses not specifically required for degree completion. Each semester between 5-8 electives are offered in a variety of Chemical Engineering topics. CBE 48902 cannot be used as a Chemical Engineering Elective.

d. *General Technical Electives (9 credits).*

Technical Electives (3 credits) are 2XXXX+ level courses in the College of Science or College of Engineering intended for STEM majors. Technical Elective hours can add up to the 3 required. Advanced Technical Electives (6 credits) are 3 credit 3XXXX+ level courses in the College of Science or College of Engineering intended for STEM majors. A maximum of 3 credits of approved undergraduate research may count toward the 9 General Technical Elective credits required. Once Chemical Engineering Electives have been satisfied, additional Chemical Engineering courses taken will populate the Advanced Technical Elective requirement, then the Technical Elective requirement.

4. *Earn a minimum of 128 credit hours of course credit.*

While the above requirements total 127 credits there is an additional requirement of completing a minimum of 128 credits.

Certain graduate courses are open to advanced undergraduates with permission from the department chair or director of undergraduate studies, and the course instructor. Students interested in graduate studies are encouraged to explore this option.

## Civil and Environmental Engineering and Earth Sciences

*Henry J. Massman Chair:*

Diogo Bolster

*Associate Chair:*

Kyle Bibby

*Henry J. Massman Professor of Civil Engineering:*

Peter C. Burns

*Robert M. Moran Professor of Civil Engineering:*

Ahsan Kareem

*Wayne and Diane Murdy Professor of Engineering and Geosciences:*

Harindra J. Fernando

*Joseph and Nona Ahearn Professor in**Computational Science and Engineering:*

Joannes J. Westerink

*Professors:*

Kyle Bibby; Jeremy B. Fein; Robert L. Irvine (emeritus); Andrew Kennedy; Yahya C. Kurama; Patricia A. Maurice (emerita); Clive R. Neal; Robert Nerenberg; James I. Taylor (emeritus); Joshua Shrout; Stephen E. Silliman (emeritus); Alexandros Taflanidis

*Associate Professors:*

Melissa Berke; Kyle Doudrick; Alan Hamlet; Amy Hixon; Lloyd H. Ketchum Jr. (emeritus); Kapil Khandelwal; Tracy L. Kijewski Correa; Jerry J. Marley (emeritus); David Richter; Rev. James A. Rigert, C.S.C. (emeritus); Antonio Simonetti; Ashley Thrall

*Assistant Professors:*

Patrick Brewick; Paola Crippa; Marc Muller

*Professor of the Practice:*

Luis Fargier-Gabaldon

*Teaching Professor:*

James Alleman; Brian Smith; Brad D. Weldon

*Associate Teaching Professors:*

Philip Barutha; Yazen Khasawneh; Stefanie Simonetti; Kevin Walsh

**Program of Studies.** The Department of Civil and Environmental Engineering and Earth Sciences offers programs of study leading to the degrees of bachelor of science in civil engineering, bachelor of science in environmental engineering, bachelor of science in environmental earth sciences, master of science in civil engineering, master of engineering in structural engineering, master of engineering in environmental engineering, master of science in environmental engineering, master of science in environmental earth sciences, and doctor of philosophy.

**Program Goals.** The Department of Civil and Environmental Engineering and Earth Sciences (CEEES) focuses on knowledge related to civil infrastructure, natural and manmade hazards, environment, energy, water, and planet systems. We emphasize a strong foundation in science and engineering with a focus in the areas of structural engineering, environmental engineering,

### COURSE DESCRIPTIONS

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting the subject *Chemical & Biomolecular Engineering*. Course descriptions can be found by clicking on the subject code and course number in the search results.

## CIVIL AND ENVIRONMENTAL ENGINEERING AND EARTH SCIENCES

environmental fluid dynamics, and geochemistry. Our professions develop the fundamental and applied technologies that impact people's health, well-being, and ability to thrive through our work on infrastructure (buildings, bridges, tunnels, waterways, ports, roads, dams, offshore energy platforms, wind farms), clean water supply (water resources, water distribution and water treatment), sewage and waste disposal (wastewater treatment), protection from natural hazards (earthquakes, tornadoes, tsunamis, riverine floods, winds, waves, hurricanes), energy systems (offshore oil extraction, wind farms, hydro-electric, nuclear fuel reprocessing), safe and sustainable environments (pollutants in the atmosphere, groundwater, surface water, reactive transport of pollutants within these systems, biological and geochemical processes, the interplay of natural processes such as mineral-water-rock-bacteria interactions, and anthropogenic issues such as transport of toxic heavy metals and safe disposal of nuclear waste), and the larger geophysical and geochemical earth system. CEEES strives to provide a stimulating and unique interdisciplinary environment for learning and research by blending traditional disciplines of science and engineering. CEEES offers outstanding educational programs for those aspiring to contribute as leaders in the fields of Civil Engineering, Environmental Engineering, and Environmental Earth Sciences. CEEES educational objective is to provide students with the knowledge, skills, vision and ethical basis to contribute as leaders in design, construction and protection of our civil infrastructure, and understanding, management and remediation of the environment.

CEEES has very innovative undergraduate programs that synergize classroom teaching with research, field trips, lecture series and hands on experiences that expose students to the realities and professionals in their field. These programs are designed to be inspirational and lead to inquiry as well as lead to life-long connections in the field. All of our students experience in-depth fieldtrips and the majority of our students participate in research programs, thematic professional competitions, and professional lecture series. In addition, our students have a strong tradition of service in programs such as NDSEED, a student organization that proposes, designs, finances and builds bridges for poor communities in Central America, and Engineers Without Borders. The department has a long tradition of placing its graduates from both undergraduate and graduate programs into sectors that truly serve society from their most basic needs of clean water and shelter to the advanced energy and transportation systems that sustain a thriving economy and a high standard of living. Our alumni have a history of success and exemplary leadership in academia, consulting, national laboratories, construction, and industry.

**PROGRAM IN CIVIL ENGINEERING.**

The Civil Engineering Bachelor of Science Program in the Department of Civil and Environmental Engineering and Earth Sciences is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>, under the General Criteria and Program Criteria for Civil and Similarly Named

Engineering Programs<sup>1</sup>. The department presents a well-rounded program for the bachelor's degree with the first two years devoted primarily to the basic principles of science and engineering. The third and fourth years are devoted to courses in the basic areas of civil engineering—structural analysis and design, hydraulics and hydrology, water supply and wastewater disposal, materials of construction, geotechnical engineering, and transportation engineering. A student may emphasize a particular area of interest by selecting either the structures or hydraulics concentrations. Civil engineering electives in the senior year may be regular courses, individualized directed study or research courses. The civil engineering program will culminate with major design experience in the senior year. Student teams will work closely with industry professionals and faculty who act as consultants on a real-world design projects to facilitate the student's understanding of the design process. Additionally, the curriculum for all programs in the CEEES department requires students to take the Challenges and Innovation Seminar series which brings in top engineering professionals from industry, consulting, academia, and government to discuss major problems of interest and their solutions.

The program provides a firm foundation in the many basic disciplines comprising the broad field of civil engineering. This is especially desirable, for often in the course of professional development the civil engineer is asked to coordinate the planning, design, and construction of highly complex systems and must use many or all of these disciplines.

The department has excellent facilities for research available to both graduate and undergraduate students. These facilities include a structural dynamics/structural control laboratory; a materials testing and structural research laboratory; a groundwater hydrology field laboratory; and a number of analytical laboratories for water, wastewater and hazardous waste treatment.

The professional aspects of civil engineering are emphasized and promoted by the activities of a student chapter of the American Society of Civil Engineers, in which all students of the department are eligible and encouraged to participate. In addition, a junior class field trip examines major infrastructure projects and environmental systems including tall buildings, bridges, stadiums, transportation systems, navigation systems, flood protection works, clean water supply, and wastewater systems.

Further details about the civil engineering may be found on the Web at [cees.nd.edu](http://cees.nd.edu).

**First Year of Studies**

First-year students intending to major in civil engineering when they become sophomores will find

first-year course requirements on the first page of the College of Engineering section.

The following courses are applicable to students entering the College in 2023.

**Sophomore Year***First Semester*

MATH 20550. Calculus III	3.5
PHYS 10320. General Physics II	4
CE 20150. Statics	3
CE 20111. Planet Earth	3
CE 20600. Intro to CAD	2
	<hr/>
	15.5

*Second Semester*

MATH 20580. Introduction to Linear Algebra and Differential Equations	3.5
ACMS 30440. Probability and Statistics	3
AME 20241. Solid Mechanics	3
CE 30160. CE Materials	4
Core Curriculum course+	3
	<hr/>
	16.5

**Junior Year***First Semester*

MATH 30650. Differential Equations	3
CE 30125. Computational Methods	3
CE 30200. Intro to Struct. Engrg	3
CE 30300. Intro to Env. Engrg	3
CE 30460. Fluid Mechanics	3
	<hr/>
	15

*Second Semester*

CE 40270. Reinf. Concrete Design	4
CE 40450. Hydraulics	3.5
CE 30150. Dynamics & Modeling	3
Core Curriculum course+	3
Core Curriculum course+	3
	<hr/>
	16.5

**Senior Year***First Semester*

CE 40620. Transportation	3
Core Concentration Elective**	4
CE 40701. Principles of Practice	1
CE 30510. Intro to Geotech Engineering	3.5
Core Curriculum course+	3
	<hr/>
	14.5

*Second Semester*

CE 40702. Senior Design	3
Core Concentration Elective**	3
CE Elective**	3
CE Elective**	3
Core Curriculum course+	3
	<hr/>
	15
Total degree required credits	129

+See "University Core Curriculum" on the first page of the College of Engineering section.

\*\*Note: All electives are as defined in the academic guide for the Department of Civil and Environmental



## CIVIL AND ENVIRONMENTAL ENGINEERING AND EARTH SCIENCES

*Engineering and Earth Sciences on the department's website.*

Certain graduate courses are open to advanced undergraduates with permission of the department chair.

### PROGRAM IN ENVIRONMENTAL ENGINEERING

The Environmental Engineering Bachelor of Science program in the Department of Civil and Environmental Engineering and Earth Sciences is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org> under the General Criteria and Program Criteria for Environmental Engineering and Similarly Named

Engineering Programs<sup>1</sup>. This program was founded by the Department of Civil and Environmental Engineering and Earth Sciences to provide students with a quantitative preparation for professional careers or continued higher education regarding the assessment and remediation of human impact on our environment. It is a unique program that prepares students to look at all aspects of water and environmental problems from a range of perspectives including the Earth system, water movement (hydrology, fluid flow), environmental chemistry, geochemistry, and reactive transport. The Environmental Engineering degree program will prepare students to understand the necessary foundational chemistry, fluid flow and mixing mechanics, all within the context of the Earth system.

The environmental engineering program combines classroom, laboratory and field studies. Students are encouraged to participate in a semester study abroad, such as the Australia program (during the fall semester, junior year), which provides additional opportunity for field-based studies. All students are encouraged to conduct independent research under faculty supervision during their junior and senior years. The environmental engineering program will culminate with major design experience in the senior year. Student teams will work closely with industry professionals and faculty who act as consultants on a real-world design projects to facilitate the student's understanding of the design process. Additionally, the curriculum for all programs in the CEEES department requires students to take the Challenges and Innovation Seminar series which brings in top engineering professionals from industry, consulting, academia, and government to discuss major problems of interest and their solutions.

The professional aspects of civil and environmental engineering are emphasized and promoted by the activities of a student chapter of the American Society of Civil Engineers, in which all students of the department are eligible and encouraged to participate. In addition, a junior class field trip examines major infrastructure projects and environmental systems including tall buildings, bridges, stadiums, transportation systems, navigation systems, flood protection works, clean water supply, and wastewater systems. The field trip is offered in both the fall and spring.

Environmental Engineering students will be ready to work as environmental engineers remediating

the environment on local and global scales with opportunities available in engineering consulting firms, government agencies, national laboratories, and industries requiring monitoring and advancement of remediation technologies. Additionally, the environmental engineering degree will prepare students for graduate study in Environmental Engineering programs.

Further details about the environmental engineering program may be found on the Web at [cees.nd.edu](http://cees.nd.edu).

### First Year of Studies

First-year students intending to major in civil engineering when they become sophomores will find first-year course requirements on the first page of the College of Engineering section.

The following courses are applicable to students entering the College in 2023.

### Sophomore Year

#### First Semester

CE 20110. Planet Earth w/lab	4
PHYS 10320. Physics II	4
CE 30300. Intro to Env. Eng.	3
CE 31300. Intro to Env. Eng. Lab	1
MATH 20550: Calculus III	3.5
CE 20150. Statics	3
	<hr/>
	18.5

#### Second Semester

CE 20300. Global Change, Water & Energy	3
CE 20320. Env. Aquatic Chem	3
MATH 20580. Linear Alg. Diff. Equations	3.5
ACMS 30440. Prob. & Stats.	3
Core Curriculum course+	3
	<hr/>
	15.5

### Junior Year

#### First Semester

CE 30125. Comp. Methods	3
CE 20520. Env. Mineralogy	4
CE 30460. Fluid Mechanics	3
CE 40350. Env. Microbiology	3
Core Curriculum course+	3
	<hr/>
	16

#### Second Semester

CE 30320. Water Chemistry & Treatment	3
CE 30455. Env. Hydrology	3
CE 40450. Hydraulics	3
Core Curriculum course+	3
CE 40341. Biological Process Design	3
CE 30338. Design Tools for Env. Engineering	1
	<hr/>
	16

### Senior Year

#### First Semester

CE 40300. Geochemistry	3
CE 40460. Groundwater Hydrology	3
CE 40701. Principles of Practice	1
Core Curriculum course+	3
EG Elective	3
	<hr/>
	13

### Second Semester

CE 40420. Reactive Transport	3
CE 40702. Senior Design	3
EG Elective**	3
Technical Elective	3
Core Curriculum course+	3
	<hr/>
	15
Total credit hours required for degree	130

+See "University Core Curriculum" on the first page of the College of Engineering section.

\*\*All electives are defined in the Academic Guide for the Department of Civil and Environmental Engineering & Earth Sciences, available on the department web site.

Certain graduate courses are open to advanced undergraduates with permission of the department chair.

### MINOR IN ENVIRONMENTAL EARTH SCIENCES

A minor in environmental earth sciences requires the completion of 15 credit hours in earth sciences as follows. A field trip is offered in both the fall and spring.

CE 20110. Planet Earth	4
CE 45340. Field Trip	1
EVES Elective	3
EVES Elective	3
EVES Elective	3
	<hr/>
	14

For more details visit

<https://cees.nd.edu/undergraduate/minor-in-environmental-earth-sciences/>.

### RESILIENCY & SUSTAINABILITY OF ENGINEERING SYSTEMS

The Resiliency and Sustainability of Engineering Systems minor is open to students from all disciplines in the College of Engineering and students from the University who can satisfy the pre-requisites for the required courses. The minor includes two required courses, three elective courses, and a capstone experience. The two required courses are:

CE 10700. Sustainable Development in a Changing World	3
CE 20710. Resiliency of Engineering Systems	3
Elective	3
Elective	3
Elective	3
Capstone	1
	<hr/>
	16

The three elective courses will be selected from an approved list in collaboration with the director of the minor. Options to fulfill this requirement span multiple departments and include approved courses from departments such as Political Science, Psychology, Philosophy, Laws, Economics, and

1. Section edited on 11/13/23.

## COMPUTER SCIENCE AND ENGINEERING

Sociology. For details please visit <https://engineering.nd.edu/departments-programs/undergraduate-programs/minor-in-resiliency-and-sustainability-of-engineering-systems/>.

**COURSE DESCRIPTIONS**

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](https://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on “Class Search” and selecting the subject *Civil Engineering*. Course descriptions can be found by clicking on the subject code and course number in the search results.

## Computer Science and Engineering

*Department Chair of Computer Science and Engineering:*

Jane Cleland-Huang  
*Professor and Associate Chair:*  
 Douglas Thain

*Freimann Collegiate Associate Professor and Director of Graduate Studies:*

Timothy Weninger  
*Teaching Professor and Director of Undergraduate Studies:*

Ramzi K. Bualuan  
*Freimann Collegiate Professor and Director of Diversity, Equity, and Inclusion (DEI):*

Tijana Milenković  
*Professor and Director of the Bachelor of Arts in Computer Science Program:*

Aaron Striegel  
*Professor and Associate Dean of Engineering:*  
 Ronald Metoyer

*Frank M. Freimann Professor and Director of Lucy Family Institute for Data and Society:*  
 Nitesh Chawla

*Professor of the Practice and Director, Center for Civic Innovation:*

Jay B. Brockman  
*Schubmehl-Prein Professor of Computer Science and Engineering:*

Kevin W. Bowyer  
*Fritz Duda Family Professor of Engineering:*  
 Patrick J. Flynn

*Ted H. McCourtney Professor of Computer Science and Engineering:*

Peter M. Kogge  
*Dennis O. Doughty Collegiate Associate Professor of Computer Science and Engineering:*

Walter Scheirer  
*Collegiate Associate Professor:*

Yanfeng Ye  
*Professors:*  
 Danny Z. Chen; X. Sharon Hu; Michael Niemier; Yiyu Shi; Chaoli Wang

*Associate Professors:*  
 David Chiang; Collin McMillan; Xiangliang (Lynn) Zhang

*Assistant Professors:*  
 Karla Badillo-Urquiola; Adam Czajka; Diego Gómez-Zarà; Meng Jiang; Siddharth Joshi; Taeho Jung; Jia-Jun (Toby) Li; Spyridon Mastorakis; Joanna da Silva Santos

*Associate Teaching Professors:*  
 Peter Bui; Aaron Dingler; Matthew Morrison; Chandrika Satyavolu

*Assistant Teaching Professor:*  
 Shreya Kumar

*Professors Emeritus:*  
 Rick Billo; Eugene W. Henry; John J. Uhran Jr.

*Research Professor Emeritus:*  
 Gregory R. Madey

**PROGRAM IN COMPUTER SCIENCE AND ENGINEERING**

The Department of Computer Science and Engineering offers programs of study that lead to the degrees of bachelor of science in computer science and bachelor of science in computer engineering. The Computer Engineering Bachelor of Science program is accredited by the Engineering Accreditation Commission of ABET, <https://www.abet.org>, under the General Criteria and the Program Criteria for Electrical, Computer, Communications, Telecommunication(s) and Similarly Named Computing Programs. The Computer Science Bachelor of Science Program is accredited by the Computing Accreditation Commission of ABET, <https://www.abet.org>, under the General Criteria and the Program Criteria for Computer Science and Similarly Named Computing Programs<sup>1</sup>. The department also offers programs that lead to a master of science in computer science and engineering, and a Ph.D.

**Educational Goals.** The goals of the programs in computer science and computer engineering are (1) to prepare all students for careers in the public or private sector; (2) to prepare outstanding students for graduate study; (3) to develop lifelong learning skills in all students; (4) to provide comprehensive education in computer science, including theoretical foundations, software and hardware systems, and applications; and (5) to ensure significant design experience including working in teams.

**Program Outcomes.** Graduates of the Computer Science and Computer Engineering programs will achieve the following objectives: (1) They will be technically qualified for practice in the profession; they will demonstrate the ability to specify, design, and implement software and/or hardware-software systems to meet customer requirements or to advance the state of the art; the ability to employ modern computer languages, environments, and platforms in such tasks; and the ability to apply knowledge of science and mathematics to such tasks; (2) they will be effective technical communicators, orally and in writing, and effective team members capable of working effectively in groups on computing problems; (3) they will be ethical professionals, capable of evaluating personal and professional choices in terms of codes of ethics and ethical theories and understanding the impact of their decisions on themselves, their professions, and on society; (4) they will be successful as graduates, either through professional employment in the private or public sector, or as students in graduate study. They will also be able to employ life-long learning tools and techniques to maintain their currency in the field.

**Programs.** Programs in the Department of Computer Science and Engineering follow the four-year curricula listed below. These include required and elective courses in the basic, pure, and applied sciences, as well as the humanities, Computer Science engineering, computer science, and computer engineering. Emphasis is on developing a mastery of the key principles underlying the organization, operation, and application of modern computers to real problems, with a solid grounding in math and science to permit a quantitative analysis of such solutions. In addition, central to both

1. Section edited on 11/13/23.



## COMPUTER SCIENCE AND ENGINEERING

programs is the development of the ability to function, both independently and in multidisciplinary teams, and to be prepared for continued change in future computing technology and what effects it will have on all aspects of society. Opportunities for specialization in several professional computer disciplines are available. Students are individually assisted and advised in their choices of elective courses.

The Department of Computer Science and Engineering offers concentrations in five areas: Bioinformatics and Computational Biology, Media Computing, Mobile Computing, Cloud Computing, and Cyber Security. Each concentration is designed to offer a structured set of elective courses around an organized theme. Upon a student's successful completion of a CS/CPEG program with a chosen concentration, the concentration will appear on the student's transcript.

Further information about computer science and computer engineering programs may be found on the web at [cse.nd.edu](https://cse.nd.edu). Information about the Bachelor of Arts in computer science may be found at [bacs.nd.edu](https://bacs.nd.edu).

## PROGRAM IN COMPUTER ENGINEERING

The Program in Computer Engineering focuses on understanding the basic nature of the electronic devices that go into the creation of modern computers and on the detailed architecture and organization of such systems, both within the central processing unit and in how larger systems are assembled. Modern design tools and techniques are introduced very early in the program and used throughout to design, analyze, and prototype real digital computing systems. All computer engineering students are required to enroll in at least one of a prescribed set of design courses before graduation.

## PROGRAM IN COMPUTER SCIENCE

The Program in Computer Science focuses on the application of computers to real problems, especially in the design, development, and use of software. The program is designed to foster an understanding of the key properties of algorithms (the mathematical statements of how problems are to be solved), and how to recognize and design good algorithms to solve real problems in efficient fashions. The program also includes developing the ability to engineer large, efficient, portable, and scalable pieces of software that implement good algorithms in ways that are useful to the end users, and to do so in ways that use modern software development tools and techniques.

### First Year of Studies

First-year students intending to major in computer engineering or in computer science when they become sophomores will find first-year course requirements on the first page of the College of Engineering section.

The following course schedule is applicable to the students entering the College in Fall 2023.

## COMPUTER ENGINEERING PROGRAM

### Program Requirements

To earn the BS CPEG, students must complete the following requirements

1. *Completion of University Core Curriculum requirements (26 credits)*. Note the Liberal Arts 1, 2 and 3 requirements will be covered by courses required by the College of Engineering and the Department of Computer Science Engineering. Also note that the University Seminars can double count as another core requirement.
2. *Completion of the College of Engineering requirements (22 credits)*. Students must complete the following courses:
  - EG 10117 – Engineering Design (3 credits)
  - EG 10118 – Engineering Programming (3 credits)
  - MATH 10550 – Calculus I (4 credits)
  - MATH 10560 – Calculus II (4 credits)
  - CHEM 10171/11171 – Introduction to Chemical Principles (4 credits)
  - PHYS 10310 – General Physics I (4 credits)
 Additional College of Engineering degree requirements are covered by courses required by the Department of Computer Science and Engineering.

3. *Completion of the Computer Engineering (CPEG) degree requirements.*

- a. *CPEG mathematics and science requirement (14 credits)*. In addition to the College of Engineering mathematics and science requirements, students must also complete the following courses:
  - MATH 20550 – Calculus III (3.5 credits)
  - MATH 20580 – Introduction to Linear Algebra and Differential Equations (3.5 credits)
  - ACMS 30440 – Probability and Statistics (3 credits)
  - PHYS 10320 – General Physics II (4 credits)
- b. *CPEG Core requirement (39 credits)*. Students must complete the following courses:
  - CSE 20311 – Fundamentals of Computing (4 credits)
  - CSE 20110 – Discrete Math (3 credits)
  - CSE 20312 – Data Structures (4 credits)
  - CSE 20221 – Logic Design (3 credits)
  - EE 20223 – Intro to Electric Circuits (new course) (3 credits)
  - CSE 30342 – Digital Integrated Circuits (new course) (3 credits)
  - CSE 30321 – Computer Architecture (3 credits)
  - CSE 20289 – Systems Programming (3 credits)
  - CSE 30341 – Operating Systems (3 credits)
  - CSE 30353 – Signal Processing Fundamentals (new course) (3 credits)
  - CSE 40522 – CPEG Capstone Design (4 credits)

- CSE 40175 – Ethics and Social Issues (3 credits)

- c. *CSE Electives (18 credits)*. Students must complete 18 additional credits of CSE elective course. Students have a choice from 30+ courses offered by the departments of Computer Science Engineering and Electrical Engineering. (Up to 9 of the aforementioned elective credits may be fulfilled by courses offered by the Department of Electrical Engineering)
  - d. *Technical Electives (3 credits)*. Students must complete 3 additional credits of technical elective courses. Students can choose from numerous courses offered by the College of Engineering and the College of Science.
  - e. *Free Electives (3 credits)*. Students must complete 3 additional credits of elective courses. Students can choose from courses offered by University of Notre Dame.
4. *Earn a minimum of 125 hours of course credit*. Note that if multiple requirements are met using one course, additional coursework might be required to ensure the student achieves the 125 minimum required total credits.

Details about the specific courses and course options can be found in the *Computer Science Engineering Undergraduate Handbook* which can be found on the Computer Science Engineering website at <https://cse.nd.edu> under the undergraduate tab.

## COMPUTER SCIENCE PROGRAM

### Program Requirements

To earn the BS CS, students must complete the following requirements

1. *Completion of University Core Curriculum requirements (26 credits)*. Note the Liberal Arts 1, 2 and 3 requirements will be covered by courses required by the College of Engineering and the Department of Computer Science Engineering. Also note that the University Seminars can double count as another core requirement.
2. *Completion of the College of Engineering requirements (22 credits)*. Students must complete the following courses:
  - EG 10117 – Engineering Design (3 credits)
  - EG 10118 – Engineering Programming (3 credits)
  - MATH 10550 – Calculus I (4 credits)
  - MATH 10560 – Calculus II (4 credits)
  - CHEM 10171/11171 – Introduction to Chemical Principles (4 credits)
  - PHYS 10310 – General Physics I (4 credits)
 Additional College of Engineering degree requirements are covered by courses required by the Department of Computer Science and Engineering.
3. *Completion of the Computer Science (CS) degree requirements.*
  - a. *CS mathematics and science requirement (14 credits)*. In addition to the College of Engineering mathematics and science

## ELECTRICAL ENGINEERING

requirements, students must also complete the following courses:

- MATH 20550 – Calculus III (3.5 credits)
  - MATH 20580 – Introduction to Linear Algebra and Differential Equations (3.5 credits)
  - ACMS 30440 – Probability and Statistics (3 credits)
  - PHYS 10320 – General Physics II (4 credits)
- b. **CS Core requirement (35 credits).** Students must complete the following courses:
- CSE 20311 – Fundamentals of Computing (4 credits)
  - CSE 20110 – Discrete Math (3 credits)
  - CSE 20312 – Data Structures (4 credits)
  - CSE 20221 – Logic Design (3 credits)
  - CSE 20289 – Systems Programming (3 credits)
  - CSE 30321 – Computer Architecture (3 credits)
  - CSE 30151 – Theory of Computing (3 credits)
  - CSE 30332 – Programming Paradigms (3 credits)
  - CSE 30341 – Operating Systems (3 credits)
  - CSE 40113 – Algorithms (3 credits)
  - CSE 40175 – Ethics and Social Issues (3 credits)
- c. **CSE Electives (18 credits).** Students must complete 18 additional credits of CSE elective course. Students have a choice from 30+ courses offered by the departments of Computer Science Engineering and Electrical Engineering. (Up to 9 of the aforementioned elective credits may be fulfilled by courses offered by the Department of Electrical Engineering)
- d. **Technical Electives (9 credits).** Students must complete 9 additional credits of technical elective courses. Students can choose from numerous courses offered by the College of Engineering and the College of Science.
- e. **Free Electives (3 credits).** Students must complete 3 additional credits of elective courses. Students can choose from courses offered by University of Notre Dame.
4. **Earn a minimum of 127 hours of course credit.** Note that if multiple requirements are met using one course, additional coursework might be required to ensure the student achieves the 127 minimum required total credits.

Details about the specific courses and course options can be found in the *Computer Science Engineering Undergraduate Handbook* which can be found on the Computer Science Engineering website at <https://cse.nd.edu> under the undergraduate tab.

## COURSE DESCRIPTIONS

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](https://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on “Class Search” and selecting the subject *Computer Science and Engineering*. Course descriptions can be found by clicking on the subject code and course number in the search results.

## Electrical Engineering

### Chair:

Gregory L. Snider  
H.C. and E.A. Brosey Professors of Electrical Engineering:

### Engineering:

Panagiotis J. Antsaklis; Gregory Timp  
Leonard Bettex Chair of Electrical Engineering:  
Daniel J. Costello Jr. (emeritus)

Frank M. Freimann Professors of Electrical Engineering:  
Gary H. Bernstein; Martin Haenggi; Bertrand Hochwald; Craig Lent; Wolfgang Porod; Alan C. Seabaugh

Stinson Professor of Nanotechnology:

Patrick J. Fay

### Professors:

Peter H. Bauer; William B. Berry (emeritus); Thomas E. Fuja; Monica Ghosh; Eugene W. Henry (emeritus); Christopher Hinkle; Yih-Fang Huang; Thomas H. Kosel (emeritus); J. Nicholas Laneman; Michael D. Lemmon; Hai Lin; Christine M. Maziar; Roxana Smarandache; Gregory L. Snider; Robert L. Stevenson; John J. Uhran Jr. (emeritus)

### Associate Professors:

Jonathan Chisum; Douglas C. Hall; Anthony Hoffman; Scott Howard; Lei Liu; Thomas O'Sullivan; Ken D. Sauer

### Assistant Professors:

David Burghoff; Ningyuan Cao; Yasemin Ozkan-Aydin

### Research Professors:

Alexander Mintairov (emeritus); Alexei Orlov; Thomas Pratt

### Teaching Professor:

R. Michael Schafer

### Concurrent Faculty:

Sharon Hu; Siddharth Joshi; Ed Kinzel; Nicholas Zabaras

**Program Goals.** The goals of the Department of Electrical Engineering's academic programs are to provide quality education and to foster leading-edge research as means of training highly qualified engineers and leaders of tomorrow, in keeping with the mission of the University of Notre Dame.

**Program of Studies.** The Department of Electrical Engineering offers programs of study that lead to the degrees of bachelor of science and master of science in electrical engineering and doctor of philosophy. The Electrical Engineering Bachelor of Science Program is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>, under the General Criteria and the Program Criteria for Electrical, Computer, Communications, Telecommunication(s) and Similarly Named Engineering Programs<sup>1</sup>.

### Program in Electrical Engineering

The four-year curriculum, listed below, includes required and elective courses in the pure and applied sciences, the humanities, and electrical engineering. Emphasis is on the mastery of fundamental principles, with added depth and provision for specialization in the major professional areas of communications, control systems, electronic circuit design and analysis, microelectronics and integrated

circuit fabrication, photonics, and signal processing. Students are individually assisted and advised in their choices of elective courses. Departmental facilities include laboratories for electronics, circuits, electrophysics, control systems, communications, integrated circuit fabrication, photonics, microwave circuit/device characterization, and digital signal/image processing.

The following course schedule is applicable to the students entering the College after 2023.

### Program Requirements

To earn the BSEE, students must complete the following requirements:

1. **Completion of University Core Curriculum requirements (26 credits).** Note the Liberal Arts 1, 2 and 3 requirements will be covered by courses required by the College of Engineering and the Department of Electrical Engineering.
2. **Completion of the College of Engineering requirements (33 credits).** Students must complete the following courses:
  - EG 10117. Engineering Design
  - EG 10118. Engineering Programming
  - MATH 10550. Calculus I
  - MATH 10560. Calculus II
  - MATH 20550. Calculus III
  - MATH 20580. Introduction to Linear Algebra and Differential Equations
  - CHEM 10171/11171. Introduction to Chemical Principles
  - PHYS 10310. General Physics I
  - PHYS 10320. General Physics II
3. **Completion of the Electrical Engineering degree requirements.**
  - a. **EE Core requirement (24 credits).** Students must complete the following courses:
    - EE 20100/21100. Introduction to Electrical Engineering
    - CSE 20122. Introduction to Computing for Electrical Engineering
    - EE 20221. Signal and Information Systems
    - EE 20231. Digital Design for Smart, Interconnected Systems
    - EE 20241/21241. Electronic Devices and Circuits
    - EE 30210. Random Phenomena in Electrical Engineering
    - EE 41190. Senior Design I
    - EE 41290. Senior Design II
  - b. **EE Core Elective Requirement (9 credits).** Students must complete at least three of the following four classes:
    - EE 30122. System Theory and Applications
    - EE 30132. Applied Embedded System Design
    - EE 30142. Analog and Digital Circuit Design
    - EE 30152. Applications of Electromagnetics
  - c. **EE Lab Elective (3 credits).** Students must complete at least one of the following classes:

## INTERDEPARTMENTAL ENGINEERING

- EE 40023/41023. Communication Systems
  - EE 40024/41024. Control Systems
  - EE 40043/41043. RF & Microwave Circuits for Wireless Communications
  - EE 40063/41063. IC Fabrication
  - EE 40064/41064. Optics and Photonics
- d. *EE Electives (15 credits)*. Students must complete 15 additional credits of EE elective course. Students have a choice from over 20 courses offered by the departments of Electrical Engineering and Computer Science and Engineering.
- e. *Technical Electives (9 credits)*. Students must complete 9 additional credits of technical elective courses. Students can choose from numerous courses offered by the College of Engineering and the College of Science.
4. *Earn a minimum of 125 credit hours of course credit (6 credits)*. While the above requirements total 119 credits there is an additional requirement of completing a minimum of 125 credits. These credits can be earned by taking any graded course at the university and is often satisfied by students completing a minor or second major.

Details about the specific courses and course options can be found in the *Electrical Engineering Undergraduate Handbook* which can be found on the Electrical Engineering website at <https://ee.nd.edu> under the undergraduate tab.

### COURSE DESCRIPTIONS

All of the courses associated with this academic program can be found online using the tools at [registrar.nd.edu/courses-classrooms/class-search/](https://registrar.nd.edu/courses-classrooms/class-search/). Use the tools to select a semester and the subject *Electrical Engineering*.

Certain graduate courses are open to advanced undergraduates with permission of the department.

## Interdepartmental Engineering

### COURSE DESCRIPTIONS

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](https://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting the subject *Engineering (Non-Departmental)*. Course descriptions can be found by clicking on the subject code and course number in the search results.

## Dual Degree Programs

### DUAL DEGREE PROGRAM WITH THE COLLEGE OF ARTS AND LETTERS

#### Coordinators:

College of Engineering  
Michael Ryan  
Associate Dean  
College of Arts and Letters  
Advising dean for each cohort

**Program of Studies.** The five-year dual degree program between the College of Arts and Letters and the College of Engineering enables the student to acquire degrees from both colleges—the bachelor of arts from the College of Arts and Letters and the bachelor of science degree in a chosen program of the College of Engineering.

This combination program, instituted in 1952, offers students the advantages of both a liberal and a technical education. The student completing one of these combination programs has a background in the humanities and social sciences as well as a degree from one of the programs offered by the College of Engineering. Advisors for the program are available for consultation about the advisability of entering the program and about meeting the particular needs of each student pursuing this program. Qualified students are eligible to receive modest scholarship support from the John J. Reilly Endowed Scholarship program during their third, fourth, and fifth years of study.

The decision to enter the program ideally should be made prior to beginning the sophomore year, although students can also enter the program at a later stage. Three sets of requirements must be met by students in the program: University requirements, Arts and Letters requirements and Engineering requirements, as the following table indicates.

#### University Requirements

##### Six courses in the liberal arts:

Liberal Arts 1. Quantitative Reasoning	3
Liberal Arts 2. Science and Technology	3
Liberal Arts 3. Another Quantitative Reasoning or Science and Technology	3
Liberal Arts 4. Arts and Literature or Advanced Languages and Cultures	3
Liberal Arts 5. History or Social Science	3
Liberal Arts 6. Integration, or a course from an area not yet chosen in 4 or 5 above	3

##### Theology/Philosophy:

Theology	6
Philosophy/Catholicism and the Disciplines	6
The two-semester Moreau First Year Experience	2

32\*

\*Please consult the University Requirements section of this Bulletin for details.

#### Arts and Letters Requirements

College Seminar	3
Literature	3
History	3
Foreign Language* (1–4 courses)	3–14
Fine Arts	
Social Science	
Major (minimum)	27
	42/45

#### Engineering Requirements

CHEM 10171	4
MATH 10550, 10560, 20550, 20580	15
PHYS 10310, 10320	8
EG 10111, 10112	6
	33

#### Major

approximately 60 credits (see specific major for details)

#### Engineering Program

Engineering degree program (required courses and program or technical electives)	69–75
Total :	170–179

#### Schematic Program of Studies

The exact sequence of courses will vary based on the specific majors selected.

##### First Semester

WR 13100. Writing and Rhetoric	3
Intro to Theology/Philosophy	3
CHEM 10171. General Chemistry: Fundamental Principles	4
EG 10111. Introduction to Engineering Systems I	3
MATH 10550. Calculus I	4
Moreau First Year Experience	1
	18

##### Second Semester

University Seminar (Theo/Philo recommended)+	3
CHEM 10122. General Chemistry: Biological Processes	3
EG 10112. Introduction to Engineering Systems II	3
MATH 10560. Calculus II	4
PHYS 10310. General Physics I	4
Moreau First Year Experience	1
	18

##### Third Semester

Modern Language	3
PHYS 10320. General Physics II	4
MATH 20550. Calculus III	3.5
Engineering Program†	3
Engineering Program	3
	16.5

## DUAL DEGREE PROGRAMS

<i>Fourth Semester</i>	
Theology/Philosophy	3
College Seminar	3
Modern Language	3
MATH 20580. Linear Algebra and Differential Equations	3.5
Engineering Program	3
Engineering Program	3

18.5

<i>Fifth Semester</i>	
History/Social Science	3
History/Social Science	3
Engineering Program	3
Arts and Letters Major††	3
Engineering Program	3
Engineering Program	3

18

<i>Sixth Semester</i>	
Philosophy/Theology	3
Engineering Program	3
Engineering Program	3
Engineering Program	3
Arts and Letters Major	3
Arts and Letters Major	3

18

<i>Seventh Semester</i>	
Literature	3
History/Social Science	3
Engineering Program	3
Engineering Program	3
Engineering Program	3
Arts and Letters Major	3

18

<i>Eighth Semester</i>	
Fine Arts	3
Engineering Program	3
Engineering Program	3
Engineering Program	3
Engineering Program	3
Arts and Letters Major	3

18

<i>Ninth Semester</i>	
Engineering Program	3
Engineering Program	3
Engineering Program	3
Engineering Program	3
Arts and Letters Major	3
Arts and Letters Major	3

18

<i>Tenth Semester</i>	
Engineering Program	3
Engineering Program	3
Engineering Program	3
Engineering Program	3
Arts and Letters Major	3
Arts and Letters Major	3

18

+ *The University Seminar may be selected from an appropriate history, social science, fine arts or literature course, or the first course in theology or philosophy.*

\* *Students who place out of lower level language courses must take at least one language course at the appropriate level.*

† *Courses specified by the student's major engineering department.*

†† *Courses necessary to fulfill the requirements for a major in the student's major arts and letters department.*

### DUAL DEGREE PROGRAM WITH THE COLLEGE OF SCIENCE

#### Coordinators:

Michael Ryan  
Assistant Dean  
College of Engineering  
Malgorzata Dobrowolska-Furdyna  
Associate Dean  
College of Science

**Program of Studies.** The five-year dual degree program between the College of Science and the College of Engineering enables the student to acquire degrees from both colleges—the bachelor of science from the College of Science and the bachelor of science degree in a chosen program of the College of Engineering.

This combination program, instituted in 2013, offers students the advantages of the liberal arts aspects of natural science and mathematics education coupled with a strong technical education. Because a student may enter the program from either college, both colleges have agreed to a certain degree of flexibility in allowing students to meet degree requirements. The following guidelines apply to all students intending to pursue this dual degree program, regardless of the student's initial college:

(1) Students must complete the degree requirements of both colleges, including University requirements (satisfied only once for both degrees), college requirements (with liberal appropriate substitutions for similar courses), and major requirements (with limited appropriate substitutions for similar content). Students may double-count more than one course between both degrees as appropriate to eliminate unnecessary duplication in course content.

(2) Students must earn 30 usable (degree-appropriate) credits past engineering degree requirements. Usable credits are defined as credits—including AP, IB, credit-by-examination and course credits—that are of high enough level that they could be applied to degree requirements. For example, additional AP credits in economics could be used to satisfy a free elective credit in a degree program, but AP credit for statistics (ACMS 10145) cannot be used in either degree program because the class level is lower than the statistics requirements for any degree program in science or engineering.

(3) Students must complete sequences of courses in mathematics, chemistry and physics, as described in

the course sequences below and the corresponding table on the following page. This requirement ensures that all necessary material is covered through a sequence of classes, and that students do not duplicate content by taking classes from more than one approved sequence.

(4) The exact set of courses a student must complete to earn both degrees will be determined by agreement between the appropriate associate/assistant deans of each college and will, naturally, depend on the pair of majors selected. Ordinarily, a student will present a plan of study that incorporates the above rules for approval.

#### Approved Math Sequences:

- MATH 10550, 10560, 20550, 20580, 30650  
CE, CHEG, EE
- 1a. MATH 10550, 10560, 20550, 20580  
AERO, CPEG, CS, EVEG, EVES, ME
- MATH 10550, 10560, 20550, 20610, 20750
- MATH 10550, 10560, ACMS 20550, 20750, 20620
- MATH 10550, 10560, 20550, PHYS 20451, 20452

#### Approved Chemistry Sequences:

- CHEM 10171/11171, 10122  
All EG (except CHEG)
- CHEM 10171/11171, 10122, 10172/11172, 20273  
CHEG
- CHEM 10171/11171, 10172/11172
- CHEM 10181/11181, 10182/11182, 20283/22283, 20284/22284

#### Approved Physics Sequences:

- PHYS 10310, 10320  
All EG (except EE)
- PHYS 10310, 10320, 20330  
EE
- PHYS 10411, 10424, 20435, 20464

### DUAL DEGREE PROGRAM WITH THE MENDOZA COLLEGE OF BUSINESS

#### Coordinators:

Michael Ryan  
Assistant Dean  
College of Engineering  
Kristin McAndrew  
Director of Admissions  
Master of Business Administration Program

**Program of Studies.** The five-year dual degree program between the Mendoza College of Business and the College of Engineering enables the student to earn the bachelor of science in a chosen field of the College of Engineering and the master of business administration.

This program, instituted in 1991, offers students the opportunity to better integrate study in engineering and in management. The student completing this program has a background in the management sciences, as well as the first professional degree in one of the fields of engineering. Because it is a demanding program, only those students of superior scholastic ability, who have both the aptitude and motivation necessary for the combined graduate

## DUAL DEGREE PROGRAMS

and undergraduate program, should apply. Advisors for the program are available for consultation about the advisability of applying for the program and about meeting the particular needs of each student pursuing this program.

This program is open only to those currently enrolled Notre Dame students who have completed three years of a degree program in the College of Engineering. Students interested in the MBA/engineering program should apply to the MBA program during their junior year. To facilitate the application process, students should take the Graduate Management Admission Test (GMAT) by December of their junior year.

An applicant who is not admitted to the dual degree engineering/MBA program continues in the undergraduate engineering program and completes his or her undergraduate engineering program in the usual four-year time frame.

As a general rule, it is expected that a student accepted to this program will take two courses required for the undergraduate engineering degree during the summer session following the junior year. The following schedule of classes is an example of how a program might be accomplished.

Students in the five-year engineering/MBA program are also required to:

(1) Complete a minimum of 48 MBA credit hours and maintain a GPA of at least 3.0 to successfully complete the program.

(2) Take only MBA courses in their fourth year and be able to complete 16 MBA credits plus all outstanding engineering degree requirements in the fifth year.

(3) Maintain full-time student status (minimum course load of 12 credit hours per semester).

#### First Year, Sophomore Year, Junior Year:

As outlined for individual engineering degree programs in this *Bulletin*. 98–104 credit hours.

#### Summer Session Following Junior Year:

Arts and Letters course+	3
Arts and Letters course+	3
Math Review Workshop*	0
Accounting Review Workshop*	0

The MBA curriculum divides each semester into two modules.

#### Senior Year

36 credits, all MBA courses

##### First Semester, Module 1:

ACCT 60100. Financial Accounting	2
MBET 60340. Conceptual Foundation of Business Ethics	2
MGT 60100. Statistics	2
MGT 60300. Organizational Behavior	2

	ACMS/Statistics	Mathematics	Physics	Chemistry	Other Science
AERO ME	Math 3* Chem 1 or 3 Phys 1	Math 1 or 2* Chem 1 or 3 Phys 1	Math 1a, 2*, 3* or 4 Chem 1 or 3 Phys 3	Math 1a, 2* or 3* Chem 4 Phys 1	Math 1a, 2* or 3* Chem 1 or 3 Phys 1
CE	Math 3 Chem 1 or 3 Phys 1	Math 1 or 2 Chem 1 or 3 Phys 1	Math 1, 2, 3 or 4 Chem 1 or 3 Phys 3	Math 1, 2 or 3 Chem 4 Phys 1	Math 1, 2 or 3 Chem 1 or 3 Phys 1
CHEG	Math 3 Chem 2 or 4 Phys 1	Math 1 or 2 Chem 2 or 4 Phys 1	Math 1, 2, 3 or 4 Chem 2 or 4 Phys 3	Math 1, 2 or 3 Chem 4 Phys 1	Math 1, 2 or 3 Chem 2 or 4 Phys 1
CPEG CS EVEG EVES	Math 3 Chem 1 or 3 Phys 1	Math 1 or 2 Chem 1 or 3 Phys 1	Math 1a, 2, 3 or 4 Chem 1 or 3 Phys 3	Math 1a, 2 or 3 Chem 4 Phys 1	Math 1a, 2 or 3 Chem 1 or 3 Phys 1
EE	Math 3 Chem 1 or 3 Phys 2	Math 1 or 2 Chem 1 or 3 Phys 2	Math 1, 2, 3 or 4 Chem 1 or 3 Phys 3	Math 1, 2 or 3 Chem 4 Phys 2	Math 1, 2 or 3 Chem 1 or 3 Phys 2

\* AERO and ME students need not take AME 30314 because it duplicates content of MATH/ACMS 20750. However, they must take the 0-credit Vibrations and Controls make-up sequences through AME.

#### First Semester, Interterm Week:

Professional Development Seminar	1
Communications Seminar++	1

#### First Semester, Module 2:

ACCT 60200. Cost Accounting	2
FIN 60400. Finance I	2
FIN 60210. Microeconomic Analysis	2
MARK 60100. Marketing Management	2

#### Second Semester, Module 3:

FIN 70600. Finance II	2
FIN 60220. Macroeconomic Analysis	2
MGT 60900. Strategic Decision Making	2
Free Elective	2

#### Second Semester, Interterm Week:

Values in Decision Making	1
Required Course (TBD)	1

#### Second Semester, Module 4:

MGT 60400. Leadership and Teams	2
MGT 60700. Operations Management	2
Free Elective	2

#### Fifth Year

12 credits, MBA courses and remainder engineering courses

##### First Semester, Module 1:

MGT 60200. Problem Solving	2
Management Communication Elective I	2
(Floating Optional Elective*)	2)

\*Students have the option to take one additional two-credit-hour elective now or in any remaining module.

#### First Semester, Module 2:

Ethics Elective	2
Management Communication Elective	2
(Floating Optional Elective)	2)

#### Second Semester, Module 3:

Free Elective	2
Free Elective	2
(Floating Optional Elective)	2)

#### Second Semester, Interterm Week:

(OPTIONAL: Two one-credit-hour electives OR Corporate Case Studies OR Offshore Program: China or Brussels)	2)
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#### Second Semester, Module 4:

Free Elective	2
Free Elective	2
(Floating Optional Elective)	2)

+See "Arts and Letters Core" on the first page of the College of Engineering section.

++Special one/two-week courses. All other MBA courses are seven weeks in length.

\*Occurs during August Orientation

Total for both degrees: 128–134 undergraduate, 48 MBA

One MBA course will be accepted as an elective or technical elective by each College of Engineering program. No more than two MBA courses may be accepted toward an undergraduate degree from the College of Engineering. Students are advised to check specific program requirements.

## OFFICERS OF ADMINISTRATION

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# Keough School of Global Affairs

The Donald R. Keough School of Global Affairs is the first new school at the University of Notre Dame in nearly a century. In keeping with Notre Dame's mission to place scholarship in service to the common good, the Keough School advances integral human development through research, policy, and practice; transformative educational programs; and partnerships for global engagement.

Founded in 2014, the Keough School builds on the strengths of existing institutes focused on international research, scholarship, and education at Notre Dame. The Keough School educates and trains global affairs professionals, preparing students for effective and ethical professional leadership in governments, nongovernmental organizations, and the private sector. The Keough School welcomed its first class of students in its Master of Global Affairs in 2017, inaugurated a new Supplementary Major in Global Affairs in 2019, and launched the first major in Global Affairs in 2022.

The Keough School offers Notre Dame students a wide range of globe-spanning academic opportunities and programs of study in addition to the extensive study abroad and other options available through Notre Dame International.

Details about the Donald R. Keough School of Global Affairs can be found online at <http://keough.nd.edu/>.

## CURRICULAR AND DEGREE

The Keough School of Global Affairs offers curricula leading to the degree of Bachelor of Arts in Global Affairs

The Keough School also offers supplementary majors, not stand-alone first or degree-yielding majors, in:

- Asian Studies (24 hours)
- Peace Studies (24 hours)
- Global Affairs (30 hours)

*\*The supplementary major in Global Affairs is being replaced by the Global Affairs major and is no longer available to students starting July 2022.*

## ADVANCED PLACEMENT / INTERNATIONAL BACCALAUREATE CREDIT:

The University will not accept AP, IB, or SAT-II credits in lieu of University Core Requirements. Similarly, the Keough School will not accept AP/IB credits in lieu of School requirements. Certain curricular programs may accept AP/IB credit in lieu of major or minor requirements. See the individual program entries for specific details. AP/IB scores may also be used in lieu of a placement exam to place students into upper-level courses.

## Degree requirements for the Keough School of Global Affairs

Students in the Keough School of Global Affairs are required to complete 123 degree-countable credits. They must also complete all University and School requirements as well as the requirements for one major program of study.

## SUMMARY OF SCHOOL REQUIREMENTS:

Students in the Keough School of Global Affairs must fulfill the following specific requirements.

**University requirements** are described under "University requirements," in the front section of this *Bulletin*.

**School requirements** are described below:

**Foreign Language Requirement.** By graduation students must have achieved intermediate proficiency II or higher in a language other than their native language that is used as a means of communication in the contemporary world. Students who have already achieved this level of language competence before entering Notre Dame must take at least one 3-credit language course at the University. These students may choose to pursue the additional course as either an advanced course in the language in which they have achieved proficiency, or an introductory course in a new language that would expand and enrich the direction of their Notre Dame studies and career aspirations, and potentially lead to deeper study of the new language.

**Keough Interdisciplinary Seminar (KIS).** A 3-credit course requirement for all students in the Keough School and can only be taken once. Students typically take this course in their sophomore year.

**Cross-Cultural Experience Requirement.** Students pursuing a degree in the Keough School must participate in an approved cross-cultural experience, bracketed by preparatory and reflective coursework. This requirement includes three components:

- Foundations of Cross-Cultural Engagement and Analysis. This is a 3-credit pre-departure course that prepares Keough students to undertake a theoretically informed and empathetic cross-cultural experience.
- A Cross-Cultural Experience. In most cases, students' cross-cultural activities consist of one or more overseas experiences of at least six weeks' duration. Modes might include participation in a study abroad program, international research, internships, and/or service-learning. Students may also petition to count a cross-cultural engagement within the United States.
- Reflections on Cross-Cultural Engagement and Analysis. This is a 1-credit post-experience mini

course that provides students with a framework for critical reflection on their cross-cultural experience.

**Keough Ethical Practice Seminar (KEPS).** A 3-credit course that analyzes the practice of ethical reasoning and analysis in professional and public settings relevant to global affairs. Students typically take KEPS in the sophomore or junior year.

**Pass/Fail Option.** The Academic Code allows juniors and seniors to apply to their Dean (or Dean's designee) to take one course per semester on a pass/fail basis. The course must be non-major, non-required elective course. The declaration must be made during the enrollment period of each semester, and once made, the declaration is irreversible. Note that some courses do not have the pass/fail option.

## STUDENT AWARDS AND PRIZES:

### Kellogg Institute for International Studies

*John J. Kennedy Prize* is awarded annually for the best senior essay on Latin America. It carries a monetary prize and recognize the recipient's high-quality work at Notre Dame.

*Considine Award* is given annually for outstanding student contributions to the study of or service to the Catholic Church in Latin America.

### Kroc Institute for International Peace Studies

*Peter Yarrow Award in Peace Studies* is awarded to a graduating senior in the supplementary major or minor in peace studies who demonstrates academic excellence in peace studies alongside a commitment to peace and justice in the world.

*Peace Studies Senior Seminar Essay Awards* are given to peace studies seniors who have demonstrated excellence in peace studies research and academic writing in the foundational senior seminar course

### Pulte Institute for Global Development

*Pulte Institute Student Fellowship* supports Social Entrepreneurship internship opportunities for students. Initially made possible by a generous gift from Rick and Molly Klau in 2018, these internships allow students to be trained as social entrepreneurs through experiential learning on the front lines of development work across the globe.

## KEOUGH SCHOOL OF GLOBAL AFFAIRS

**KEOUGH SCHOOL PROGRAMS:**

The programs offered by the Keough School of Global Affairs include a major, supplementary majors, and minors, which are interdisciplinary and multidisciplinary. Every Keough student must complete one major sequence. Supplementary majors and minors are optional and may be taken to supplement or enhance a student's major but do not lead to graduation in and of themselves.

**Major**

The Keough School of Global Affairs currently offers one major in Global Affairs. The major is interdisciplinary and multidisciplinary in nature, and normally declared during the second half of the first year and completed in four years.

Supplementary majors are those that cannot stand alone in qualifying a student for an undergraduate degree so must be taken in conjunction with a primary major. The Keough School currently offers three supplementary majors: Asian Studies, Peace Studies, and Global Affairs. (Please note: no student may declare the supplementary major in Global Affairs after July 2022).

**Minors**

Minors are typically five-course sequences. The Keough School offers the following minors:

- Asian Studies
- Civil and Human Rights
- European Studies
- International Development Studies
- Peace Studies
- Social Entrepreneurship and Innovation

**Electives**

In addition to University, School, and major requirements, the Keough School also offer a wide range of courses that are open to non-majors who have met any necessary prerequisites.

**Global Affairs***Associate Director:*

Kasey Swanke

The Global Affairs major provides students with a rigorous program of study that integrates knowledge, theory and methods of inquiry from many disciplines. It is grounded in a human-centered approach and focuses on global challenges to human flourishing such as climate change, increasing inequality and poverty, flows of refugees and migrants, human and civil rights violations and deadly conflict, and the policies and practices that address them.

Students can declare the Global Affairs major in their first year, and students declaring the major in their sophomore year can typically still finish the requirements on time. Students pair the major with a variety of other majors, supplementary majors, and minors on campus. With prior approval, students may satisfy major requirements through study abroad programs. When necessary, students may satisfy a limited number of major requirements through other departments' courses covering comparable content. These "waive-and-replace" instances are granted only with the permission of the associate director of the Global Affairs major and are subject to strict limitations.

**Major** (33 credits)

*Introduction to Global Affairs and Integral Human Development* (3 credits)

*Introduction to Global Politics and Policy* (3 credits)

*Quantitative Methods for Global Affairs* (3 credits)

*Principles of Economics* (3 credits)

*Six Electives* (6 x 3cr = 18 credits) that must include:

- at least one course focused on the historical understanding of a contemporary global issue, (GLHU attribute)
- at least one course with a regional focus, (GLRF attribute) and
- an approved research methods course (GLRF attribute)

It is possible that a single course can meet more than one of these requirements.

*Capstone Seminar* (3 credits)

**SAMPLE STUDY PLAN****First Year***First Semester*

1. Intro to Global Affairs and Int Human Devlp
2. Quantitative Methods (WKQR)
3. Language
4. Writing and Rhetoric
5. Free Elective #1
6. Moreau First Year Experience

*Second Semester*

1. Intro to Global Politics and Policy
2. Global Affairs Elective #1
3. Language
4. USEM (+ Core Requirement)
5. Free Elective #2
6. Moreau First Year Experience

**Second Year***First Semester*

1. Principles of Economics (WKSS)
2. Global Affairs Elective #2
3. Language
4. Core Requirement
5. Free Elective #3

*Second Semester*

1. Global Affairs Elective #3
2. Foundations of Cultural Engagement and Analysis
3. Language
4. Core Requirement
5. Free Elective #4

**Third Year***First Semester*

1. Global Affairs Elective #4
2. Ethical Practice Seminar
3. Core Requirement
4. Reflections on Cross-Cultural Engagement and Analysis (1 cr)
5. Free Elective #5
6. Free Elective #6

*Second Semester*

1. Global Affairs Elective #5
2. Keough School Seminar
3. Core Requirement
4. Free Elective #7
5. Free Elective #8

**Fourth Year***First Semester*

1. Global Affairs Elective #6
2. Core Requirement
3. Core Requirement
4. Free Elective #9
5. Free Elective #10

*Second Semester*

1. GA Capstone
2. Core Requirement
3. Free Elective #11
4. Free Elective #12
5. Free Elective #13

*Notes:*

*This sample plan is only one example for how students can time their required courses. The course sequencing can be flexible to accommodate a semester study abroad, for example, and students can seek advising for help.*

*Students pursuing a Bachelor of Arts in Global Affairs can use free elective space to complete minors, some majors, or pre-health requirements.*

## COURSE DESCRIPTIONS

All of the courses associated with the global affairs major can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by selecting “Class Search” and choosing the Global Affairs subject. Global Affairs electives can be found through the GLEL attribute search, and likewise for electives that provide an historical understanding of a global issue (GLHU), electives that provide a regional focus (GLRF), and electives that provide a grounding in research methods (GLRM).

## Asian Studies

### Director:

Michel Hockx

### Director of Undergraduate Studies:

Alexander Hsu

The **Liu Institute for Asia and Asian Studies** program in Asian Studies introduces students to the complexity of Asian life and thought, on the continent, among its diasporas, and beyond. Students select courses in a wide variety of fields, such as anthropology, East Asian languages and cultures, economics, film, television, and theatre, history, political science, and psychology. The Liu Institute for Asia and Asian Studies also provides enriching activities such as lectures, films, gatherings, and grant opportunities to students interested in Asia. Students with the supplementary major or the minor in Asian Studies will be very desirable employees of international business or accounting firms, nongovernmental organizations, and service organizations. They will be well prepared for graduate school in a discipline, or for a professional school such as law or business. The supplementary major and the minor in Asian Studies provide recognition of students' training in this significant aspect of the world.

The **Supplementary Major** in Asian Studies emphasizes the study of Asia, broadly defined, as an integral part of the world today. Students study both historical and contemporary aspects of culture, society, politics, literature, language, religion, etc. Required classes stress interdisciplinarity through our intra-university offerings.

Through the interdisciplinary nature of the major, classes draw from a broad range of topics, enabling the student to come away with a holistic and comprehensive study of Asia, including both humanistic and social scientific approaches to study.

### Requirements for the Supplementary Major:

Asia-related courses from each of the following disciplines: (Total of 24 credit hours)

- One history: one class in ancient, early, or modern history (3 credit hours)
- One literature/culture (East Asian Languages and Cultures, English) (3 credit hours)
- One social science (anthropology, economics, political science, psychology, or sociology) (3 credit hours)
- One humanities (theology or philosophy) OR an additional literature/culture (3 credit hours)
- Three general electives (can include up to 6 credit hours of language) (9 credit hours)
- One upper-level course taken during the senior year that culminates in a capstone essay (3 credit hours)

### The Minor in Asian Studies

Students who are contemplating graduate study in a particular area of the world or a career in

international business or government—as well as those who are generally interested in the region—are well served by the minor in Asian Studies. It provides a well-rounded introduction to the world's most populous region. The minor in Asian Studies is a very appropriate accompaniment to majors in anthropology, East Asian languages and cultures, history, political science, economics, or other arts and letters departments. It is also suitable for students in the Mendoza College of Business, the College of Science, and other Colleges and Schools at our University.

Students should meet with the director of undergraduate studies (DUS) as early as possible in their academic career in order to plan their courses. They should also meet with the DUS each semester to select approved courses.

### Requirements for the Minor:

Asia-related courses fulfilling each of the following: (Total of 15 credit hours)

- Four courses from at least three different disciplines (history, literature/culture, humanities, social sciences; may include up to one language course) (12 credit hours)
- One upper-level course taken during the senior year that culminates in a capstone essay (3 credit hours)

## COURSE DESCRIPTIONS

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on “Class Search” and selecting the subject *Asian Studies*. Course descriptions can be found by clicking on the subject code and course number in the search results.

## Civil and Human Rights

*Associate Director:*

Dory Mitros Durham

The Klau Institute for Civil and Human Rights seeks to make the study of civil and human rights a centerpiece of education at the University of Notre Dame. Through academic programs and research initiatives the Klau Institute engages students with questions of justice and human dignity, both at home and around the globe. The institute also works to build a vibrant intellectual community of faculty, staff, and students at all levels of the university who seek to enrich their independent work on pressing problems by employing a civil and human rights lens.

### Minor in Civil and Human Rights

The Minor in Civil and Human Rights emphasizes a unified study of domestic and international civil and human rights. Core courses introduce students to the most pressing issues of civil and human rights today, in the United States and abroad. Elective courses then allow students to continue their studies by deepening their focus on a particular topic or expanding the breadth of their understanding of a fuller range of civil and human rights issues.

The Minor in Civil and Human Rights has the following requirements (15 credits total):

- Two core courses, one domestically focused and one internationally focused (6 credits)
- Two elective courses, drawn from a wide variety of domestic and international topics (6 credits)
- One policy-and-practice based capstone course, incorporating both an experiential component and a substantive writing component. (3 credits)

For more complete information about the minor in Civil and Human Rights and associated opportunities for Klau Institute Student Affiliates, please consult our website at <https://klau.nd.edu/academics/minor-in-civil-and-human-rights/>. Questions about the minor can be directed to Dory Mitros Durham at [dmitros1@nd.edu](mailto:dmitros1@nd.edu).

## European Studies

*Director of Undergraduate Studies:*

Hildegund Müller

*Student Programs Assistant Director:*

Abigail Lewis

The **Nanovic Institute for European Studies** is dedicated to enriching the intellectual culture of Notre Dame by creating an integrated, interdisciplinary home for students to explore the evolving ideas, cultures, beliefs, and institutions that shape Europe today. In addition to offering a suite of grant opportunities and events, the Institute supports an interdisciplinary curriculum in European studies serving students across the University through two curricular paths: a Minor in European Studies open to all undergraduates and a Concentration in Transnational European Studies for students in the Keough School of Global Affairs.

### The Minor

The Institute's Minor in European Studies (MES) invites students from all disciplines to explore the ways in which Europe has and continues to shape the world. Whether studying mechanical engineering or business marketing, students are encouraged to enrich their academic experience by adding a European dimension to their primary field of study. Rooted in the humanities, students in the MES will graduate with proficiency in a European language, develop a nuanced historical understanding of European society and culture, and the practical research, writing, and diplomatic skills needed to apply this knowledge to the most pressing issues facing Europe and the world today. Graduates of the Minor in European Studies have gone on to work in a variety of fields from law to non-governmental organizations to finance and politics.

#### *MES Requirements (15 total credit hours)*

Three (3) one-credit EURO Gateway courses (3 credit hours)

- Two to three rotating gateway courses are offered each semester. One gateway course may be replaced by a directed reading. Gateway courses may be taken any time.

European language (3 credit hours)

- The course must be in an approved European language at the intermediate II level or above.
- European Studies foundational seminar (3 credit hours)
- The central course in the minor, this seminar invites students to consider the foundational ideas, themes, and events that have and will continue to shape Europe and its peoples.
  - Offered in the fall, this writing intensive seminar should be taken during the junior or sophomore year.

Two (2) three-credit MES elective courses (6 credit hours)

- Two upper-division elective courses from two different departments, chosen from courses carrying the MESE attribute.

- One elective course may be replaced with an independent research project in European studies. Approval to enroll in the appropriate capstone research course from the advising team is required.

### Funding Opportunities

All undergraduates at the University of Notre Dame are eligible for Nanovic grant funding to support their academic and professional endeavors in Europe. The Institute offers research, internship, service, and language training grant funding during the academic year and summer break periods. Interested students are encouraged to visit the Institute's website for up-to-date information about various grant opportunities and requirements.

For more complete information about the curriculum or grant programs, please consult the Institute's website at [nanovic.nd.edu](http://nanovic.nd.edu).

### COURSE DESCRIPTIONS

All courses associated with the Institute's curriculum can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting the subject European Studies. Additional electives in the Minor in European Studies can be found by selecting MESE from the "Attribute" menu. Course descriptions can be found by clicking on the subject code and course number in the search results.

## International Development Studies

### Director:

Steve Reifenberg

### Associate Director:

Holly Rivers

The goal of the **Kellogg Institute for International Studies'** minor in International Development Studies (IDS) is to provide undergraduate students with both the opportunity to learn about and contribute to international development. IDS will provide context and an academic foundation for students to analyze the dynamics of development across the globe as well as help students develop skills for effective engagement in a complex world.

Development studies is interdisciplinary in nature, so students are required to take courses in a variety of disciplines. This equips students with a broad lens through which to view and investigate development challenges. Students from all colleges and departments are encouraged to enroll.

The IDS minor prepares students for a variety of post-graduate options related to international development, including graduate work in development studies, volunteer work or employment in the field, ranging from international and advocacy organizations, businesses, consulting firms, and policy and research groups. Regardless of what career path IDS students follow, the breadth and diversity of academic and fieldwork training help prepare them to apply their learning from the classroom to the world around them.

The IDS minor was founded by the Kellogg Institute's Ford Program in Human Development Studies and Solidarity, and today the minor is managed by the Kellogg Institute, working closely with the Ford Program. To supplement their course work, students can take advantage of the many opportunities made available by the Kellogg Institute and the Ford Program: a calendar of events, grants and fellowships, an annual student-led human development research conference, and other resources.

### Requirements:

A central component and requirement of the IDS minor is a field-based research project in the so-called "developing" world, allowing students to contribute to the Ford Program's mission of seeking solutions to real world challenges by examining the causes and consequences of extreme poverty. This research project will normally be conducted the summer after a student's junior year.

Additionally, the minor in International Development Studies consists of 15 credit hours:

Gateway Course (3 credit hours): Introduction to International Development Studies

- This course is offered in the fall and spring semesters and will normally be taken during sophomore year.

Research Methods Course (3 credit hours)

- Students are expected to take a research methods course through the designated IDS courses.

Two Electives (6 credit hours):

- Qualifying elective courses are listed each semester in the Schedule of Classes under IDS.
- When possible, students are encouraged to take an elective outside a student's major college.
- One of these electives must be outside a student's major.
- With approval, one course may be taken abroad.

Capstone Seminar (3 credit hours):

- This course will be taken the fall semester of senior year.
- Each student will write a senior essay based on his or her field research.
- Bringing together their unique experiences and disciplinary perspectives, students will discuss and critique each other's work.

For more complete information about the minor in International Development Studies, please consult our website at [kellogg.nd.edu/students/ids](http://kellogg.nd.edu/students/ids). Questions about the minor can be directed to Holly Rivers at [hrrivers@nd.edu](mailto:hrrivers@nd.edu)

## COURSE DESCRIPTIONS

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting the subject *International Development Studies*. Course descriptions can be found by clicking on the subject code and course number in the search results.

## Peace Studies

### Director of Undergraduate Studies:

Laura Miller-Graff

### Assistant Director:

Anna Van Overberghe

Peace studies at the University of Notre Dame is centered at the **Kroc Institute for International Peace Studies**. Profiles of the peace studies faculty and information about activities in peace studies can be found on the Kroc Institute's website at [kroc.nd.edu](http://kroc.nd.edu).

### Program of Studies

Peace studies is an interdisciplinary field of study that draws on diverse academic disciplines to understand the causes of violent conflict; develop nonviolent ways to prevent and resolve war, genocide, terrorism and gross violations of human rights; and build peaceful and just societies.

As a field of study, peace studies links scholarship to practice and empowers students to become effective agents of social and political change at the global, national, and local levels. It develops critical thinking skills, strengthens research and writing ability, teaches specific tactics in areas such as conflict resolution and social change, and challenges students to develop their knowledge into new ways of thinking and acting in the world. Peace studies provides students with the capacity to imagine and build the global community as it ought to be (rather than simply how it is) through interdisciplinary coursework, faculty mentorship, a variety of research and practice opportunities, and an annual student conference.

The Undergraduate Program in Peace Studies offers two curriculum options: the Supplementary Major in Peace Studies (24 credits) and the Interdisciplinary Minor in Peace Studies (15 credits). Both require completion of an introduction course, a mid-level course on peacebuilding, and a capstone research and writing seminar. The remaining coursework consists of electives selected from the program's course catalog. Electives are designated as either core electives or support electives.

### The Supplementary Major

The Supplementary Major in Peace Studies requires successful completion of eight (8) courses: the three required courses and five courses selected from a list of approved peace studies electives. At least two of the five electives must be core electives. The curriculum for the supplementary major is:

#### Required Courses

IIPS 20101 Introduction to Peace Studies	3 cr
IIPS 33101 Perspectives on Peacebuilding	3 cr
IIPS 43101 Peace Studies Senior Seminar	3 cr

#### Peace Studies Electives

2 IIPS Core Electives	6 cr
3 IIPS Core or Support Electives	9 cr

**The Interdisciplinary Minor.** The Interdisciplinary Minor in Peace Studies requires successful completion of five (5) courses: the three required courses and two courses selected from a list of approved peace studies electives. The curriculum for the minor is:

*Required Courses*

IIPS 20101 Introduction to Peace Studies	3 cr
IIPS 33101 Perspectives on Peacebuilding	3 cr
IIPS 43101 Peace Studies Senior Seminar	3 cr

*Peace Studies Electives*

2 IIPS Core or Support Electives	6 cr
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The required courses may not be taken concurrently; each is a pre-requisite for the next. The senior seminar course may only be taken during the senior year. Elective courses may be completed at any point, and they may be taken concurrently with required courses.

Because the program takes a minimum of three semesters to complete, students are advised to take Introduction to Peace Studies as early as possible. Courses taken abroad count only as peace studies electives and may not substitute for any of the required courses.

## COURSE DESCRIPTIONS

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](https://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on “Class Search” and selecting the subject *Institute for International Peace Studies*. Course descriptions can be found by clicking on the subject code and course number in the search results.

## Social Entrepreneurship and Innovation

*Academic Directors:*

Michael H. Morris, Melissa Paulsen

*Academic Advisor:*

Sarah Genz

The McKenna Center for Human Development and Global Business and the Pulte Institute for Global Development coordinate a mix of curricular, research, and community engagement initiatives related to social entrepreneurship and innovation, with a core emphasis on poverty alleviation around the world. Our focus is on the empowering potential of entrepreneurship as a vehicle for addressing social needs and problems in new and different ways. Examples of initiatives in our portfolio include an undergraduate minor, the Global Partnership for Poverty and Entrepreneurship, the Social Entrepreneurship Internship Program, the Mandela Washington Fellowship Program at Notre Dame, the South Bend Entrepreneurship and Adversity Program, the Urban Poverty and Business Initiative, the Experiential Classroom, and a study abroad program in South Africa. In addition, we edit the *Journal of Developmental Entrepreneurship*.

### The Minor in Social Entrepreneurship and Innovation

The minor in Social Entrepreneurship and Innovation introduces students to entrepreneurial thinking and innovative problem-solving as both apply to addressing social needs across the globe. Students are introduced to a range of tools, concepts, frameworks, and approaches that help them understand how to develop and implement creative solutions to challenging social problems. The minor consists of fifteen credit hours, including two foundation courses, two electives and a capstone experience. With the electives, students can select from courses offered both within the Keough School and in other disciplines across the campus that address significant social needs such as poverty alleviation, environmental protection, and racial and ethnic inequities. The minor has a strong emphasis on experiential learning and on competency-based learning. A number of co-curricular opportunities are available for students to engage real-world problems. For more information, please visit our website, [sei.nd.edu](https://sei.nd.edu).

### Entrepreneurship Empowerment in South Africa (EESA)

EESA is a six-week study abroad experience where students work with historically disadvantaged entrepreneurs that are based near Cape Town, South Africa. Students earn four credit hours, and gain a life-changing experience where they develop and implement creative solutions to problems and opportunities faced by these entrepreneurs as they try to develop sustainable businesses. Students work in teams that also include South Africa students. The program is open to graduate and undergraduate

students. All majors are welcome and students do not need to have business experience.

For more complete information about the minor in Social Entrepreneurship and Innovation, please consult our website at <https://keough.nd.edu/mckenna-center/>. Questions about the minor can be directed to Melissa Paulsen at [mpaulse1@nd.edu](mailto:mpaulse1@nd.edu) or Dr. Michael Morris at [mmorri24@nd.edu](mailto:mmorri24@nd.edu).



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# College of Science

The University of Notre Dame awarded its first bachelor of science degree in 1865. Before that time, courses had been taught in mathematics (from 1842), in biology (from 1844), and in chemistry (from 1850). In 1867, a program in general science was formulated. Subsequently, specialized programs were added, leading to the degree of bachelor of science in botany and in zoology (both now covered by one degree in biological sciences), in environmental sciences, in biochemistry, in chemistry, in physics, in mathematics, and in preprofessional studies.

## Departments of the College of Science

**The Department of Applied and Computational Mathematics and Statistics** is housed in Crowley Hall, in the academic center of campus. The facilities include office space for faculty members, graduate students and postdoctoral associates, as well as space for these department members to collaborate with undergraduate students in research and educational activities. The department has access to the computing resources of the Center for Research Computing and computing facilities dedicated to department research groups.

**The Department of Biological Sciences**, located in the Galvin Life Science Center, has well-equipped laboratories for undergraduate and graduate research, spanning the wide realm of the life sciences, across scales of complexity—from cells and organs to whole organisms and ecosystems. The facilities include controlled-environment rooms; an optics facility containing confocal microscopes, scanning and transmission electron microscopes; molecular analysis facilities for DNA sequencing, microarrays, cell sorting; and extensive data storage and retrieval equipment.

The Hank Center for Environmental Science provides more than 20,000 square feet of state-of-the-art research space for aquatic, terrestrial, and environmental studies that includes greenhouses, wet laboratories, and a field sample processing room.

The Freimann Life Science Center provides additional laboratories, vertebrate animal care, and associated specialized modern research facilities to serve the expanding needs of life science research at Notre Dame.

The Jordan Hall of Science contains 16 state-of-the-art biology laboratories for teaching undergraduate and graduate life science laboratory courses. In addition, the collections of museum specimens, including the Greene-Nieuwland Herbarium and the Museum of Biodiversity, are available for research

and teaching, housed in superb facilities in Jordan Hall.

**The Department of Chemistry and Biochemistry**, located in Nieuwland Science Hall, McCourtney Hall, and Stepan Hall of Chemistry and Biochemistry, has laboratories devoted to research in several areas of chemistry: physical, inorganic, organic, and biochemistry. The laboratories are equipped with all necessary facilities for undergraduate students, graduate students, postdoctoral investigators, and faculty. Undergraduate researchers have access to seven high-field NMR spectrometers and three state-of-the-art single crystal X-ray diffractometers, plus many other pieces of equipment such as infrared, ultraviolet, Raman, mass spectrometer; photoelectron spectroscopy; potentiostats; analytical and preparative HPLC and GC equipment; special apparatus for studying mechanisms and rates of reactions; and cell culture facilities. For theoretical work, two large parallel cluster supercomputers are available. The facilities of the Radiation Research Laboratory are used by some faculty of the chemistry department for research in physical chemistry.

The new Jordan Hall of Science houses all of the undergraduate teaching laboratories for chemistry and biochemistry. Included are spacious facilities for introductory and organic chemistry; analytical, physical, and inorganic chemistry; and biochemistry. The building also contains a new NMR spectrometer. Also within Jordan Hall are two large lecture rooms specially designed for teaching introductory science courses, along with a 150-seat multimedia visualization center.

**The Department of Mathematics** is housed in Hayes-Healy Center/Hurley Hall, conveniently located in central campus. The facilities for undergraduate and graduate instruction and research in mathematics include a first-rate research library; a faculty room; offices for the faculty, postdoctoral investigators, and other visitors, graduate students, and staff; several research seminar and conference rooms; and several large classrooms with state-of-the-art media capability.

**The Department of Physics and Astronomy**, located in Nieuwland Science Hall, has teaching facilities and laboratories for both undergraduate and graduate research. There are facilities for experimental work in astrophysics, biophysics, condensed-matter physics, elementary particle physics, and nuclear physics. There are three atomic spectroscopy laboratories, and some additional use is made of facilities at Argonne National Laboratory. Elementary particle experiments are done at the Stanford and Fermi national laboratories, and at CERN in Geneva, Switzerland. Detector development for the major accelerators is also being done in

the department. The Nuclear Science Laboratory has two accelerators dedicated to nuclear astrophysics. This facility is home to the second largest low-energy nuclear physics program in the country. A variety of solid state facilities are available for the study of metals, high T<sub>c</sub> superconductors, and semiconductors. Off-site facilities at Argonne, the National High Magnetic Field Laboratory, and the National Institutes of Standards and Technology are also heavily used. Notre Dame is a partner in the Large Binocular Telescope project. This will be one of the most capable facilities in the world for cutting-edge cosmology and astrophysics research. Research is conducted in many major areas of theoretical physics, including all of the above areas as well as statistical mechanics, field theory, general relativity, and astrophysics. The department has a substantial machine shop and research library and a variety of staff technicians. Many faculty members and research groups have computing facilities, and all have access to the Office of Information Technologies' very large computers.

Jordan Hall of Science houses all of the undergraduate teaching laboratories for physics, including spacious facilities for introductory mechanics, electricity and magnetism, and modern physics. Within Jordan Hall are also a laser and optics lab and an advanced laboratory for physics majors. The building also hosts a rooftop observatory equipped with a dozen small telescopes for introductory astronomy courses, along with a separate dome housing a large, research-quality telescope for physics and astronomy students. Jordan Hall is also home to a 150-seat digital visualization theatre that serves as a planetarium for a variety of astronomy and astrophysics courses.

**The Department of Preprofessional Studies** is located in the Center for Health Sciences Advising in the Jordan Hall of Science. This center centralizes the advising process for all University students interested in the health professions. All courses for students enrolled in the preprofessional program and collegiate sequence programs are provided by the other departments of the College of Science and the other colleges of the University.

## Undergraduate Education

The aim of the program of undergraduate education in the College of Science is to produce intellectually able graduates who are grounded in the broad fundamental principles of the basic sciences, versed in the advanced concepts of their chosen scientific discipline and educated in the humanistic and social studies. Each graduate should be a good scientist in his or her own field; a fully developed person, aware of his or her responsibilities to society and prepared to participate fruitfully in the affairs of society.

Education in science at Notre Dame is a coordinated program involving the basic sciences, the chosen advanced science, and the humanistic and social studies, including theology and philosophy. In this education, the student should acquire a thorough, integrated, and broad understanding of the fundamental knowledge in his or her field, a competence in orderly analytical thinking, and the capacity to communicate ideas to others, orally and in writing. This system of education is so arranged to develop in each student the desire and habit of continuing to learn after graduation, advancing over the years to higher levels of professional and personal stature and keeping abreast of the changing knowledge and problems of his or her profession.

Emphasis is placed on fundamental principles so that the students can develop abilities to apply these principles to the solution of new problems never before encountered by society, to the discovery of new things and to the invention of devices not learned about in books. Notre Dame stresses basic concepts useful in later learning rather than masses of particular facts and data that can better be found in books at the time of need.

## Curricula and Degrees

The College of Science offers curricula leading to the degree of bachelor of science in each of six undergraduate departments:

Applied and Computational Mathematics and Statistics  
Biological Sciences  
Chemistry and Biochemistry  
Mathematics  
Physics  
Preprofessional Studies

The following are degree programs offered by these departments:

Applied and Computational Mathematics and Statistics  
Biochemistry  
Biochemistry with a concentration in Neuroscience  
Biological Sciences  
Chemistry  
Chemistry combined with Computing  
Chemistry with a concentration in Neuroscience  
Environmental Sciences  
Mathematics  
Mathematics (concentration with other programs)  
Neuroscience and Behavior  
Physics  
Physics-in-medicine  
Preprofessional Studies  
Science-Computing  
Science-Education  
Statistics

These degree programs are described in detail in later sections of this *Bulletin*.

See also the bachelor of science degree programs offered by the College of Engineering:

Computer Science  
Environmental Geosciences

Each College of Science student must enroll in the department of his or her major beginning with the sophomore year; however, a student may change primary majors in the College of Science at any point up until the last drop day of the 7th semester in consultation with their advisor and dean. Concentrations, second and supplementary majors, and minors may be changed at any time; provided, however, that a student's request to change his/her curriculum generally will be denied if the requested change would require the student to remain at the University beyond 8 semesters.

The College of Science maintains a website at [science.nd.edu](http://science.nd.edu). Further information related to programs offered by the college may be found at that location.

Listed below are the allowed options for students interested in double science majors, double majors between colleges, second majors in the College of

Science, and supplementary majors and minors in the College of Arts and Letters.

Students pursuing one of these combination programs must have superior scholastic ability and be formally accepted by the dean of both colleges involved. Approval will not be granted if there is substantial overlap between the two programs.

*Note:* Courses may only be counted once at each of the following tiers:

1. University and core requirements
2. College and primary major requirements
3. Any other program (second major in another college, supplemental major in another college, or minor), except for courses required by a defined program within the college of science. Additionally, each minor must have 50% or more unique courses.

**Double Science Majors.** In certain instances, students will have the option of pursuing majors in two departments of the College of Science. Details on the double science major option and lists of combinations that are normally approved are found under "Special Programs," later in this section of the *Bulletin*.

**Dual Degree.** Notre Dame students pursuing majors in two of the undergraduate colleges may qualify for a five-year dual-degree program.

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. 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 greatest required number of degree credits.

**Double Majors in Two Colleges.** Qualified Notre Dame students pursuing majors in one of the other undergraduate colleges or schools may add another major in the College of Science. Additionally, qualified Notre Dame students pursuing a major in the College of Science may also add another major in one of the other undergraduate colleges or schools.

The requirements for a double major between colleges generally are as follows: The student completes all the University requirements, the requirements of his or her college or school, and the requirements of both majors. In general, a single course may not satisfy requirements for both majors.

**Supplementary Majors and Minors.** Qualified Notre Dame students pursuing majors in the College of Science may add a supplementary major or minor. Options include programs offered through the College of Arts and Letters and the Environmental Geosciences minor offered through the College of Engineering.

Science students may not add the Arts and Letters Preprofessional Studies supplementary major.

### Supplementary Majors, Minors, and

**Concentrations in the College of Science.** In the College of Science, the term “second major” is used for a supplementary major. Three departments offer a second major program specifically for students in the other colleges: mathematics as a second major, physics as a second major, and environmental sciences as a second major. The Applied and Computational Mathematics and Statistics department offers supplementary majors for students with a primary major in other departments in the College of Science, as well as other colleges. Likewise, Environmental Science is available as a supplementary major for science students who are not majoring in Biological Sciences, Preprofessional, or one of the Science collegiate sequences (SCCO and SCED). For details, see the departmental sections of this *Bulletin*.

Three departments in the College of Science offer concentration programs: Applied and Computational Mathematics and Statistics, Mathematics and Physics. For details, see the departmental sections of this *Bulletin*.

**Combination Five-Year Program with the Mendoza College of Business.** The College of Science and the Mendoza College of Business have established a competitive cooperative program in which a student may simultaneously earn a bachelor of science and a master of business administration degree. The program is structured so that the student who has completed the three years of a science bachelor's degree program, if accepted, completes the master of business administration and the bachelor of science in a major in the College of Science in a summer session and two subsequent academic years.

Students who wish to pursue this program should have a superior scholastic record in their major program and must make application to, and be accepted by, the MBA program.

The general sequence of courses in the five-year Science-MBA program may be found under “Dual Degree Program with the Mendoza College of Business,” later in this section of the *Bulletin*.

## University and College Requirements

A minimum of 124 credit hours is required for graduation from the College of Science. A minimum of 60 credit hours must be in science; however, each department may specify more than 60 credit hours for any of its programs. A minimum cumulative and major GPA of 2.0 is required for graduation.

All College of Science majors must fulfill University requirements. The specifics of University Requirements are listed in this *Bulletin* on pages 15–17.

### Six courses in the liberal arts:

- \*1. Quantitative Reasoning
- \*2. Science and Technology
- \*3. An additional course in Quantitative Reasoning or Science and Technology
- \*4. Arts and Literature or Advanced Languages and Cultures
- \*5. History or Social Science
- \*6. Integration, or a course from an area not yet chosen in 4 or 5.

### Four courses exploring explicitly Catholic dimensions of the liberal arts:

- \*1. A foundational Theology course
- \*2. A developmental Theology course
- \*3. A Philosophy course
- \*4. An additional Philosophy course or a Catholicism and the Disciplines course.

### Two courses in writing:

- 1. A University Seminar
- 2. A Writing and Rhetoric course, or another writing-intensive course.

### The two-semester Moreau First Year Experience.

*\* One of these requirements must be designated as a University Seminar course typically numbered as 13180–13189.*

In addition, all College of Science majors must take courses in:

- Chemistry (10171 and (10172 or 10122) or 10181, 10182)
- Mathematics (10350, 10360 or 10550, 10560 or 10850, 10860)
- Physics (10310, 10320 or 10411, 10424, 20435 or 20210, 20220).

The appropriate sequence for a student depends on the student's major.

The College of Science requires language proficiency through intermediate level. “Intermediate proficiency” is defined differently in each of the languages, depending on the complexity of the language and the intensity of the course. Students may complete the language requirement by either completing a course taught at intermediate level or by demonstrating proficiency through placement examination. The college office maintains a list of language courses at intermediate level. (See the

college website, [science.nd.edu](http://science.nd.edu) under Academic Information Frequently Asked Questions.)

Students with no previous background in a language should start with a beginning-level course. They take typically either nine credits over a three-semester period, eleven credits over a three semester sequence, or two semesters of an intensive language sequence (10 credits total). Students with Advanced Placement or SAT II credit may receive up to eight credit hours of language toward their degree. If for some reason more than eight credits appear on the transcript, only eight credits will count toward the required 124 credits. Students who arrive with some background in the language they elect, but without AP or SAT II credit, will be placed by departmental examination but will receive no credit hours.

The College of Science will count a maximum of one credit hour from the following types of activity courses:

Band (Marching and Concert)  
Orchestra  
Chorale  
Glee Club  
Liturgical Choir  
Folk Choir  
Music Lessons and Ensembles  
Dance  
Debate  
Science in the Classroom

Additionally, a maximum of twelve credit hours of upper-level (30000- or 40000-level) ROTC courses can be counted toward the 124-credit-hour requirement. These courses will be counted as free electives.

The College of Science works with the Center for Social Concerns (see page 27 of the *Bulletin*) to develop relevant, community-based opportunities. Science majors may count as general electives up to 3 credits for approved Summer Service Learning Program courses (e.g., THEO 33936) or Social Concerns Seminars (e.g., CSC 33951).

Not all science courses will count toward degree credit or science elective credit for science majors. The survey science courses offered as options for non-science majors for their University science requirement will not count as a science elective or toward the minimum science credit hour requirement. Because of overlap in content with required courses for science majors, many of these courses will also not count toward the degree credit requirement (see “Science Degree Credit,” later in this section of the *Bulletin*).

Some major programs have a science elective requirement. For a course to be a science elective, it must meet the following rules: (1) It is offered through one of the departments of the College of Science or through the college itself. (2) It is major's level; that is, other science majors are required to take this course to meet a major requirement or it has a prerequisite course that is offered for science majors, or the *Bulletin* description for the course states that it

## STUDENT ORGANIZATIONS AND ACTIVITIES

is a science elective in the College of Science. Finally, the departments may place additional restrictions on allowed science electives, e.g., for biological sciences major one science elective must be a non-biology course.

All College of Science courses offered by a major program must be taken at the University of Notre Dame. If a student wants to take a course outside Notre Dame for credit toward the Notre Dame degree, prior approval of the dean's office must be obtained. This does not apply to the courses taken by a transfer student prior to attending Notre Dame.

**Advising.** All Notre Dame science majors have been assigned an advisor in the department of their major. All advisors are members of the faculty of the College of Science. In some departments, the director of undergraduate studies for the department advises all students. In others, the director of undergraduate studies or the department office may be contacted to find out the name of the student's advisor. A complete list of names of advisors is kept on the science website.

Notre Dame students who have questions concerning the choice of a major or considering a change of major are urged to make appointments with the advisors of the departments involved. Students needing help choosing from similar majors may request an advising appointment with the associate or assistant dean of undergraduate studies of the College of Science, 215 Jordan Hall. Any Notre Dame student who is considering a health profession can receive advising in the Center for Health Sciences Advising in 219 Jordan Hall.

## Student Organizations and Activities

In addition to participation in University-wide student activities, the undergraduate students of the College of Science may participate in activities directly related to science, including the undergraduate departmental science organizations: the Biology Club, the Notre Dame Chapter of Student Affiliates of the American Chemical Society, the Mathematics Club, the Society of Physics Students, the Premed Club (preprofessional), the Prevet Club, the Science-Business Club, and the Notre Dame Chapter of Alpha Epsilon Delta (premedical honorary fraternity).

**Student Council.** The Student Council of the College of Science is composed of representatives of the majors of the College of Science. The student council serves as the official body representing the undergraduate students before the administration of the College of Science.

## Student Awards and Prizes

*The Dean's Award.* Presented to a graduating senior in the College of Science in recognition of exemplary academic achievements, leadership, and service to society.

*The Dean's Research Award.* Presented to a graduating senior in the College of Science in recognition of exceptional research that advances scientific knowledge in their field through publications and presentations.

*Outstanding Senior Biological Scientist(s).* To the senior(s) who has/have demonstrated the most promise in the biological sciences as evidenced by both academic performance and research participation.

*Outstanding Biology Student Leader Award.* Seniors nominated for this award must be exemplary student leaders in the Department of Biological Sciences. The student will have made outstanding contributions, through their leadership and service, to advance the interests of other students in the department.

*Paul F. Ware, M.D., Excellence in Undergraduate Research Award.* The top student nominated for the Outstanding Biological Scientist award will be chosen for the Paul F. Ware award, the highest honor given to a graduating senior in the department. Leadership and/or service in the department, college, or university are also key qualifications for this award.

*Outstanding Environmental Scientist Award.* Seniors nominated for this award must be exemplary students in the Environmental Science major with at least 3 semesters (or 2 semesters and 1 summer) spent in a Notre Dame faculty laboratory that emphasizes any aspect of environmental science. The student must have made a significant intellectual contribution to their lab, typically evidenced by a co-authored publication and/or national or regional conference presentation.

*Mr. and Mrs. Frank McDonald Undergraduate Research Award.* Seniors nominated for this award must be exemplary undergraduate researchers with at least 3 semesters (or 2 semesters and 1 summer) spent in a Notre Dame faculty laboratory. The student must have made a significant intellectual contribution to their lab, typically evidenced by a co-authored publication and/or national or regional conference presentation.

*Mr. and Mrs. Frank McDonald Senior Leader Fellowship.* The senior nominated for this award must have devoted substantial time and energy to create sustainable programs or other changes that fundamentally improve the student experience in the Department of Biological Sciences. This academic year fellowship is given periodically to a deserving undergraduate biology major.

*Robert Braco, M.D., Honors Research Award.* Seniors nominated for this award must be outstanding students in the Biology Honors program with at least 3 semesters (or 2 semesters and 1 summer) of undergraduate research in a Notre Dame faculty laboratory. The student must have made a significant intellectual contribution to their lab, resulting in a co-authored publication and/or a national or regional conference presentation. A successful candidate would also have been exemplary in all honors activities including the honors seminars, the graduate course, and the honors thesis.

*Royal Society of Chemistry Certificate of Excellence.* For outstanding achievements in chemistry or biochemistry.

*Norbert L. Wiech Ph.D. Award.* Given to a chemistry or biochemistry major in the junior year for outstanding achievement in academics and research.

*Outstanding Biochemist Award.* For leadership, academic achievements, research and scholarship in biochemistry.

*Outstanding Chemist Award.* For academic and research achievements in chemistry as an undergraduate.

*William R. Wischerath Outstanding Chemistry Major Award.* For academic achievements of a graduating senior chemistry major.

*Chemistry-Education Award.* For academic achievements in preparation for teaching of chemistry in a secondary education system.

*ACS Division of Organic Chemistry Outstanding Senior Organic Chemistry Student.* For senior students who have displayed a significant aptitude for organic chemistry in coursework and research accomplishments. Awardees receive a certificate of recognition from the ACS Division of Organic Chemistry.

*Chemistry & Biochemistry Leadership Award.* For a senior that has devoted substantial time and energy to create sustainable programs or other changes that fundamentally improve the student experience in the Department of Chemistry & Biochemistry.

*The General Electric Prizes for Honors Majors in Mathematics.* Awarded to senior honors majors in the Department of Mathematics who, in the opinion of the members of the faculty, excelled in mathematics during their undergraduate career.

*The General Electric Prizes for Majors in Mathematics.* A similar award to senior majors.

*The George Kolettis Award in Mathematics.* An award established by friends of the late Prof. George Kolettis, for a graduating senior who excelled in mathematics and contributed notably to the esprit de corps of the mathematics student body.

*The Aumann Prize for First Year Students in Mathematics.* A prize given by Ms. Monika Caradonna in honor of her father, Prof. Georg

## SPECIAL OPPORTUNITIES

Aumann, awarded on the basis of a competition among First Year honors mathematics students.

*The Norman and Beatrice Haaser Mathematics Scholarships.* These scholarships, made possible by the generosity of Professor and Mrs. Haaser, are awarded to worthy, needy students majoring in mathematics.

*R. Catesby Taliaferro Competition for Sophomore Mathematics Honors Students.* Friends and students of the late Professor Taliaferro established this prize, which is awarded to a sophomore mathematics major on the basis of an essay submitted by the student.

*J & C Sophomore Award in Mathematics.* Exemplary performance in mathematics classes by a non-honors math major sophomore female or minority (African-American, Asian, Hispanic, Native American) student.

### Neuroscience and Behavior Senior Awards for Academic Excellence

*Outstanding Undergraduate Research Award.* Seniors nominated for this award must be exemplary undergraduate researchers with at least 3 semesters (or 2 semesters and 1 summer) spent in a Notre Dame faculty laboratory. The student must have made a significant intellectual contribution to their lab, typically evidenced by a co-authored publication and/or national or regional conference presentation.

*Outstanding Undergraduate Teaching Award.* Seniors nominated for this award must have consistently demonstrated excellence in teaching, either through undergraduate teaching assistantships, community education, mentorship, or other direct teaching experience. The student will have demonstrated commitment to teaching excellence through multiple semesters (minimum of 2) of superior teaching performance, as demonstrated by the quality of teaching reviews, faculty or community mentor recommendation.

*Outstanding Undergraduate Leadership and Service Award.* Seniors nominated for this award must be exemplary student leaders in the Neuroscience and Behavior major and/or the University at large. The student will have made outstanding contributions, through their leadership and service, to advance the interests of other students in the major and/or make significant impact on the larger Notre Dame or South Bend communities.

*Universal Scholar Award.* Seniors nominated for this award demonstrate remarkable capability across multiple domains (research, teaching, leadership, service), while simultaneously demonstrating the character traits and behaviors that align with the teachings of Catholic Social Tradition: The Common Good, Life and Dignity of Human Persons, Correlation of Rights and Responsibilities, Preferential Option for the Poor, Care for Creation, and Solidarity.

*Outstanding Senior Physics Major.* This award is given to the outstanding senior physics major, who, in the judgment of the departmental faculty, shows the

most promise for a distinguished career in physics. Course grades, the opinion of those who have taught the candidates, and any research performance are considered in making the award.

*Paul Chagnon Award.* An award to be given to a senior physics major for demonstrated character and leadership and for service to the University, the physics department, and to his or her fellow physics majors.

*Physics Outstanding Undergraduate Research Award.* A monetary award given for excellence in research to an undergraduate physics major.

*DiNardo Award.* To the outstanding junior preprofessional student.

*Emil T. Hofman Scholarships.* To six outstanding students pursuing premedical studies.

*J.C. Lungren, M.D., Scholarships.* Awarded to three outstanding science preprofessional students.

*The Lawrence H. Baldinger Award.* To seniors in the preprofessional program who excelled in scholarship, leadership, and character.

*The Patrick J. Niland, M.D., Award.* A monetary award given to a preprofessional studies senior to purchase books for the first year of medical school.

*The Samuel Chmell, M.D., Award.* To an outstanding senior in preprofessional studies who exemplifies high academic achievement and uncompromising integrity within the program.

*The Rev. Joseph L. Walter, C.S.C., Award.* To a senior with a keen social awareness who shows great promise as a concerned physician.

## Special Opportunities

**Glynn Family Honors Program.** In the fall of 1983, the University inaugurated an honors program for a small number of outstanding students in the College of Arts and Letters, the College of Science and the School of Architecture. A limited number of students with academic intents for each college are identified at the time of admission. Although selection criteria include the promise of outstanding academic performance as demonstrated by standardized test scores and high school performance, the program is looking for more than mere academic ability. It hopes to identify students with a deep intellectual curiosity and interdisciplinary interests.

The program offers honors sections to fulfill most of the University and college requirements in the students' freshman and sophomore years. For Science majors, these include the yearlong Honors Seminar (satisfying the writing and literature requirements), Honors Philosophy, and Honors Theology. Since these courses are restricted to Glynn honors students, they are smaller than non-honors sections and are usually taught in a seminar format. The teachers for honors sections are chosen from the most outstanding teachers in each college.

After the first year, students' academic work will be centered in their major field of study, but each semester the program offers the opportunity to take elective courses in a variety of subjects. Additionally, honors students take two colloquia focused on senior thesis research during senior year. During the spring of senior year, all students in the Glynn program are required to submit a senior research thesis that reflects at least two semesters' work under the guidance of a faculty advisor. In Science, the research for this project usually begins sophomore year. Because of the generous endowment of the program by John and Barbara Glynn and family, students may apply for available funding for qualified project proposals, including summer research.

In addition to the more narrowly academic features of the honors program, students will be offered various opportunities for broadening personal, cultural, and spiritual growth. Workshops, liturgical events, social gatherings, informal discussions, and cultural excursions are available.

Further information on the structure and content of the Honors Program may be obtained by contacting Prof. Chris Kolda or Prof. Paul Weithman, 309 O'Shaughnessy Hall, Notre Dame, IN 46556, 574-631-5398.

**The Environmental Research Center (UNDERC),** a University facility, is composed of approximately 7,500 acres located primarily in the Upper Peninsula of Michigan. Research is conducted at UNDERC by undergraduate as well as graduate students on a variety of environmental problems, including the manipulation of ecosystems. Internships are available to support student participation in BIOS 35502, 35503, and 35504 at UNDERC each summer semester.

**Study Abroad.** Students from any of the majors in the College of Science may participate in one of the University of Notre Dame's study abroad programs. Science students who go abroad generally do so in one of the two semesters of their junior year. Students applying to medical or dental school during the summer following their junior year (to enter after their senior year) should not study abroad in the spring semester of their junior year. Science students interested in study abroad should discuss their plans with their advisor and with the associate dean, Sr. Kathleen Cannon, 248 Nieuwland Science Hall. Further information can be obtained through Study Abroad, 105 Main Building.



# Applied and Computational Mathematics and Statistics

## Chair:

Jonathan Hauenstein

## Associate Chair:

Fang Liu

## Director of Graduate Studies:

Robert Rosenbaum

## Director of Undergraduate Studies:

Alan Huebner

## Full Professors:

Jonathan Hauenstein; Bei Hu; Jun Li; Fang Liu;  
Zhiliang Xu; Yongtao Zhang

## Associate Professors:

Martina Bukac; Stefano Castruccio; Alan  
Lindsay; Robert Rosenbaum; Daniele Schiavazzi

## Assistant Professors:

Paola Crippa; Guosheng Fu; Kelsey Gasior;  
Yuefeng Han; Giuseppe Vinci; Daren Wang;  
Xiufan Yu; Changbo Zhu

## Full Teaching Professors:

Roya Ghiaseddin; Alan Huebner; Molly Walsh;  
Roger Woodard

## Associate Teaching Professors:

Michael Pruitt; Victoria Woodard

## Assistant Teaching Professors:

Catie Acitelli; Christopher Frederick; Shane Leib;  
Adam Volk

**Program of Studies.** The partnership of applied mathematics, computational mathematics and statistics brings the tools of modeling, simulation and data analysis to bear on real-world problems, producing solutions with the power to predict and explain complex phenomena. These methods, often applied computationally, are being used in a wide variety of areas in business, engineering, the natural sciences, and the social sciences.

The Department of Applied and Computational Mathematics and Statistics (ACMS) offers programs of study leading to the bachelor of science degree in applied and computational mathematics and statistics and to the bachelor of science in statistics. Computational skills, which are often required to solve real-world problems, will be developed continuously throughout the curriculum. For many students, significant work in an area of application will complement their core studies. Graduates of the program will be well prepared for the following post-graduate opportunities.

- Further training in professional masters or doctoral programs in applied mathematics or statistics;
- Graduate study, at the masters or doctoral level, in bioinformatics or computational biology;
- Employment in technical fields requiring skills in statistics and computation;

- Employment and further study in actuarial science and quantitative methods in business and economics.

In addition to the core bachelor of science in ACMS major, ACMS offers a concentration in biological sciences, which will prepare students for further study or employment in computational biology, bioinformatics, ecological modeling, or epidemiology.

ACMS also offers supplementary majors in applied and computational mathematics and statistics and in statistics. Students in numerous areas of study can benefit from advanced study in applied and computational mathematics and statistics. This is true for students in business and the social sciences as well as those in the natural sciences and engineering. These supplementary majors are well suited for these students.

## BACHELOR OF SCIENCE WITH A MAJOR IN APPLIED AND COMPUTATIONAL MATHEMATICS AND STATISTICS

The requirements for the degree include courses that develop a strong foundation in the methods of applied mathematics and data analysis, while allowing students to also take courses in a wide variety of application areas. The specific requirements for the bachelor of science in applied and computational mathematics and statistics, beyond the university and college requirements are as follows.

Chemistry (CHEM 10171, 10122 or CHEM 10171, 10172) <sup>1</sup>

Physics (PHYS 10310, 10320) <sup>1</sup>

Applied Calculus I, II (ACMS 10550, 10560) or  
Calculus I, II (MATH 10550, 10560) <sup>1</sup>

Introduction to Applied Mathematics Methods, I, II  
(ACMS 20550, 20750)

Scientific Computing (ACMS 20210 or 20220)

Applied Linear Algebra (ACMS 20620)

Introduction to Probability (ACMS 30530)

Statistical Methods and Data Analysis I  
(ACMS 30600)

Mathematical/Comp Modeling (ACMS 40730)  
or Mathematical/Comp Modeling in Neurosci  
(ACMS 40740)  
or Stochastic Modeling (ACMS 40760)  
or Nonlinear Dynamical Systems (ACMS 40630) <sup>6</sup>

Numerical Analysis (ACMS 40390)

ACMS electives (6 credits in ACMS courses  
numbered 30000 and above) <sup>2</sup>

MATH or ACMS elective (3 credits in MATH or  
ACMS courses numbered 30000 or above) <sup>2, 3, 4</sup>

Science elective (3 credits)

These requirements total 43 credits in ACMS and  
MATH and 61 credits in Science.

**Concentration in biological sciences.** The required  
courses for this concentration are as follows.

Introduction to Chemical Principles (CHEM  
10171) <sup>1</sup>

Organic Chemistry (CHEM 10172, 20273, 21273) <sup>1</sup>

Physics (PHYS 10310, 10320) <sup>1</sup>

Biology I, II (BIOS 10171, 10172)

Applied Calculus I, II (ACMS 10550, 10560) or  
Calculus I, II (MATH 10550, 10560) <sup>1</sup>

Introduction to Applied Mathematics Methods, I, II  
(ACMS 20550, 20750)

Scientific Computing (ACMS 20210 or 20220)

Applied Linear Algebra (ACMS 20620)

Introduction to Probability (ACMS 30530)

Statistical Methods and Data Analysis I  
(ACMS 30600)

Mathematical/Comp Modeling (ACMS 40730)  
or Mathematical/Comp Modeling in Neurosci  
(ACMS 40740)  
or Stochastic Modeling (ACMS 40760) <sup>6</sup>

Numerical Analysis (ACMS 40390)

ACMS electives (6 credits in ACMS courses  
numbered 30000 and above) <sup>2, 5</sup>

Genetics (BIOS 20303)

Cellular Biology (BIOS 30341) or Ecology (30312)

Biology Elective (3 credits in BIOS which has  
BIOS 10172 as a prerequisite)

Elective in Biology, Chemistry or Physics (3 credits)

These requirements total 40 credits in ACMS and  
MATH and 79 credits in Science.

## ACMS Sample Curriculum:

### First Year

#### First Semester

ACMS 10550. Applied Calculus I	4
CHEM 10171. Chemical Principles	4
PHYS 10310. General Physics I	4
University Requirement	3
University Requirement	3
Moreau First Year Experience	1
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	19

#### Second Semester

ACMS 10560. Applied Calculus II	4
CHEM 10172 or 10122	4
PHYS 10320. General Physics II	4
University Requirement	3
University Requirement	3
Moreau First Year Experience	1
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	19

### Sophomore Year

#### First Semester

ACMS 20550. Applied Math Methods I	3.5
ACMS 20620. Applied Linear Algebra	3
Language	3
University Requirement	3
Elective	3
	<hr/>
	15.5

## APPLIED AND COMPUTATIONAL MATHEMATICS AND STATISTICS

*Second Semester*

ACMS 20750. Applied Math Methods II	3.5
Scientific Computing	3.5
ACMS 30530. Introduction to Probability	3
Language	3
University Requirement	3
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	16

**Junior Year***First Semester*

ACMS 30600. Stat. Methods & Data Analysis I	3.5
ACMS 40390. Numerical Analysis	3
Language	3
University Requirement	3
Elective	3
	<hr/>
	15.5

*Second Semester*

ACMS Elective	3
ACMS/MATH Elective	3
University Requirement	3
Science Elective	3
Elective	3
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	15

**Senior Year***First Semester*

Mathematical/Comp Modeling (ACMS 40730) or Mathematical/Comp Modeling in Neurosci (ACMS 40740) or Stochastic Modeling (ACMS 40760) or Nonlinear Dynamical Systems (ACMS 40630) <sup>6</sup>	3
ACMS Elective	3
Elective	9
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	15

*Second Semester*

ACMS Elective	3
Electives	9
	<hr/>
	12

**ACMS/BIOS Sample Curriculum:****First Year***First Semester*

ACMS 10550. Applied Calculus I	4
CHEM 10171. Chemical Principles	4
BIOS 10171. Biology I: Big Questions	4
University Requirement	3
University Requirement	3
Moreau First Year Experience	1
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	19

*Second Semester*

ACMS 10560. Applied Calculus II	4
CHEM 10172	4
BIOS 10172. Biology II	4
University Requirement	3
University Requirement	3
Moreau First Year Experience	1
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	19

**Sophomore Year***First Semester*

ACMS 20550. Applied Math Methods I	3.5
ACMS 20620. Applied Linear Algebra	3
CHEM 20273/21273	4
Language	3
University Requirement	3
	<hr/>
	16.5

*Second Semester*

ACMS 20750. Applied Math Methods II	3.5
Scientific Computing	3.5
ACMS 30530. Introduction to Probability	3
Language	3
University Requirement	3
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	16

**Junior Year***First Semester*

ACMS 30600. Stat. Methods & Data Analysis I	3.5
PHYS 10310. General Physics I	4
BIOS 30341 or 30312	3
Language	3
University Requirement	3
	<hr/>
	16.5

*Second Semester*

BIOS 20303. Genetics	3
PHYS 10320. General Physics II	4
Biology/Chemistry/Physics Elective	3
University Requirement	3
Elective	3
	<hr/>
	16

**Senior Year***First Semester*

ACMS 40390. Numerical Analysis	3
Mathematical/Comp Modeling (ACMS 40730) or Mathematical/Comp Modeling in Neurosci (ACMS 40740) or Stochastic Modeling (ACMS 40760) or Nonlinear Dynamical Systems (ACMS 40630) <sup>6</sup>	3
Biology Elective	3
ACMS Elective	3
Elective	3
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	15

*Second Semester*

ACMS Elective	3
ACMS Elective	3
Electives	6
	<hr/>
	12

**Notes:**

1. Equivalent or higher sequences in science may be substituted, e.g., MATH 10850, 10860 for MATH 10550, 10560.
2. Some ACMS courses, ACMS 30440 in particular, are not acceptable as electives for the major. The list of acceptable courses for ACMS majors can be obtained from the student's advisor.
3. Introduction to Mathematical Reasoning (MATH 20630) is also an acceptable ACMS/MATH elective.

4. Students with an interest in attending graduate school in mathematics or applied mathematics are encouraged to take Algebra (MATH 30710) and Functional Analysis (ACMS 50550).

5. An appropriate class in bioinformatics, biophysics, or a related topic, may be substituted for 3 credits in ACMS coursework with the permission of the Director of Undergraduate Studies.

6. One of the courses satisfies the modeling course requirement. If more than one course is taken, the other can be counted as an ACMS elective.

**CONCENTRATION IN SCIENTIFIC COMPUTING**

The concentration in scientific computing will prepare students for further study or employment in computational engineering, computational mathematics, and computer science. The required courses for this concentration are as follows:

- 3 credits from Second Course in Scientific Computing (ACMS 40210 Scientific Programming or ACMS 40212 Advanced Scientific Computing)
- 6 credits arising from additional electives chosen from either Second Course in Scientific Computing, Foundational Methods, Computing and Modeling, or Additional Electives lists found here: <https://acms.nd.edu/undergraduate/degrees/concentration-in-scientific-computing/>

**BACHELOR OF SCIENCE WITH A MAJOR IN STATISTICS**

The requirements for the degree include courses that develop a strong foundation in the methods of applied mathematics and data analysis, while allowing students to also take courses in a wide variety of application areas. The specific requirements for the bachelor of science in statistics, beyond the university and college requirements are as follows.

- Chemistry (CHEM 10171, 10122 or CHEM 10171, 10172) <sup>1</sup>
- Physics (PHYS 10310, 10320) <sup>1</sup>
- Applied Calculus I, II (ACMS 10550, 10560) or Calculus I, II (MATH 10550, 10560) <sup>1</sup>
- Introduction to Applied Mathematics Methods, I, II (ACMS 20550, 20750)
- Scientific Computing (ACMS 20210 or 20220)
- Applied Linear Algebra (ACMS 20620)
- Introduction to Probability (ACMS 30530)
- Statistical Methods and Data Analysis I (ACMS 30600)
- Mathematical Statistics (ACMS 30550)
- ACMS statistics electives (9 credits in ACMS statistics courses chosen from a list of approved courses)<sup>2</sup>
- MATH or ACMS elective (3 credits in MATH or ACMS courses numbered 30000 or above) <sup>3</sup>
- Science elective (3 credits)
- These requirements total 43 credits in ACMS and MATH and 61 credits in Science.

## APPLIED AND COMPUTATIONAL MATHEMATICS AND STATISTICS

**Statistics Sample Curriculum:****First Year***First Semester*

ACMS 10550. Applied Calculus I	4
CHEM 10171. Chemical Principles	4
PHYS 10310. General Physics I	4
University Requirement	3
University Requirement	3
Moreau First Year Experience	1

19

*Second Semester*

ACMS 10560. Applied Calculus II	4
CHEM 10172 or 10122	4
PHYS 10320. General Physics II	4
University Requirement	3
University Requirement	3
Moreau First Year Experience	1

19

**Sophomore Year***First Semester*

ACMS 20550. Applied Math Methods I	3.5
ACMS 20620. Applied Linear Algebra	3
Language	3
University Requirement	3
Elective	3

15.5

*Second Semester*

ACMS 20750. Applied Math Methods II	3.5
Scientific Computing	3.5
ACMS 30530 Intro Probability	3
Language	3
University Requirement	3
Elective	3

19

**Junior Year***First Semester*

ACMS 30600. Stat. Mthds Data Anal.	3.5
ACMS/MATH Elective	3
Language	3
University Requirement	3
Elective	3

15.5

*Second Semester*

ACMS 30550. Mathematical Statistics	3
ACMS Statistics Elective	3
University Requirement	3
Science Elective	3
Elective	3

15

**Senior Year***First Semester*

ACMS Statistics Elective	3
Science Elective	3
Elective	9

15

*Second Semester*

ACMS Statistics Elective	3
Electives	9

12

**Notes:**

1. *Equivalent or higher sequences in science may be substituted, e.g., MATH 10850, 10860 for MATH 10550, 10560.*
2. *The acceptable elective courses are:*
  - a. ACMS 40842 Time Series Analysis
  - b. ACMS 40852 Advanced Biostatistical Methods
  - c. ACMS 40855 Spatio-Temporal Statistics
  - d. ACMS 40875 Statistical Methods in Data Mining
  - e. ACMS 40878 Statistical Computing with R
  - f. ACMS 40950 Topics in Statistics
  - g. Any graduate ACMS course in statistics or probability
3. *Introduction to Mathematical Reasoning (MATH 20630) is also an acceptable elective.*
4. *A student should take three core requirement courses during the first year, including one course that is designated a University Seminar. It is recommended that one course in history or social sciences be taken in the first year and one philosophy and one theology be taken by the end of sophomore year.*

**SUPPLEMENTARY MAJOR IN STATISTICS**

The supplementary major in statistics requires 37 credits in ACMS and Mathematics. The specific requirements are as follows.

Calculus I, II (MATH 10550, 10560)  
Introduction to Applied Mathematics Methods, I, II (ACMS 20550, 20750)

Scientific Computing (ACMS 20210 or 20220)  
Applied Linear Algebra (ACMS 20620)  
Introduction to Probability (ACMS 30530)  
Mathematical Statistics (ACMS 30550)  
Statistical Methods and Data Analysis (ACMS 30600)  
ACMS Statistics electives (6 credits)

*Difference from the full major.* The full Statistics major requires 43 credits in ACMS and MATH courses. This supplementary major requires one fewer statistics elective and one fewer ACMS elective.

*Double counting issues.* A student is permitted to double count Calculus I and II for a first major and this supplementary major. A student whose first major requires Calculus III and Ordinary Differential Equations is exempt from ACMS 20550 and 20750, but must complete an additional 6 credits of electives in ACMS. The same principle applies to any other courses required by a first major and this program.

**SUPPLEMENTARY MAJOR IN APPLIED AND COMPUTATIONAL MATHEMATICS AND STATISTICS**

The supplementary major in applied and computational mathematics and statistics requires 37 credits in ACMS and Mathematics. The specific requirements are as follows.

Calculus I, II (MATH 10550, 10560)  
Introduction to Applied Mathematical Methods I, II (ACMS 20550, 20750)  
Scientific Computing (ACMS 20210 or 20220)  
Applied Linear Algebra (ACMS 20620)  
Introduction to Probability (ACMS 30530)  
Statistical Methods and Data Analysis I (ACMS 30600)  
Mathematical/Comp Modeling (ACMS 40730) or Mathematical/Comp Modeling in Neurosci (ACMS 40740) or Nonlinear Dynamical Systems (ACMS 40630) or Stochastic Modeling (ACMS 40760) <sup>1</sup>  
Numerical Analysis (ACMS 40390)  
ACMS electives (3 credits in ACMS courses numbered 30000 and above, except those overlapping in content with one of the above)

1. *One of the courses satisfies the modeling course requirement. If more than one course is taken, the other can be counted as an ACMS elective.*

**HONORS IN ACMS**

Junior majors in ACMS may apply for the departmental honors program to receive the designation "Honors in Applied and Computational Mathematics and Statistics".

Here are the requirements:

- A minimum of Cum GPA of 3.5.
- Complete a minimum of two semesters in undergraduate research ACMS 48498 during the junior or senior year, potentially including a summer semester.
- Complete an undergraduate thesis, ACMS 48500.
- Presentation of the thesis in a seminar or a conference, on campus or outside campus.

Before the end of the junior year, students interested in the Honors option must apply to the director for undergraduate studies, who will make suggestions to students for an appropriate advisor. The subject matter should be in an area of expertise of at least one member of the department. The student will work with the advisor to complete a thesis, which must be signed off by the advisor and then submitted to the Director of Undergraduate Studies by April 15 of the senior year. If approved, the student will receive credit for ACMS 48500, Undergraduate Thesis.

The undergraduate thesis must go beyond what is found in an undergraduate course, and present a novel approach to a subject.

## BIOLOGICAL SCIENCES

## MINOR IN SCIENTIFIC COMPUTING

This 15-credit minor will provide students with (i) a solid programming background for running computer simulations, (ii) a computing and modeling course for learning how to develop mathematical models, (iii) a foundational methods course for learning how to analyze the stability and accuracy of computer simulations, and (iv) an elective course to explore additional topics or applications of scientific computing. The required courses for this minor are as follows:

- 3 credits from First Course in Scientific Computing (ACMS 20210\* or 20220\* or CBE 20258 or CHEM 20262 or CSE 20311\* or PHYS 20420) (Note: the “\*” denotes that the course lab component must be taken concurrently.)
- 3 credits from Second Course in Scientific Computing (ACMS 40210 or 40212)
- 3 credits from Foundational Methods list
- 3 credits from Computing and Modeling list
- 3 credits arising from an additional elective chosen from either Second Course in Scientific Computing, Foundational Methods, Computing and Modeling, or Additional Electives lists

The acceptable courses for Foundational Methods, Computing and Modeling, and Additional Electives are found here: <https://acms.nd.edu/undergraduate/degrees/minor-in-scientific-computing/>

## COURSE DESCRIPTIONS

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](https://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on “Class Search” and selecting the subject *Applied & Computational Mathematics and Statistics*. Course descriptions can be found by clicking on the subject code and course number in the search results.

## Biological Sciences

## Chair:

Jason Rohr

## Director of Graduate Studies:

Rebecca Wingert

## Director of Undergraduate Studies, Biological Sciences:

Jennifer Robichaud

## Director of Undergraduate Studies, Environmental

## Sciences:

Dominic Chaloner

## Professors:

Elizabeth Archie; Nora Besansky; Sunny Boyd; Patricia Champion; Crislyn D’Souza-Schorey; Jeffrey Feder; Michael Ferdig; Kasturi Haldar; David Hyde; Stuart Jones; Gary Lambert; Mary Ann McDowell; Bernard Nahlen; Joseph O’Tousa; Michael Pfreder; Jason Rohr; Santiago Schnell; Jeffrey Schorey; Nathan Swenson; Jennifer Tank

## Associate Professors:

Giles Duffield; Hope Hollocher; Shaun Lee; Xin Lu; Jason McLachlan; David Medvigy; T. Alex Perkins; Adrian Rocha; Zachary Schafer; Cody Smith; Kevin Vaughan; Rebecca Wingert

## Assistant Professors:

Katrina Adams; Ana Flores-Mireles; Cristian Koepfli; Jianneng Li; Christopher Patzke; Felipe Santiago-Tirado; Julian Torres-Dowdall

## Emeritus Professors:

Gary Belovsky; Frank Collins; John Duman; Malcolm Fraser; Paul Grimstad; Ronald Hellenthal; Charles Kulpa; David Lodge; Jeanne Romero-Severson; David Severson; Kristin Shrader-Frechette

## Teaching Faculty:

Trenton Agrelius; Kenneth Filchak; Diane Lane; Kristin Lewis; Nancy Michael; T. Mark Olsen; Jennifer Robichaud; David Veselik; Michelle Whaley

## Professors of the Practice:

Barbara Calhoun; Dominic Chaloner; Barbara Hellenthal; Xuemin (Sheryl) Lu; Amy Stark; Patricia Vaughan

## Research Faculty:

Nicole Achee; Guido Camargo España; John Grieco; Neil Lobo; Sean Moore; Angana Mukherjee

**Program of Studies.** The Department of Biological Sciences offers programs of study leading to the degrees of bachelor of science with a major in biological sciences or bachelor of science with a major in environmental sciences, master of science in biological sciences and doctor of philosophy. Also offered is a second major in environmental sciences for students in the Colleges of Arts and Letters, Business Administration or Science.

**Program in Biological Sciences.** The Department of Biological Sciences at Notre Dame is committed to understanding the fundamental mechanisms by which living systems operate. The Department is highly interdisciplinary and in excellent position to

fulfill the promise of the new integrative approach to biology. Basic research is at the center of our endeavors and fuels and inspires our teaching and training. We seek solutions to human health and environmental crises facing our society—such as finding treatments, cures and preventions for human diseases, maintaining biodiversity on land and in our natural water sources, ensuring an adequate supply of food and fresh water, and reversing the effects of pollution and climate change.

Research in the department spans the wide realm of the life sciences, across scales of complexity—from cells and organs to whole organisms and ecosystems—and across foci as varied as infectious disease, cancer, organ regeneration, climate change and biodiversity. *United through the ultimate goals of fostering human and environmental health*, we believe that real-world solutions require integrative biological inquiry and multidisciplinary collaboration. Our department serves as a hub connecting different academic units across campus and different universities worldwide, through life science-related investigation and problem solving.

Students choosing an undergraduate major in biological sciences will be prepared for graduate study (M.S., Ph.D., MD/Ph.D.) leading to a research career, or for admission to medical, veterinary, and other professional schools. Graduates with a bachelor’s degree may enter careers in industry, government, or health-related research laboratories. Those who wish to teach at the elementary or secondary level should be sure to include required education courses such as those offered through Saint Mary’s College.

**Policy Statement on the Use of Organisms in Biological Sciences Teaching Laboratories.** Some laboratory courses offered by the Department of Biological Sciences may involve the use of living or preserved organisms. Instructors use these animal specimens in cases where this is deemed necessary for teaching important biological concepts and principles. *Students who have concerns about the use of organisms in classes must, prior to registering, submit a request for alternate materials to the course instructor.* It is up to the discretion of the instructor(s) as to whether and how non-organism alternatives may be substituted for biological materials in classes. *Students permitted to use alternate materials are responsible for the same knowledge and application as their classmates and may be required to complete examinations that involve the inspection or handling of biological specimens.*

**Biology Courses.** The biology courses included in this Bulletin are those reasonably expected to be offered several times to every semester during the next four years. However, changes may occur as faculty add new courses or drop those with little demand. Courses without laboratories are indicated as lecture only.

The requirements in biological sciences include courses from a basic five-core sequence, laboratory

## BIOLOGICAL SCIENCES

courses and sufficient numbers of BIOS electives to complete the 41-credit-hour requirement.

**All majors are strongly encouraged to complete the sequence Biological Sciences I and II (BIOS 10171–10172) in their first year** to ensure the completion of all requirements in four years. Students may begin the core in sophomore year; however, they will be at a considerable disadvantage in scheduling requirements in the two remaining years; they also will have one year less to explore their interests in biology.

### BACHELOR OF SCIENCE WITH A MAJOR IN BIOLOGICAL SCIENCES

Director of Undergraduate Studies:  
Jennifer Robichaud

The biological sciences majors take the following basic sequence of courses in the College of Science:

General Chemistry (CHEM 10171 and 20274)  
Organic Chemistry (CHEM 10172 and 20273)  
Physics (PHYS 20210–20220)  
Calculus (MATH 10350–10360 or 10550–10560)

There are six components to the biology core requirement, consisting of courses in the following areas:

**Core I:** Introductory Biology Sequence  
Biology I: Big Questions (BIOS 10171)  
Biological Investigations Laboratory (BIOS 11173)\*  
Biology II: Molecules to Ecosystems (BIOS 10172)  
Research Experience in Biology Laboratory (BIOS 11174)\*

*\*These labs are designated lab #1 and lab #2 of the five required for the major.*

**Core II:** Genetics (3 credits)

**Core III:** Evolution (3 credits)

**Core IV:** Cell Biology and Physiology (3 credits)

**Core V:** Ecology and the Environment (3 credits)

**Core VI:** Laboratory Courses

Students complete five laboratory courses (BIOS 11173, BIOS 11174, and 3 additional labs). Three semesters of undergraduate research can fulfill one of five laboratory courses.

*Note that select overseas courses that have been approved for science credit may satisfy the Core II through VI requirement if approved by the Director of Undergraduate Studies in Biological Sciences before taking the class.*

### CONCENTRATIONS

The Department of Biological Sciences offers eight concentrations within the Biological Sciences major. Concentrations provide structure to elective selection to assist students' development in their fields of interest, and provide experience in a field within biology for students seeking admission to graduate school, medical school, or other programs/jobs.

### SUMMARY OF REQUIREMENTS FOR GRADUATION FOR ANY BIOLOGICAL SCIENCES MAJOR

		Year Usual Credits Taken
Biological Sciences*	41	all
Chemistry (10171–10172 or 10181–10182)	8	First year
	8	Sophomore
Physics (20210–20220 with labs)	8	Junior
Mathematics (10350–10360 or 10550–10560)	8	First year
Total Science:	73	
Liberal Arts 4–6	9	First year
Philosophy**	6	
Theology**	6	
WR 13100	3	First year
Language	Intermediate Level Competency (3)	
Free Electives	24+	Sophomore/Senior
Moreau First Year Experience	2	First year
124 credits		
* It is essential for prospective biology majors to begin their general biology courses in the first year to schedule all required core curriculum courses within a four-year period.		
** One of these courses must be a University Seminar.		
+ Minimum number of free electives based on the assumption that intermediate-level competency in language was achieved by taking a minimum of one three-credit course.		
Majors often have time to incorporate 20 or more free elective credits (i.e., a second major or minor) into their four-year course selection.		

Each concentration requires a minimum 14 credits with 5 credits allowed to “double-count” and 9 Biology electives unique to the concentration. These credits are in addition to the 73 total science credits required off the Biological Sciences major listed above.

Concentrations include:

- Biomedical Sciences
- Cell and Developmental Biology
- Computational Biology
- Ecology and Environment
- Evolution and Genomics
- Infectious Disease and Global Health
- Medical Neurobiology
- Integrative Biology

For full descriptions of each concentration, see <https://biology.nd.edu/undergraduate/programs-of-study/biology-major>.

### BIOS ELECTIVES

The minimum required credits in the core including labs is 23. An additional 18 credits of electives in biological sciences are chosen to complete the required total of 41 credits.<sup>4,7</sup> All biological sciences majors are encouraged to include non-science among their free electives.

#### Notes:

1. Students are required to take a total of five laboratories; two of the five labs will be part of Core I, and the remaining three of the five laboratories are chosen among the Core II through Core V and/or BIOS electives, including 50000- and 60000-level courses. Thus, there are two required “named” BIOS labs and three additional elective BIOS labs. Students who conduct a minimum of three semesters of undergraduate research (BIOS 48498) in a laboratory or research group at Notre Dame and earn a minimum of 3 credits (i.e., 3 x 1.0 credit), may substitute those research semesters for one of the five required labs.

2. Select non-BIOS major-level College of Science courses (i.e., those taken to meet science-major requirements and not among those designated as “Recommended University electives”) that are not being used to fulfill other specific graduation requirements



## BIOLOGICAL SCIENCES

can be chosen with the consent of the director of undergraduate studies for the Department of Biological Sciences and counted toward the BIOS elective credits. While majors are allowed to take one 3-credit, non-BIOS lecture course and have that count toward the 41 required credits, students may also include one non-BIOS lab if it is required for that non-BIOS lecture and have that laboratory satisfy one of the six required laboratories. For example, *Physical Geology* (SC 20110, ENVG 10110/20110) has a required laboratory, and majors who choose BIOS electives based on their environmental or ecological interests may elect to take *Physical Geology* for a total of 4 credits toward the 41 required credits. Majors who might have transferred into BIOS from BCHM and had taken the required biochemistry (CHEM 30341) lecture and laboratory course will be allowed to count both the lecture and laboratory toward the 41 credits. The same would be true of other relevant science courses (e.g., analytical chemistry, physical chemistry) as approved by the director of their major and the associate dean of the College of Science.

3. Undergraduate Research (BIOS 48498) and Directed Readings (BIOS 46497) count toward the 41-credit biological sciences requirement; however, only a maximum of two credits per semester per course and a combined total of six credits from these two courses may be counted in fulfilling the 41-credit requirement. A maximum of two credits of BIOS 37495 (Teaching Practicum) may be included in any combination of these six credits. A maximum of only nine credits in these courses may be used toward graduation; however, additional credits do remain on a student's permanent transcript record.

**Sample Curriculum:** The sample curriculum for the four-year program listed below is only one of a number of ways a student can complete all the requirements for a biology major. Students should discuss their specific interests with their departmental advisor and plan their semesters accordingly. Alternative sample curricula can be developed with the assistance of the biology advisor.

Note that this sample curriculum assumes that no language CE credits are included.

**First Year***Fall Semester*

BIOS 10171/BIOS 11173 (Lab #1)	4
MATH 10350 or 10550	4
CHEM 10171 (or 10181) <sup>1</sup>	4
University Requirements	3
WR 13100	3
Moreau First Year Experience	1
	19

*Spring Semester*

BIOS 10172/BIOS 11174 (Lab #2)	4
MATH 10360 or 10560	4
CHEM 10172 (or 10182) <sup>1</sup>	4
University Requirements	3
Theology or Philosophy <sup>2</sup>	3
Moreau First Year Experience	1
	19

**Sophomore Year***Fall Semester*

Core II: Genetics	3-4
Elective BIOS lab	1-2
CHEM 20273/21273	4
Theology/Philosophy	3
Language	4
	15-16

*Spring Semester*

Core III: Evolution	3
Core IV: Cell Biology and Physiology	3
Elective BIOS Lab	1
CHEM 20274/21274	4
Theology/Philosophy	3
Language	3
	17

**Junior Year***Fall Semester*

Core V: Ecology and the Environment	3
Physics 20210, 21210	4
Free Elective	3
Theology/Philosophy	3
Language	3
Elective BIOS Lab	1
	17

*Spring Semester*

BIOS Elective	3
BIOS Elective	3
Physics 20220, 21220	4
Fine Art/Literature <sup>3</sup>	3
	13

**Senior Year***Fall Semester*

BIOS Elective	3
BIOS Elective	3
Free Elective/Ways of Knowing	3
Free Elective/Ways of Knowing	3
Free Elective	3
	15

*Spring Semester*

BIOS Elective	3
BIOS Elective	3
Free Elective/Ways of Knowing	3
Free Elective/Ways of Knowing	3
Free Elective	3
	15

Need a minimum total of 124 credits.

1 Students who begin with the CHEM 10181–10182 sequence and select BIOS as their major would complete the four-semester sequence with CHEM 20273–20274.

2 One of these courses must be a University seminar.

3 While not required, many students choose to take a supporting 3-credit non-BIOS science course that counts toward the required 41 credits in their major.

4 For premedical students, it is strongly recommended that the student take a 20000-level English literature course. This ensures that the student will be able to meet the standard medical-school admission requirement of two English courses. Medical ethics and biochemistry are also generally required or highly recommended.

**Students majoring in biological sciences please**

**note:** the biology survey courses (10101–10119) satisfy the science requirement for **non-science majors** at Notre Dame. They do not satisfy the science requirements for science majors at Notre Dame or elsewhere. Students may not take courses with overlapping or similar lecture material such as BIOS 10101 and 10110 or BIOS 10107, 10118, and 10119, for example. A table listing these overlapping courses is on the final pages of the College of Science section of this *Bulletin*.

Also, Biostatistics (BIOS 40411/42411) is highly recommended for all students planning on a health related professional program or a graduate program, especially in ecology, environmental biology, or other field of life science. A non-BIOS/Science elective can be any 30000–50000-level course other than those required, and approved by the director of undergraduate studies for the Department of Biological Sciences. Biochemistry (e.g., CHEM 40420) is especially recommended.

In addition to the undergraduate curriculum, the Department of Biological Sciences offers programs of graduate study leading to the degrees of master of science and doctor of philosophy, as described in the *Graduate School Bulletin of Information*.

**SELECT GRADUATE-LEVEL COURSES**

Many 60000-level courses in biological sciences are open to qualified undergraduates, subject to the approval of the course instructors and the director of undergraduate studies. Graduate-level courses generally include a majority of upper-class students and are recommended to undergraduate majors.

The above 60000-level courses are described in the *Graduate School Bulletin of Information*.

**COURSE DESCRIPTIONS**

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on “Class Search” and selecting one or more of the following subjects:

- *Biological Sciences*
- *Global Health - Eck Institute*
- *Sustainability*

Course descriptions can be found by clicking on the subject code and course number in the search results.



## BIOLOGICAL SCIENCES

**BIOLOGICAL SCIENCES HONORS PROGRAM**

The goal of the honors program is to give interested students an exceptional experience in biological research. Participation in this program will increase their level of commitment and productivity while preparing them for successful postgraduate careers.

Biological and Environmental Sciences majors are encouraged to identify a research mentor and project during their sophomore year, but final applications into the program should be completed during the fall of their junior year. Acceptance by the Undergraduate Research Committee will be based on minimum 3.0 Science GPA at time of application, cover letter, research statement, unofficial transcript, and nomination form from research mentor.

To graduate with honors, students should complete all of the requirements for their major and:

1. Maintain a minimum 3.0 Science GPA or higher throughout the program.
2. Have a minimum of three semesters of biological science research experience in the research mentors lab.
3. Generate original data in order to complete and write a thesis.
4. Complete a two to three credit graduate level course in the area of research.
5. A presentation at a national or regional meeting.
6. One disciplinary research seminar in Junior year, Spring semester (1 credit seminar).

**Thesis Requirements:**

Over the course of the program, students will write a draft of their thesis under the guidance of the research mentor and advising mentor. The final draft of the thesis will be submitted by April 15. The thesis will be reviewed by the student's research mentor and advising mentor. If the thesis is not approved, a member of the Undergraduate Research Committee will read the thesis and confer with the mentors for a final decision. Guidelines for the thesis and thesis reviewers will be provided.

**Research Seminar (Graded):**

The purpose of these seminars is to create a small learning community of students interested in research. The seminar learning goals are to support and develop each student's independence, scientific communication skills, critical review skills, and understanding of their research in the context of the larger field.

**UNDERC FIELD BIOLOGY PROGRAMS**

Three-credit programs for undergraduates that emphasize field biology are offered at the University of Notre Dame Environmental Research Center on the Upper Peninsula of Michigan. The programs entail course work, group research projects, or an independent research project. Application to the programs occurs in the fall of the sophomore and junior years and enrollment is limited by housing at each location. If selected, students enroll in BIOS 35501 during the spring semester and BIOS 35502

during the summer. To participate in other programs (BIOS 35504, 35505), one must first complete BIOS 35502 or have similar research experience.

**ENVIRONMENTAL SCIENCES**

*Director of Undergraduate Studies:*

Dominic Chaloner

**Program in Environmental Sciences.** All life, including humans, directly depends on the functioning of Earth's ecosystems. Further, it has become apparent that human activities have altered Earth's environments. Factors such as pollution, invasive species introductions, anti-biotic resistance, and global climate change can all be traced to human activity. Increasing the knowledge and awareness of the link between humans and the environment is one of the most important endeavors of the twenty-first century.

The environmental sciences major stresses interdisciplinary knowledge and logic. The curriculum is designed to expose students to a scientific understanding of our environment from biological, chemical, and physical perspectives. Particular emphasis is placed on understanding how humans interact chemically and biologically with the environment. Material and energy resource limitations, chemical and thermal pollution, and effects of environmental pollution on public health are major considerations within the environmental sciences curriculum. Emphasis is also placed on understanding interactions between human societies and the environment from social, ethical, economic, anthropological, and governmental points of view. Students are also encouraged to strengthen their mathematical and computational skills and to participate voluntarily in environmentally oriented research projects or summer internships.

**Concentrations in Earth Science.** With this collaboration students will explore how geologic processes affect humans and how human activity is changing earth systems, studying a range of topics including earthquakes, volcanic activity, global climate change, subsurface transport of toxic heavy metals, carbon sequestration, and safe disposal of nuclear waste. The Earth Science concentration program combines classroom, laboratory and field studies, and all students are encouraged to conduct independent research under faculty supervision. The flexibility of the undergraduate program allows students to switch to this concentration if they have followed either an engineering or science track during their first or even their second years.

An undergraduate major in Environmental Science with a concentration in Earth Science prepares a student for graduate study (M.S., Ph.D.) in many aspects of geological and environmental science, as well as for admission to a variety of professions. Graduates with a B.S. degree may enter careers in diverse areas such as state geological offices, the National Park Service, oil and mining industries, environmental consulting, and government national

research laboratories or policy offices. Another option is the minor in environmental Earth sciences which requires only 14 credits. The minor provides a foundation in the physical, chemical, and biological processes at Earth's surface, and how they are influenced by human activities. For more information see page 129.

**The First Major.** College of Science students who major in Environmental Sciences will earn the degree of bachelor of science. Students following the Environmental Sciences first major program complete a total of 69 credits of science.

**The Second Major.** Most students in the College of Arts and Letters or in the Mendoza College of Business may participate in the Environmental Sciences Program as a second major. Students in the College of Science may also pursue Environmental Sciences as a second major unless it is prohibited by their first major. Second majors are required to complete a minimum of 37 credits of science. Students considering this program should investigate options brought to a first major by adding course work in environmental sciences. For example, students majoring in government and in environmental sciences could consider postgraduate study or careers in *public policy*. Students majoring in economics and in environmental sciences would have a good background for the developing field of *environmental economics*. A second major in Environmental Sciences also complements majors in the other sociological fields of anthropology, psychology, or sociology. Similarly, business students will likely find environmental sciences to be useful background when working with local or federal governments on issues of *environmental compliance* or when considering the impact of business decisions on the environment (*environmental assessment*). All students are urged to discuss their long-range career plans with advisors in both majors.

**Relationship with Other Programs:** The Environmental Sciences Major Program has a special collaborative relationship with the Science, Technology, and Values (STV) Concentration program housed in the Reilly Center in O'Shaughnessy Hall. Select courses required of environmental sciences first majors are also cross-listed as STV courses. Thus, students in the STV program from across the university are expected to benefit in the curricular endeavors of the Environmental Sciences Program. Environmental sciences first majors often enroll in the STV program. (Environmental science students with flexibility in their program often have room to complete an STV concentration by taking STV courses beyond those required by the first major or university requirements.) However, arts and letters students with second majors in environmental science will be encouraged to participate in further interdisciplinary course work through the STV concentration. Second majors are especially encouraged to take the capstone course, BIOS 40491, Current Topics in Environmental Science, *provided* it completes that second program.

## BIOLOGICAL SCIENCES

**BACHELOR OF SCIENCE WITH A MAJOR IN ENVIRONMENTAL SCIENCES**

All environmental sciences first majors take the following courses in science:

Introductory Biology (BIOS 10171–10172 and 11173–11174)

Chemistry (CHEM 10171 and 10172)

Calculus (MATH 10350–10360)<sup>1,2,3</sup>

Planet Earth (SC 20110/21110)

Physics (PHYS 20210–20220)

Biostatistics (BIOS 40411)<sup>4</sup>

General Ecology (BIOS 30312)

Practical Ecology Laboratory (BIOS 31312)

Chemistry Elective<sup>5</sup>

Current Topics in Environmental Science (BIOS 40491)

Students also will choose science electives chosen from an approved list,<sup>6</sup> completing a required minimum total of 69 credits in science.

Also required are the following non-science courses:

One philosophy or theology University requirement must be in the area of ethics. An ethics course with emphasis on environmental biology or life science issues, i.e., Environmental Ethics or Science, Technology, and Society, or other approved arts and letters courses.

Students must take Introduction to Microeconomics (ECON 10010 or 20010) as a social science University requirement.<sup>7,8</sup>

Students are also urged to choose their electives from a recommended list of arts and letters courses.<sup>9</sup>

Requirements for the program are summarized in the table in this section.

**Notes:**

1. Equivalent or higher-level sequences in mathematics may be substituted, e.g., MATH 10850–10860 for MATH 10350–10360.

2. Students interested in the area of ecological modeling are strongly urged to take MATH 10550–10560 for their mathematics requirement. Other mathematics courses should be taken as science electives.

3. Students who have completed only six hours of mathematics in their first year may transfer into the program, but they will be required to complete a mathematics sequence equivalent to MATH 10350–10360 or MATH 10550–10560. Students having taken MATH 10250, 10110 (or 10260 or 10270) may do this by taking MATH 10360, while those who have taken only one semester of lower-level calculus should take both MATH 10350, 10360. (See also the discussion on science degree credit found later in this section.)

4. Students transferring into the ES or ES2 major, or transfer students who have previously taken a statistics course equivalent to ACMS 20340, MAY BE allowed to have this course count for BIOS 40411 (Biostatistics)

with the permission of the ES Director. Students will be allowed to substitute ACMS 20340, or an equivalent statistics course (e.g., PSY 30100) as ES or ES2 majors in exceptional cases with the permission of the director of their major and the associate dean of the College of Science.

5. The 4-credit chemistry elective requirement is satisfied by either one additional course in organic chemistry (CHEM 20273) or Inorganic Chemistry (CHEM 20243) or by Analytical Chemistry (CHEM 30333, 31333) or by an alternative 4-credit CHEM course as approved by the director of their major and by the associate dean of the College of Science. Students are also allowed to take the 3-credit CHEM 10122 lecture or CHEM 20204 with the understanding that if/when a laboratory is established for that course, they will be required to take that lab prior to graduation.

6. The following are examples of many approved science electives for this program:

Botany (BIOS 30304) or at St. Mary's Evolution (BIOS 30305)

The History of Life (BIOS 30310)

Genetics (BIOS 20250 or 20303)

Intro to Biocomputing (BIOS 30318)

Principles of Microbiology (BIOS 30401)

Animal Behavior (BIOS 30407)

Aquatic Ecology (BIOS 30420)

Stream Ecology (BIOS 40527)

Numerous other BIOS courses as designated by the ES director, including 60000-level graduate courses are accepted.

Environmental Chemistry (CHEM 20204)

Further chemistry electives (from Note 6 above)

Second course in general chemistry (CHEM 20274)

Principles of Biochemistry (CHEM 40420)

Computer Programming and Problem Solving (MATH 20210)

Calculus III (MATH 20550)

Introduction to Linear Algebra and Differential Equations (MATH 20580)

Differential Equations (MATH 30650)

Sedimentation and Stratigraphy (SC 30530)

Environmental Microbiology (SC 40350)

Environmental Mineralogy (SC 20520)

Geochemistry (SC 40300)

Geomorphology (SC 30500)

Select CE courses may be allowed with the approval of the associate dean, College of Science.

Other SC courses as approved by the ES director may be included as they become available. Select courses offered in Study Abroad (UC-Dublin, UWA-Perth) also may be counted toward the ES science electives as well as select CE courses not cross-listed with SC, with permission of the ES director.

Students interested in attending graduate school in environmental sciences should consider taking science

electives beyond requirements of this major. For example, for admission into some graduate programs, a year of organic chemistry would be a requirement. Deviations from the approved list of science electives must be approved by the advisor for the major.

7. The economics requirement for this major is fulfilled by taking Introduction to Economics (Microeconomics) either in the first year (ECON 10010) or in the second through fourth years (ECON 20010). Note, the course ECON 13181 (Social Science University Seminar) will not fulfill the economics requirement for this major.

8. For this major, the University social science requirement will be fulfilled by the required microeconomics course.

9. Numerous STV courses are recommended as electives, including Environment and Environmentalism in History (STV 30175); Self, Society and the Environment (STV 40319) and others as approved by the ES director. The STV courses may be taken either under the STV label or from the primary departmental cross-list.

10. As is the case for science first majors, six credits of the science course work in this program may also be counted toward the student's university science requirement.

11. While Biostatistics (BIOS 40411) is the preferred course, other 3- or 4-credit statistics courses required for completion of a first major (i.e., economics, psychology) may be substituted for BIOS 40411 with the permission of the ES2 director. MATH 101430 is not an acceptable substitute for BIOS 40411 or other statistics course, however. Although mathematics course work is not specifically required of this program, several required courses (BIOS 40411 or some of the first courses in physics) do have a prerequisite of one year of calculus (MATH 10350–10360 or equivalent). For all students in the College of Arts and Letters or the Mendoza College of Business, the mathematics sequence MATH 10350–10360 is acceptable for completion of the university mathematics requirement; thus, this sequence is recommended for students considering Environmental Sciences as a second major. Students lacking this mathematics background may have to take further course work in mathematics to meet the prerequisites in mathematics of courses in this program.

12. Chosen from approved biology or geology electives listed in note 7 above or one first course in physics (PHYS 10111 or 10310 or 10411 or 30210) or an approved survey course: Concepts of Energy and the Environment (PHYS 10052) or Energy and Society (PHYS 20051) and others as designated.

**Sample Curriculum (B.S. Degree Majors): First Year**

First Semester*	
Biology I and lab	4
Calculus A	4
General Chemistry I and lab	4
University Requirement	3
University Requirement	3
Moreau First Year Experience	1

## BIOLOGICAL SCIENCES

*Second Semester*

Biology II and lab	4
Calculus B	4
Organic Chemistry I and lab	4
University Requirement	3
University Requirement	3
Moreau First Year Experience	1
	<hr/>
	19

**Sophomore Year***First Semester*

Planet Earth and lab	4
General Ecology	3
Practical Ecology lab	1
Language I	4
Microeconomics	3
	<hr/>
	15

*Second Semester*

Chemistry Elective and lab <sup>5</sup>	4
Biostatistics	4
Language II	4
General Elective <sup>10</sup>	3
	<hr/>
	15

**Junior Year***First Semester*

Physics for Life Sciences I and lab	4
University Requirement	3
Language III (intermediate level)	3
Science Elective #1	3
Science Elective #2	3
	<hr/>
	16

*Second Semester*

Physics for Life Sciences II and lab	4
Science Elective #3	3
University Requirement	3
General Elective <sup>10</sup>	3
	<hr/>
	13

**Senior Year***First Semester*

Current Topics (BIOS 40491)	3
Science Elective #4	3
Science Elective #5	3
University Requirement	3
General Elective <sup>10</sup>	3
	<hr/>
	15

*Second Semester*

Science Elective #6	3
General Elective <sup>10</sup>	3
General Elective <sup>10</sup>	3
General Elective <sup>10</sup>	3
General Elective <sup>10</sup>	1
	<hr/>
	13

*\*Ideally, students who decide to major in environmental sciences before beginning their first year should take BIOS 10171–10172. This will allow for an additional year of relevant science and other electives to be included in their total curriculum. See notes accompanying BIOS 10171–10172.*

*\*\* One of these must be a University Seminar (13180–18189).*

**Honors.** ES majors can participate in the Biological Sciences honors program. See page page 155 for more information.

**ENVIRONMENTAL SCIENCES MAJOR WITH A CONCENTRATION IN EARTH SCIENCES**

The following outlines the course requirements (totaling 34 credits) for Earth Sciences concentration:

CE 20520. Environmental Mineralogy	
CE 20320. Environmental Aquatic Chemistry	
CE 20300. Global Change, Water & Energy	
CE 30530. Sedimentation and Stratigraphy	
CE 30300. Geomorphology for Engineers and Earth Scientists	
CE 34540. Petrology of Earth Materials	
CE 30560. Dynamic Earth	
CE 40300. Geochemistry	
CE 40350. Environmental Microbiology	
CE 40381. Environmental Isotope Geochemistry	
CE 45200. Spring Field Trip	
CE 45340. Field Trip	
CE 47600. Earth Sciences Reading Course	

**First Year** (see core environmental sciences major)

**Sophomore Year***First Semester*

Planet Earth and lab	4
General Ecology	3
Practical Ecology lab	1
Language I	3
University Requirement	3
University Requirement	3
	<hr/>
	17

*Second Semester*

Global Change, Water & Energy	3
Environmental Aquatic Chemistry	3
Chemistry Elective <sup>5</sup>	4
Language II	3
University Requirement	3
	<hr/>
	16

**Junior Year***First Semester*

Environmental Mineralogy	4
Geomorphology for Engineers and Earth Scientists	3
Physics for Life Sciences I and lab	4
Fall Field Trip	1
Language III	3
	<hr/>
	15

*Second Semester*

Petrology of Earth Materials	3
Sedimentation and Stratigraphy	3
University Requirement	3
Physics for Life Sciences II and lab	4
Spring Field Trip	1
Earth Sciences Reading Course	1
	<hr/>
	15

**Senior Year***First Semester*

Environmental Isotope Geochemistry	3
Geochemistry	3
General Elective	3
Current Topics in Environmental Science	3
University Requirement	3
	<hr/>
	15

*Second Semester*

Dynamic Earth	3
Biostatistics and tutorial	4
General Elective	3
Environmental Microbiology	3
University Requirement	3
	<hr/>
	16

**ENVIRONMENTAL SCIENCES AS A SECOND MAJOR**

Most students who have a first major in one of the departments of the College of Arts and Letters or the Mendoza College of Business may participate in the Environmental Sciences Program as second majors. Because of the sizable overlap in requirements, students in the College of Arts and Letters who have a second major in preprofessional studies will not be allowed to add this second major program. Students in the College of Science may also pursue Environmental Sciences as a second major unless it is prohibited by their first major.

The requirements for second majors consist of the following science courses:<sup>10</sup>

General Biology (BIOS 10171+11173 and BIOS 10172+11174)  
General Ecology (BIOS 30312, 31312)  
Chemistry (CHEM 10171, 10172) or (CHEM 10171, 10122)

Environmental Chemistry (CHEM 20204) or approved alternative

Planet Earth (SC 20110 with lab)

Biostatistics (BIOS 40411)<sup>11</sup>

Biology or Geology elective (3 or 4 credits)<sup>12</sup>

*The total required course work requires a minimum total of 32 credits in science beyond the University math requirement.*

Note, the same policy applies for Environmental Sciences first and second majors: All College of Science courses specified by the major program must be taken at the University of Notre Dame. (An exception is made for any science courses taken for this major through an approved Notre Dame study abroad program.)

**Sample Curriculum (Second Majors):**

Students should remember that all science major programs require course work that builds upon prerequisites and thus require careful planning. A sample curriculum for second majors is given below. Note: Only the courses for the second major are listed.

## BIOLOGICAL SCIENCES

**First Year\****First Semester*

CHEM 10171 Chemical Principles and Lab 4

*Second Semester*

CHEM 10122 or CHEM 10172 3/4

**Sophomore Year***First Semester*

General Biology I (10171) 3

General Biology Lab (11173) 1

*Second Semester*

General Biology II (10172) 3

General Biology Lab (11174) 1

**Junior Year***First Semester*

SC 20110 Planer Earth 4

*Second Semester*

Statistics or Biostatistics 3/4

CHEM or SC/CE requirement\*\* 3

**Senior Year***First Semester*

BIOS 30312 General Ecology 3

BIOS 31312 Practical Ecology Lab 1

BIOS or CE or PHYS or SC Elective\*\*\* 3

*Second Semester*

Course selection(s) to complete second major, as needed

\*MATH 10350–10360 or equivalent are **not** included in the minimum total of 37 credits in this sequence; satisfies the University math requirement.

\*\*Students may take CHEM 20204 (Environmental Chemistry) or SC 20100 (Environmental Geosciences) or SC 30111 (Environmental Geology) or other approved CHEM, CE, or SC electives.

\*\*\*Students whose final requirement is a three-credit class in BIOS, CE, or SC may take BIOS 40491 to complete the major with the permission of the director of the ES major.

## SUMMARY OF REQUIREMENTS FOR GRADUATION FOR ENVIRONMENTAL SCIENCES MAJOR

	<i>Credits</i>
Biological Sciences	16
Chemistry	12
Geology	4
Mathematics	8
Physics	8
BIOS 40491	3
Science Electives	18
Total Science	69
Language	Intermediate-Level Competency (3)
University Requirement	3
Philosophy*	6
Theology*	6
University Requirement	3
University Requirement	3
University Requirement	3
Moreau First Year Experience	2
Free Electives	28**
	124
* One of these courses must be a University Seminar 13180–13189	
** Assumes intermediate-level competency in language was achieved by taking a minimum of one three-credit course	

**MINOR IN SCIENCE AND PATIENT ADVOCACY***Directors:*

Barbara Calhoun, MSN, RN, PNP and  
Shaun Lee, PhD

*Faculty Steering Committee:*

Crislyn D'Souza-Schorey, PhD  
Rebecca Wingert, PhD  
Xin Lu, PhD  
Kasturi Halder, PhD

The mission of the Interdisciplinary Minor in Science and Patient Advocacy is to provide undergraduate students with critical skills and understanding of the multifaceted challenges needed to advocate effectively for rare disease patients. The core of patient advocacy is to know disease at the molecular, genetic and clinical levels and use that information to help patients find treatments. This minor in Science and Patient Advocacy provides an integrated framework that will provide students with needed skills to become effective patient opinion leaders who have enormous influences in health outcomes at all levels in our society.

This adjunctive patient advocacy minor provides needed skills to collaborate with stakeholders such as researchers, clinicians, regulators, pharmaceutical companies and patients to bridge the gaps in knowledge exchange and positive health outcomes. It also provides scientific training in advanced knowledge of current and emerging technologies in research and clinical medicine relevant to rare diseases with the goal of providing trainees the scientific proficiency needed to be effective patient advocates of rare disease.

This minor is an extension of the basic science requirements for health professions and science related majors in Biological Sciences and from departments within the College of Science. This interdisciplinary program enhances the mission of Notre Dame to provide students with effective patient advocacy skills to facilitate resolution of the social, economic, and medical issues faced by patients with rare diseases. The minor requires fifteen credit hours of academic work described as follows.

The primary course for this minor is **BIOS 40450 Clinical Research in Rare Neglected Neurological Diseases. (3 credits)**. This is a three-credit course offered in the spring; required of all students enrolled in the minor. A major goal is to have students work on a clinical research project in class on some rare and/or neglected disease of major importance. A second important goal of this course is to develop an analogous model(s) for other neglected/infectious diseases.

The secondary course for this minor is **BIOS 40550/60550–Section 1, Topics in Personalized Medicine. (2 credits)**. Required of all students in the minor and offered in the fall semesters. This course introduces current and emerging technologies in scientific research with a specific focus on concepts relevant to precision-based individualized medicine. The overall format for this class will be a detailed discussion of highlighted

## BIOLOGICAL SCIENCES

journal articles relevant to the topic discussed. This class will meet once weekly and will be open to both juniors and seniors enrolled in the minor program. The class will also include graduate students interested in advanced topics of research. Having a class composition of both undergraduate and graduate students is a particular strength of this course, as it maintains a standard of rigor typical of an advanced level class.

### Community-based experiences/internships

**(1 credit).** Students in the minor program will participate in a community-based experience that incorporates the academic context into a patient advocacy project that fulfills a patient/family/community need. The student will engage with site partners to outline objectives and discuss how their engagement and participation will meet the overall Learning objectives of the Minor. This engages the student in active participation in “real life” experiences of patient advocacy and provides a learning experience unique to this minor program

**Clinical Research Course/Capstone Project, BIOS 40565/60565 (3 credits).** This capstone project is designed for students to integrate the scientific basis of clinical research with patient centered components of advocacy. Students will conduct clinical research through the assessment of patient medical records, compile data, and analyze for the natural history study of rare diseases. In addition, students will develop a comprehensive clinical summary of the medical records. Students will develop a list of resources, patient service organizations, centers of excellence and clinical trials.

**Electives (6 credits total).** Two courses are required from the list of approved electives in the areas of biology, neuroscience, psychology, ethics, and policy/social justice in medicine. The following elective courses are regularly offered:

SCPP 30300. Introduction to Clinical Ethics  
 BIOS 30301. Embryology  
 BIOS 30418. Medical Molecular Genetics  
 BIOS 60570–Section 01. Topics in Cell Biology 3 credits  
 BIOS 40436–Section 01. Intro to Mol and Med Pharma  
 BIOS 40419. Immunology  
 BIOS 40203. Neuroinfectious Diseases  
 STV 30405–Section 02. Compassionate Care in Medicine  
 STV 29697–Section 01. How Pharmaceuticals Create Us  
 PSYC 43531. Psychology and Medicine  
 SC 40350. Introduction to Hospice and Palliative Care  
 BIOS 30344. Human Physiology  
 BIOS 30338. Advanced Neurobiology  
 BIOS 40202. Developmental Neuroscience  
 BIOS 40339. Human Gross Anatomy  
 CHEM 40531. Hallmarks of Cancer & Therap  
 BIOS 40420. Mol Epi of Infectious Diseases  
 SCPP 43531. Psychology and Medicine

To enroll or discuss an interest in the program, please schedule a consultation with Barbara Calhoun, RN, MSN, NP, [bcalhoun@nd.edu](mailto:bcalhoun@nd.edu).

## MINOR IN SUSTAINABILITY

*Director of the Minor in Sustainability:*

Philip Sakimoto, Physics

*Advisory Committee:*

Samantha Salden Teach, Architecture (Chair)

Ellis Adams, Geography

Jon Coleman, History

Alan Hamlet, Civil Engineering

Jason McLachlan, Biological Sciences

Jessica McManus Warnell, Management and Organization

Samuel Miller, Innovation and Entrepreneurship

Jennifer Tank, Environmental Change Initiative

The Minor in Sustainability is a course of study for undergraduates from broadly diverse academic disciplines. It examines the footprint of humanity on Earth's systems and ways to reduce that footprint to achieve social well-being and environmental protection. Faculty from multiple Colleges teach the principles and practices of sustainability from varied perspectives to provide a unique and dynamic curriculum. The curriculum is designed to augment disciplinary coursework in an area of major study so that students learn to integrate diverse ways of thinking and appreciate interdisciplinary problem-solving.

Students in the minor receive training in the principles and practices of sustainability through formal courses and independent study. Graduates of the minor will be equipped with knowledge and skills about sustainability, an ability to communicate about sustainability, and an imperative to implement sustainable practices. Graduates will be prepared to make substantive contributions to the development of more sustainable practices, practices that benefit their personal and professional lives, the lives of others, and the lives of future generations. Students will also be well positioned for in-depth study on sustainability at the post-baccalaureate level. Finally, the study of Catholic traditions and social and environmental ethics will help students understand the role that religious commitment can play in achieving sustainability.

Students can apply for admission to the minor in their first year, sophomore year, or junior year by contacting the director of the minor. They are required to take a gateway course SUS 20010 Sustainability: Principles and Practices, an interdisciplinary course taught by faculty from multiple departments across the University. This course should be taken at or near the beginning of study in the minor.

Students then select from a list of approved courses totaling at least 4 classes of at least 10 credits. These courses fall into four categories: Design (SUS1), Natural Systems (SUS2), Social Institutions (SUS3), and Individual Behavior and Values (SUS4). Courses are tagged as such using the course attributes which are searchable via the University's online Class Search. Students must take two courses outside of their College. They also must take courses from three

out of the four elective categories. Several 1-credit courses are offered each year that can be used to fulfill the 10th elective credit. These include field-based courses, seminars, and immersion experiences through the Center for Social Concerns. 1-credit courses can also be combined to accumulate the equivalent of a 3-credit course. Students planning to study abroad are encouraged to petition for approval of relevant courses at their international institution before they leave campus.

Students begin defining capstone projects in the spring semester of their penultimate year. These are to be research projects, but may also be fine arts or community service projects with a research base. To facilitate this process, they will enroll in a non-credit, asynchronous independent study course (SUS 38002). (Students studying abroad at that time will enroll in this course as well.) Following guidance provided by the Director of the Minor, they will be required to identify a faculty member who has agreed to serve as their advisor and to submit a brief proposal for their capstone project. Students will receive feedback on their proposals from the Sustainability Minor Advisory Board and may be required to resubmit their proposals with modifications to gain approval. Students wishing to start their project earlier (for example, the summer before their junior year) should submit their project proposal before they begin their research. Students will enroll in one credit of independent study in the fall of their final year (SUS 48001), during which they will submit a complete proposal and begin the substantive part of their project, and one credit of independent study in the spring (SUS 48002), during which they will complete their project work and submit a report in the form of a research paper for publication in an in-house journal. Students wishing to partner with another student for their capstone project or to combine their capstone with a thesis in their home department are encouraged to consult with the director of the minor.

Additional details about the Minor in Sustainability can be found online at [susminor.nd.edu](http://susminor.nd.edu).

## CHEMISTRY AND BIOCHEMISTRY

## Chemistry and Biochemistry

### Chair:

Steven Corcelli

*Charles Huisiking Professor of Chemistry & Biochemistry:*

Brian Blagg

*Coleman Professor of Life Sciences:*

Brian M. Baker

*Emil T. Hofman Professor of Chemistry:*

Bradley D. Smith

*George and Winifred Clark Professor:*

Christian Melander

*Kleiderer-Pezold Professor of Biochemistry:*

Francis J. Castellino

*Kleiderer-Pezold Professor of Biochemistry:*

M. Sharon Stack

*Navari Family Professor of Life Sciences:*

Shahriar Mobashery

*Rev. John Cardinal O'Hara Professor:*

Patricia L. Clark

*Rev. John A. Zahm Professor of Science:*

Prashant V. Kamat

*Arthur J. Schmitt Professor of Chemical & Biomolecular Engineering:*

Paul W. Bohn

### Professors:

Brandon L. Ashfeld; Seth N. Brown; Jon P. Camden; Ian Carmichael; Juan R. Del Valle; J. Daniel Gezelter; Holly V. Goodson; Gregory V. Hartland; Paul Helquist; S. Alex Kandel; Masaru K. Kuno; Marya Lieberman; Anthony S. Serianni; Slavi C. Sevov; Richard E. Taylor; Olaf Wiest

### Associate Professors:

Jessica A. Brown; Matthew M. Champion; Vlad M. Iluc; Laurie E. Littlepage; Jeffrey W. Peng; Arnaldo L. Serrano

### Assistant Professors:

Hsing-Ta Chen; Kaiyu Fu; Adam Jaffe; Brittany S. Morgan; Emily Y. Tsui; Katharine A. White

### Teaching Faculty:

Rachel Branco; Susan Del Valle; DeeAnne Goodenough-Lashua; Dana Horgan; Julie Kessler; Douglas Miller; Shawn Miller; Bahram Moasser; Sarah West; Steven Wietstock; Kelley Young

### Emeriti:

Xavier Creary; Norman J. Dovichi; Thomas P. Fehlner; Mary Galvin; Paul W. Huber; A. Graham Lappin; Joseph P. Marino; Dan Meisel; Marvin J. Miller; Thomas L. Nowak; W. Robert Scheidt; Anthony M. Trozzolo

**Program of Studies.** Chemistry is the science of substances that comprise the world about us and is concerned with their structure, their properties and the reactions that change them into other substances. Chemists and biochemists practice their profession in many ways—in educational institutions, government laboratories, private research institutions and foundations and in many commercial areas,

### SUMMARY OF MINIMAL REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN CHEMISTRY AND BIOCHEMISTRY

	<i>Chemistry Career Program</i>	<i>Chemistry Combination Program</i>	<i>Biochemistry Program</i>
Chemistry	42	42	29
Biochemistry	3	3	8
Biological Sciences	—	—	19*
Mathematics	8	8	8
Physics	8	8	8
Science Electives	6	3	—
Total Required Science	67	64	72
Program Electives	—	15	—
Total	67	79	72
Moreau First Year Experience	2	2	2
Language	Intermediate-Level Competency		
University Requirement	3	3	3
Philosophy+	6	6	6
Theology+	6	6	6
University Requirement	3	3	3
University Requirement	3	3	3
University Requirement	3	3	3
Free Electives	20**	8**	15**
	<b>124</b>	<b>124</b>	<b>124</b>
+ One of these courses must be a University Seminar.			
** Assumes intermediate-level competency in language was achieved by taking two 4-credit introductory-level and one 3-credit intermediate-level course.			
* The advanced BIOS labs (BIOS 21303, BIOS 31341) may be replaced by undergraduate research in the sciences (e.g. CHEM 48498).			

including the chemical, drug, health, biotechnology, pharmaceutical and food industries.

The Department of Chemistry and Biochemistry has a strong undergraduate program together with a strong graduate education and research program. The graduate program greatly benefits undergraduate education by attracting highly qualified faculty and results in the availability of excellent research facilities and modern instrumentation necessary to train the scientists of tomorrow. This department is able to provide an excellent program of undergraduate research to complement regular course work. Student participation in research is highly encouraged as a key part of the education of chemistry and biochemistry majors.

The programs in chemistry and biochemistry described in the following pages prepare students for graduate studies and professional work in the chemical and biochemical sciences, as well as in interdisciplinary areas that rely heavily on chemistry. Bachelor of science degrees are offered with a major in chemistry or a major in biochemistry. The department additionally offers a minor in chemistry. At

the graduate level, a master of science and doctor of philosophy are offered, as described in the *Graduate School Bulletin of Information*.

### BACHELOR OF SCIENCE WITH A MAJOR IN CHEMISTRY

The chemistry curriculum at Notre Dame includes the Chemistry Career Program, the Chemistry with Computing Program, and Chemistry with a concentration in Neuroscience.

All chemistry majors take the following basic sequence of courses:

General Chemistry (CHEM 10181, 11181 recommended; or optionally, CHEM 10171, 11171)  
Organic Chemistry (CHEM 10182, 11182, 20283, 21283)  
Inorganic Chemistry (CHEM 20284, 21284, 40443, 41443)  
Physical Chemistry (CHEM 30321, 30322, 31322)  
Analytical Chemistry (CHEM 30333, 31333)



## CHEMISTRY AND BIOCHEMISTRY

Physical Methods of Chemistry (CHEM 40434 or CHEM 40436)  
 Principles of Biochemistry (CHEM 40420)  
 Chemistry Seminars (CHEM 23201, CHEM 23202, CHEM 23203), three semesters  
 Physics (PHYS 10310, 10320)  
 Mathematics (MATH 10550, 10560, and CHEM 20262)  
 In addition to this basic sequence, the following courses are required for each program.

**Chemistry Career Program**

Science Electives (six credit hours) <sup>1</sup>

**Chemistry with Computing**

Each student completes 15 credit hours of Computer Science and Engineering (CSE) courses in consultation with a departmental advisor.

CSE 20311/21311 Fundamentals of Computing  
 CSE 20312/21312 Data Structures  
 CSE Electives (7 credit hours)  
 Science Electives (three credit hours)

**Chemistry with Neuroscience**

BIOS 10172\* Biology II: Molecules to Ecosystems  
 NSBH 20450/21450 Neuroscience and Behavior w/lab

NSBH 30301 Molecular Neuroscience

NSBH 30520 Introduction to Cognitive Neuroscience

NSBH Elective I

NSBH Elective II

*\* Although not required for the chemistry major, this biology course is a prerequisite for the neuroscience courses.*

**Sample Curriculum (Career Program): <sup>2</sup>****First Year***First Semester*

CHEM 10181	4
CHEM 11181	0
MATH 10550	4
PHYS 10310	4
University Requirement	3
University Requirement	3
Moreau First Year Experience	1
	<hr/>
	19

*Second Semester*

CHEM 10182	4
CHEM 11182	0
MATH 10560	4
PHYS 10320	4
University Requirement	3
University Requirement	3
Moreau First Year Experience	1
	<hr/>
	19

**Sophomore Year***First Semester*

CHEM 20283	3
CHEM 21283	1
CHEM 23201	1

Language	3
University Requirement	3
Elective	4
	<hr/>
	15

*Second Semester*

CHEM 20284	3
CHEM 21284	1
CHEM 20262	3
Language	3
Electives	6
	<hr/>
	16

**Junior Year***First Semester*

CHEM 30321	3
CHEM 30333	3
CHEM 31333	1
CHEM 23203	1
Elective (or Language)	3
University Requirement	3
	<hr/>
	14

*Second Semester*

CHEM 30322	3
CHEM 31322	2
Science Elective	3
University Requirement	3
Elective	3
	<hr/>
	14

**Senior Year***First Semester*

CHEM 40420	3
CHEM 40443	3
CHEM 41443	2
Electives	3
University Requirement	3
	<hr/>
	14

*Second Semester*

CHEM 40434 or 40436	1
CHEM 23202	3
Science Electives	6
Electives	6
	<hr/>
	13

**Notes:**

1. Undergraduate research, CHEM 48498, is a recommended science elective in all programs beginning in the sophomore year, with typically one or two credits per semester.

2. A sample curriculum starting with 16 credits in the first year is possible. In this case a University Requirement may be postponed until the junior or senior year.

**BACHELOR OF SCIENCE WITH A MAJOR IN BIOCHEMISTRY**

The biochemistry curriculum emphasizes the chemical basis of biological processes. All biochemistry majors are required to take the following courses:

General Chemistry (CHEM 10181 AND 11181 recommended; or optionally CHEM 10171, 11171)  
 Organic Chemistry (CHEM 10182, 11182, 20283, 21283)  
 Inorganic Chemistry (CHEM 20284, 21284)  
 Physical Chemistry (either CHEM 30338 or CHEM 30321/30322)  
 Analytical Chemistry (CHEM 30333, 31333)  
 Chemistry Seminars (CHEM 23201, 23202, 23203), three semesters  
 Biochemistry Seminar (CHEM 23212)  
 Biochemistry (CHEM 30341, 31341, 30342)  
 Mathematics (MATH 10550, 10560, and CHEM 20262)  
 Physics (PHYS 20210-20220 or PHYS 10310, 10320)  
 Biology (BIOS 10171-10172, 11173-11174)  
 Genetics (BIOS 20303)  
 Cell Biology (BIOS 30341)  
 Molecular Biology (BIOS/CHEM 50531)

**Sample Curriculum (Biochemistry Program):<sup>1</sup>****First Year***First Semester*

CHEM 10181	4
CHEM 11181	0
MATH 10550	4
BIOS 10171	3
BIOS 11173	1
University Requirement	3
University Requirement	3
Moreau First Year Experience	1
	<hr/>
	19

*Second Semester*

CHEM 10182	4
CHEM 11182	0
MATH 10560	4
BIOS 10172	3
BIOS 11174	1
University Requirement	3
University Requirement	3
Moreau First Year Experience	1
	<hr/>
	19

**Sophomore Year***First Semester*

CHEM 20283	3
CHEM 21283	1
CHEM 23212	0
CHEM 23201	1
BIOS 30341	3
Language	3
University Requirement	3
	<hr/>
	14

## CHEMISTRY AND BIOCHEMISTRY

*Second Semester*

CHEM 20284	3
CHEM 21284	1
BIOS 20303	3
CHEM 20262	3
Language	3

13

**Junior Year***First Semester*

CHEM 30341	3
CHEM 31341	2
CHEM 23203	1
PHYS 20210	4
Elective (or Language)	3

13

*Second Semester*

CHEM 30338	3
CHEM 30342	3
PHYS 20220	4
University Requirement	3
Elective	3

16

**Senior Year***First Semester*

CHEM 30333	2
CHEM 31333	2
BIOS/CHEM 50531	3
University Requirement	3
Elective	3

13

*Second Semester*

CHEM 23202 <sup>5</sup>	1
University Requirement	3
Electives	9

13

**Notes:**

1. A sample curriculum starting with 16 credits in the first year is possible. In this case a University Requirement may be postponed until the junior or senior year.

**Biochemistry with Neuroscience**

NSBH 20450/21450 Neuroscience and Behavior w/lab<sup>8</sup>

NSBH 30301 Molecular Neuroscience

NSBH 30520 Introduction to Cognitive Neuroscience

NSBH Elective I

NSBH Elective II

*\$The Neuroscience and Behavior lab can be used to fulfill the upper level biology lab requirement.*

**MINOR IN CHEMISTRY**

**Program Overview and Restrictions:** The minor in chemistry requires 17 credits of study in chemistry. Following College of Science policy, at least 50% of the courses for the minor must be unique, i.e. not double counted at the major, college, or university level. To enter the minor, students must have completed one of the following courses: CHEM 10171, 10181, 10097, 10098. Undergraduate research credits cannot be counted towards the minor and a grade point average of 2.0 or better is required in the minor courses. Biochemistry and Science Preprofessional majors cannot add the chemistry minor.

All chemistry minors take the following basic sequence of courses.

Organic Chemistry with Lab (CHEM 10172/11172 or CHEM 10182/11182 or CHEM 10176/11172)  
Chemistry Across the Periodic Table with Lab (CHEM 20274/21274 or CHEM 20284/21284) <sup>1</sup>

**Additional Coursework:** Students must complete an additional 9 credits of chemistry courses from the list below. The three courses must span at least 2 Areas. A minimum of 2 lecture courses (3 credits each, 6 credits total) must come from Areas 1–3. A minimum of 2 lecture courses must be at the 30000 level or higher. A combination of upper division chemistry laboratory courses and seminars (not listed) can be considered for replacement of up to 3 credits of additional coursework, upon request, and with departmental pre-approval.

**AREA 1: Organic and Inorganic Chemistry**

CHEM 20273 or 20283, 40443, 40610, 40616, 40630, 40631, 40632, 40634, 40438, 60635, 40618, 60535

**AREA 2: Biochemistry**

CHEM 30341, 30342, 40420, 40560, 50531

**AREA 3: Physical and Analytical Chemistry**

CHEM 30333, 30321 or 30324 or 30338, 30322, 40435, 40436, 40541, 40533, 40650

**AREA 4: Electives in Chemistry**

CHEM 20204, 30301, 30331, 40426

**Notes:**

1. CHEM 10122 General Chemistry—Principles and Processes can be considered as a replacement for CHEM 20274 on a case-by-case basis, with departmental pre-approval.

**Chemistry Minor Program Requirements**

- Total of credits: 17
- In order to enter the chemistry sequence, students must have completed CHEM 10171 or CHEM 10181 or have AP credit for General Chemistry I.

**Program Restrictions**

- Following COS policy, at least 50% of the courses for the minor must be unique (not double counted at the major, college, or university level).
- As a COS minor, all courses for this minor must be taken at the University of Notre Dame, or through a UND approved study abroad program.
- Independent research credits cannot be used towards the minor.
- A grade point average of 2.0 or better in the minor courses is required.
- Biochemistry / SCPP majors cannot add the chemistry minor.

**REQUIRED COURSES**

Students must complete courses in organic chemistry and chemistry across the periodic table with the corresponding laboratories (8 credits total):

**Organic Chemistry. 1 lecture (3 cr.) + laboratory (1 cr.)**

- CHEM 10172. Organic Structure and Reactivity lecture, &
- CHEM 11172. Organic Structure and Reactivity laboratory

OR

- CHEM 10182. Organic Structure and Mechanism lecture, &
- CHEM 11182. Organic Structure and Mechanism laboratory,

OR

- CHEM 10176. Organic Chemistry for Chemical and Biomolecular Engineers lecture, &
- CHEM 11172. Organic Structure and Reactivity laboratory

**Chemistry Across the Periodic Table. 1 Lecture (3 Cr.) + Laboratory (1 Cr.)**

- CHEM 20274.\* Chemistry Across the Periodic Table lecture, &
- CHEM 21274. Chemistry Across the Periodic Table laboratory

OR

- CHEM 20284. Chemistry Across the Periodic Table lecture, &
- CHEM 21284. Chemistry Across the Periodic Table laboratory

\*CHEM 10122. "General Chemistry—Principles and processes" can be considered as a replacement for CHEM 20274 on a case-by-case basis, with departmental pre-approval.

**ADDITIONAL COURSEWORK**

See table on the next page.

## CHEMISTRY AND BIOCHEMISTRY

**ADDITIONAL COURSEWORK**

- Students must complete an additional 9 credits of chemistry courses from the list below.
- The three courses must span at least 2 Areas.
- A minimum of 2 lecture courses (3 credits each, 6 credits total) must come from Areas 1–3.
- A minimum of 2 lecture courses must be at the 30000 level or higher.
- A combination of upper division chemistry laboratory courses and seminars (not listed) can be considered for replacement of up to 3 credits of “additional coursework”, upon request, and with departmental pre-approval

<i>Course Number and Title</i>	<i>Prerequisites</i>	<i>Semester(s) Offered</i>
<b>AREA 1: ORGANIC AND INORGANIC</b>		
CHEM 20273. “Organic reactions and applications” CHEM 20283. “Organic reactions and applications”	CHEM 10172 or 10176, or 10182	Fall (Spring)
CHEM 40443. “Inorganic chemistry”	CHEM 20274 or 20284	Fall
CHEM 40610. “Organometallic chemistry”	CHEM 20273 or 20283	Fall
CHEM 40616. “Solid state and materials chemistry”	CHEM 20274 or 20284	Fall
CHEM 40630. “Intermediate organic chemistry”	CHEM 20273 or 20283	Fall
CHEM 40631. “Advanced organic chemistry”	CHEM 20273 or 20283	Fall
CHEM 40632. “Advanced organic chemistry II”	CHEM 20273 or 20283 required; CHEM 40630 or 40631 beneficial	Spring
CHEM 40634. “Structure Elucidation”	CHEM 20273 or 20283	Spring
CHEM 40438. “Polymer: Principle to Practice”	CHEM 10172 or 10176 or 10182; and CHEM 30321 or 30324	Fall
CHEM 60635. “Heterocyclic chemistry”	CHEM 20273 or 20283	Fall
CHEM 40618. “Chemical crystallography”	CHEM 40443	Spring
CHEM 60535. “Medicinal Chemistry”	CHEM 20273 or 20283; and BIOS 10172	Spring (Every other fall?)
<b>AREA 2: BIOCHEMISTRY</b>		
CHEM 30341. “Fundamentals of biochemistry”	CHEM 20273 or 20283	Fall
CHEM 30342. “Intermediary metabolism”	CHEM 30341	Spring
CHEM 40420. “Principles of biochemistry”	CHEM 10172 or 10182 or 10176	Fall/Spring
CHEM 40560. “Chemical Biology”	CHEM 20273 or 20283; and CHEM 40420 or 30341	Fall
CHEM 50531. “Molecular Biology”	BIOS 10172	Fall
<b>AREA 3: PHYSICAL AND ANALYTICAL</b>		
CHEM 30333. “Analytical chemistry”	CHEM 10172 or 10182 or 10176	Fall/Spring
CHEM 30321. “Physical chemistry 1”	Calc I-II and Intro Lin. Alg/Diff. Eq; and Physics I/II	Fall
CHEM 30322. “Physical chemistry 2”	CHEM 30321	Spring
CHEM 30324. “Physical chemistry for engineers”	CHEM 10171 or 10181 or 10097; PHYS 10320 or 10094	Spring
CHEM 30338. “Physical biochemistry”	Calc I-II and Intro Lin. Alg/Diff. Eq; and Physics I/II	Spring
CHEM 40435. “Electrochemistry/Echemical engineering”	CHEM 30324; CHEM 30333 or 40436 (beneficial); or CBE 20260 or 20261	
CHEM 40436. “Instrumental methods/analysis”	CHEM 20274 or 20284	Spring
CHEM 40541. “Genomics and Proteomics”	CHEM 20273 or 20283; CHEM 30333 (beneficial)	Spring
CHEM 40533. “Advanced Analytical”	CHEM 20274 or 20284, 30333 (Cannot have taken 40436)	Fall
<b>AREA 4: SPECIAL ELECTIVES</b>		
CHEM 20204. “Environmental chemistry”	CHEM 10171 or 10181 or 10097	Spring
CHEM 30301. “Molecular neuroscience”	CHEM 10172 or 10182 or 10176; NSBH 20450; BIOS 10172	Spring
CHEM 30331. “Chemistry in service of the community”	CHEM 10171 or 10181 w/lab; and CHEM 10172 or 10182 w/lab	Fall
CHEM 40426. “Chemistry of fermentation and distillation”	CHEM 10122 or 10172 or 10182 or 10176	Fall/Spring

Notes on some upper level course options:

CHEM 40614. “Advanced inorganic chemistry”—essentially the same course content and format as CHEM 40443. Approved on a case-by-case basis. (Tsui)

CHEM 60532. “Optical Spectroscopy”—course is not really appropriate for UGs. Perhaps a MATH or ENG major with a lot of math. Approved on a case-by-case basis. (Kuno)

CHEM 40650. “Computational Chemistry I”—appropriate for UGs, but not offered on a regular schedule at this time. If offered only prereqs are organic and some Pchem. No specific MATH or CSE courses needed. (Wiest).

## MATHEMATICS

## HONORS IN CHEMISTRY AND BIOCHEMISTRY

Majors in chemistry and biochemistry may apply for the departmental honors program if they have a minimum grade point average of 3.5 and are enrolled in undergraduate research CHEM 48498. Application should be made to the Director of Undergraduate Studies via the online application (see Department of Chemistry and Biochemistry webpage) by the end of the first week of classes in the Senior Year. The requirements for completion of the honors program are a minimum of two semesters of undergraduate research after the beginning of the junior year, the course CHEM 48500 (research thesis) with a grade of B or better, and a grade point average of 3.5 or better.

## COURSE DESCRIPTIONS

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on “Class Search” and selecting the subject *Chemistry and Biochemistry*. Course descriptions can be found by clicking on the subject code and course number in the search results.

Graduate courses in chemistry are open to qualified advanced undergraduate students, subject to the approval of the departmental advisor. These courses are listed in the *Graduate School Bulletin of Information*.

## Mathematics

*Chair:*

David Galvin

*Associate Chair:*

Peter Cholak

*Director of Graduate Studies:*

Samuel R. Evens

*Director of Undergraduate Studies:*

Andrei Jorza

*William J. Hank Family Professor of Mathematics:*

Anand Pillay

*John and Margaret McAndrews Professor of Mathematics:*

Mark Behrens

*John A. Zahm, C.S.C., Professor of Mathematics:*

Stephen A. Stolz

*Glynn Family Honors Collegiate Professor:*

Claudia Polini

*Notre Dame Professor of Topology:*

Andrew Putman

*Professors:*

Peter A. Cholak; Francis X. Connolly (emeritus); Jeffrey A. Diller; Natasha Dobrinen; William G. Dwyer (emeritus); Matthew J. Dyer; Samuel R. Evens; Leonid Faybusovich (emeritus); David Galvin; Michael Gekhtman; Karsten Grove (emeritus); Matthew Gursky; Alexander J. Hahn (emeritus); Brian C. Hall; Qing Han; Alex A. Himonas; Richard Hind; Alan Howard (emeritus); Julia F. Knight (emeritus); Francois Ledrappier (emeritus); Juan Migliore; Gerard K. Misiolek; Liviu Nicolaescu; Barth Pollak (emeritus); Claudiu Raicu; Mei-Chi Shaw; Roxanne Smarandache; Brian Smyth (emeritus); Dennis M. Snow (emeritus); Nancy K. Stanton (emeritus); Sergei Starchenko; Laurence R. Taylor; Warren J. Wong (emeritus); Frederico Xavier (emeritus)

*Associate Professors:*

Katrina Barron; Mario Borelli (emeritus); John E. Derwent (emeritus); Pavel Mnev; Marco Radeschi

*Assistant Professors:*

Nicholas Edelen; Felix Janda; Alexandra Kjachukova; Juanita Pinzón Caicedo; Nicholas Ramsey; Eric Riedl; Christopher Schommer-Pries; Nick Salter

*Professors of the Practice:*

Arthur Lim; Neil Nicholson; Annette Pilkington

*Associate Professor of the Practice:*

Andrei Jorza

*Assistant Professors of the Practice:*

Brian Mulholland; Kathryn Mulholland

**Program of Studies.** Mathematics has had a profound effect upon civilization since ancient times, when the legend originally inscribed on the entrance to Plato's academy was “Let no one ignorant of geometry enter here.” It was equally true during the medieval period, when arithmetic and geometry constituted two of the seven subjects considered essential for a liberal education. It has been said that the second most influential book in the span

of Western civilization—after the Bible—is Euclid's *Elements*. Although mathematics is usually associated with science and technology in the modern mind, it seems apparent from the writings of the great mathematicians of the 17th and 18th centuries that religious belief played a great role in their pursuit of mathematics. They saw the “system of the world” obeying mathematical laws and as a consequence felt impelled to study mathematics so as to better appreciate the world's Creator.

Mathematics continues to have a profound influence in our century. From the theory of relativity, with its applications to the study of the large-scale structure of the universe, to the development of the modern computer, with its manifold applications in science, technology and business, mathematics has played a fundamental role. It is surely the most universal of all scientific tools, and the student equipped with a strong mathematical background will be in the enviable position of being able to employ his or her expertise in any area in which rigorous thought and precision of results are mandated.

The department is dedicated to the development of undergraduate studies, to the teaching of mathematics to scientists, engineers and teachers, to graduate education and research, and to the discovery of new mathematics. The entire faculty is involved with undergraduate affairs, and students have the opportunity of associating with scholars of international repute. Mathematics at Notre Dame provides students with a discipline of the mind and a stimulation of the imagination par excellence.

Programs in mathematics prepare students for graduate studies or for professional work in fields in which mathematics plays a dominant role. They provide an excellent preparation for law school, medical school, business school and secondary school teaching. Graduates may enter careers in research institutes or industrial or government positions.

In addition to its undergraduate programs, the department offers programs of graduate study leading to the degree of doctor of philosophy, as described in the Graduate School *Bulletin of Information*.

The department recognizes that, besides those students who wish to pursue a career devoted primarily to mathematical research and teaching, many will wish to take positions in business, industry or government where they will be using their mathematical skills in close collaboration with engineers as well as biological, physical and social scientists. These students will find among the listed programs one well suited to their needs. Besides these programs a student may, in consultation with the director of undergraduate studies and the department chair, create a program especially tailored to his or her career goals.

## MATHEMATICS

**BACHELOR OF SCIENCE WITH A MAJOR IN MATHEMATICS**

The mathematics curriculum at Notre Dame includes six course sequences or areas of concentration within the College of Science. These programs are designed to accommodate the academic and professional interests of all mathematics majors. Brief descriptions are given below, and more detailed descriptions of these programs are available on request from the Department of Mathematics.

**College Requirements.** All must take the following College of Science courses: (CHEM 10171, 10172) or (CHEM 10171, 10122); PHYS (10310 or 10093) and PHYS (10320 or 10094); and an additional science elective.

A student who takes two semesters of organic chemistry or two semesters of general biology is only required to take PHYS (30210 or 10095) and (30220 or 10096).

**Mathematics Honors Program**

This program is suited to students who are interested in graduate work in one of the mathematical sciences and to those whose career plans require a strong background in modern mathematics.

Honors Calculus I (MATH 10850)  
Honors Calculus II (MATH 10860)  
Honors Calculus III (MATH 20850)  
Honors Calculus IV (MATH 20860)  
Honors Algebra I (MATH 20810)  
Honors Algebra II (MATH 20820)  
Honors Algebra III (MATH 30810)  
Honors Algebra IV (MATH 30820)  
Honors Analysis I (MATH 30850)  
Honors Analysis II (MATH 30860)  
Electives (12 credit hours with six at the 40000 level)

**Mathematics Courses for the Other Programs**

All other mathematics programs (except the computing program) require the following mathematics core courses:

Calculus I (MATH 10550)  
Calculus II (MATH 10560)  
Calculus III (MATH 20550)  
Ordinary Differential Equations (MATH 20750)  
Linear Algebra (MATH 20610)  
Introduction to Math Reasoning (MATH 20630)  
Algebra (MATH 30710)  
Real Analysis (MATH 30750)

In addition to this basic sequence, the following courses are required for each program:

**Mathematics Career Program**

This program is designed to give students a general background in mathematics. In addition to the basic sequence of courses listed above, 15 credit hours of mathematics electives are required, at least three of which are at the 40000 level.

**Mathematics and Life Sciences Program**

This program is designed for mathematics majors who are interested in life-science-oriented careers.

The following mathematics courses are required in addition to the basic sequence of courses listed above:

Introduction to Probability (MATH 30530)  
Mathematical Statistics (ACMS 30540)  
Elective in Mathematics (three credit hours at the 40000 level)

The following College of Science courses are required:

Chemistry (CHEM 10171, 10172, 20273, 20274)  
Biology I and II (BIOS 10171–10172)  
Genetics (BIOS 20303, 21303)

**Mathematics and Computing Program**

This program is designed for students who plan to pursue graduate study or industrial careers in computing science. All of the mathematics core courses listed above are required, as well as 15 hours of mathematics electives, at least three hours of which are at the 40000 level.

In addition, students must take 5 CSE courses at the major's level where 2 of the 5 courses are required to be CSE 20311 and 20312.

**Mathematics Education Program**

This program is designed for students who plan a career in secondary education. The following mathematics courses are required in addition to the basic sequence listed above:

Introduction to Probability (MATH 30530)  
Mathematical Statistics (ACMS 30540)  
Geometry (MATH 361 at Saint Mary's College, 3 credit hours)  
Discrete Math (MATH 30210, 40210 or 40220, 3 credit hours)  
One Mathematics elective (3 credit hours)

(One of these classes must be at the 40000 level)

The following education courses are to be taken at Saint Mary's College: EDUC 201, 220, 340, 345, 346, 356, 451, and 475.

**Mathematics and Engineering Science Program**

This program is designed for students interested in applied or industrial mathematics. In addition to the mathematics core courses, the student is required to take one of MATH 40480, MATH 40390 or MATH 40750, and 12 more credits of mathematics electives. The student must also complete one of the following two sequences of engineering classes:

Thermal option: AME 20221, AME 20222, AME 30331, AME 20231, AME 30334  
Structures and design option: AME 20221, AME 20241, AME 20231, CE 30200, CE 30210

**Mathematics as a Second Major**

Students in the Mendoza College of Business or the College of Arts and Letters may pursue a second major in mathematics by completing all mathematics courses required for the career mathematics concentration. See the list below. To list mathematics as a second major on the transcript, the student must satisfy all of the requirements for a major in some department of the Mendoza College of Business or the College of Arts and Letters.

MATH 10550–10560–20550. Calculus I-III	11.5
MATH 20750. Ordinary Differential Equations	3
MATH 20610. Linear Algebra	3
MATH 20630. Introduction to Abstract Math	3
MATH 30710. Algebra	3
MATH 30750. Real Analysis	3
Mathematics Electives	15*

42 credits

**Supplemental Major in Mathematics for Engineering**

Students in the College of Engineering may pursue a supplemental major in mathematics by completing all of the mathematics courses required for the career mathematics concentration in addition to completing the mathematics requirements for the engineering degree. In practice this means that students must take 24 unique credits of mathematics courses in addition to what is required for their engineering major and that this list must include MATH 20630, MATH 30710, and MATH 30750.

**Supplemental Major in Honors Mathematics for Engineering**

Students in the College of Engineering may pursue a supplemental major in honors mathematics by completing all of the mathematics courses required for the career mathematics concentration in addition to completing the mathematics requirements for the engineering degree. In practice this means that students must take 24 unique credits of mathematics courses in addition to what is required for their engineering major and that their math requirements for both their engineering major as well as their math supplemental major will come from the honors sequences. Specifically, that students will take MATH 10850–10860; MATH 20850–20860; MATH 20810–20820; MATH 30810–30820; and MATH 30850–30860 in place of courses such as MATH 10550, 10560, 20550, and 20580.

**Sample Curriculum****(Mathematics Career Program):****First Year***First Semester*

MATH 10550. Calculus I	4
CHEM 10171. Chemical Principles	4
PHYS 10310. Engineering Physics I	4
University Requirement	3
University Requirement	3
Moreau First Year Experience	1

## MATHEMATICS

NSBH B.S. SAMPLE CURRICULUM <i>Assumes NO language placement or AP credit</i>	
FALL	SPRING
<i>First Year:</i>	
BIOS: Big Questions w/ lab (BIOS 10171/11173)	BIOS: Molecules to Ecosystems w/ lab (BIOS 10172/11174)
CHEM 10171/11171 (Univ Core 2)	CHEM 10172/11172 (Univ Core 3)
MATH 10350 or 10550 (Univ Core 1)	MATH 10360 or 10560
Univ 4 Core (USEM*)	WR13100
Moreau	Moreau
<b>Credit total: 16</b>	<b>16</b>
<i>Sophomore:</i>	
NSBH Core 1: NSBH w/lab	NSBH Core 2: Intro to Cog Neuro
CHEM 20273 and 21273	NSBH Core 3: Molecular Neuro
Intro Psych (Univ Core 5)	Statistics (BIOS 40411 or PSY 30100)
Theology 1	Foundational Science elective (1)
NSBH Prosem	Philosophy 1
<b>Credit total: 15</b>	<b>16</b>
<i>Junior:</i>	
Physics I w/lab	Physics II w/lab
NSBH Psych elective (1)	NSBH Psych elective (2)
Foundational Science elective (2)	NSBH Bios elective (1)
Univ Core (6)	Theology 2
Language	Language
<b>Credit total: 16</b>	<b>16</b>
<i>Senior:</i>	
NSBH Additional elective (1)	NSBH Additional elective (3)
Philosophy 2	NSBH Additional elective (4)
NSBH Bios elective (2)	free elective
NSBH Additional elective (2)	free elective
Language	free elective
Third lab	
<b>Credit total: 16</b>	<b>15</b>
<i>Total credits as shown: 126</i>	<i>Credits for degree = 124</i>

*Second Semester*

MATH 10560. Calculus II	4
CHEM 10172 or 10122	4
PHYS 10320. Engineering Physics II	4
University Requirement	3
University Requirement	3
Moreau First Year Experience	1
	<hr/> 19

**Sophomore Year***First Semester*

MATH 20610. Linear Algebra	3
MATH 20550. Calculus III	3.5
—Language	3
University Requirement	3
Science Elective	3
	<hr/> 15.5

*Second Semester*

MATH 20630. Introduction to Math. Reasoning	3
MATH 20750. Ordinary Differential Equations	3
Mathematics Elective	3
Language	3
University Requirement	3
	<hr/> 15

**Junior Year***First Semester*

MATH 30710. Algebra	3
Mathematics Elective	3
Language	3
University Requirement	3
Elective	3
	<hr/> 15

*Second Semester*

MATH 30750. Real Analysis	3
University Requirement	3
Electives	9
	<hr/> 15

**Senior Year***First Semester*

Mathematics Electives	6
Electives	9
	<hr/> 15

*Second Semester*

Mathematics Elective	3
Electives	9
	<hr/> 12

<sup>1</sup> The student should take three general requirement courses during the first year, including one course that is designated a University Seminar. It is recommended that one course in history or social science be taken in the first year and one philosophy and one theology course be taken by the end of the sophomore year.

**The Senior Thesis for Mathematics Majors**

Students in the mathematics program have the option of writing a thesis on a subject in mathematics, or in an interdisciplinary area connected to mathematics. Such a thesis is strongly encouraged for math honors students and is intended to give the student a better sense of how mathematics is done and used, and to develop in the student the habit of learning mathematics and its applications in an independent setting. In most cases, this work would be expected to be expository, but based on advanced-level readings. It should represent an effort that goes beyond what is found in an undergraduate course. It is especially desirable for a student to present a somewhat novel approach to an established subject, or to explore one of the many interesting connections that mathematics has with other disciplines.

In the second semester of the junior year and the first semester of the senior year, the student will work closely with a faculty advisor on a program of readings in preparation for the thesis. The thesis is to be crafted during the second semester of the senior year, and must be submitted to the director of undergraduate studies by April 15 of the senior year. If the thesis is approved, the citation of "Graduation with Senior Thesis" will appear on the student's transcript.

In the second semester of the junior and senior years, the student attends the senior thesis writing seminar Math 48900, while in the first semester of the senior year, the student receives credit for Math 48800.

Students interested in writing a senior thesis should contact the director of undergraduate studies in the Department of Mathematics.



## NEUROSCIENCE AND BEHAVIOR

## MINOR IN ACTUARIAL SCIENCE

The Department of Mathematics offers actuarial science as an academic minor. There is a heavy demand for the business courses which are required for this minor, and students are not guaranteed registration availability for these courses. Please see the academic advisor for more information. The actuarial science minor requires completion of the following ten courses:

MATH 30530. Probability	3
ACMS 30540. Statistics	3
MATH 30610. Introduction to Financial Mathematics	3
One mathematics elective at the 30000-level or above	3
BASC 20100 or ACCT 20100. Accountancy I	3
BASC 20150 or FIN 20150. Corporate Financial Management	3
FIN 30220. Macroeconomic Analysis	3
ECON 10010. Principles of Microeconomics	3
Actuarial Elective	3

Total: 27

Among the nine courses required for the minor, up to four courses can be double-counted for the student's major.

## COURSE DESCRIPTIONS

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting the subject *Mathematics*. Course descriptions can be found by clicking on the subject code and course number in the search results.

Certain graduate courses in mathematics are open to qualified advanced undergraduates, subject to the approval of the director of undergraduate studies. Other graduate courses are described in the *Graduate School Bulletin of Information*.

## Neuroscience and Behavior

Director of Undergraduate Studies:

Nancy Michael

## Program in Neuroscience and Behavior.

Neuroscience is a relatively young, exciting, and fundamentally interdisciplinary field devoted to the scientific study of the nervous system. Neuroscience encompasses the study of problems from multiple disciplinary perspectives at different levels of analysis in human and non-human organisms. It includes, for example, the study of molecular mechanisms in individual neurons and the coordination of millions of neurons into neural systems. Problems range from investigation of the evolution of nervous systems in basal vertebrates to the application of neuroscience to education and law. Neuroscientists also seek to develop neurologically plausible models of human thinking, affect and behavior.

At the University of Notre Dame, the neuroscience and behavior major is an interdisciplinary program that includes both Bachelor of Science and Bachelor of Arts tracks. This description covers the BS track only (see the Arts & Letters section for description of the BA track). The requirements for the major are essentially the same, including three foundational neuroscience and behavior Core courses, and an introductory neuroscience and behavior laboratory course beginning the fall of the sophomore year. The tracks differ in how they fulfill college requirements. Required courses and electives for both the BS & BA that will satisfy the major credit requirements are drawn primarily from the Departments of Biological Sciences and Psychology. Undergraduate research and approved electives in other departments are also encouraged.

*Research within the neuroscience and behavior program is reflective of the diversity of the field, with faculty pursuing research spanning from cellular and molecular approaches to architectural design and policy. Faculty are not housed within a specific department, but are affiliated based off their research interests; the uniting theme across disciplines is the understanding of the brain and behavior.*

*Students choosing an undergraduate major in neuroscience and behavior are well prepared for admissions to medical school, physical therapy or other professional schools, or to continue on for graduate study (e.g., Ph.D., M.D./Ph.D., M.S., MPH). Graduates who wish to enter the work force directly from their undergraduate studies are desirable candidates in careers ranging from industry, biotechnology, biotechnology sales, health-related research, health-related consulting, government, education, or policy.*

This major requires a minimum of 61 credits in the College of Science. Students should discuss their specific choices with the program's undergraduate adviser.

## BACHELOR OF SCIENCE WITH A MAJOR IN NEUROSCIENCE AND BEHAVIOR

All neuroscience and behavior majors (BS track) take the following courses in science:

- Mathematics (MATH 10350 or 10550 or 10850) and (MATH 10360 or 10560 or 10860)
- General Chemistry (CHEM 10171/11171 or 10181/11181)
- Organic Chemistry (CHEM 10172/11172 or 10182/11182) and (CHEM 20273/21273 or 20283/21283)
- Physics (PHYS 10310/11310 or 20210/21210 or 10411/11411) and (PHYS 10320/11320 or 20435/21435 or 20220/21220)
- BIOS: Big Questions w/lab—BIOS 10171/11173
- Biology II: Molecules to Ecosystems & lab (BISO 10172/11174)
- Intro to Cognitive Neuroscience (NSBH/PSY 30520)
- Molecular Neuroscience (NSBH/CHEM 30301)
- Perspectives on the NSBH major (NSBH 20010)
- Neuroscience and Behavior Lecture and Lab (NSBH 20450/21450)
- One additional lab in Biological Sciences (genetics, cell bio, physiology accepted; others with prior approval)

All majors to choose an additional 2 courses from the foundational science elective choices below:

- Genetics—BIOS 20250/21250 (taken together) or 20303
- Cell Biology—BIOS 20241 or 30341
- Biocomputing—BIOS 30318 with 32318
- Biochemistry—CHEM 40420
- Scientific computing—ACMS 20210
- Intro Appl Math Methods I—ACMS 20550
- Intro Dynamical Syst for Sci—MATH 20480
- Intro to Math Reasoning—MATH 20630
- Exp Psych II: Research Methods—PSY 30160

All neuroscience and behavior majors take the following courses in Psychology:

- Intro to Psychology PSY 10000 or 20000
- In addition all neuroscience and behavior majors take at least one course in statistics:
- BIOS 40411, PSY 30100, or ACMS 20340

All majors to take an additional 6 credits from the list of approved Biological Science electives, 6 more credits from the list of approved Psychological Science electives and an additional 12 credits of approved NSBH coursework that can include a maximum of 6 credits of undergraduate research (with approved faculty advisors), 3 credits of neuroscience embedded community-based or service learning, and/or approved electives across several departments. See the undergraduate advisor for lists of approved courses and approved research advisors.

## PHYSICS AND ASTRONOMY

The major allows significant flexibility, directed by interests and career goals. The following is one curricular example of many, and students are urged to discuss their personal plans with the undergraduate advisor. The acronym “NSBH” refers to neuroscience and behavior elective choices pre-approved for the major.

### COURSE DESCRIPTIONS

For a list of approved courses, contact the Director of Undergraduate Studies in the College of Science for this program Nancy Michael, ([nmichael@nd.edu](mailto:nmichael@nd.edu)), or Anré Venter ([aventer@nd.edu](mailto:aventer@nd.edu)) the Director of Undergraduate Studies in the College of Arts & Letters. All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on “Class Search” and under Advanced Search selecting the NSBH attribute. Course descriptions can be found by clicking on the subject code and course number in the search results.

## Physics and Astronomy

### Chair:

Morten Ring Eskildsen

### Director of Graduate Studies:

Anna Simon-Robertson

### Director of Undergraduate Studies:

Philippe Collon

### Frank M. Freimann Professor of Physics:

Michael C.F. Wiescher

### Aurora and Tom Marquez Professor of Physics:

László Forró

### Frank M. Freimann Professor of Physics:

Ani Aprahamian

### Grace-Rupley Professor of Physics:

Timothy C. Beers

### Frank M. Freimann Assistant Professor of Physics:

Badih Assaf

### Tom and Carolyn Marquez Assistant Professor of Physics:

Yuhsin Tsai

### Professors:

Dinshaw Balsara; Daniel Bardayan; Philippe Collon; Mark A. Caprio; Antonio Delgado; Umesh Garg; Peter M. Garnavich; Michael D. Hildreth; Christopher Hinkle (concurrent); J. Christopher Howk; Boldizsár Jankó; Colin Jessop; Masaru Kuno (concurrent); Kevin P. Lannon; Craig S. Lent (concurrent); John M. LoSecco; Grant Mathews; Graham F. Peaslee; Sylwia Ptasinska; Morten Ring Eskildsen; Jonathan R. Sapirstein; Rebecca Surman; Zoltán Toroczka; Mitchell R. Wayne

### Associate Professors:

Tan Ahn; Maxime Brodeur; Dervis Can Vural; Manoel Couder; Justin Crepp; Laura Fields; Nirmal Ghimire; Dafei Jin; Evan Kirby; Adam Martin; Jeffrey Peng (concurrent); Anna Simon-Robertson

### Assistant Professors:

Jeffrey Chilcote; Yi-Ting Hsu; Edwin Huang; Xiaolong Liu; Marc Osherson; Petr Stepanov; Ragnar Stroberg; Lauren Weiss

### Associate Teaching Professors:

Matt Becker; Jenna Smith

### Assistant Teaching Professors:

Will Zech

### Professor of the Practice:

Phillip Sakimoto

### Associate Professor of the Practice:

Keith Davis; Arielle Phillips

**Program of Studies.** Physics is the study and description of the structure and behavior of the physical universe. As such, it is fundamental to all physical sciences, pure and applied. A knowledge of physics is basic to an understanding of astronomy, chemistry, geology and even biology in that physics contributes to the interpretation and detailed description of many of the natural phenomena which constitute the proper subjects of investigation in these sciences.

In addition to the undergraduate curricula, the Department of Physics offers programs for graduate study leading to the degrees of master of science and doctor of philosophy, as described in the *Graduate School Bulletin of Information*.

### BACHELOR OF SCIENCE WITH A MAJOR IN PHYSICS

Science undergraduates may choose from two different majors within the Department of Physics: physics, and physics-in-medicine. The course sequences in these two programs are designed to accommodate the academic and professional interests of the majority of physics majors.

The basic physics major is a particularly flexible option for students, and is the one that will be chosen by the majority of undergraduates majoring in the department. Students following the physics major program will gain a broad understanding of physics. Depth is gained through the addition of one or more supplemental concentration programs offered through the department. Two of these concentration programs, **advanced physics** and **astrophysics**, help to prepare the student for graduate work in physics and astronomy or astrophysics. Students with interests in other areas have time to explore second-major, minor, or concentration options offered through departments in the College of Arts and Letters. Students with alternative interests are encouraged to discuss these with the director of undergraduate studies.

The **physics-in-medicine** major is designed for those students planning to attend medical school after completion of their degree, or who intend to work or study in the fields of biophysics or biomedical technology. The degree contains a core set of requirements in physics, augmented with courses in organic chemistry, biochemistry, biology, and biophysics.

No supplemental concentration is required of physics majors, but interested students are allowed and encouraged to follow as many concentrations as their schedules and interests allow. Students following the physics-in-medicine major program are not allowed to add concentrations; their major program is designed to accommodate the special interests of students intending careers in medicine, medical technology, or biophysics.

Physics as a second major is an option for students in the colleges of engineering, arts and letters, or business.

### Requirements for the Physics Major

A total of 60 credits in science and mathematics is required for the physics major. The following outlines the course requirements:

Physics A: Mechanics (PHYS 10411<sup>1</sup>)

Physics B: E&M (10422<sup>2</sup>)

Physics C: Thermo & Relativity (20433)

Physics D: Modern (20444)

## PHYSICS AND ASTRONOMY

Intro to Chemical Principles (CHEM 10171<sup>3</sup>)  
and General Chemistry Biological Processes  
(CHEM 10122<sup>3</sup>)

Calculus I, II, III (MATH 10550,<sup>4</sup> 10560,<sup>4</sup> 20550<sup>4</sup>)

Intro to Circuitry and Electronics (PHYS 20430)

Sophomore Seminar (PHYS 23411)

Mathematical Methods in Physics I, II (PHYS  
20451, 20452)

Intermediate Mechanics (PHYS 20454)

Electricity and Magnetism (PHYS 30471)

A Modern Physics Course

Particle Physics & Cosmology (PHYS 50602)  
or Intro to Solid State Physics (PHYS 50501)  
or Intro to Nuclear Physics (PHYS 50701)

Modern Physics I Laboratory (PHYS 41441)

Thermal Physics (PHYS 30461)

Quantum Mechanics I (PHYS 40453)

Physics majors may add as many of the following  
concentrations as their interests and schedules allow.  
Completion of these concentrations is indicated on  
the student's final transcript.

#### Concentration in Advanced Physics

The following outlines the course requirements  
(totaling 14 credits) for the advanced physics  
concentration:

Junior Seminar (PHYS 33411)

Electromagnetic Waves (PHYS 30472)

Quantum Mechanics II (PHYS 40544)

Senior Seminar (PHYS 43411)

Modern Physics II Laboratory (PHYS 41442) or  
40000-level ACMS or MATH level elective

40000-level or above physics course or  
3 credits of undergraduate research.

#### Concentration in Astrophysics

The following outlines the course requirements  
(totaling 14 credits) for the astrophysics  
concentration:

Junior Seminar (PHYS 33411)

Intro. Astronomy and Astrophysics M (PHYS  
20481)

Modern Observational Techniques (PHYS 50481)

Senior Seminar (PHYS 43411)

Physics of Astrophysics (PHYS 50201)

Relativity: Special and General (PHYS 50472)

#### Concentration in Applied Physics

The requirements are that the student completes at  
least 15 credits of engineering courses, chosen with  
the aid of the Director of Undergraduate Studies.

#### Requirements for the Physics-in-Medicine Major

A total of 77 credits in science and mathematics  
is required for the physics-in-medicine major.  
Physics-in-medicine majors cannot add another  
concentration as that degree is considered a con-  
centration. They are encouraged to take any of the  
concentrations courses if they so wish. The following  
outlines the course requirements:

Physics A: Mechanics (PHYS 10411<sup>1</sup>)

Physics B: E&M (10422<sup>2</sup>)

Physics C: Thermo & Relativity (20433)

Physics D: Modern (20444)

Intro to Circuitry and Electronics (PHYS 20430)

General Chemistry I–IV (CHEM 10171, 11171,  
10172, 11172, 20273, 21273, 20274, 21274)<sup>7</sup>

Calculus I, II, III (MATH 10550<sup>4</sup>, 10560<sup>4</sup>, 20550<sup>4</sup>)

Sophomore Seminar (PHYS 23411)

Mathematical Methods in Physics I, II  
(PHYS 20451, 20452)

Intermediate Mechanics (PHYS 20454)

Electricity and Magnetism (PHYS 30471)

Quantum Mechanics I (PHYS 40453)

Biology I, II (BIOS 10171, 11173, 10172, 11174)

Three specialized science electives (9 credits total)<sup>6</sup>

#### Requirements for Physics as a Second Major

The requirements for physics as a second major,  
for students in the colleges of engineering, arts  
and letters or business, consists of the physics and  
mathematics courses listed above for the physics  
major, except the chemistry sequence. To list physics  
as a second major on the transcript, the student must  
satisfy all of the requirements for a major in some  
department and college of the university.

#### Sample Curricula

##### MAJOR: PHYSICS

###### First Year

###### First Semester

MATH 10550, 12550 <sup>9</sup>	4
PHYS 10411, 11411	4
CHEM 10171, 11171	4
University Requirements	6
Moreau First Year Experience	1
	19

###### Second Semester

MATH 10560, 12560	4
PHYS 10422, 11422	4
CHEM 10122 or 10172, 11172	3
University Seminar	3
University Requirement	3
Moreau First Year Experience	1
	18

###### Sophomore Year

###### First Semester

MATH 20550, 22550	3.5
PHYS 20433	3
PHYS 20430	1.5
PHYS 20451, 22451	3.5
PHYS 23411	1
Language <sup>9</sup>	4
	16.5

###### Second Semester

PHYS 20454	3
PHYS 20444	3
PHYS 20452, 22452	3.5
Language <sup>9</sup>	4
University Requirement	3
	16.5

###### Junior Year

###### First Semester

PHYS 30461	3
PHYS 30471	3
PHYS 40453	3
Language <sup>9</sup>	3
Elective	3
	15

###### Second Semester

[Semester Abroad]

or

University Requirements	6
Electives	9
	15

###### Senior Year

###### First Semester

Modern Physics Electives <sup>10</sup>	
PHYS 50501	3
PHYS 40441, 41441	3
University Requirement	3
Electives	6
	15

###### Second Semester

Modern Physics Electives <sup>10</sup>	
PHYS 50602, 50701	3
University Requirement	3
Electives	9
	15

##### MAJOR: PHYSICS CONCENTRATION: ADVANCED PHYSICS

**First Year** (See core physics major)

**Sophomore Year** (See core physics major)

###### Junior Year

###### First Semester

PHYS 30461	3
PHYS 30471	3
PHYS 33411	1
PHYS 40453	3
Language <sup>9</sup>	3
Elective	3
	16

###### Second Semester

[Semester Abroad]

or

PHYS 30472	3
PHYS 40454	3
Physics Elective	3
University Requirement	3
Elective	3
	15

## PHYSICS AND ASTRONOMY

**Senior Year***First Semester*

Modern Physics Electives <sup>10</sup>	
PHYS 50501	3
PHYS 40441, 41441	3
PHYS 43411	1
University Requirements	6
Elective	3
	<hr/>
	16

*Second Semester*

PHYS 40442, 41442 or MATH/ACMS elective at 40000-level	3
Modern Physics Electives <sup>10</sup>	
PHYS 50502, 50701	3
University Requirement	3
Electives	6
	<hr/>
	15

**MAJOR: PHYSICS CONCENTRATION: ASTROPHYSICS****First Year** (See core physics major)**Sophomore Year** (See core physics major)*First Semester*

MATH 20550, 22550	3.5
PHYS 20433	3
PHYS 20430	1.5
PHYS 20451, 22451	3.5
PHYS 20481	3
PHYS 23411	1
Language <sup>9</sup>	4
	<hr/>
	19.5

*Second Semester*

(See core physics major)

**Junior Year***First Semester*

PHYS 30461	3
PHYS 30471	3
PHYS 30481 or PHYS 50201 <sup>8</sup>	3
PHYS 33411	1
PHYS 40453	3
Language <sup>9</sup>	3
	<hr/>
	16

*Second Semester*

(See core physics major)

**Senior Year***First Semester*

Modern Physics Electives <sup>10</sup>	
PHYS 50501	3
PHYS 40441, 41441	3
PHYS 43411	1
PHYS 30481 or PHYS 50201 <sup>8</sup>	3
University Requirements	6
	<hr/>
	16

*Second Semester*Modern Physics Electives <sup>10</sup>

PHYS 50602, 50701	3
PHYS 50472	3
Electives	6
University Requirement	3
	<hr/>
	15

**MAJOR: PHYSICS-IN-MEDICINE****First Year***First Semester*

MATH 10550, 12550 <sup>10</sup>	4
PHYS 10411, 11411	4
CHEM 10171, 11171 <sup>7</sup>	4
University Requirement	6
Moreau First Year Experience	1
	<hr/>
	19

*Second Semester*

MATH 10560, 12560	4
PHYS 10422, 11422	4
CHEM 10172, 11172 <sup>7</sup>	4
University Seminar	3
University Requirement	3
Moreau First Year Experience	1
	<hr/>
	19

**Sophomore Year***First Semester* <sup>11</sup>

BIOS 10171, 11174, 11173	4
MATH 20550, 22550	3.5
PHYS 20433	3
PHYS 20430	1.5
PHYS 23411	1
CHEM 20273, 21273 <sup>7</sup>	4
	<hr/>
	17

*Second Semester* <sup>11</sup>

BIOS 10172, 11174	4
PHYS 20444	3
CHEM 20274, 21274 <sup>7</sup>	4
University Requirement	3
Language <sup>9</sup>	4
	<hr/>
	18

**Junior Year***First Semester*

BIOS 20303 <sup>6</sup>	3
BIOS 30344 <sup>6</sup>	3
PHYS 20451, 22451 <sup>11</sup>	3.5
Language <sup>9</sup>	4
University Requirement	3
	<hr/>
	16.5

*Second Semester*

BIOS 30341 <sup>6</sup>	3
PHYS 20454 <sup>11</sup>	3
PHYS 20452, 22452 <sup>11</sup>	3.5
University Requirement	3
Language <sup>9</sup>	3
	<hr/>
	15.5

**Senior Year***First Semester*

PHYS 40453	3
PHYS 30471	3
University Requirement	3
Electives	6
	<hr/>
	15

*Second Semester*

University Requirement	3
Electives	9
	<hr/>
	12

**Notes**

1. Alternatively, PHYS 10310 and its laboratory and tutorial.
2. Alternatively, PHYS 10320 and its laboratory and tutorial.
3. Alternatives for CHEM 10171 and 10122 include CHEM 10171–10172 or CHEM 10181–10182 plus the associated laboratories and tutorials.
4. Honors Calculus I through III (MATH 10850, 10860, and 20850) may substitute for Calculus I to III.
5. Options include a 40000-level or above physics course, PHYS 48480 (Undergraduate Research: The student must take at least 3 credits in research with one advisor and the credits must be distributed over at least two semesters), or MATH 40480 (Complex Variables). Additional options are possible with approval of the Director of Undergraduate Studies. Physics electives cannot be double counted with requirements for the Astrophysics concentration.
6. Students take three from the following: CHEM 40420 (Principles of Biochemistry), BIOS 20303 (Fundamentals of Genetics), BIOS 30344 (Vertebrate Physiology), BIOS 30341 (Cellular Biology), PHYS 50401 (Physics of Cells).
7. Alternatives for CHEM 10171–10172 and 20273–20274 are CHEM 10181–10182 and CHEM 20283–20284.
8. PHYS 50481 (Modern Observational Techniques) is offered in the fall of odd years.
9. Assumes no AP credit or advanced placement.
10. One of these courses, minimum, must be taken (Fall or Spring).
11. Students that have available time due to AP credit should consider taking Math Methods, PHYS 20451, PHYS 22451 in the fall and PHYS 20452, PHYS 22452, and PHYS 20454 in the spring semester of the Sophomore year. This is strongly recommended.

## PREPROFESSIONAL STUDIES

**COURSE DESCRIPTIONS**

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting the subject *Physics*. Course descriptions can be found by clicking on the subject code and course number in the search results.

**HONORS TRACK IN PHYSICS**

The goal of this honors track is to give our most talented students an exceptional background in physics research. This track is open for both Physics majors and Physics in Medicine.

The track will accept physics majors in good academic standing as early as the spring of their sophomore year, who have identified their research advisor in the Physics Department and have already completed one semester of undergraduate research. Acceptance will be based on a research statement and transcript. At acceptance into the track a formal agreement will be set up between the student and the advisor.

To graduate with this honor, students will have to complete:

1. Typically at least three semesters and one summer of independent research either at Notre Dame or another university or research laboratory. Alternate research/internship venues and opportunities must be approved in advance by the DUS or Department Chair. Students are expected to apply for REU, COS-SURF or other summer funding as appropriate.
2. A substantial thesis that needs to be approved by the advisor (a manuscript submitted for publication can substitute only if the student has made substantial contributions to the work).
3. A presentation at a national or regional meeting, or at the Notre Dame COS-JAM conference.
4. Successful completion of all requirements for one of the physics concentrations, or completion of the physics in medicine degree.
5. A GPA of at least 3.33 in College of Science courses.

**Thesis Requirements:**

The final draft of the thesis will be written under the supervision of the advisor, and will be submitted by April 1. Each thesis will be reviewed by one member of the Undergraduate Research Committee. If the thesis is not approved, a second committee member will read the thesis and confer. The students will be notified by April 15 if a rewrite is needed. The rewrite will be due May 1.

The thesis is intended to support and develop each student's independence, scientific communication skills, critical review skills, and understanding of their research in the context of the larger field. It will have the added benefit of helping students prepare for graduate applications and fellowships.

The student's transcript will carry the notation "Honors Physics" to distinguish it from the Glynn Family Honors Program. If the student is also in the Glynn Family Honors program, the thesis presented in that program could be considered for the Honors Track in Physics, but would need approval by the Physics Undergraduate Research Committee.

SUMMARY OF REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN PHYSICS		
	<i>Physics</i>	<i>Physics in Medicine</i>
Mathematics	11.5	11.5
Physics	41.5	32.5
Chemistry	7	16
Biology	—	8
Science Electives	—	9
Language	Intermediate-Level	
WR 13100	3	3
Philosophy*	6	6
Theology*	6	6
History*	3	3
Social Sciences*	3	3
Literature/Fine Arts*	3	3
Moreau First Year Experience	2	2
Free Electives	28.5**	11.5**
	124	124
* One of these courses must be a University Seminar.		
** Assumes intermediate-level competency in language was achieved by taking two 4-credit courses at the introductory level and one 3-credit course at the intermediate level.		

**Preprofessional Studies**

*Chair, Associate Dean and Faculty:*

Rev. James K. Foster, C.S.C., M.D.

*Associate Dean for Collegiate Sequence*

*& Study Abroad:*

Lara Arielle Phillips, Ph.D.;

Sr. Kathleen Cannon, O.P. (emeritus)

*Assistant Dean, Advisor and Faculty:*

Kathleen J.S. Kolberg, Ph.D.

*Advisor and Faculty:*

Susan Gursky Ph.D.; Kristian Lax-Walker, M.S.

*Hillebrand Center Director and Faculty:*

Dominic O. Vachon, M.Div., Ph.D.

*Adjunct Professors:*

Abigail Battjes D.O.; Katharine Callaghan, M.D., M.P.A.; Alex Cantrell, M.D.; Janel Charlton, M.D.; Lindsey Connolly M.D.; Lynn A. Damitz, M.D., FACS; Paul V. Detrisac, M.D.; Marcus Engel, M.S.; Mark Fox, M.D.; Gary Fromm, M.D.; Rachel Rose M.S.N., R.N.-CPLC; Anton Salud, M.D., M.A.; Mark Sandock, M.D.; Stephen Trzeciak, M.D., M.P.H.; Robert D. White, M.D.; Brandon Zabukovic, M.D., M.P.A.

**Program of Studies.** The Department of Preprofessional Studies offers several programs in the two major sequences, namely the program sequence in science preprofessional studies (SCPP) and the programs in the collegiate sequence (SCCO, SCED).

**SCIENCE PREPROFESSIONAL PROGRAM (SCPP)**

Healthcare in the United States has been undergoing a sea change including health systems, best clinical practices, and training, extending even into the pre-professional undergraduate years. There is an emphasis on broader and deeper education and interest in professionals on the healthcare team beyond the physician is expanding rapidly. This major is designed to allow those seeking to enter any of the health professions to customize their undergraduate education to fulfill the prerequisites for a variety of health professions schools. The biggest change has come from medical admissions with a 7.5 hour MCAT exam and a changing emphasis on competencies rather than a checklist of prerequisites. There is an emphasis on a depth of science competency (e.g. biochemistry, research methods, and statistics) and an added emphasis on the psychosocial aspects of care.

With the new holistic model of pre-medical education, this major offers flexibility to study across science departments and space in the schedule to add depth in the humanities or social science by adding a second major or minor. This department also provides general elective courses, open to all majors, that address clinical practice and medical systems (See the following section on the Hillebrand Center).

## PREPROFESSIONAL STUDIES

There are 24 credit hours of science elective courses required beyond the core sciences. These include most upper level science courses taught across the traditional science departments (biological sciences, chemistry, physics and mathematics). The classes are taken during the school year and only occasionally, with consultation with your advisor, should students take any of the major courses in the summer. The Notre Dame College of Science does not allow transfer of science courses with the exception of pre-approved courses through Notre Dame International Programs. Those students who wish to matriculate directly to medical school after graduation should plan to take cell biology, statistics and biochemistry by the end of junior year in order to take the MCAT at the end of that year. Students planning to attend PA or PT programs should plan physiology and anatomy during the junior year. Student involvement in research is encouraged and up to 2 credit hours per semester for 3 semesters taken in one of the traditional science departments can count toward the 24 science elective credits (total of 6 maximum).

Non-science courses are important in preparation for health professional schools. The AAMC Admissions Initiative has identified development of cultural competence, ethics, communication skills and background in human behavior as critical in the competencies of future physicians. Because of this, students should take multiple courses in social science, humanities and ethics. The majority of SCPP students complete a second major or a minor.

The major allows students to customize their development for the scientific and non-scientific competencies for health professions schools. Students are also advised to chart their progress through a file on their Google Drive, recording reflections on their academic preparation with experiences in service, clinical settings, teamwork, reliability, and in leadership. Experience in being responsible for the well-being of others is a key factors in preparation for the health professions.

Information concerning preparation for admission to schools of medicine, dentistry, physician assistant, optometry, podiatry, pharmacy, physical therapy, occupational therapy, public health, post-baccalaureate nursing, as well as information on several other allied health careers, is available for all majors from the Center for Health Science Advising, 219 Jordan Hall of Science.

## BACHELOR OF SCIENCE WITH A MAJOR IN PREPROFESSIONAL STUDIES

### PREPROFESSIONAL SCIENCE SEQUENCE

(124 semester hour credits; 64 science hour credits minimum)

#### First Year

<i>First Semester</i>	
Writing	3
MATH 10350 Calculus I	4
CHEM 10171 Chemical Principles I	4
University Requirement*	3
University Requirement*	3
Moreau First Year Experience	1
	18

#### Second Semester

Philosophy or Elective	3
MATH 10360 Calculus II	4
CHEM 10172 Organic Chemistry I	4
Literature	3
University Requirement*	3
Moreau First Year Experience	1
	18

#### Sophomore Year

<i>First Semester</i>	
CHEM 20273 Organic Chemistry II	4
BIOS 10171 General Biology I	3
BIOS 11173 General Biology I Lab	1
Elective(s)	3–6
Language	3
	14–17

#### Second Semester

CHEM 20274 General Chemistry II	4
BIOS 10172 General Biology II	3
BIOS 11174 General Biology II Lab	1
Elective(s)	3
Language	3
	14

#### Junior Year

<i>First Semester</i>	
Science Elective	3
PHYS 20210 Physics for Life Sciences I	4
Language or Elective	3
University Requirement	3
Science Elective	3
	16

#### Second Semester

Science Elective	3
Science Elective	3
PHYS 20220 Physics for Life Sciences II	4
Electives	6
	16

#### Senior Year

<i>First Semester</i>	
Science Elective	3
Science Elective	3
University Requirement	3
University Requirement	3
Elective	3
	15

#### Second Semester

Science Elective	3
University Requirement	3
Elective	3
Science Elective	3
	12

\* One of these courses must be a University Seminar for those who start Notre Dame as First Year students; transfer students are exempt from the University Seminar.

#### Notes:

1. Students who have completed only six hours of mathematics in the first year of studies may transfer into the program but they will be required to complete a mathematics sequence equivalent to MATH 10350, 10360, or MATH 10550, 10560. Students having taken MATH 10250 may do this by taking MATH 10360, while those who have taken only one semester of lower-level calculus should take both MATH 10350, 10360. Those students should see also the discussion on degree credit found later in this section of the Bulletin. With the increased emphasis on Statistics, students should also plan to take a Statistics course as a science elective and for those with AP credit for MATH 10550/10560 the Statistics course will also fulfill their University Requirement for Quantitative Reasoning.

2. All students who have had previous exposure to language will be required to take a placement examination in that language for placement in the proper course if the student wishes to continue in that language for the college requirement. If a student wishes to take a new language, of course, he or she must start from the beginning. Spanish is encouraged.

3. PHYS 10310–10320 or PHYS 10411, 20435 may be substituted for PHYS 20210–21210.

4. Well developed communication skills are important in healthcare and patient safety and health professions schools require training in written communication. With this in mind, the SCPP major will require a Literature course taught in English, which will also fulfill the University Liberal Arts Requirement 4.

5. Behavioral and social issues have an immense impact on health, and effective healthcare provision and health professions schools have increased their requirements for training in social sciences. Students should plan on taking courses in psychology, sociology, or anthropology. One of these courses may also fulfill University Liberal Arts Requirement 5.

6. Undergraduate Research (e.g. BIOS 48498, CHEM 48498), Teaching Practicum (e.g. BIOS 37491), and Directed Readings (BIOS 48497)



## PREPROFESSIONAL STUDIES

may count toward the 24 credits of Science Electives with limits. Undergraduate Research and Teaching is limited to 2 graded credit hours per semester, for up to three semesters, for a total of six combined credit hours. Credits above these numbers will be counted in General Electives. Directed Readings are limited to 3 credit hours total.

7. Interested parties may obtain additional information including various statistics from the department Web page. See [preprofessional.nd.edu](http://preprofessional.nd.edu).

### Summary of Requirements for the Degree of Bachelor of Science in Preprofessional Studies

	Credits
Biological Sciences	8
Chemistry	16
Mathematics	8
Physics	8
Language, Intermediate-level Competency	**11
University Requirements	21
Moreau First Year Experience	2
Science Electives	24
General Electives	**25
	<hr/> 124

\* One of these courses must be a University Seminar.

\*\* Assumes Intermediate-level Competency in Language was achieved by taking two four-credit and one three-credit courses.

### HILLEBRAND CENTER FOR COMPASSIONATE CARE IN MEDICINE

As part of the Department of Preprofessional Studies, the Ruth M. Hillebrand Center for Compassionate Care in Medicine has the mission of advancing the scientific theory and evidence-based practice of compassionate care in healthcare and of promoting effective communication skills in physicians, nurses, and allied health professionals. The Center offers courses, programs, and research opportunities to help students gain a scientific and humanistic understanding of the importance of compassionate caring in all patient care as well as an introduction to preventing burnout and promoting personal well-being in the health professions. Students can also be involved in research on the integration of compassionate care in clinical practice.

The following elective courses are regularly offered:

Medical Counseling Skills and Patient-Centered Medicine  
 Science of Compassionate Care in the Medical Professions  
 Introduction to Clinical Ethics  
 Psychology and Medicine  
 Film and the Physician  
 Introduction to the American Healthcare System  
 Spiritualities of Caring in the Helping Professions  
 Introduction to Personalism in Medicine:  
     The Pathos Project  
 Introduction to Hospice and Palliative Care

SUMMARY OF MINIMAL REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN A COLLEGIATE SEQUENCE MAJOR		
	Science- Computing	Science- Education
Biological Sciences	8	8
Chemistry	8	8
Organic Chemistry/Geology	8	8
Mathematics	8	8
Physics	8	8
Statistics: ACMS 20340 or BIOS 40411	3–4	0
Science Electives	20–21	20
<b>Total Required Science</b>	<b>64</b>	<b>60</b>
Computing Courses	14–15	0
Education Courses	0	33
Language	Intermediate Level Competency	
University Requirement	24	24
Moreau First Year Experience	2	2
Free Electives	10**	0**
<b>Total</b>	<b>124</b>	<b>128</b>

\* One of these courses must be a University Seminar.

\*\* Assumes intermediate-level competency in language achieved by taking two 4.0-credit- and one 3.0-credit courses.

### MINOR IN COMPASSIONATE CARE IN MEDICINE

The Minor in Compassionate Care in Medicine (MCCM) provides interdisciplinary training in the science and sustainable practice of compassionate care for future health professionals. The minor is rooted in the biology, neuroscience, and psychology of compassion as it is practically applied to the effective and sustainable care of the sick. The practice of compassionate care not only improves patient outcomes, but also sustains the well-being of the healthcare provider, reducing clinician burnout.

*Program Requirements (15 credit hours):*

Program includes a required gateway course, approved didactic electives, experiential learning or practical skills training courses (e.g., service learning, community-based research; medical counseling skills), and a capstone project.

- Gateway Course (3 credits): SCPP 30405 Compassionate Care in the Medical Professions
- Electives (6 credits): Two courses are required from the list of approved electives in the areas of biology, neuroscience, psychology, ethics, and policy/social justice in medicine.
- Experiential/Skills-Based Courses (total of 3 credits required): Students may satisfy the experiential learning requirements by taking a total of three

credit hours of learning through a combination of approved 1-credit seminars, or an active-learning based 3-credit Medical Counseling Skills course.

- Capstone Project (3 credits): The Capstone Project can be satisfied through a Directed Readings course (i.e., SCPP 46397-06 Directed Readings), or another pre-approved course. For all options, students will be required to complete a 20-page paper integrating the courses and experiences of the CCIM minor. The Capstone Project must be pre-approved by the Director.

To enroll or discuss an interest in the program, please schedule a consultation with Dominic Vachon M.Div., Ph.D., the John G. Sheedy, MD Director of the Hillebrand Center, at [dvachon@nd.edu](mailto:dvachon@nd.edu).

### COURSE DESCRIPTIONS

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on "Class Search" and selecting the subject *Science Preprofessional*. Course descriptions can be found by clicking on the subject code and course number in the search results.

## PREPROFESSIONAL STUDIES

## COLLEGIATE SEQUENCE PROGRAMS

The collegiate sequence programs, science-computing and science-education, were instituted in 1987. These programs allow students to obtain a strong science background while simultaneously preparing them for professions in health care, computing, or education.

## SCIENCE-COMPUTING COLLEGIATE SEQUENCE

The science-computing collegiate sequence in the Department of Preprofessional Studies is an individualized course of study which incorporates courses from the four basic areas of science along with a sequence of computing courses. The program will give the student working knowledge of various computer languages and experience using current computer technology. By choosing science electives appropriately, the student has the option of focusing in an area in science of particular interest. Graduates of this program earn a B.S. degree and are able to enter the scientific computing job market immediately upon graduation.

The other departments in the College of Science as well as the colleges of arts and letters and engineering provide all course instruction in the curricula of the Science-Computing Collegiate Sequence.

## BACHELOR OF SCIENCE WITH A MAJOR IN SCIENCE-COMPUTING

All science-computing majors take the following basic sequence of science courses:

General Biology (BIOS 10171–10172 and 11173 and 11174)<sup>1</sup>

CHEM 10171 and 11171, 10172 and 11172 and two of (CHEM 20273 and 21273, CHEM 20274 and 21274, SC 20110), CHEM 10122

Calculus (MATH 10350–10360 or 10550–10560)<sup>1,2</sup>

Physics (PHYS 20210–20220 and 21210–21220)<sup>3</sup>

Statistics (ACMS 20340 or BIOS 40411)

They also are required to take 20–21 credits of science elective,<sup>4</sup> completing a minimum of 64 credits of science courses.

They also are required to complete 14–15 credits in computing courses.

Please see advisor for information on possible sequences in computing.

Requirements for the program are summarized in the table on the following page.

## Notes:

1. Equivalent or higher-level sequences in science may be substituted, e.g., MATH 10850–10860 for MATH 10550–10560.

2. Students who have completed only six hours of mathematics in their first year may transfer into the program, but they will be required to complete a mathematics sequence equivalent to MATH 10350,

103600 or MATH 10550, 10560. Students having taken MATH 10250 (or 10260 or 10270) may do this by taking MATH 10360, while those who have taken only one semester of lower-level calculus should take both MATH 10350, 10360. (See also the discussion on science degree credit found later in this section of the Bulletin.)

3. PHYS 10310–10320 or PHYS 10411, 20435 may be substituted for PHYS 20210–20220.

4. The choice by the student of the elective courses in science for the Science-computing program will be based on the student's scientific interest as developed during his or her studies of the four basic areas of science. Any major-level College of Science courses (i.e., those taken to meet science-major requirements and not those designated as "Recommended University electives") and that are not being used to fulfill other specific graduation requirements can be used to satisfy the "Science Elective" requirement. Major-level geology courses cross-listed as science courses may be taken as science electives. Students are restricted to no more than two credits per semester (six total) for science credits and three credits per semester (nine total) for graduation credit of courses such as Undergraduate Research or Directed Readings.

Suggested Curriculum for the Degree of Bachelor of Science in the Science-Computing Collegiate Sequence (124 semester hour credits: 64 science hour credits, minimum)

## First Year

## First Semester

CHEM 10171 and 11171	4
MATH 10550 Calculus (Note 2) or 10350	4
University Requirement	9
Moreau First Year Experience	1
	18

## Second Semester

CHEM 10172 and 11172	4
MATH 10560 Calculus or 10360	4
University Requirement	9
First Year Experience	1
	18

## Sophomore Year

## First Semester

BIOS 10171 Biology I	3
BIOS 11173 Biology I Lab	1
CHEM 20273 and 21273 or SC 20110/21110	4
Language	3
CSE Course	4 (3)
	15 (14)

## Second Semester

BIOS 10172 Biology II	3
BIOS 11174 Biology II Lab	1
CHEM 20274, 21274 (or CHEM 10122)	4 (3)
Language	3
Elective	3
	14 (13)

## Junior Year

## First Semester

Science Elective	3
CSE 20211 Fundamentals of Computing	4
PHYS 20210, 21210 Physics for Life Sciences I	4
University Requirement	3
Elective (or Language)	3
	17

## Second Semester

BIOS 40411 Biostatistics or	
ACMS 20340 Statistics for Life Sciences	4 (3)
PHYS 20220, 21220 Physics for Life Sciences II	4
CSE Elective	3
University Requirement	3
	14 (13)

## Senior Year

## First Semester

Science Electives	9
CSE Elective	4
Electives	3
	16

## Second Semester

Science Electives	9
CSE Elective	3
Electives	3
	15

\* One of these must be a University Seminar.

## SCIENCE-EDUCATION COLLEGIATE SEQUENCE

The science-education collegiate sequence in the Department of Preprofessional Studies is an individualized course of study which incorporates many courses from the four basic areas of science along with education courses that most states require to give the student the background necessary to receive a certificate to teach in a secondary education system. Information concerning the requirements for secondary education in the various states, as well as the general course requirements for a certificate necessary to teach science in a secondary education program, is available in the College of Science office, 319B Jordan Hall.

The other departments in the College of Science and the other colleges of the University, as well as the Education Department at Saint Mary's College, provide all course instruction in the curricula of the Science-Education Collegiate Sequence.

## PREPROFESSIONAL STUDIES

**BACHELOR OF SCIENCE WITH A MAJOR IN SCIENCE-EDUCATION**

All science-education majors take the following basic sequence of science courses:

General Biology (BIOS 10171–10172 and 11173–11174) <sup>1</sup>

CHEM 10171 and 10172 and [CHEM 20273 and 21273, CHEM 20274 and 21274] or (CHEM 20273 AND 21273, ENVG 20110) OR (SC 20110, ENVG 20120)]

Calculus (MATH 10350–10360 or 10550–10560) <sup>1,2</sup>

Physics (PHYS 20210–20220) <sup>3</sup> and 21210, 21220

They also are required to take 20 credits of science electives, <sup>4,5</sup> completing a minimum of 60 credits of science courses.

Also required for the major are the following education courses taught by Saint Mary's College:

EDUC 201 Teaching in a Multicultural Society

EDUC 220 Applied Media and Instructional Technology

EDUC 345 Curriculum and Assessment in the High School Setting

EDUC 346 Instructional Strategies and Classroom Management in the High School Setting

EDUC 350 Educational Psychology: Human Growth and Development of the Adolescent

EDUC 356 Educational Psychology: Educating Exceptional Learners

EDUC 449 Teaching Science in the Secondary School

EDUC 475 Student Teaching in the Secondary School (spring of senior year)

The education courses are those required in the State of Indiana but are also those that are required most often by the educational accrediting agencies of most states. The practical teaching experience which is required will also be arranged through the Education Department at Saint Mary's College.

Requirements for the program are summarized in the table above.

**Notes:**

1. Equivalent or higher-level sequences in science may be substituted, e.g., MATH 10850–10860 for MATH 10550–10560.

2. Students who have completed only six hours of mathematics in their first year may transfer into the program, but they will be required to complete a mathematics sequence equivalent to MATH 10350, 10360 or MATH 10550, 10560. Students having taken MATH 10250 (or 10260 or 10270) may do this by taking MATH 10360, while those who have taken only one semester of lower-level calculus should take both MATH 10350, 10360. (See also the discussion on science degree credit found in this section.)

3. PHYS 10310–10320 or PHYS 10411, 20435 may be substituted for PHYS 20210–20220.

4. The choice by the student of the elective courses in science for the Science-education program will be based upon the requirements and list of courses suggested by the various state educational systems. Since the timing of the course work is particularly constrained for this major, the student should work closely with his or her advisors: an associate dean in the College of Science and an assigned advisor in the Education Department at Saint Mary's College.

5. Any major-level College of Science courses (i.e., those taken to meet science-major requirements and not those designated as "Recommended University electives") and that are not being used to fulfill other specific graduation requirements can be used to satisfy the "Science Elective" requirement. Major-level geology courses cross-listed as science courses may be taken as science electives. Students are restricted to no more than two credits per semester (six total) for science credits and three credits (nine total) for graduation credit of courses such as Undergraduate Research or Directed Readings.

Suggested Curriculum for the Degree of Bachelor of Science in the Science-Education Collegiate Sequence (124 semester hour credits: 60 science hour credits, minimum)

**First Year***First Semester*

CHEM 10171 and 11171	4
MATH 10350 or 10550 Calculus (Note 2)	4
University Requirement	9
Moreau First Year Experience	1
	18

*Second Semester*

CHEM 10172 and 11172	4
MATH 10360 or 10560 Calculus	4
Elective*	3
University Requirement	9
Moreau First Year Experience	1
	18

**Sophomore Year***First Semester*

BIOS 10171 Biology I	3
BIOS 11173 Biology I Lab	1
SC 20110 Planet Earth / 21110	
or	
CHEM 20273 and 21273	4
Language	3
Education 201F (SMC)	3
Elective	3
	17

*Second Semester*

BIOS 10172 Biology II	3
BIOS 11174 Biology II Lab	1
CHEM 20274 and 21274,	4 (3)
or CHEM 10122	
Language or Elective	3
Fine Arts/Literature	3
EDUC 220 (SMC)	3
	17 (16)

**Junior Year***First Semester*

PHYS 20210, 21210 Physics for Life Sciences I	4
Science Electives	6
EDUC 345 (SMC)	3
EDUC 356 (SMC)	3
	16

*Second Semester*

PHYS 20220, 21220 Physics for Life Sciences II	4
Science Electives	8
EDUC 350 (SMC)	3
EDUC 346 (SMC)	3
	18

**Senior Year***First Semester*

Science Electives	6
EDUC 449 (SMC)	3
University Requirement	6
	15

*Second Semester*

EDUC 475 (SMC)	12
	12

\* One of these must be a University Seminar

## Special Programs

### DOUBLE MAJORS IN SCIENCE

In certain instances, students have the option of pursuing majors in two departments in the College of Science. Combinations that are normally approved include: Biological Sciences with Chemistry; Biological Sciences with Mathematics; Biological Sciences with Physics; Biochemistry with Mathematics; Biochemistry with Physics; Chemistry with Mathematics; Chemistry with Physics; Environmental Sciences (first major) with Mathematics; Mathematics with Physics; and Science Computing, Science Education with supplementary major in ACMS or Statistics. Examples of combinations that are normally forbidden include: Preprofessional Studies with any other science majors, Collegiate Sequence majors (Science Computing, Science Education) with any other science majors except supplementary majors in ACMS and Statistics, parallel subprograms such as Mathematics and Life Sciences with Physics-in-Medicine and either of those with Biological Sciences or Biochemistry, any majors among Mathematics, ACMS and Statistics. All requirements of each major must be met, with no exceptions. Failing to complete a required course terminates that major for a student. Every student who wishes to major in two departments in the College of Science must prepare an agenda of specific courses to be taken, which both advisors and the dean must approve. This should be done as early as possible, but absolutely no later than the seventh day of the senior year. In certain instances, a student may possibly receive approval of a normally forbidden combination of majors, but only if a specific program has been set up by the seventh day of the sophomore year.

All double major programs in science are extremely challenging programs that require that the student take four or five science courses at a time. Thus, only students of superior scholastic ability should consider this as an option.

Students are warned that it is almost certain that completing a double major in two sciences will require total credits well over the college minimum of 124. Conflicts in scheduling of required courses may occur; neither the college nor the departments undertake to reschedule courses for the sake of double majors. For these reasons, it must be emphasized that completing a double major may well require more than four years. Only one degree is awarded (degrees in science do not specify a field).

## Dual Degree Program with the College of Engineering

Please refer to the *Bulletin* section under the heading "College of Engineering."

## Dual Degree Program with the Mendoza College of Business

### Coordinators:

Neil Mangus  
Director of Admissions  
Master of Business Administration Program  
J. Daniel Gezelter  
Associate Dean, College of Science

**Program of Studies.** The dual degree five-year program in the Mendoza College of Business and the College of Science enables the student to earn the master of business administration and bachelor of science degrees in a major in one of the five undergraduate departments in the College of Science.

This program, instituted in 1994, offers students the opportunity to better integrate studies in science and in management. The student completing this program will have a background in management as well as the first professional degree in one of the undergraduate majors of the College of Science. Because it is a demanding program, only those students of superior scholastic ability who have the aptitude, motivation and maturity necessary for the combined graduate and undergraduate program should apply. Those with outstanding internship experiences in business will be looked upon favorably. Advisors for the program are available for consultation about the advisability of applying for the program and about meeting the particular needs of students pursuing this program.

The program is open only to those currently enrolled Notre Dame students who have completed three years of an undergraduate science first major. Students interested in making application for the MBA/Science program should apply to the MBA program during their junior year. They should take the GMAT by December of their junior year. All candidates must schedule a personal interview as a part of the MBA admissions process. Students must also declare their intentions to the dean's office in the College of Science and request that a dean's eligibility letter be sent to the MBA Office for them.

An applicant who is not admitted to the dual degree MBA/Science program continues in the undergraduate program and completes his or her science major in the usual four-year period.

As a general guide, it is expected that a student accepted to this program will take two courses for the undergraduate degree during the summer session following his or her junior year. Every dual-degree student is also expected to participate in the orientation for the MBA program. This program will occupy the entire day for the two weeks prior to the first day of classes. Orientation is mandatory for all students beginning the MBA program.

Students in the five-year science/MBA program are also required to:

- (1) Complete a minimum of 48 MBA credit hours and maintain a GPA of at least 3.0 to successfully complete the program.
- (2) Take all MBA courses in their fourth year.
- (3) Maintain full-time student status (minimum courseload of 12 credit hours per semester). Credit hours can come from science or MBA programs.

**The MBA curriculum divides each semester into two modules. In addition to the courses required to complete undergraduate and University requirements, students must complete the following MBA course work:**

Summer Session Following Junior Year:	
Math Review Workshop*	0
Accit Review Workshop*	0
(Science Undergraduate Requirements	6)

<b>Senior Year—(Science Undergraduate Requirements Each Semester</b>	3–7)
<i>First Semester, Module 1:</i>	
ACCT 60100. Financial Accounting	2
MBET 60340. Conceptual Foundation of Business Ethics	2
MGT 60100. Statistics	2
MGT 60300. Organizational Behavior	2
<i>First Semester, Interterm Week:</i>	
Professional Development Seminar	0
Communications Seminar++	1
<i>First Semester, Module 2:</i>	
ACCT 60200. Cost Accounting	2
FIN 60400. Finance I	2
FIN 60210. Microeconomic Analysis	2
MARK 60100. Marketing Management	2
<i>Second Semester, Module 3:</i>	
FIN 70600. Finance II	2
FIN 60220. Macroeconomic Analysis	2
MGT 60900. Strategic Decision Making	2
Free Elective	2
<i>Second Semester, Interterm Week:</i>	
Values in Decision Making	1
Elective Course	1
<i>Second Semester, Module 4:</i>	
MGT 60400. Leadership and Teams	2
MGT 60700. Operations Management	2

<b>Fifth Year—(Science Undergraduate Requirements Each Semester</b>	3–7)
<i>First Semester, Module 1:</i>	
MGT 60200. Problem Solving	2
Management Communication Elective I	2
Free Elective*	2
<i>Interterm Week:</i>	
OPTIONAL: Two one-credit-hour electives (TBD) OR	
Corporate Case Studies OR	
Offshore Program: China or Brussels	2
<i>First Semester, Module 2:</i>	
Ethics Elective	2
Management Communication Elective II	2
<i>Second Semester, Module 3:</i>	
Free Electives	4
(Floating Optional Elective	2)

\*Students have the option to take one additional two-credit-hour elective now or in any remaining module.

*Second Semester, Interterm Week:*

(OPTIONAL: Two one-credit-hour electives OR

Corporate Case Studies OR

Offshore Program: China or Brussels 2)

*Second Semester, Module 4:*

Free Electives 4

(Floating Optional Elective 2)

+See “Arts and Letters Core” on the first page of the *College of Engineering* section.

++Special one/two-week courses. All other MBA courses are seven weeks in length.

\*Occurs during August Orientation

Total for both degrees: 126–132 undergraduate, 48 MBA

Students involved in the MBA/Science program will complete their undergraduate program while completing MBA requirements. MBA course work will not apply to the undergraduate degree. Sample schedules for particular majors are available from advisors or the dean’s office. Students who are behind in the completion of their major requirements are strongly recommended to obtain permission and advising before applying to the joint program.

## Nondepartmental Courses

### COURSE DESCRIPTIONS

All of the courses associated with this academic program can be found online at [registrar.nd.edu/students/class\\_search.php](http://registrar.nd.edu/students/class_search.php). The scheduled classes for a given semester may be found by clicking on “Class Search” and selecting the subject *Science (Non-departmental)*. Course descriptions can be found by clicking on the subject code and course number in the search results.

## Science Degree Credit

Courses are generally taken in the College of Science for one of three reasons: (1) for students in either the College of Arts and Letters, or the Mendoza College of Business, or the School of Architecture, to fulfill a University requirement; (2) for students in either the College of Engineering or the College of Science to fulfill a college requirement; and (3) for students in the College of Science, to fulfill a major requirement. As a result, the College of Science offers different sequences of courses which overlap considerably in content but not level. Thus it is possible for a student who has changed his or her college or major to have taken two courses which overlap in content. Both courses will appear on the student’s transcript, but only one will count for degree credit.

As a guideline for the student and the student’s advisors, listed below are the groups of courses that overlap considerably in content. (Courses within the same group are shown in the same row and are also enclosed within parentheses; courses listed within the same column generally show a typical normal progression through course work.) In every case, only one course per group should be counted for degree credit. Generally, only the course taken last should be counted. Students and advisors are warned not to use these groups when moving between course sequences but rather to seek advice from the offering department or the Associate or Assistant Dean in the College of Science Dean’s office.

For overlap with courses no longer taught in the year of publication of this *Bulletin*, please refer to previous editions of this *Bulletin*.

Credit is not given for both ACMS and MATH courses with the numbers 10140, 10150, 20210, 20340, 20610, 20750, 30440, 30530, 30540, 30610, or any course cross-listed between ACMS and MATH. In the following table the restrictions on MATH courses numbered 10140 and 20340 also apply to the ACMS courses with the same numbers.

## SCIENCE DEGREE CREDIT

Applied and Computational Mathematics and Statistics									
(10140	10145/10091	20340	BIOS 40411	30540	30550	MATH 30540)			
(		20210	20220	ITAO 20210)					
(		20620	MATH 20610	MATH 20580	MATH 24580)				
(		20550	PHYS 20451)						
(				30530	MATH 30530)				
(				30610	MATH 30610)				
(		20750	MATH 20750	PHYS 20452)					
Biological Sciences									
(10101/10091	10110	10156		10191	10161/10171/10098/20201)				
(10107/10097	10118	10155			10162/10172/10099/20202)				
(		20241	30341)						
(		20250	20303)						
Chemistry and Biochemistry									
(10101/10091					10171/10097	10181)			
(10102			10122)						
(					10176	10172	10182)		
(						20273	20283)		
(						20274	20284)		
(			40420	30341	60521)				
(				30342	60522)				
Mathematics									
(10120	10110)								
(10250/10090	10240	10350	10550/10091/ACMS 10550)						
(		10270	10360	10560/10092/ACMS 10560)					
(		20210	ACMS 20210)						
(		20480	20610	ACMS 20620	20580/10094	20810)			
(		20480	20610	ACMS 20620	20580/10094	20570)			
(			20750	ACMS 20750	30650)				
(ACMS 10140/10141/10145/10091		ACMS 20340	BIOS 40411	30540	ACMS 30540)				
(				30530	ACMS 30530)				
(				30610)					
(						40390)			
Physics									
(10111/10091	10310/10093	10411	30210/20210/10095)						
(10222/10092	10320/10094	10422	30220/20220/10096)						
(		20431	10424)						
(		20330	20464)						
(10052	20051	ENER 20201	STV 20304)						
(10140	20140)								
(20451	MATH 20570	MATH 20610	MATH 20580)						
(20452	MATH 20571	MATH 20750	MATH 30650)						
Note also that no degree credit is given to any students for MATH 10101; additionally, science majors will not receive degree credit for MATH 10120 or MATH 10110.									



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*Dallas, Texas*

DR. ELEANOR M. WALKER

*Troy, Michigan*

MS. KATIE O. WASHINGTON COLE

*Chicago, Illinois*

DR. ANN E. WEBER

*Cranford, New Jersey*

MRS. TERRI L. WELTER

*Arlington, Virginia*

DR. JOHN C. YORK II

*Canfield, Ohio*

# Faculty

*The following is the official faculty roster for the 2023–24 academic year as of June 30, 2023. This roster includes faculty members who are on leave during the academic year. The date in parentheses at the close of each entry is the year the individual joined the Notre Dame faculty.*

**Ahmed Noman Adams.** *Professor, IT, Analytics and Operations; Joe and Jane Giovanini Professor of Information Technology, Analytics, and Operations.* Bachelor of Science, Virginia Polytechnic Institute, 2001; Master of Business Admin, *ibid.*, 2004; Philosophiae Doctor, University of Arizona, 2008 (2020)

**Hussein Ali Abdulsater.** *Fellow, Joan B. Kroc Inst. for Int'l. Peace; Fellow, Medieval Institute; Associate Professor, Classics.* B Electrical Engineering, American University of Beirut, 2006; Master of Arts, *ibid.*, 2007; Master of Philosophy, Yale University, 2010; Philosophiae Doctor, *ibid.*, 2013 (2016)

**Christopher Paul Abram.** *Professor, English; Fellow, Medieval Institute.* Bachelor of Arts, University of Cambridge, 1998; Master of Philosophy, *ibid.*, 1999; Philosophiae Doctor, *ibid.*, 2004 (2013)

**Nicole Louise Achee.** *Research Professor, Biological Sciences.* Bachelor of Science, Saint Louis University, 1992; Master of Science, Texas A&M University, 1995; Philosophiae Doctor, Uniformed Services Health Sci., 2004 (2013)

**Catherine Barbara Acitelli.** *Assistant Teaching Professor, Applied Computational Math & Stats.* Bachelor of Science, North Carolina State University, 2012; Master of Science, *ibid.*, 2020 (2022)

**Carl Bruce Ackermann.** *Nolan Professorship for Excellence in Undergraduate Instruction; Teaching Professor, Finance.* Bachelor of Arts (Latin), Amherst College, 1984; Philosophiae Doctor, UNC at Chapel Hill, 2000 (1998)

**Alvaro Fernando Acosta Serrano.** *Professor, Biological Sciences.* Bachelor of Science, Univ Catolica Andres Bello, 1990; Philosophiae Doctor, Federal University of Sao Paulo, 1996 (2023)

**David Acton.** *Assistant Professor of the Practice, Snite Museum.* Bachelor of Arts, University of Michigan, 1976; Master of Arts, *ibid.*, 1979; Philosophiae Doctor, *ibid.*, 1993 (2013)

**Ellis Adjei Adams.** *Fellow, Joan B. Kroc Inst. for Int'l. Peace; Fellow, Pulte Institute for Global Developmt; Associate Professor, Keough School of Global Affairs.* Bachelor of Science, Kwame Nkrumah Univ. of Sci.&Tec, 2007; Master of Science, Michigan Technological Univ., 2011; Philosophiae Doctor, Michigan State University, 2016 (2020)

**Katrina Adams.** *Assistant Professor, Biological Sciences.* Bachelor of Science, Univ. of California-San Diego, 2008; Philosophiae Doctor, Univ. of California-Los Angeles, 2014 (2023)

**Yenupini Joyce Adams.** *Assistant Professor of the Practice, Eck Institute for Global Health; Concurrent Assistant Professor of the Practice, Keough School of Global Affairs; Fellow, Kellogg Inst for Intrnl Studies.* BS in Nursing, Calvin College, 2012; Philosophiae Doctor, Michigan State University, 2016 (2022)

**Michael K Addo.** *Professor, International Law Program.* LLB—Law, Ghana School of Law, 1981; Master of Law, University of Essex, 1984; Philosophiae Doctor, *ibid.*, 1987 (2020)

**Christopher Adkins.** *Fellow, Pulte Institute for Global Developmt; Associate Teaching Professor, Management & Organization; Academic Director of Leadership Development.* Bachelor of Arts, Coll of William & Mary, 1995; Master of Arts, Boston University, 2001; Doctor of Philosophy, Coll of William & Mary, 2009 (2016)

**Trenton Clay Agrelius.** *Assistant Teaching Professor, Biological Sciences.* Bachelor of Science, Augusta University, 2011; Master of Science, Univ of South Carolina, 2015 (2022)

**Emiliano Aguilar.** *Assistant Professor, History.* Bachelor of Arts (Latin), Wabash College, 2015; Bachelor of Arts, *ibid.*, 2015; Master of Arts, Purdue University, 2017; Master of Arts, Purdue Univ North Central, 2017; Master of Arts, Northwestern University, 2020; Master of Arts, *ibid.*, 2020; Philosophiae Doctor, *ibid.*, 2022 (2022)

**Pedro Aguilera-Mellado.** *Assistant Professor, Romance Languages and Literatures; Concurrent Assistant Professor, Film, Television, and Theatre; Fellow, Kellogg Inst for Intrnl Studies; Fellow, Nanovic Inst for European Studies.* Bachelor of Arts, University of Granada, 2009; Master of Arts, *ibid.*, 2010; Master of Arts, University of Michigan, 2013; Philosophiae Doctor, *ibid.*, 2017 (2018)

**Tan Ahn.** *Associate Professor, Physics.* Bachelor of Science, SUNY at Stony Brook, 2002; Master of Science, *ibid.*, 2004; Philosophiae Doctor, *ibid.*, 2008 (2014)

**Josephine Sarpong Akosa.** *Assistant Teaching Professor, IT, Analytics and Operations.* Bachelor of Science, Kwame Nkrumah Univ. of Sci.&Tec, 2011; Master of Science, University of Texas at El Paso, 2014; Philosophiae Doctor, Oklahoma State University, 2018 (2019)

**Maurizio Albahari.** *Associate Professor, Anthropology; Fellow, Joan B. Kroc Inst. for Int'l. Peace; Fellow, Kellogg Inst for Intrnl Studies; Concurrent Associate Professor, Romance Languages and Literatures.* Bachelor of Arts, Università Degli Studi, 2000; Master of Arts, Univ California Irvine, 2002; Philosophiae Doctor, *ibid.*, 2006 (2008)

**Alex Himonas Alexandrou.** *Professor, Mathematics.* Bachelor of Science, University of Patras, 1976; Master of Science, Purdue University, 1982; Philosophiae Doctor, *ibid.*, 1985 (1989)

**Nahid Erfan Alexandrou.** *Associate Advising Professor, Center for University Advising.* Bachelor of Science, Purdue University, 1979; Master of Science, *ibid.*, 1981; M.S. Engineering, *ibid.*, 1985 (1991)

**Roger Paul Alford.** *Professor, Law School; Fellow, Kellogg Institute for International Studies; Fellow, Nanovic Institute for European Studies; Fellow, Pulte Institute for Global Developmt.* Bachelor of Arts, Baylor University, 1985; Master of Divinity, Southern Baptist Theological S, 1988; Juris Doctor, New York University, 1991 (2012)

**Aktar Ali.** *Associate Research Professor, Chemistry and Biochemistry.* Bachelor of Science, University of Chittagong, 1991; Master of Science, *ibid.*, 1994; Philosophiae Doctor, Niigata University, 1999 (2021)

## FACULTY

**Steven Elias Alvarado.** *Assistant Professor, Sociology; Fellow, Klau Ctr. for Civil & Human Rights.* Bachelor of Arts, Univ of California Berkeley, 2004; Master of Arts, Univ of Wisconsin-Madison, 2006; Philosophiae Doctor, *ibid.*, 2011 (2021)

**George Alex Ambrose.** *Fellow, Pulte Institute for Global Developmt; Professor of the Practice, Kaneb Ctr for Teaching and Learning.* Bachelor of Arts, Rutgers State University of NJ, 2002; Master of Arts Education, Rutgers University, 2003; Philosophiae Doctor, Nova University, 2013 (2008)

**Brooke Ammerman.** *Assistant Professor, Psychology; Dr. Marsha Linehan Director of Secondary Prevention of SPIRIT Assistant Professor.* Bachelor of Science, North Dakota State University, 2011; Master of Arts, University of Northern Iowa, 2013; Philosophiae Doctor, Temple University, 2018 (2018)

**Khaled Anatolios.** *Department Chair, Theology; Professor, Theology; The Rev. John A. O'Brien Professor of Theology; Fellow, Medieval Institute.* Bachelor of Arts, University of St Michaels Coll, 1990; Master of Theology, *ibid.*, 1992; Philosophiae Doctor, Boston College, 1996 (2015)

**Selena Kathleen Anders.** *Assistant Professor, Dean's Offc-School of Architecture; Fellow, Nanovic Inst for European Studies.* Bachelor of Arts, DePaul University, 2005; Master of Architecture, University of Notre Dame, 2009; Philosophiae Doctor, La Sapienza Univ. of Rome, 2016 (2009)

**Gary A. Anderson.** *Hesburgh Professor of Catholic Theology; Professor, Theology.* Bachelor of Arts, Albion College, 1977; Master of Divinity, Duke University, 1981; Philosophiae Doctor, Harvard University, 1985 (2003)

**Thomas Francis Anderson.** *Professor, Romance Languages and Literatures; Fellow, Kellogg Inst for Intrnl Studies.* Bachelor of Arts, Bowdoin College, 1992; Master of Arts, Univ of Pennsylvania, 1994; Philosophiae Doctor, *ibid.*, 1998 (1998)

**Krister Andersson.** *Professor, Keough School of Global Affairs.* Bachelor of Arts, Point Loma Nazarene University, 1989; Master of Arts, Schiller International Univ, 1991; Philosophiae Doctor, Indiana Univ-Bloomington, 2002 (2023)

**Corey M. Angst.** *Professor, IT, Analytics and Operations; Fellow, Pulte Institute for Global Developmt.* Bach of Sci in Mech Engr, Western Michigan University, 2001; Master of Business Admin, University of Delaware, 2006; Philosophiae Doctor, University of Maryland, 2007 (2007)

**Wendy Angst.** *Fellow, Pulte Institute for Global Developmt; Director of Undergraduate Studies, Management & Organization; Teaching Professor, Management & Organization.* Bachelor of Science, Michigan State University, 1995; Master in Health Administratio, University of La Verne, 2000 (2010)

**Borja Anguiano.** *Assistant Research Professor, Department of Physics & Astronomy.* Bachelor of Science, Universidad de Zaragoza, 2004; Master of Arts, University of La Laguna, 2006; Philosophiae Doctor, University of Potsdam, 2012 (2022)

**Panos J. Antsaklis.** *H. Clifford and Evelyn A. Brosey Professor of Electrical Engineering; Professor, Electrical Engineering; Concurrent Professor, Applied Computational Mathematics & Statistics; Concurrent Professor, Computer Science and Engineering.* Diploma, Natl Technical Univ of Athens, 1972; Master of Science, Brown University, 1974; Philosophiae Doctor, *ibid.*, 1977 (1980)

**Robert Scott Appleby.** *Professor, History; Dean, Keough School of Global Affairs.* Bachelor of Arts, University of Notre Dame, 1978; Master of Arts, University of Chicago, 1979; Philosophiae Doctor, *ibid.*, 1985 (1994)

**Ani Aprahamian.** *The Frank M. Freimann Professor of Physics; Professor, Department of Physics & Astronomy; Concurrent Professor, Chemistry and Biochemistry.* Bachelor of Arts, Clark University, 1980; Philosophiae Doctor, *ibid.*, 1986 (1989)

**Francisco Jose Aragon.** *Professor of the Practice, Institute for Latino Studies.* Bachelor of Arts, Univ of California Berkeley, 1989; Master of Arts, New York University, 1990; Master of Arts, Univ California Davis, 2000; Master of Fine Arts, University of Notre Dame, 2003 (2003)

**Elizabeth A. Archie.** *Professor, Biological Sciences; Associate Chair, Biological Sciences.* Bachelor of Arts, Bowdoin College, 1997; Philosophiae Doctor, Duke University, 2005 (2009)

**Brandon Lee Ashfeld.** *Professor, Chemistry and Biochemistry.* Bachelor of Science, University of Minnesota, 1998; Philosophiae Doctor, Univ of Texas-Austin, 2004 (2007)

**James Matthew Ashley.** *Professor, Theology.* Bachelor of Science, Saint Louis University, 1982; Master of Teacher Science, Weston School of Theology, 1988; Philosophiae Doctor, University of Chicago, 1993 (1993)

**Badih Assaf.** *Assistant Professor, Department of Physics & Astronomy.* Bachelor of Science, American University of Beirut, 2009; Philosophiae Doctor, Northeastern University, 2014 (2018)

**Ann W. Astell.** *Professor, Theology; Fellow, Medieval Institute.* Bachelor of Science, Marquette University, 1974; Master of Arts, *ibid.*, 1981; Philosophiae Doctor, Univ of Wisconsin-Madison, 1987 (2007)

**Robert Audi.** *Rev. John A. O'Brien Professor of Philosophy; Professor, Philosophy.* Bachelor of Arts, Colgate University, 1963; Master of Arts, University of Michigan, 1965; Philosophiae Doctor, *ibid.*, 1967 (2003)

**Yury Petrovich Avvakumov.** *Associate Professor, Theology; Fellow, Medieval Institute.* Master of Arts, Leningrad State University, 1981; Philosophiae Doctor, Russian Theological Seminary, 1990; Philosophiae Doctor, Ludwig-Maximilians Univ Munich, 2001 (2009)

**Cory Matthew Ayres.** *Assistant Research Professor, Chemistry and Biochemistry.* Bachelor Degree—Unspecified, Georgia Southern Univ, 2011; Philosophiae Doctor, University of Notre Dame, 2018 (2018)

**Feraz Azhar.** *Assistant Professor, Philosophy.* Bachelor of Science, University of Sydney, 2000; Master of Science, University of Cambridge, 2002; Philosophiae Doctor, Univ of California Sta Barbara, 2008; Master of Science, University of Sydney, 2014; Philosophiae Doctor, University of Cambridge, 2017 (2019)

**Susan Elizabeth Azyndar.** *Associate Librarian, Library Law.* Bachelor of Arts, University of Redlands, 1997; Master of Arts, University Wyoming, 1999; Juris Doctor, University of Arizona, 2008; Master of Library & Info Sci, University of Washington, 2011 (2020)

**Ruediger Bachmann.** *Professor, Department of Economics; Stepan Family College Professor of Economics.* Master of Arts, University of Mainz, 1999; Master of Arts, *ibid.*, 2001; Master of Arts, Yale University, 2002; Master of Philosophy, *ibid.*, 2004; Philosophiae Doctor, *ibid.*, 2007 (2014)

## FACULTY

**Jeffrey Bacidore.** *Associate Teaching Professor, Finance.* Bachelor of Arts, Knox College, 1992; Master of Science, *ibid.*, 1998; Philosophiae Doctor, Indiana Univ-Bloomington, 1998 (2021)

**Brad Alan Badertscher.** *Deloitte and Touche Professor of Accountancy; Department Chair, Accountancy; Professor, Accountancy.* Master of Business Admin, University of Iowa, 2001; Bachelor of Arts, Univ. of Nebraska at Kearney, 2001; Philosophiae Doctor, University of Iowa, 2007 (2007)

**Karla Badillo-Urquiola.** *Assistant Professor, Computer Science and Engineering; Clare Boothe Luce Assistant Professor of Computer Science and Engineering.* Bachelor of Science, University of Central Florida, 2014; Master of Science, *ibid.*, 2015; Philosophiae Doctor, *ibid.*, 2022 (2022)

**William Baer.** *Associate Librarian, Hesburgh Libraries; Concurrent Assistant Professional Specialist, First Year of Studies.* Bachelor of Science, Brigham Young University, 1992; Master of Library & Info Sci, *ibid.*, 1993 (2015)

**Christopher Baglow.** *Professor of the Practice, McGrath Institute for Church Life; Professor of the Practice, McGrath Institute for Church Life.* Bachelor of Arts, Franciscan Univ Steubenville, 1990; Master of Arts, University of Dallas, 1996; Philosophiae Doctor, Duquesne University, 2000 (2018)

**Gokhan Bahcecioğlu.** *Assistant Research Professor, Aerospace and Mechanical Engr.* Bachelor of Science, Middle East Technical University, 2008; Master of Science, *ibid.*, 2011; Philosophiae Doctor, *ibid.*, 2018 (2018)

**Marcio Bahia.** *Associate Teaching Professor, Romance Languages and Literatures; Associate Director of Undergraduate Studies in the Department of Romance Languages and Literatures.* Bachelor of Arts, Federal Univ of Minas Gerais, 2001; Master of Arts, University of Ottawa, 2004; Doctor of Philosophy, *ibid.*, 2011 (2016)

**Dror Baitel.** *Assistant Professor of the Practice, Music.* Bachelor of Music, The New School, 2008; Master of Music, The Juilliard School, 2017; Doctor of Musical Arts, *ibid.*, 2022 (2022)

**Brian M. Baker.** *Coleman Professor of Life Sciences; Professor, Chemistry and Biochemistry.* Bachelor of Science, New Mexico State Univ. Park, 1992; Philosophiae Doctor, University of Iowa, 1997 (2001)

**Aaron Bradley Bales.** *Associate Librarian, Hesburgh Libraries.* Bachelor of Arts, Harvard University, 1988; Master in Library Science, Indiana Univ-Bloomington, 2001 (1992)

**Timothy E. Balko.** *Associate Teaching Professor, Management & Organization.* Bachelor of Social Work, Valparaiso University, 1985; Juris Doctor, *ibid.*, 1989 (2013)

**Christopher Gordon Ball.** *Associate Professor, Anthropology; Fellow, Joan B. Kroc Inst. for Int'l. Peace; Director of Graduate Studies, Anthropology.* Bachelor of Arts, Univ of California Sta Barbara, 1996; Master of Arts, University of Chicago, 2003; Philosophiae Doctor, *ibid.*, 2007 (2013)

**Dinshaw S. Balsara.** *Professor, Department of Physics & Astronomy; Concurrent Professor, Applied Computational Mathematics & Statistics.* Bachelor of Science, Jai Hind College, 1977; Master of Science, Indian Inst of Tech Kanpur, 1982; Master of Science, University of Chicago, 1986; Philosophiae Doctor, Univ of IL Urbana-Champaign, 1990 (2001)

**Christina Bambrick.** *Filip Family Assistant Professor; Assistant Professor, Political Science; Fellow, Kellogg Inst for Intrnl Studies.* Bachelor of Arts, Scripps College, 2013; Master of Arts, Univ of Texas-Austin, 2015; Philosophiae Doctor, *ibid.*, 2019 (2020)

**Laura Banella.** *Assistant Professor, Romance Languages and Literatures; Fellow, Medieval Institute.* Bachelor of Arts, Scuola Normale di Pisa, 2008; Master of Arts, *ibid.*, 2010; Master of Arts, *ibid.*, 2011; Philosophiae Doctor, University of Padua, 2014; Philosophiae Doctor, Duke University, 2018 (2022)

**Sotirios Angel Barber.** *Professor, Political Science.* Bachelor of Arts, Univ of IL Urbana-Champaign, 1964; Master of Arts, University of Chicago, 1967; Philosophiae Doctor, *ibid.*, 1973 (1986)

**Daniel W Bardayan.** *Professor, Department of Physics & Astronomy.* B.S. Physics, Tennessee Technological Univ, 1993; Master of Science, Yale University, 1994; Master of Philosophy, *ibid.*, 1997; Philosophiae Doctor, *ibid.*, 1999 (2013)

**Justin Dewayne Barfield.** *Associate Professor of the Practice, Art, Art History, and Design.* Bachelor Degree—Unspecified, Southeastern Louisiana Univ, 2009; Master of Fine Arts, University of Notre Dame, 2013 (2013)

**Zachary Alexander Barnett.** *Assistant Professor, Philosophy.* Bachelor of Arts, Pomona College, 2011; Philosophiae Doctor, Brown University, 2018 (2023)

**Christopher Andrew Baron.** *Associate Professor, Classics; Concurrent Associate Professor, History.* Bachelor of Arts (Latin), Illinois Wesleyan University, 1995; Master of Arts, University of Chicago, 2000; Philosophiae Doctor, Univ of Pennsylvania, 2006 (2006)

**Maria Victoria Barone.** *Instructor, Department of Economics.* Bachelor of Arts, National University of Cordoba, 2012; Master of Arts, Universidad Torcuato Di Tella, 2015; Master of Arts, *ibid.*, 2017; B.A. Economics, National University of Cordoba, (2023)

**Colin Charles Pope Barr.** *Professor, Keough School of Global Affairs; Director, Clingen Family Center for the Study of Modern Ireland; Concurrent Professor, History.* Bachelor of Arts, Stonehill College, 1997; Master of Philosophy, University of Cambridge, 1998; Philosophiae Doctor, *ibid.*, 2000 (2022)

**Katrina D. Barron.** *Associate Professor, Mathematics.* B.S. Mathematics, University of Chicago, 1986; B.S. Physics, *ibid.*, 1987; Philosophiae Doctor, Rutgers University, 1996 (2001)

**Martin Patrick Barron.** *Assistant Teaching Professor, IT, Analytics and Operations.* Bachelor of Arts, Trinity College, 2013; Master of Science, University of Notre Dame, 2015; Philosophiae Doctor, *ibid.*, 2018 (2020)

**Kevin Barry.** *Teaching Professor, Kaneb Ctr for Teaching and Learning; Fellow, Institute for Latino Studies; Concurrent Professional Specialist, Computing and Digital Technology Program—Arts and Letters.* Bachelor of Science, Florida Institute of Technology, 1988; Master of Science, *ibid.*, 1990 (1994)

**David M. Bartels.** *Concurrent Professional Specialist, Chemistry and Biochemistry; Research Professor, Radiation Laboratory.* Bachelor of Science, Hope College, 1977; Philosophiae Doctor, Northwestern University, 1982 (2003)

**Viva Ona Bartkus.** *Associate Professor, Management & Organization; Fellow, Joan B. Kroc Inst. for Int'l. Peace; Fellow, Kellogg Inst for Intrnl Studies.* Bachelor of Arts, Yale University, 1989; Master of Arts, *ibid.*, 1989; Master of Arts, University of Oxford, 1991; Philosophiae Doctor, *ibid.*, 1993 (2004)

**Andrew Charles Bartolini.** *Assistant Teaching Professor, Dean's Office-Coll. of Engineering; Director, First-Year Engineering Program.* Bach of Sci in Civil Engr, University of Notre Dame, 2013; Doctor of Philosophy, *ibid.*, 2019 (2018)

## FACULTY

**Scott Alves Barton.** *Associate Professor, Africana Studies.* Bachelor of Fine Arts, Washington University, 1980; Philosophiae Doctor, New York University, 2016 (2022)

**Philip James Barutha.** *Associate Teaching Professor, Civil & Envir Engr & Earth Sciences.* Bachelor of Science, Montana State University, 2001; Master of Science, Iowa State University, 2016; Philosophiae Doctor, *ibid.*, 2018 (2022)

**Ilona Mathilda Bastiaansen.** *Instructor, Accountancy.* B.S. Commerce, University of Saskatchewan, 2014; Master of Accountancy, *ibid.*, 2015 (2023)

**Mary Kathryn Batistich.** *Assistant Research Professor, Department of Economics.* B.A. Economics, University of Notre Dame, 2012; Master of Science, Purdue University, 2016 (2020)

**Robert Henry Battalio.** *Professor, Finance.* Bachelor of Science, Texas A&M University, 1988; Philosophiae Doctor, Indiana Univ-Bloomington, 1995 (2000)

**Steven J Battin.** *Assistant Professor, Theology.* Bachelor of Science, Xavier University, 1997; Master of Theological Studies, University of Notre Dame, 2005; Philosophiae Doctor, *ibid.*, 2014; Undeclared, Loyola Univ New Orleans, (2017)

**Peter Heinz Bauer.** *Professor, Electrical Engineering.* Philosophiae Doctor, University of Miami, 1987 (1988)

**Christiane Baumeister.** *Professor, Department of Economics; Robert H. Lambert, Class of 1940, Helen B. Lambert, Mary E. Lambert and Michael P. Lambert Professor of Economics.* Bachelor of Arts, University of Bayreuth, 1999; Master of Arts, University of Siena, 2003; Philosophiae Doctor, University of Ghent, 2010 (2015)

**Kevin Baxter.** *Teaching Professor, Inst for Educational Initiatives; Director of the Mary Ann Remick Leadership Program.* Bachelor of Arts, Villanova University, 1991; Master of Arts, Loyola Marymount University, 2001; Philosophiae Doctor, Univ of Southern California, 2004 (2021)

**Timothy James Bays.** *Associate Professor, Philosophy.* Bachelor of Arts, Northwestern University, 1988; Philosophiae Doctor, Univ. of California-Los Angeles, 1994; Philosophiae Doctor, *ibid.*, 1999 (1999)

**Jeffrey Charles Beall.** *O'Neill Family Professor; Professor, Philosophy.* Bachelor of Arts, Grove City College, 1989; Master of Divinity, Princeton Theological Seminary, 1992; Philosophiae Doctor, Univ of Massachusetts, 1998 (2020)

**Edward N. Beatty.** *Professor, History; Fellow, Kellogg Inst for Intrnl Studies; Fellow, Pulte Institute for Global Developmt; Professor, Keough School of Global Affairs.* Bachelor of Arts, Princeton University, 1983; Master of Arts, University of New Mexico Main, 1992; Philosophiae Doctor, Stanford University, 1996 (2000)

**Theodore Patrick Beauchaine.** *Professor, Psychology; William K. Warren Foundation Professor of Psychology.* Bachelor of Science, Portland State University, 1993; Master of Arts, SUNY at Stony Brook, 1997; Philosophiae Doctor, *ibid.*, 2000 (2021)

**Christopher Jeffrey Bechler.** *Assistant Professor, Marketing.* Bachelor of Arts (Latin), Washington University, 2013; Philosophiae Doctor, Stanford University-Palo Alto, 2021 (2021)

**Emily Scott Beck.** *Associate Professor of the Practice, Art, Art History, and Design; Assistant Professor of the Practice.* Bachelor of Arts, Meredith College, 2001; Master of Fine Arts, UNC at Chapel Hill, 2010 (2013)

**Christine Ann Becker.** *Associate Professor, Film, Television, and Theatre.* Bachelor of Arts, Univ of IL Urbana-Champaign, 1993; Master of Arts, Univ of Wisconsin-Madison, 1995; Philosophiae Doctor, *ibid.*, 2001 (2000)

**Matthew Aaron Becker.** *Associate Teaching Professor, Department of Physics & Astronomy.* Bachelor of Science, Emporia State University, 2005; Master of Science, University of Notre Dame, 2009; Philosophiae Doctor, *ibid.*, 2011 (2022)

**Gail Bederman.** *Associate Professor, History; Concurrent Associate Professor, Gender Studies.* Bachelor of Fine Arts, New York University, 1978; Master of Arts, Brown University, 1984; Philosophiae Doctor, *ibid.*, 1992 (1992)

**Timothy C. Beers.** *Grace-Rupley Professor of Physics; Professor, Department of Physics & Astronomy.* B.S. Physics, *ibid.*, 1979; Bachelor of Science, Purdue University, 1979; Master of Arts, Harvard University, 1980; Philosophiae Doctor, *ibid.*, 1983 (2014)

**John Thomas Behrens.** *Director of the Idzik Computing and Digital Technologies Program; Professor of the Practice, Office of Digital Learning; Director of the Office of Learning Analytics; Concurrent Professor of the Practice, Computer Science and Engineering.* Bachelor of Arts, University of Notre Dame, 1983; Master of Arts, Arizona State University, 1987; Philosophiae Doctor, *ibid.*, 1990 (2022)

**Mark Joseph Behrens.** *John and Margaret McAndrews Professor of Mathematics; Professor, Mathematics.* Bachelor of Science, University Alabama Tuscaloosa, 1998; Master of Arts, *ibid.*, 1998; Philosophiae Doctor, University of Chicago, 2003 (2014)

**Heidi Ann Beidinger.** *Associate Professor of the Practice, Eck Institute for Global Health.* Bachelor of Science, Indiana Univ-Bloomington, 1989; Master of Public Health, University of IL at Chicago, 1996; Philosophiae Doctor, Western Michigan University, 2013 (2014)

**Alexander Daniel Beihammer.** *Professor, History; Fellow, Nanovic Inst for European Studies; Fellow, Medieval Institute.* Bachelor of Arts, University of Vienna, 1995; Master of Arts, *ibid.*, 1995; Philosophiae Doctor, *ibid.*, 1999 (2015)

**Kimberly Hope Belcher.** *Associate Professor, Theology.* Bachelor of Science, University of Florida, 2001; Master of Theological Studies, University of Notre Dame, 2003; Philosophiae Doctor, *ibid.*, 2009 (2013)

**Casher Dale Belinda.** *Instructor, Management & Organization.* Bachelor of Science, Pennsylvania St University, 2015; Master of Arts, Appalachian State University, 2017; Master of Science, UNC at Chapel Hill, 2020; Philosophiae Doctor, *ibid.*, 2023 (2023)

**Anthony Joseph Bellia.** *Professor, Law School; O'Toole Professorship of Constitutional Law; Concurrent Professor, Political Science; Notre Dame Presidential Fellow.* Bachelor of Arts, Canisius College, 1991; Juris Doctor, University of Notre Dame, 1994 (2000)

**Patricia Louise Bellia.** *The William J. and Dorothy K. O'Neill Professor of Law; Professor, Law School; Notre Dame Presidential Fellow.* Bachelor of Arts (Latin), Harvard University, 1991; Juris Doctor, Yale University, 1995 (2000)

**Cora Elizabeth Bennett.** *Assistant Teaching Professor, Department of Economics; Concurrent Assistant Teaching Professor, Center for University Advising.* Bachelor of Science, Seton Hall University, 2016; Master of Arts, University Tennessee Knoxville, 2017; Philosophiae Doctor, *ibid.*, 2021 (2022)

## FACULTY

**Judith G Benz.** *Teaching Professor, German and Russian Langs and Lit.* Bachelor of Arts, Coll of William & Mary, 1997; Master of Arts, Yale University, 1999; Master of Philosophy, *ibid.*, 2001; Philosophiae Doctor, *ibid.*, 2007 (2020)

**Mark Berends.** *Professor, Sociology; Maureen and James Hackett Family Director; Fellow, Pulte Institute for Global Developmt.* Bachelor of Arts, Calvin College, 1985; Master of Science, Univ of Wisconsin-Madison, 1988; Philosophiae Doctor, *ibid.*, 1992 (2009)

**Nicholas Tibor Berente.** *Professor, IT, Analytics and Operations.* Associate in Applied Science, Cuyahoga Comm College, 1996; Bachelor of Business Admin., John Carroll University, 1996; Master of Business Admin, Case Western Reserve Univ., 2004; Philosophiae Doctor, *ibid.*, 2008 (2018)

**Cindy S. Bergeman.** *Professor, Psychology.* Bachelor of Science, University of Idaho, 1979; Master of Science, Pennsylvania State University, 1987; Philosophiae Doctor, *ibid.*, 1989 (1990)

**Kathleen Nanette Bergman.** *Assistant Research Professor, Psychology.* Bachelor Degree—Unspecified, Calvin College, 2007; Philosophiae Doctor, University of Notre Dame, 2013 (2013)

**Jeffrey Harold Bergstrand.** *Professor, Finance; Concurrent Professor, Department of Economics; Fellow, Pulte Institute for Global Developmt; Fellow, Kellogg Inst for Intrnl Studies.* Bachelor of Arts, Northwestern University, 1974; Master of Arts, Univ of Wisconsin-Madison, 1979; Philosophiae Doctor, *ibid.*, 1981 (1986)

**Melissa Berke.** *Associate Professor, Civil & Envr Engr & Earth Sciences; Concurrent Associate Professor, Biological Sciences; Director of Diversity, Equity and Inclusion; Fellow, Pulte Institute for Global Developmt.* Bachelor of Arts, Oberlin College, 2000; Master of Science, Univ of California Riverside, 2003; Philosophiae Doctor, University of Minnesota at Dul, 2011 (2013)

**Gianna A. Z. Bern.** *Teaching Professor, Finance; Academic Director of the Chicago Executive Master of Business Administration; Academic Director of the South Bend Executive Master of Business Administration.* Bachelor of Business Admin., Illinois Institute of Technolo, 1987; Master of Business Admin, University of Chicago, 1989 (2014)

**Robert James Bernhard.** *Professor, Aerospace and Mechanical Engineering.* Bach of Sci in Mech Engr, Iowa State University, 1973; M.S. Mechanical Engr, University of Maryland, 1976; Philosophiae Doctor, Iowa State University, 1982 (2007)

**Gary H. Bernstein.** *Frank M. Freimann Professor in Engineering-II; Professor, Electrical Engineering.* Bach of Sci in Electrical Engr, Univ of Connecticut, 1979; M.S. Electrical Engr, Purdue University, 1981; Philosophiae Doctor, Arizona State University, 1987 (1988)

**Sara Bernstein.** *Professor, Philosophy; R.L. Canala Associate Professor of Philosophy.* Bachelor of Arts, University of Chicago, 2004; Master of Arts, University of Arizona, 2008; Philosophiae Doctor, *ibid.*, 2010 (2016)

**Seth A. Berry.** *Director, IT, Analytics and Operations; Associate Teaching Professor, IT, Analytics and Operations.* Bachelor of Arts, Southern Illinois Univ at Carb, 2008; Master of Arts, *ibid.*, 2011; Doctor of Psychology, *ibid.*, 2012 (2012)

**Marinho Angelo Bertanha.** *Assistant Professor, Department of Economics.* Bachelor of Science, University of Sao Paulo, 2006; Master of Arts, Fundacao Getulio Vargas de Sao, 2009; Philosophiae Doctor, Stanford University, 2015 (2016)

**Nora J. Besansky.** *Professor, Biological Sciences.* Bachelor of Science, Oberlin College, 1982; Master of Science, Yale University, 1987; Philosophiae Doctor, *ibid.*, 1990 (1997)

**Philip Hartzel Bess.** *Professor, School of Architecture; Fellow, Institute for Real Estate.* Bachelor of Arts, Whittier College, 1973; Master of Theological Studies, Harvard University, 1976; Master of Architecture, University of Virginia, 1981 (2004)

**John Renner Betz.** *Associate Professor, Theology; Fellow, Nanovic Institute for European Studies.* Bachelor of Arts, Wake Forest University, 1991; Philosophiae Doctor, University of Virginia, 1999 (2010)

**Laura Wells Betz.** *Associate Teaching Professor, English; Director of Undergraduate Studies.* Bachelor of Arts, University of Virginia, 1997; Master of Arts, *ibid.*, 1999; Philosophiae Doctor, University of Maryland, 2005 (2017)

**Kraig Beyerlein.** *Associate Professor, Sociology; Director of Graduate Studies, Sociology.* Bachelor of Arts, Concordia University, 1998; Master of Arts, UNC at Chapel Hill, 2002; Philosophiae Doctor, *ibid.*, 2006 (2009)

**Kyle James Bibby.** *Fellow, Pulte Institute for Global Developmt; Professor, Civil & Envr Engr & Earth Sciences.* Bachelor Degree—Unspecified, University of Notre Dame, 2008; Philosophiae Doctor, Yale University, 2012 (2017)

**Jeff Biddle.** *Professor of the Practice, Department of Economics.* Bachelor of Arts, West Virginia University, 1981; Master of Arts, Duke University, 1983; Philosophiae Doctor, *ibid.*, 1985 (2023)

**Zihni Basar Bilgicer.** *Concurrent Professor, Chemistry and Biochemistry; Professor, Chemical and Biomolecular Engr.* Bachelor of Science, Bogazici Universitesi, 1998; Philosophiae Doctor, Tufts University, 2004 (2008)

**Francis Bilson Darku.** *Assistant Professor, IT, Analytics and Operations.* Bachelor of Science, Kwame Nkrumah Univ. of Sci.&Tec, 2011; Bachelor of Science, *ibid.*, 2011; Master of Science, University of Texas at Dallas, 2017; Master of Science, Texas University Dallas, 2017; Philosophiae Doctor, *ibid.*, 2018 (2018)

**Ashlee Hope Bird.** *Assistant Professor, American Studies.* Bachelor of Arts, Middlebury College, 2013; Master of Arts, University of Nottingham, 2014; Master of Arts, Univ California Davis, 2017; Philosophiae Doctor, *ibid.*, 2021 (2022)

**Alexander Blachly.** *Professor, Music.* Bachelor of Arts, Haverford College, 1967; Master of Arts, Columbia University, 1972; Philosophiae Doctor, *ibid.*, 1995 (1993)

**John Andrew Blacklow.** *Professor, Music.* Bachelor of Music, Harvard University, 1987; Master of Music, The Juilliard School, 1989; Doctor of Music, Univ of Southern California, 1996 (2002)

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## FACULTY

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## FACULTY

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CAMPUS LOCATIONS (ALPHABETICAL LISTING)

3F	Alumni Association / Eck Visitors Center		3C	(St. Michael's) Laundry	1167
3E	Alumni Hall	1029	4G	Legends	1092
6F	Athletic and Convocation Center (Joyce Center)		6H	Leighton Hall	1220
3E	Badin Hall	1016	3C	Lewis Hall	1078
6E	(Ricci) Band Rehearsal Hall	1100	7E	Loftus Sports Center	1097
3D	Basilica of the Sacred Heart		2D	Log Chapel	1018
2F	Baumer Hall	1270	2E	Lyons Hall	1024
4E	Biolchini Hall of Law	1027	3D	Main Building	
2D	Bond Hall	1020	3G	Main Gate	
3F	(Hammes Notre Dame) Bookstore		4E	Malloy Hall	1165
4D	Breen-Phillips Hall	1040	6D	McCourtney Hall	1249
1F	Burke Golf Course (9-Hole)	3002	2F	McGlinn Hall	1154
3C	Carole Sandner Hall	1223	4F	McKenna Hall (Admissions, Notre Dame Conference Center)	1276
4D	Cavanaugh Hall	1036	4F	Mendoza College of Business	1148
4D	Clarke Memorial Fountain	3005	3B	Moreau Seminary	1056
3E	Coleman-Morse Center	1163	3F	Morris Inn	1049
2C	Columba Hall	1002	2E	Morrissey Hall	1025
6H	Compton Family Ice Arena	1221	3E	Morse Center for Academic Services	1163
5F	Corbett Family Hall	1252	4B	Multidisciplinary Research Building	1205
3D	Corby Hall	1014	4G	Nanovic Hall	1250
4D	Crowley Hall of Music	1015	4D	Nieuwland Science Hall	1050
4E	Cushing Hall of Engineering	1033	4C	North Dining Hall	1057
4F	DeBartolo Hall	1144	4A	Notre Dame Federal Credit Union	1181
4G	DeBartolo Performing Arts Center		5C	Notre Dame Police Department	1192
5E	Decio Faculty Hall	1094	5F	Notre Dame Stadium	
3E	Dillon Hall	1030	2D	Old College	1001
2F	Duncan Hall	1211	2F	O'Neill Family Hall (Residence Hall)	1151
4F	Duncan Student Center	1254	5F	O'Neill Hall	1253
5D	Dunne Hall	1256	4E	O'Shaughnessy Hall (Arts & Letters)	1052
6D	Early Childhood Development Center	1146	2E	Pangborn Hall	1054
5C	East Gate		5A	Paris House (Marital Therapy and Research Clinic)	1182
4F	Eck Hall of Law	1215	6D	Pasquerilla Center (ROTC)	1102
3F	Eck Visitors Center / Alumni Association		5C	Pasquerilla Hall East	1091
4H	Eddy Street Commons (Development, Investment)	9012	5C	Pasquerilla Hall West	1089
4D	Farley Hall	1044	5C	Post Office	1192
4C	(Thomas Coleman) Fire Station	1043	3D	Presbytery	1006
3E	First Year of Studies (Coleman-Morse Center)	1163	3B	Province Archives Center	1183
6C	Fischer Graduate Residences	1104-1136	6F	Purcell Pavilion/Ticket Office	
2E	Fisher Hall	1051	6H	Quinn Hall	1220
4E	Fitzpatrick Hall of Engineering	1088	3H	Raclin-Carmichael Hall	6103
5D	Flaherty Hall	1255	4H	Raclin Murphy Museum of Art	1279
5C	Flanner Hall	1085	4E	Radiation Research Building	1077
5E	Freimann Life Science Center	1080	3C	Remick Family Hall	1277
5E	Galvin Life Sciences Center	1080	4A	Reyniers Life Building	1046
5D	Geddes Hall (McGrath Institute for Church Life, Center for Social Concerns)	1212	6E	Ricci Band Rehearsal Hall	1100
5C	Grace Hall	1086	4E	Riley Hall of Art and Design	1021
2D	Graduate School (Bond Hall)		2E	Rockne Memorial	1039
3D	Grotto of Our Lady of Lourdes		6F	Rolfs Aquatic Center	1095
6E	Guglielmino Athletics Complex	1206	6E	Rolfs Athletics Hall	1157
4C	Haggar Hall	1037	3F	Ryan Hall	1214
5C	Hammes Mowbray Hall (Police, Post Office)	1192	2B	Sacred Heart Parish Center	1185
3F	Hammes Notre Dame Bookstore		4C	Saint Liam Hall	1035
4H	Harper Hall	6158	3C	Sara Bea Learning Center	1167
4E	Hayes-Healy Center	1082	5H	Sculpture Park	
4C	Health Services (Saint Liam Hall)	1035	4E	Shaheen-Mestrovic Memorial	3009
4F	Hesburgh Center for International Studies (Kroc Institute/Kellogg Institute)	1142	7F	Shaheen Team Building	1208
5D	Hesburgh Library		5D	Siegfried Hall	1099
4B	Hessert Aerospace Research Center	1041	2C	Solitude of St. Joseph (Columba Hall)	1002
4B	Holy Cross House	1060	3D	Sorin Hall	1013
2E	Howard Hall	1023	2E	South Dining Hall	1026
4D	Huddle (LaFortune Food Court)	1012	4D	St. Edward's Hall	1011
4E	Hurley Hall (Science)	1032	4C	Stanford Hall	1058
6H	IDEA Center (formerly Innovation Park)	1220	4G	Stayer Center for Executive Education	1222
5D	Information Technology Center	1061	5B	Stepan Center	1062
4H	Irish Green		4D	Stepan Chemistry Hall	1093
6F	Irish Indoor Athletics Center	1269	4F	Stinson-Remick Hall	1213
4E	Isis Gallery (O'Shaughnessy Hall)	1052	6F	Ticket Office (Purcell Pavilion lobby)	
4G	Jenkins Hall	1250	3C	Visitation Hall	1005
5C	Johnson Family Hall	1275	4G	Walsh Family Hall (Architecture)	1265
5E	Jordan Hall of Science	1193	3E	Walsh Hall	1019
6F	Joyce Center		A7	Warren Golf Course	
4C	Keenan Hall	1055	4D	Washington Hall	1010
3F	Keough Hall	1178	6C	Wellness Center	1224
3E	Knights of Columbus Council Hall	1031	3F	Welsh Family Hall	1155
5D	Knott Hall	1098	1E	West Lake Hall/Design Studio	1042
4D	LaFortune Student Center / Huddle	1012	3D	World Peace Plaza	0000
			4D	Zahm Hall	1038



## Index

---

### A

---

Academic Association 18, 120  
 Academic Calendar 6  
 Academic Code of Honor 18  
 Academic Council 15  
 Academic Governance 15  
 Academic Preparation 21  
 Academic Profile 14  
 Academic Resources 19  
 Accountancy 113  
 Accreditation 18, 120  
 ACT 21  
 Activity and Experiential Learning Courses 50  
 Admission 21  
 Admissions, Office of  
   *Regular Decision* 22  
   *Restrictive Early Action* 21  
 Advanced Language and Culture 16  
 Advising 15  
 Aerospace and Mechanical Engineering 124  
 Aerospace Studies (ROTC - Air Force) 31  
 Africana Studies 55  
 American Advertising Federation Chapter 112  
 American Studies 56  
 Anthropology 57  
 Application Process 21  
 Applied and Computational Mathematics and Statistics 144, 149  
 Architecture, School of 44  
 Art, Art History, and Design 58  
 Art History Major 61  
 Arts and Letters, College of 49  
   *Degree Credit* 50  
   *Pre-Health Supplementary Major Programs* 54  
 Art Studio 59  
 Asian Studies  
   *Minor* 139  
   *Supplementary Major and Minor* 65  
   *Supplementary Major in* 139  
 Asian Studies, Keough School 139  
 Asia Pacific Business Club 112  
 Association of Latino Professionals in Finance and Accounting 112

Athletic Facilities 12  
 Australia Study Abroad Program  
   *Fremantle* 32  
   *Perth* 32  
   *Sydney* 32

### B

---

Bachelor of Arts in Computer Science 63  
 Bachelor of Arts in Psychology 86  
 Bachelor of Science with a Major in:  
   *Applied and Computational Mathematics and Statistics* 149, 151  
   *Biochemistry* 161  
   *Biological Sciences* 153  
   *Chemistry* 160  
   *Environmental Sciences* 156  
   *Mathematics* 165  
   *Neuroscience and Behavior* 167  
   *Physics* 168  
   *Preprofessional Studies* 172  
   *Science-Computing* 174  
   *Science-Education* 175  
 Belgium: Leuven Study Abroad Program 32  
 Biochemistry 161  
 Biological Sciences 144, 152  
 Board of Trustees 4  
 Branch Libraries 18  
 Brazil: São Paulo Study Abroad Program 32  
 Business Action in Social Entrepreneurship (BaseND) 112  
 Business Administration 110

### C

---

Calendar, Academic 6  
 Campus Life Council 12  
 Campus Map 238–239  
 Campus Ministry 11  
 Campus Resident Student 23  
 Campus Security and Fire Safety 13  
 Career and Professional Development 11  
 Catholicism and the Disciplines 17  
 Catholic Social Tradition 100  
 Center for Career Development 39  
 Center for Social Concerns 27  
 Ceramics Concentration 59  
 Chemical and Biomolecular Engineering 126  
 Chemistry and Biochemistry 144, 160

Chemistry Career Program 161  
 Chile: Santiago Study Abroad Program 33  
 China Study Abroad Program  
   *Beijing* 33  
   *Hong Kong* 33  
   *Shanghai* 33  
 Chinese 64  
 Civil and Environmental Engineering and Earth Sciences 127  
 Classics 61  
 Clubs and Organizations 12  
 College of Arts and Letters 49  
 College of Business Administration 109  
 College of Engineering 120  
   *Combination Five-Year Programs* 98, 121, 122, 133, 134, 146  
   *Dual Degree Program* 176  
 College of Science 144  
   *Dual Degree Program* 121, 145  
   *Study Abroad* 148  
 Collegiate Sequence Programs 174  
 Computer Engineering Program 131  
 Computer Science  
   *and Engineering* 130  
   *Bachelor of Arts in* 63  
 Computing and Digital Technologies 97  
 Corporate Finance Club 112  
 CPA Certification 114  
 CSS Profile 24  
 Curricula and Degrees 49

### D

---

Decision and Notification Plans 21  
 Degrees and Academic Programs 14  
 Denmark: Copenhagen Study Abroad Program 33  
 Design Concentrations 60  
 Development Studies, International 141  
 Disabilities, Students with 22  
 Document Delivery 19  
 Double Majors in Science 176  
 Dual Degree Program 15, 133, 145  
*du Lac, A Guide to Student Life* 12

### E

---

Earth Sciences 127  
 East Asian Language and Cultures 64  
 Eck Institute for Global Health 28  
 Economics 66  
 Education 99

Education, School and Society 101  
 Electrical Engineering 132  
 Email Requirement 18  
 Employment 25  
 Engineering  
     *Aerospace and Mechanical* 124  
     *Business Practice* 121  
     *Chemical and Biomolecular* 126  
     *College of* 120  
     *Computer Science and Engineering* 130  
     *Electrical* 132  
     *Graduate Programs in* 122  
     *Mechanical* 125  
     *Programs with Other Schools* 122  
         with College of Arts and Letters 121  
         with Mendoza College of Business 121  
     *Student Organizations and Activities* 123  
 English 68  
 Entrepreneurship Society of Notre Dame 112  
 Environmental Research Center UNDERC 148  
 Environmental Sciences 155  
     *as a Second Major* 157  
 European Studies 140  
     *Concentration in Transnational European Studies* 140  
     *Minor in European Studies* 140  
     *Nanovic Institute for European Studies* 140  
 Evaluation 21

## F

Faculty 19, 180  
 FAFSA 24  
 Federal Assistance Benefits 25  
 Federal Parent Loans 26  
 Federal SEO Grant 25  
 Federal Stafford Loan Program 25  
 Fees and Expenses 23  
     *Campus Resident Student* 23  
     *Off-Campus Student* 23  
     *Part-Time Undergraduate Student* 23  
 Film, Television, and Theatre 70  
 Finance 114  
 Financial Aid 24  
     *Application Process* 24  
     *Programs* 25

Financial Need 24  
     *Verification* 24  
 Fine Arts and Literature 16  
 France Study Abroad Program  
     *Angers* 33  
     *Paris* 34  
 Freimann Life Science Center 144  
 French 88

## G

Gallivan Program in Journalism, Ethics, and Democracy 102  
 Gender Studies Program 72  
 German 73  
 German and Russian Languages and Literatures 73  
 Germany Study Abroad Program  
     *Berlin* 34  
     *Heidelberg* 34  
 Global Affairs 138  
 Global Affairs, Keough School 137  
 Glynn Family Honors Program 96, 148  
 Grading System 17  
 Graduation Rate 17  
 Grand Challenge Scholars Program 121  
 Greece: Athens Study Abroad Program 34  
 Greek 62

## H

Hall Presidents Council 12  
 Hank Center for Environmental Science 144  
 Health and Wellness 11  
 Health, Humanities, And Society 101  
 Hesburgh Libraries 18  
 Hesburgh Program in Public Service 102  
 Hillebrand Center for Compassionate Care in Medicine 173  
 History 16, 75  
 History of Notre Dame 10  
 Holy Cross Seminary Formation 40  
 Honor Code 18  
 Honors at Graduation 17  
 Honor Societies  
     *Business* 112  
     *In Chinese* 64  
     *In Physics* 171  
 Hungary: Budapest Study Abroad Program 34

## I

Iberian and Latin American Studies 90  
 IDEA Center 20  
 Idzik Computing and Digital Technologies (CDT) Minor 97  
 India: Mumbai Study Abroad Program 34  
 Industrial Design 60  
 Information Literacy Foundations 19  
 Information Technologies 39  
 Information Technology, Analytics, and Operations 115  
 Innovation for Impact Club 112  
 Institutes and Centers 19  
 Insurance 23  
 Integration 16  
 Interdepartmental Engineering 133  
 Interdisciplinary Minors 100  
 Interlibrary Loan 19  
 International Development Studies 141  
 International Economics 67  
 International Students 22, 24  
 International Study Programs. *See* Study Abroad  
 Internship Funding Program 39  
 Investment Club 113  
 Ireland Study Abroad Program  
     *Dublin* 34  
     *Galway* 34  
 Irish Language and Literature 76  
 Irish Studies, Keough School 141  
 Israel Study Abroad Program  
     *Jerusalem* 35  
     *Tel Aviv* 35  
 Italian 88, 89  
 Italy Study Abroad Program  
     *Bologna* 35  
     *Rome*  
         AME Program 35  
         ICCS Program 35  
         Undergraduate Program 35

## J

Japanese 65  
 Japan Study Abroad Program  
     *Kyoto* 35  
     *Nagoya* 35  
     *Tokyo* 35  
 Jordan: Amman Study Abroad Program 36  
 Jordan Hall of Science 144

Journalism, Ethics, and Democracy 102

## K

Kazakhstan: Almaty Study Abroad Programs 36  
Keough School of Global Affairs 137  
Korean 65

## L

Language Requirement 54, 146  
Latin 62  
Latino Studies 103  
Liberal Studies 85  
Library Research Award 19  
Linguistics 103  
Liturgical Music Ministry 104  
Liu Institute for Asia and Asian Studies 139  
Loans 25

## M

Management and Organization 116  
Marine Corps 30  
Marketing 117  
Marketing Club 113  
Mathematics 77, 144, 164  
    *and Business Administration* 165  
    *and Computing* 165  
    *and Engineering Science* 165  
    *and Life Sciences* 165  
    *and Social Science* 165  
    *as a Second Major* 165  
    *Career Program* 165  
    *Education Program* 165  
    *Honors Program* 165  
Mathematics Courses for the Other Programs 165  
Mechanical Engineering 125  
Medieval Studies 78, 104  
Mediterranean and Middle East Studies 62  
Mendoza College of Business 109  
    *Honors Programs* 111  
    *Study Abroad* 111  
Meruelo Family Center for Career Development 39  
Mexico: Puebla Study Abroad Program 36  
Military Science and Leadership (Army ROTC) 29  
Minor in Classical Studies

*Greek and Roman Civiliation* 62

*The Classical Heritage* 62

Minor in Constitutional Studies 100  
Minor in European Studies 140  
Minor in Philosophy, Science, and Mathematics 84  
Mission Statement of the University of Notre Dame 10  
MoneyThinkND 113  
Moreau First Year Experience 17, 38  
Morocco: Rabat Study Abroad Program 36  
Museum of Art 20  
Music 80  
Musical Theatre 104

## N

Nanovic Institute for European Studies 140  
National Association of Black Accountants (NABA) 113  
Naval Science (ROTC - Navy) 30  
Navari Family Center for Digital Scholarship 19  
ND TEC  
    *Notre Dame Technology Ethics Center* 29  
NetID Student Policy 18  
Neuroscience and Behavior 81, 167  
Nondiscrimination i  
Notre Dame Accounting Association (NDAA) 113  
Notre Dame Club Scholarships 25  
Notre Dame Information Technology Management Club 112  
Notre Dame Scholarships 25  
Notre Dame Subsidized Loan 26  
Notre Dame Technology Ethics Center 29

## O

Off-Campus Students 23  
Office of Information Technologies 39  
Office of Student Financial Services 24  
Officers of Administration in the University 3

## P

Painting Concentration 59  
Part-Time Undergraduate Student 23  
Pass-Fail 50

Payment Plan 23, 26  
Payment Regulations 23  
Peace Studies, Keough School 141  
Pell Grant 25  
Philosophy 16, 83  
Philosophy, Politics, and Economics 104  
Philosophy, Religion, And Literature 105  
Photography Concentration 59  
Physics and Astronomy 144, 168  
    *Advanced Physics Concentration* 169  
Physics-in-Medicine 170  
PLUS 26  
Political Science 84  
Poverty Studies 27  
Pre-Health Supplementary Major 96  
Pre-Law Advising 15  
Preprofessional Studies 144, 171  
President's Leadership Council 3  
Printmaking Concentration 60  
Procedural Appendix to the Undergraduate Academic Code of Honor 18  
Professional Societies 123  
Program in Chinese 64  
Program of Liberal Studies 85  
Psychology 86

## Q

Quantitative Reasoning 16

## R

Religion and Literature 105  
Requirements, Arts and Letters 54  
Research 20  
Reserve Officers Training Corps (ROTC) 29  
    *Air Force* 31  
    *Army* 29  
    *Marine Corps* 30  
    *Navy* 30  
Residential Life 11  
Romance Languages and Literatures 88  
Russian Language and Literature 73  
Russian Program 74  
Rwanda: Kigali Study Abroad Program 36

## S

Saint Mary's College 40  
Sara Bea Center for Student Accessibility Services 22

Scholarships and Grants 25  
 Science  
   *College of* 144  
   *Degree Credit* 177  
   *Preprofessional Program (SCPP)* 171  
 Science and Patient Advocacy, Minor In 158  
 Science and Technology 16  
 Science-Computing Collegiate Sequence 174  
 Science-Education Collegiate Sequence 174  
 Science, Special Opportunities 148  
 Science, Technology, and Values 105  
 Sculpture Concentration 60  
 Selection Process 22  
 Singapore Study Abroad Program 36  
 Smart Women Securities at Notre Dame 113  
 Snite Museum of Art 20  
 Social Sciences 16  
 Sociology 92  
 South Africa: Stellenbosch Study Abroad Program 36  
 South Korea: Seoul Study Abroad Program 37  
 Spain Study Abroad Programs  
   *Alcoy* 37  
   *Toledo* 37  
 Spanish 90  
 Spirit of Inclusion at Notre Dame 14  
 Spiritual Life 11  
 Stafford Loan 25  
 Standards of Progress for Recipients of Financial Aid 26  
 Student Affairs, Division of 11  
 Student Awards and Prizes 46, 51, 111, 122, 147  
 Student Conduct 12  
 Student Employment 25  
 Student Financial Aid 24  
 Student Government Board 12  
 Student International Business Council 113  
 Student Life 11  
 Student Organizations 47, 147  
   *Business Oriented* 112  
 Students Consulting for Nonprofit Organizations Notre Dame 113  
 Student Senate 12  
 Students with Disabilities 22

Studio Art and Design 59  
 Studio Art Concentration 59  
 Study Abroad Programs 31, 51  
   *Australia*  
     Fremantle 32  
     Perth 32  
     Sydney 32  
   *Belgium*  
     Leuven 32  
   *Brazil*  
     São Paulo 32  
   *Chile*  
     Santiago 33  
   *China*  
     Beijing 33  
     Hong Kong 33  
     Shanghai 33  
     Shenzhen 33  
   *Denmark*  
     Copenhagen 33  
   *Domestic Off-Campus Programs* 38  
     The Washington Program 38  
   *France*  
     Angers 33  
     Paris 34  
   *Germany*  
     Berlin 34  
     Heidelberg 34  
   *Greece*  
     Athens 34  
   *Hungary*  
     Budapest 34  
   *India*  
     Mumbai 34  
   *Ireland*  
     Dublin 34  
     Galway 34  
   *Israel*  
     Jerusalem 35  
     Tel Aviv 35  
   *Italy*  
     Bologna 35  
     Rome  
       AME Program 35  
       ICCS Program 35  
       Undergraduate Program 35  
   *Japan*  
     Kyoto 35  
     Nagoya 35  
     Tokyo 35  
   *Jordan*  
     Amman 36  
   *Kazakhstan*

*Almaty* 36  
   *Mexico*  
     Puebla 36  
   *Morocco*  
     Rabat 36  
   *Rwanda*  
     Kigali 36  
   *Seminarian Programs*  
     Various Locations 36  
   *Singapore* 36  
   *South Africa*  
     Stellenbosch 36  
   *South Korea*  
     Seoul 37  
   *Spain*  
     Alcoy 37  
     Toledo 37  
   *Switzerland*  
     Geneva 37  
   *United Kingdom*  
     Durham 37  
     London 37  
     Norwich 37  
     Oxford 37  
     St Andrews 38  
     Twickenham Seminarian 38  
     *with College of Engineering* 121  
 Subject Librarians 19  
 Summer Session 15  
 Supplementary Majors, Minors, and Special Programs 96  
 Sustainability, Minor in 159  
 Switzerland: Geneva Study Abroad Program 37

---

## T

Teaching English to Speakers of Other Languages 106  
 Testing 21  
 Theology 16, 94  
 TOEFL (Test of English as a Foreign Language) 22  
 Transfer Students 22  
 Transnational European Studies 140  
 Trustees, Board of 4  
 Trustees Emeriti 4  
 Tuition and Fees 24

---

## U

UNDERC Field Biology Programs 155  
 Undergraduate Academic Code 18

Undergraduate Women in Business  
 (UWIB) 113  
 United Kingdom Study Abroad  
   Programs  
     *Durham* 37  
     *London Undergraduate* 37  
     *Norwich* 37  
     *Oxford* 37  
     *St. Andrews, Scotland* 38  
 University Requirements 15  
 University Seminar 16  
 Unleashed 113

## V

---

Veterans Educational Benefits 25  
 Vision for Undergraduate Education 11  
 Visual Communication Design 60

## W

---

Waiting List 22  
 Wall Street Club 113  
 Washington, D.C. Study Abroad  
   *Domestic Off-Campus Programs*  
     The Washington Program 38  
 Writing 16  
 Writing Center Consultations 19  
 Writing Requirement 50

