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 visible world in which men and women live. This community includes the many theological traditions, liturgies and spiritualities that fashion the life of the church. The emphasis on community in Catholicism explains why Notre Dame historically has fostered familial bonds in its institutional life.

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

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

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

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

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

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

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

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

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

The institution was founded on the site of an old Catholic missionary outpost in 1842. The founders were a small and impoverished band of French and Irish religious brothers whose leader was Rev. Edward F. Sorin, C.S.C., an impetuous, strong-willed, and apparently tireless priest. In a memoir titled My Notre Dame, Thomas Stritch, professor emeritus of American Studies and Notre Dame historian, wrote that Father Sorin “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 predominantly lay board of trustees. The University’s bylaws ensure that the Congregation will continue to exert a prominent influence on its administration. They stipulate, for example, that Notre Dame’s presidents must always be chosen from among the priests of the Congregation’s Indiana Province. The Congregation also ministers to the University 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 indecipherable imprints on the character and rich tradition of the institution.

Rev. William Corby, C.S.C., a successor to Father Sorin, played a memorable national role as a Union chaplain at the Battle of Gettysburg; Rev. Julius Nieuwland, C.S.C., a scientist and faculty member, invented synthetic rubber; Notre Dame students were participants in a nationally publicized scuffle with a resurgent Ku Klux Klan; the University’s colorful football team and something of its campus atmosphere were enshrined in American history and myth by a film featuring a memorable performance by an actor who later became a president. More recently, a second film dramatized the University’s spirit and gave a new name to unheralded athletes — Rudy.

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

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

Student Life

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

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

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

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

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

Times have changed, as well as the discipline, but not the importance of residentiality in student life. According to a committee focusing on University priorities, “Next to its academic mission and Catholic character, residentiality is the least dispensable of Notre Dame’s hallmarks.”

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

Clubs and Organizations. Notre Dame has a wealth of clubs and organizations for interested students. Interests and commitments vary widely and are reflected in the number and scope of groups. Some clubs have an academic orientation, ranging from campus branches of national organizations, such as the American Institute of Architects, to strictly local clubs, such as the Chemistry and Finance clubs. Other groups relate to ethnic and special-interest communities. These clubs include the Asian American Association, the Black Cultural Arts Council, the Chinese Students Association, and the Native American Students Association, to name a few.

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

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

Media. Students with interests in journalism usually are attracted to an outlet in the various media on campus. The Student News Daily, a student newspaper serving the Notre Dame-Saint Mary’s College community, is published five times a week, offering a vital line of communication within the University, as well as the chance to keep up with the "outside world."

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

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

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

Annual Events. Notre Dame students look forward to participating in several events that occur annually on campus. Notre Dame’s theatre department presents several major productions each year, and tryouts are open to all students. The Notre Dame Student Players present less traditional theatre, providing one drama or musical each semester.

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

An Tostal, a celebration noted for its creativity, is held during April. The Bookstore Basketball tournament ("700 Plus team!"), Recess and outdoor entertainment and band performances are a few highlights of the celebration.

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

Intercollegiate

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

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

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

Intramurals, Club Sports, RecServices and Fitness

Housed in the new Rolfs Sports Recreation Center, the Office of Recreational Sports provides extensive opportunities in these four program areas. More than 200 activities are offered throughout the year.

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

Club sports are recreational or competitive and are conducted by student officers with the guidance of the RecSports Office. These clubs determine for themselves the extent of activity and competition. Currently, 26 club sports are offered.

RecServices provides a variety of noncompetitive recreation, including instructional programs, outdoor recreation, informal sport and special events. Campus fun runs, dance and martial arts classes, and Late Night Olympics are among the many RecServices programs.

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

Facilities

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

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

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

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

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

Other facilities used by Irish athletic teams include:

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

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

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

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

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

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

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

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

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

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

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**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.
DEGREES AND ACADEMIC PROGRAMS

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

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

In the 2002-03 academic year, students enrolled in the College of Arts and Letters topped the undergraduate enrollment figures with 2,652. There were 1,765 business students, 981 science students, 725 in engineering, and 205 in architecture.

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

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

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

Accountancy
Finance
Management
Management Information Systems
Marketing

The College of Engineering offers curricula leading to degrees of:

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

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

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

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

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

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

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

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

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

The requirements for a dual degree generally are as follows: The student completes all of the University requirements, all of the requirements for both colleges, all of the requirements for both majors, and the total number of degree credits specified for a dual degree in the two colleges. (In the College of Arts and Letters, the requirement includes the two-semester Core Course sequence.) While the total number of hours required does depend on the two major programs, the minimum required total number of degree credits is set to be 30 degree credits beyond the college total for the college with the greater required number of degree credits.
**Academic Governance.** The major source of academic governance within the University is the Academic Council, made up of administrators, faculty and students from each of the four colleges and chaired by University President Rev. Edward A. Malloy, C.S.C. All major decisions concerning academic policy and scheduling throughout the University are made by this board.

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

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

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

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

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

### Degree Requirements

Application must be made to the registrar for a degree.

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

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* One of these requirements must be a University Seminar 180.

†This requirement can also be fulfilled through first-year enrollment in ROTC.

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

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

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

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

(e) A minimum cumulative average of 2.00.

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

(g) The last year in residence.

### Mathematics.** The University requirement of two mathematics courses can be met in one of two fashions. Most students in the College of Arts and Letters will take two mathematics courses of non-duplicating content chosen from a list of courses with numbers starting with 104. For a list of courses that duplicate content, see “Science Degree Credit” in the College of Science section of this Bulletin.) Students majoring in the Arts and Letters Preprofessional Program or Mathematics, or in other colleges or the School of Architecture, will fulfill the requirement through the appropriate calculus sequence. For students in the Mendoza College of Business, the required calculus sequence is MATH 105–108. Students in the School of Architecture take MATH 105–110. Also acceptable are the calculus sequences MATH 105–108, or the calculus sequences required of students in the College of Engineering or the College of Science. Students majoring in the College of Science will fulfill their University mathematics requirement through one of the following calculus sequences: MATH 119–120, MATH 125–126, MATH 165–166, or MATH 195–196. The sequences MATH 119–120 and MATH 195–196 are acceptable for students in certain programs emphasizing the life sciences such as biological sciences or the preprofessional programs in either the College of Science or the College of Arts and Letters. For students in the College of Engineering, the mathematics requirement is fulfilled through the calculus sequence MATH 125–126 or MATH 165–166. Non-preprofessional students in the College of Arts and Letters may fulfill their mathematics requirement by taking any of the calculus sequences required of students in other colleges or the School of Architecture. There also are other mathematics courses specially designed for students in this college. These include Finite Mathematics (MATH 104) or course options chosen from the grouping MATH 111 through 118. (Note: The course MATH 103 fulfills only University natural science requirements and not University mathematics requirements.)

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

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

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

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

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

### Degree Requirements

Application must be made to the registrar for a degree.

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

<table>
<thead>
<tr>
<th>University Requirements</th>
<th>Courses</th>
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<tbody>
<tr>
<td>Composition</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>Natural Science</td>
<td>2</td>
</tr>
<tr>
<td>*History</td>
<td>1</td>
</tr>
<tr>
<td>*Social Science</td>
<td>1</td>
</tr>
<tr>
<td>*Theology</td>
<td>2</td>
</tr>
<tr>
<td>*Philosophy</td>
<td>2</td>
</tr>
<tr>
<td>*Fine Arts or Literature</td>
<td>1</td>
</tr>
<tr>
<td>†Physical Education</td>
<td>2</td>
</tr>
</tbody>
</table>

* One of these requirements must be a University Seminar 180.

†This requirement can also be fulfilled through first-year enrollment in ROTC.

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

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

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

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

(e) A minimum cumulative average of 2.00.

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

(g) The last year in residence.

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

**University Seminars.** University seminars are designed to foster interaction between first-year students and faculty in small settings. These courses, designated by the “180” number, are offered by every department (except CAPP) within the College of Arts and Letters and will satisfy the relevant University requirement in history, literature, fine arts and social science and the first course of the philosophy or theology requirement. These seminars will include a significant writing component and require a minimum of 24 pages with at least one rewrite of a corrected paper. Each first-year student will be required to complete one University Seminar.
For details concerning the proper selection of a mathematics sequence for a given major, see the heading “Course 2—Mathematics” in the First Year of Studies section of this Bulletin.

Natural Science. The University requirement of two natural science courses can be met in one of two fashions. Students majoring within either the College of Science or the College of Engineering will complete this requirement in their first year with a laboratory introductory sequence such as BIOS 155-156, CHEM 117-118, CHEM 121-122, or PHYS 151-152. Students majoring within the College of Arts and Letters or the Mendoza College of Business either may follow the above pattern and study one science in depth or alternatively may choose two from the group of specially designed topical science courses offered by the departments of biological sciences, chemistry and biochemistry, mathematics, physics, and preprofessional studies. Among these offerings, students will find courses emphasizing the environment from various perspectives (BIOS 107, BIOS 117, CHEM 102); courses surveying chemistry, mathematics or physics from the conceptual and elementary level (CHEM 101-102, MATH 103, PHYS 101-102, PHYS 115-116); and a wide variety of courses on specialized topics of general interest in science, including BIOS 101 through 117, PHYS 105, PHYS 110 or 210, PHYS 171-176, and SCPP 101.

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

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

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

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

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

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

The social science requirement can be satisfied by any three-hour course in the departments of anthropology, economics, political science, psychology, and sociology.

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

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

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

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

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

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

Appropriate courses from the departments of English, classics, East Asian languages and literatures, Romance languages and literatures, German and Russian languages and literatures, and, occasionally, American studies satisfy this requirement. The requirement may also be satisfied by an appropriate University Seminar 180.

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

Appropriate courses from the departments of English, classics, East Asian languages and literatures, Romance languages and literatures, German and Russian languages and literatures, and, occasionally, American studies satisfy this requirement. The requirement may also be satisfied by an appropriate University Seminar 180.

Graduation Rate

Of the students entering a full-time, first-year, bachelor degree-seeking program in the fall of 1996, 95 percent graduated within six years.

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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>A</td>
<td>4.000</td>
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<tr>
<td>A-</td>
<td>3.667</td>
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<tr>
<td>B+</td>
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<td>B</td>
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<td>B-</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</td>
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<tr>
<td>D</td>
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<tr>
<td>F</td>
<td>0</td>
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<tr>
<td>X</td>
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</table>

**Legend**

- **A** is the highest passing grade indicating a failure to complete work in a course. The coursework must be completed and the “I” changed prior to the beginning of the final examination period of the next semester in which the student is enrolled; otherwise, the “I” grade remains on the transcript and is computed as equivalent to an “F” in calculating averages.

- **F** is the lowest passing grade for graduate students.

- **W** is given with the approval of the student’s dean in extenuating circumstances beyond the control of the student. It reverts to “F” if not changed within 30 days after the beginning of the next semester in which the student is enrolled.

- **X** is given with the approval of the student’s dean in extenuating circumstances beyond the control of the student. It reverts to “F” if not changed within 30 days after the beginning of the next semester in which the student is enrolled.

- **S** is satisfactory work (courses without semester credit hours, as well as research courses, departmental seminars or colloquia or directed studies, workshops; field education and skill courses).

- **U** is unsatisfactory work (courses without semester credit hours, as well as research courses, departmental seminars or colloquia or directed studies; workshops; field education and skill courses).

- **V** is Auditor (graduate students only).

- **P** is Pass in a course taken on a Pass-Fail basis. Each junior or senior undergraduate may file with the registrar during the first seven class days of the semester the decision to take one elective course, outside the student’s major department and not required by the student’s program, per semester on a Pass-Fail basis. Such a filing is irrevocable and will result in conversion of the registrar’s final grade report into an entry of P (“pass”) or F (“fail”) on the student’s record. The instructor will not be informed that the student has elected the pass-fail grading option. The registrar will interpret the final grades of “A” through “D” as “pass,” which is not computed into the grade point average. If a final grade of “F” is issued, it will be computed into the student’s grade point average.

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

<table>
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<tr>
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<tr>
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<tr>
<td>D</td>
<td>1.000</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>
| W            | Discontinued without permission. To secure a “W” the student must have the authorization of the dean.
| NR           | Not reported. Final grade(s) not reported by the instructor because of extenuating circumstances.
| F*           | No final grade reported for an individual student.

Grades that may be given but are not included in the computation of the average are as follows:

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

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

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

In the undergraduate colleges or schools, degrees will be granted with highest honors (summa cum laude) if the student’s grade-point average ranks among the top 5,000 percent of those students graduating from the student’s college or school; for students whose grade-point average ranks among the top 10,000 percent of the student’s college or school, degrees will be granted with high honors (magna cum laude); for students whose grade-point average ranks among the top 30,000 percent of the student’s college or school, degrees will be graduated with honors (cum laude). Students who meet the requirements of more than one category of honors will be awarded only the highest honor for which they qualify.

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

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

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

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

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

Academic Regulations

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

Academic Resources

**Faculty.** In 2002-03, Notre Dame’s regular teaching and research faculty numbered 760 full-time and 395 part-time. Other faculty, such as administrators, professional specialists, librarians, and research fellows numbered 579 full-time and 72 part-time. Ninety-eight percent of the full-time instructional faculty have terminal degrees, 93% of them have doctorates. Ninety-seven percent of the full-time instructional faculty are lay persons.

**University Libraries.** The University library system consists of 10 libraries, which house most of the books, journals, manuscripts, and other non-book library materials available on the campus. Currently, the collections contain nearly 3 million volumes, more than 3 million microform units, more than 3,000 electronic titles and more than 20,800 audio-visual items to support the teaching and research programs. In the past year, the libraries added more than 64,803 volumes and received about 14,400 serial titles.
The many and diverse institutes, centers and laboratories maintained by the University are an indication of the spectrum of scholarly interest that students are able to join in and profit from.

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

Other laboratories include: the Hessert Center for Aerospace Research, the Air and Water Quality Analysis Laboratory, the Aquatic Biology Laboratory, the Biofluid Mechanics Laboratory, the Catalysis Laboratory, the Fluid Dynamics Laboratory, the Bernard J. Hank Family Environmental Research Laboratory, the LOBUND Laboratory, the Parasitology Laboratory, the Solid State Material and Devices Laboratory, the Vector Biology Laboratory and the Zebrafish Research Facility. These research centers contain specialized facilities and equipment.
Research. The University receives approximately $60 million in sponsored research and sponsored program funds annually. Active programs of scholarly work occur in discipline-oriented departments in the humanities, fine arts, science, social science, engineering, law and business areas of the University. In addition, University institutes and centers facilitate research across departmental lines.

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

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

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

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

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

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

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

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

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

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

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

Traditional works of African art such as textiles, masks, and sculptures are in the collection as well. Twentieth-century styles and movements are seen in paintings by Miro, O’Keeffe, Avery, Glackens, Pearlstein, and Scully. Modern sculptures by Barlach, Zorach, Cornell, Calder, and Rickey complement the paintings and drawings.

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

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

Admission

This year we expect more than 10,000 people will apply for admission to Notre Dame’s entering class. Most of the applicants will have the academic aptitude and preparation necessary to complete a degree program at the University. The Committee on Admissions will decide which applicants will be among the 1,960 included in the class. To understand how this is done, it is first necessary to know the procedure for applying to Notre Dame.

ACADEMIC PREPARATION

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

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

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

English ................................................................. 4
Algebra, advanced algebra, trigonometry and geometry ........................................... 3
Foreign language .......................................................... 2
History ................................................................ 2
Science .................................................................. 2
Additional English, mathematics, science, history, social studies and language courses .... 3

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

English ................................................................. 4
Algebra, advanced algebra, trigonometry and geometry ........................................... 3
Advanced mathematics (calculus or precalculus) ...................................................... 1
Foreign language .......................................................... 1
History ................................................................ 2
Chemistry ................................................................. 1
Physics .................................................................. 1
Additional English, mathematics, science, history, social studies and language courses .... 2

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

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

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

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

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

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

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

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

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

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

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

DECISION AND NOTIFICATION PLANS

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

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

2. Regular Action — Most applicants choose this plan, which requires that you apply by January 9 and have all supporting documents in the Office of Admissions by that date. We will mail decision letters by early April.

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

Regular Action:
- Apply by January 9
- Decision by early April
- Confirm enrollment at Notre Dame by May 1

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

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

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

Appointments for weekday sessions are available from March through mid-December. Appointments for Saturday morning sessions are available from early September to early May. Students seeking admission under Early Action should apply by late November and have all supporting documents in the Office of Admissions by that date. We will mail decision letters by early April.

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

Regular Action:
- Apply by January 9
- Decision by early April
- Confirm enrollment at Notre Dame by May 1
THE SELECTION PROCESS

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

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

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

The Notre Dame Scholar. Each year the Committee on Admissions designates a select number of the admitted students as Notre Dame Scholars. This recognition is based upon their outstanding academic and extracurricular accomplishments throughout their high school careers. These students appear to exhibit the greatest potential for academic and social contributions within the Notre Dame community and are generally the strongest prospects from an applicant pool of more than 10,000 individuals.

All admitted applicants are considered for the Notre Dame Scholar distinction. Notre Dame Scholars are generally the strongest prospects from an applicant pool of more than 10,000 individuals. These students appear to exhibit the greatest potential for academic and social contributions within the Notre Dame community.

STUDENTS WITH DISABILITIES

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

OSD provides services to students with mobility, hearing and visual impairments as well as students with learning disabilities. The services that are typically used include alternative formats of textbooks, modifications in the way students take exams, and readers, note takers and academic 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 the Office for Students with Disabilities at (574) 631-7157 or (574) 631-7173 (TTY).

INTERNATIONAL STUDENTS

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

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

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

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

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

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

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

If you are interested in transferring to Notre Dame, please note that we cannot guarantee on-campus housing to transfer students. Off-campus students are housed in the campus residence halls. First-year students are obliged to live on campus. Permission to live off campus must be obtained from the dean of students. The fees listed below are for the academic year 2003-04 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 2003-04 ranges from $17,050 to $17,130 per semester. This fee entitles the student to instruction and tuition for the semester; meals in the University dining halls; a room in a residence hall; the use of the general library and the departmental libraries; admission to many lectures, concerts and entertainments in Washington Hall; the use of the Rockne Memorial, the Joyce Center, the Rolfs Sports Recreation Center, the athletic fields and the University golf course (there is a nominal fee for the use of the golf course and for the ice rink in the Joyce Center); a copy of each issue of the Scholastic (the news magazine of the University) and a copy of the Dome (the yearbook of the University) in the second semester (for seniors who have left at the end of the first semester, there will be a charge of $5 to cover the cost of mailing the Dome).

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

Off-Campus Student. The tuition fee for the full-time off-campus student is $13,585 per semester for the academic year 2003-04, which entitles the student to instruction for the semester and those things listed above under the total fee for the campus resident student. For the off-campus student requiring board and lodging at the University Health Services in time of illness, there is a charge of $60 a day.

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

Undergraduate Fees.
- Technology Fee: $125 per semester.
- Health Center Access Fee: $50 per semester.
- Student Activity Fee: $40 per semester.
- Observer Fee (daily student newspaper): $6 per semester.

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

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

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

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

At the beginning of the academic year, the opportunity is provided to show proof of personal health insurance coverage. In the event such proof is not presented, the student will be automatically enrolled in the University-sponsored plan and the charge for the premium will be placed on the student’s account. The last date an international student may be waived from the University Student Insurance Plan is September 15, 2003.

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

The cost of the premium for the 2003-04 academic year (effective August 15, 2003, to August 15, 2004) is $767.

Payment Regulations. All fees and required deposits are to be paid in advance of each semester. Billing will be made one month before each semester. The University does not accept credit card payments. Remittance should be made payable to the University of Notre Dame. Notre Dame students taking certain courses at Saint Mary’s College that carry special fees will be billed for such charges according to Saint Mary’s rates.
**Withdrawal Regulation.** Any graduate, law, M.B.A.,* or undergraduate student who at any time within the school year wishes to withdraw from the University should contact the Office of the Registrar. To avoid failure in all classes for the semester and to receive any financial adjustment, the withdrawing student must obtain the appropriate clearance from the dean of his or her college and from the assistant vice president for Residence Life.

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

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

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

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

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

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

**Payment Plan for Budgeting Educational Expenses.** The University makes available an interest-free monthly payment plan through Academic Management Services (AMS). One AMS Place, P.O. Box 591, Swansea, MA 02777. This plan allows families to spread out education payments over a 10- or nine-month period rather than make two larger payments, one at the beginning of each semester.

The annual fee to enroll in the AMS program is $55. That cost includes a life insurance provision called Tuition Protection Coverage, which would pay the University the remaining balance of the plan in the event that the designated bill payer should die.

For more information on the AMS Monthly Payment Plan, call AMS at (800) 635-0120.

**Student Financial Aid**

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

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

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

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

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

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

- College Budget
  - Family Contribution

= Financial Need

**Student Expense Budget.** Expenses for college will vary from one institution to another and are subject to change from one year to the next. Estimated average expenses for first-year undergraduates at Notre Dame for the 2003–04 academic year include:

<table>
<thead>
<tr>
<th>Expense</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$27,610</td>
</tr>
<tr>
<td>Room, Board and Phone</td>
<td>7,090</td>
</tr>
<tr>
<td>Books</td>
<td>850</td>
</tr>
<tr>
<td>Personal/Transportation</td>
<td>1,400</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$36,950</strong></td>
</tr>
</tbody>
</table>

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

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

Given the premise that families have the primary responsibility for paying for the cost of a student’s education, Notre Dame will attempt to assist those families who cannot meet all of their expenses.

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

**Financial Aid Application Process.** To be consistent in estimating a family’s ability to pay, Notre Dame has subscribed to a nationally approved uniform method of needs analysis. Many institutions and other organizations involved in the administration of student financial aid programs also subscribe to this institutional methodology.
Because the federal government is a major provider of student aid, it has created a set of criteria to determine a student’s eligibility for its programs. This information is gathered annually on the Free Application for Federal Student Aid (FAFSA). All students seeking financial aid consideration for either federal and/or non-federal student aid programs must file the FAFSA. The FAFSA is available at www.fafsa.ed.gov and should be filed between January 1 and February 15 for prospective first-year students, January 1 and February 28 for continuing students, and January 1 and March 31 for prospective transfer students.

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

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

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

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

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

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

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

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

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

The total financial aid received by a student may not exceed the total cost of education.

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

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

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

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

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

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

SCHOLARSHIPS/GRANTS

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

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

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

A self-help component, including student loan and campus employment programs, serves as the foundation of a financial aid package prior to scholarship/grant consideration. The amount of self-help will grow annually, based on several factors, including increases in cost, annually determined financial need, and self-help limits of loan and work programs.

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

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

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

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

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

The FAFSA serves as the application for the Pell program. Eligibility is determined by a U.S. Department of Education formula uniformly applied to all applicants. After applying, the student will receive a Student Aid Report (SAR) from the federal government. Eligible students will be notified by the Financial Aid Office of Notre Dame. In 2003-04, the grants range from $400 to $4,050 at Notre Dame.

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

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

State scholarships/grants are often awarded to students in their geographic area. Since these awards are based upon information supplied by the University’s Admissions and Financial Aid offices, applicants who follow the standard admissions and financial aid procedures of the University will be considered by alumni clubs offering such awards. Some alumni clubs will require additional steps, such as the completion of a local application and/or a personal interview.

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

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


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

ROTC scholarships are available on a competitive basis for both men and women. Scholarships may be awarded to offset up to the full cost of tuition, books and fees, plus an in-school subsistence.

Scholarships are awarded on merit and personal qualifications. Applications must be filed during the fall semester of the student’s high school senior year.

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

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

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

STUDENT EMPLOYMENT

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

Approximately 40 percent of Notre Dame undergraduates are employed on campus annually.

Many student employees average 10-12 hours of work per week. Students are paid on a biweekly basis via a direct deposit to their personal bank accounts. Hourly rates vary depending on the job requirements. The basic hourly wage rate is $6.35.

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

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

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

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

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

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

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

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

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

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

All first-time borrowers complete and forward a Master Promissory Note to the Office of Financial Aid at the University. The Office of Financial Aid will certify the student’s enrollment, cost of education, academic standing and the amount of other financial aid awarded.

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

Student Expense Budget - (Family Contribution + Financial Aid)

Federal Stafford Eligibility

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

After the Office of Financial Aid certifies the Master Promissory Note, the lender reviews the application and then forwards it to the guarantor for final review. The guarantor or the lender then notifies the student of approval of the loan. Approximately 3 percent of the amount borrowed will be deducted prior to the loan being disbursed in order to pay for the origination and guarantee of the loan. The applicant should mail the Master Promissory Note to the Office of Financial Aid before July 1.

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

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

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

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

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

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

Student Expense Budget - Financial Aid

Federal Unsubsidized Stafford Loan Eligibility

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

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

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

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

The Notre Dame Undergraduate Loan Program.

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

• Variable interest rate based upon the 91-day T-Bill plus 2.25 percent.
• Interest begins to accrue upon disbursement of the loan.
• No origination fee or insurance fee.
• Repayment of accrued interest and principal beginning six months after the student ceases to be enrolled in school, not to exceed seven years from the first disbursement of the first loan, and generally extending up to 15 years.
• Opportunity for eligible students to borrow up to $12,500 annually, with an undergraduate aggregate of $62,500.
• Requirement of a creditworthy U.S. resident co-signer.

Additional information and an application for the Notre Dame Undergraduate Loan may be obtained from the Office of Financial Aid (http://financialaid.nd.edu) or Citibank’s Student Loan Corporation at (888) 812-3479.
OTHER

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

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

- Variable interest rate.
- Three percent origination fee and up to 1 percent insurance fee.
- Repayment on both principal and interest usually beginning within 60 days of disbursement of the funds, generally extending up to 10 years.
- Opportunity for parents to borrow up to the full cost of education minus student aid.
- Deferment of principle and interest, offered by some lenders during the student’s enrollment period. (Contact lender for details.)

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

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

Standards of Progress for Recipients of Financial Aid

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

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

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

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

<table>
<thead>
<tr>
<th>Semesters</th>
<th>Minimum Semester GPA</th>
<th>Minimum Cumulative Credits Earned Required of Full-time Students</th>
<th>Minimum Cumulative Credits Earned Required of Part-time Students</th>
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<td>1</td>
<td>1.7</td>
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<tr>
<td>2</td>
<td>1.85</td>
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<td>78</td>
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<td>20</td>
<td>2.0</td>
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</tbody>
</table>

Full-time is defined as 12 hours or more; part-time is defined as 11 hours or less.
Undergraduate transfer students will be placed on the chart below based on the advanced status determined at the point of admission (number of transfer credits accepted). Such students will then be evaluated using the criteria listed.

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

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

### Center for Social Concerns

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

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

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

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

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

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

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

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

#### THEO 359A. Summer Service Learning Internship: ACCION

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

#### THEO 359B. Summer Service Learning Internship: African American Leadership Intern Program

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

#### THEO 359C. Summer Service Learning Internship: Hispanic Leadership Intern Program

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

#### THEO 359D. Summer Service Learning Internship: Worker Justice

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

#### THEO 360. Summer Service Learning: Confronting Social Issues

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

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

THEO 365. Social Concerns Seminar: Children and Poverty
The goal of this service-learning experience is to expose participants to issues related to children living in poverty, such as education, early intervention, resiliency, violence, and foster care. Students will begin their exploration during orientation sessions, which will examine the current state of children in poverty and present insights from educators and children’s advocates. During a week in New York City, students will learn from individuals and community-based organizations. Visits with both children and program administrators will enable participants to experience first-hand the realities of growing up in poverty. Following the week-long immersion, facilitated discussions will occur.

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

THEO 362/SOC 363/IIPS 362. Social Concerns Seminar: Cultural Diversity
The purpose of this course is to begin to analyze the positive aspects of ethnic and cultural diversity as well as related tensions, including racism. During break, students participate at selected sites in a five-day program that provides an orientation to culturally diverse communities and allows students to engage in discussions on relevant issues with local residents and community leaders. Students participate in preparation and follow-up sessions.

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

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

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

THEO 367. Social Concerns Seminar: Advanced Studies
Directed studies. Inquire at the Center for Social Concerns (CSC) for more information.

THEO 368/PSY 310C. Social Concerns Seminar: Contemporary Issues
Directed studies. Inquire at the CSC for more information.

THEO 368A. Social Concerns Seminar: Discernment
This seminar focuses on senior students open to discerning and envisioning the integration of faith/theology and social concerns into their lives beyond Notre Dame. Through engaging students in a process that builds on their previous connections with the CSC and points them toward integrating social concerns into their lives beyond ND, students are provided the opportunity to integrate their experiences with the insights of speakers and the authors of course readings. Alongside the speakers and course readings, students evaluate the long-term value of this course. Requirements include two written papers and active participation in all sessions.
THEO 369/ILPS 369. Social Concerns Seminar: Leadership Issues
This seminar will examine leadership issues from a multidisciplinary perspective, focusing on the role of the leader within organizations promoting community service, social awareness, and action for justice and peace. This course will provide students with an opportunity to examine and develop their personal leadership styles and potentials through a variety of experientially based learning opportunities.

THEO 371 01. Social Concerns Seminar: International Issues
The Maryknoll Mission in Southern Chile seminar is a one-credit hour seminar for 10-12 days in early February 2004. This seminar is organized and coordinated by the Center for Social Concerns in collaboration with Maryknoll Lay Missionaries. The course exposes students to the lives and concerns of rural Chileans and Maryknoll missionaries living in Linares and its surrounding areas. Through living amongst people in rural poverty, as well as through readings and presentations, students will examine many social concerns and justice issues, as they relate to theology and a comprehensive understanding of Chile. To be enrolled in this course requires acceptance into the Chile Program offered through the International Studies office.

THEO 371 02/ILPS 371 02. Social Concerns Seminar: International Issues
Directed studies in international issues. Inquire at the CSC for more information.

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

B. Center faculty offer various three-credit courses examining social issues from multi-disciplinary perspectives. Each involves community-based learning or research. Sample offerings include Catholic Social Thought and the Mission of the Church (THEO 274), Restoring Economic Vitality to the Inner City (ECON/ILPS/ILS/HESB 367), Leadership and Social Responsibility (PSY 407), and others.

C. The center’s Senior Transition Programs offer students discernment and information sessions regarding postgraduate service opportunities such as Holy Cross Associates (HCA) and numerous other national and international possibilities.

There are several facilities at the center available for use. The Coffee House provides an informal atmosphere for students, faculty, staff, and alumni to discuss issues and programs. The Resource Room furnishes visual accounts of the center’s programs and provides information on a variety of social concerns involvements. Specific materials related to postgraduate service opportunities also are available. The Reflection Room, on the second floor of the center, offers quiet surroundings for students and staff to relate spirituality and examine social concerns.

**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. First-year students enrolled in any of the three ROTC programs are exempted from the University’s requirement for physical education.

The three ROTC programs are under the campus jurisdiction of the associate provost who serves as the director of military affairs.

The College of Arts and Letters and the College of Business Administration accept a maximum of 12 free elective credits from the 300- and 400-level military sciences only. Credit from the 100- and 200-level courses does not count toward the degree requirements and must be subtracted from the total number of degree credits listed on the transcript.

In the College of Engineering, ROTC students are permitted a maximum of six credits of upper-level air, military or naval science as substitutes for specified degree requirements determined by the department. Not more than three credits may be substituted for history or social science. All air, military or naval science credits not so substituted are not credited toward degree requirements in programs.

In the School of Architecture, ROTC students are permitted a maximum of six credits of 400-level air, military or naval science courses as substitutes for electives within the 163 credit hours required for the bachelor of architecture degree.

The College of Science will count a maximum of six credit hours of upper-level (300- or 400-level) ROTC courses toward the 124-credit-hour requirements. These courses will be counted as free electives.

**MILITARY SCIENCE**

Chair and Professor: Lt. Col. Kelly C. Jordan, USA
Assistant Professors: Lt. Col. Michael Ferrill, USAR
Maj. Gary Masapollo, USAR
Capt. Bartholomew J. Hennessey, USA
Maj. David M. Wood, USA

The Army ROTC Program develops leadership ability and prepares students for the challenges and responsibilities they will face as Army officers and civilian leaders. Through a series of classroom courses and practical exercises, cadets learn self-confidence, time management and decision-making skills. The role of the professional officer in the preservation of peace and national security is emphasized, with particular attention placed on ethical conduct and the officer’s responsibilities to society. The program culminates in an officer’s commission as a Second Lieutenant in the Active Army, Army Reserve or Army National Guard. Opportunities for follow-on postgraduate study also exist.

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

101. Orientation to Military Science
(1-2-1) Hennessey
A study of the organization of the Army with emphasis on career opportunities for ROTC graduates. Military courtesy and discipline, customs and traditions of the service, and development of leadership fundamentals through practical exercise.

102. Basic Military Leadership
(1-2-1) Hennessey
A study of functions, duties and responsibilities of junior leaders. Operations of the basic military team. Basic First Aid CPR certification. Special attention will be given to the development of leadership potential through practical exercises.

201. Applied Leadership I
(2-2-2) Ferrill
Study and application of map-reading skill, military communication systems and procedures and Army leadership fundamentals. The course will develop basic individual skills in the above areas through class work and practical exercises.

202. Applied Leadership II
(2-2-2) Ferrill
The Army’s structure, staff organization and function, as well as an overview of small unit fundamentals up to platoon level, the principles of war as a historical study, and small unit leadership in tactical settings are the focus of this class. The branches of the Army will also be reviewed.
301. Leadership and Problem Solving
(2-2-2) Wood
Military decision making, problem analysis and integrated planning of platoon operations. Analysis of the components of leadership through practical exercises and historical examples. Includes a 48-hour field training exercise.

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

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

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

413. Military History
(1-0-1) Masapollo
An analysis of American military history from the Revolutionary War through the current global war on terrorism. This course is designed to be an exploration into the evolution of modern warfare, with special emphasis on the technological developments, organization adaptations, and doctrinal innovations that have shaped the American military establishment during the past 225 years. This course meets the military history requirement for U.S. Army ROTC cadets prior to completion of the program.

Additional AROTC Curriculum (Professional Military Education) Requirements.
In addition to the military science requirements outlined above, AROTC scholarship students are required to complete other specified University courses. These additional requirements are taken as a part of the student's field of study or as degree electives, depending upon the college in which the student is enrolled. Students will be notified of such requirements prior to joining the AROTC program. These requirements include the following categories: Military History, Computer Literacy and Written Communications. An approved list of courses in each category that meets this professional military education requirement is available.

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

Student Awards and Prizes.
The Dixon Award. A $200 cash award presented to an outstanding senior who has displayed exceptional performance during the annual Dixon Challenge.
Veterans of Foreign Wars of the U.S. Sword. An Army officer's sword presented annually to the battalion's cadet commander.
Patrick Haley Award. A wristwatch presented annually to the cadet who attains the highest academic grade point average.
Col. William T. Brooks Award. A pair of jump boots and a plaque given to the most outstanding student who graduated from Airborne School during the past academic year.
Dr. Michael McKee Award. A $100 cash award presented each year to the outstanding member of the battalion's Drill Team and/or Honor Guard.

NAVAL SCIENCE
Chair and Professor:
Capt. J.M. Shelton, USN
Assistant Professors:
Cdr. Gregory Luttrell, USN
Maj. M.E. Lyon, USMC
LCdr. D. Walsh, USN
Lt. J.M. Flemish, USN
Lt. M.W. Meredith, USN
Lt. A.D. Outcalt, USN
Lt. A.D. Bonakdar, USN

The mission of NROTC is to educate, train, and screen officer candidates to ensure they possess the moral, intellectual, and physical qualities for commissioning and the leadership potential to serve successfully as company grade officers in the U.S. Navy and Marine Corps. As the largest single source of Navy and Marine Corps officers, the NROTC Scholarship Program fills a vital need in preparing mature young men and women for leadership and management positions in an increasingly technical Navy and Marine Corps.
Course Descriptions. The following course descriptions give the number and the title of each course. Lecture hours per week, laboratory hours per week and credits for each semester are in parentheses. The instructor’s name is also included.

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

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

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

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

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

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

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

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

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

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

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

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

* Required of Navy option students only.
† Required of Marine option students only.
‡ One hour per week each semester required for active NROTC students. Taken in lieu of physical training during freshman year. Reflected in schedule of classes with suffix “D” following various NSCI course numbers.
** Prerequisite for 412.
*** Requires completion on 212 or consent of instructor.

Additional NROTC Curriculum Requirements. In addition to the Naval Science requirements outlined above, NROTC scholarship students are required to complete other specified University courses. These additional requirements are taken as a part of the student’s field of study or as degree electives, depending upon the college in which enrolled. Students will be notified of such requirements prior to joining the NROTC Program.

Student Organizations and Activities. All NROTC students are integrated into the Midshipman Battalion organization. In addition to participation in all 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 NROTC sailing program.

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

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

AEROSPACE STUDIES
Chair and Professor: Col. Michael Zenk, USAF
Assistant Professors: Maj. Richard Petty, USAF
Capt. William Zimmerman, USAF
Capt. Alan Acee, USAF

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

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

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

111L–112L Leadership Laboratory*
(0-1-0) (0-1-0) Acree
Prerequisite: Concurrent enrollment in AS 311, AS 312.
A study on Air Force customs and courtesies, drill and ceremonies, and military commands. Also includes studying the environment of an Air Force officer and learning about areas of opportunity available to commissioned officers.

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

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

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

311. Air Force Leadership Studies
(3-0-3) Acree
Prerequisite: Enrollment in POC for AFROTC cadets.
A study of leadership, management fundamentals, professional knowledge, and communication skills required of an Air Force officer.

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

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

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

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

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

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 associated with Air Force ROTC include the Arnold Air Society, oriented toward service to the local community, and the Drill Team, Honor Guard and Rifle Squad, who perform at campus and community functions while developing individual drill proficiency.

Student Awards and Prizes.
The Notre Dame Air Force Award, and Air Force officer’s sword, is presented to the top graduating senior in Air Force ROTC.
The Néel Dubé Award is presented to the senior class Arnold Air Society member who has contributed the most to furthering the ideals and goals of the society within the University and local community.
The Paul Robérge Award, named in memory of an alumnus of the Notre Dame ROTC program, annually recognizes the top pilot candidate in the Professional Officer’s course.
Other awards are sponsored by various local and national organizations to recognize excellence within the cadet corps.
**International Study Programs**

**Director:**
Thomas Bogenschutz

**Associate Director:**
Claudia Kessler

**Assistant Directors:**
Bridget Franco
Juliet Mayinja
Carmen Nanni
Kathleen Opel

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

Qualified students from the undergraduate colleges can apply to spend a semester or a year abroad in one of our programs. Participation is normally during the sophomore or junior year.

Admission into several of the programs is quite competitive. Participation is not a right. Offers of admission are made at the discretion of the ISP staff in consultation with faculty and staff of the University.

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

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

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

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

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

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

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

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

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

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

**ANGERS PROGRAM**

Université Catholique de l'Ouest,
Angers, France

**Director:** Patrick Martin

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

Students who choose to study in Angers for the year will take one required course each semester. In fall semester 2003, they must take either ANTH 325 AF (Viesner) or POLS 355 AF/SOC 355 AF (Jardin). In spring semester 2004, students are required to take POLS 322 AF/SOC 352 AF (Jardin) or ROFR 263 AF (Martin).

Semester students will take a required course for the relevant semester.

Most of the courses listed below are offered within the Centre Internationale des Etudes Francaises (CIDEF) at the Université Catholique de l’Ouest (UCO). Students with a high level of French may also take a course in another Institute or Department at the UCO (a Cours Universitaire). A few sample UCO cours universitaires are listed below. Studio Art majors may also take studio art courses in the Institut des Beaux Arts in Angers.

**Preliminary Session**

ROFR 210 AF

**Intensive Oral French**

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

**Fall Semester**

(Five courses, 15 credits accepted)

POLS 355 AF/SOC 355 AF (Jardin)

French Politics Since the Fifth Republic

3

Description and analysis of French political institutions, parties, issues and political participation since 1958. (GOVT major, SOC major, University social science requirement)

ANTH 325 AF

Cultural Anthropology

3

This seminar will present a general overview of Cultural Anthropology and some of its most characteristic concepts, theories, and methods. Topics to be discussed include identities, culture, beliefs, the imaginary, and the cultural study of economics. (University social science, business behavioral science requirement)

ROFR 203 AF

Colloquial French

1

ROFR 204 AF

The French of the Hotel Business and Tourism

3

This course covers the tourist industry in France and trains the student in the language of tourism and the hotel and restaurant businesses. Prepares the student for the Certificate in French for Tourism.

ROFR 211 AF

French Language—Lower Level

3

Continued study of spoken and written French for students with the lowest level of proficiency, as determined by previous courses, testing and observation.

ROFR 213 AF

French Language—Intermediate Level

3

Continued study of spoken and written French for students who would normally have had two or three years in high school and one year intensive at Notre Dame.

ROFR 215 AF

Comprehension and Expression

3

Emphasis on comprehension of colloquial spoken French by listening to the radio and on reading the colloquial French of newspapers and magazines. For lower and intermediate students.
ROFR 217 AF  
**Intermediate French for the Alliance Française Exam**  
A general language course preparing students for the Alliance Française diploma.

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

ROFR 247 AF  
**Writing in French—Intermediate Level**  
An intermediate course in writing that aims to teach students to write clearly and precisely and to increase their vocabulary of formal French.

ROFR 251 AF  
**Business French—Advanced Level**  
Introduction to and exercises in the language currently used in business in France and French-speaking countries.

ROFR 255 AF  
**French/English Translation—Advanced Level**  
Translation from novels, newspapers and magazines to find French equivalents for English words and expressions. Advanced students only.

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

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

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

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

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

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

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

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

ROFR 361 AF  
**Masterpieces of 19th-Century French Literature**  
Romanticism, realism, naturalism and symbolism will be studied. For students in the intermediate level of French language course. (University literature)
SOC 265 AF/ROFR 265 AF
Sociocultural Studies—Advanced Level I
This course treats Paris and the Ile de France, Anjou, two regions of eastern France, French demography and the educational system. (Social science)

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

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

Fall or Spring Semester

ARST 325 AF
Figure Drawing
Prof. P. Besson
This course is a drawing course for art students in their second year of studies at the Ecole Superieure des Beaux Arts d’Angers. The emphasis is on the human figure. The course consists of 3 hours of class per week and 3 hours additional studio work. Prof. Besson will evaluate students’ work based on the progress made as seen in the work done in class as well as several additional assigned projects.

PHIL 325 AF
The Question of Existence
(Re tours la question de l’existence)

Cours Universitaire—Institut de Théologie
Prof. Lamberty, Philosophy Department, UCO
This course covers the main currents of philosophical thought on the notion of existence, including readings of several major texts. (Philosophy Requirement)

THEO 232 AF
History of Christianity: Initiation to Patristics

Cours Universitaire—Institut de Théologie
Prof. M.-L. El-Chaieb, Theology Department, UCO
This course will allow students to study texts of the first three centuries of Christianity with two objectives: to learn how to do close readings of major texts of Christian fathers, and to learn about the methods used by theologians to study Christian sources (Theology Requirement)

Spring Semester
(Five courses, 15 credits accepted)

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

ROFR 263 AF
La simplicité chrétienne: intellectual disposition, practical virtue
Interdisciplinary in orientation, this seminar will explore the philosophical and theological implications of a simplicité chrétienne (poverty of spirit), and will trace the role of that virtue in the life and thought of Thérèse de Lisieux, Charles de Foucauld, Simone Weil and Jean Vanier. Students will be encouraged to think about poverty of spirit in relation to the intellectual and moral development of the human subject, the creative direction of the will through art, and human participation in the history of redemption.

ROFR 203 AF
Colloquial French

ROFR 205 AF
French Grammar

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

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

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

ROFR 224 AF
French Language—Advanced Level II
Continuation of French 223 AF.

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

ROFR 236 AF/ROFR 236 AF Sociocultural Studies
Continuation of ROFR 235/SOC 235. (Social science)

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

ROFR 246 AF
French Phonetics II
Continuation of French 245.

ROFR 252 AF
Business French II
Continued development in active use of business French.

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

ROFR 258 AF
Writing in French II
A continuation of the first semester.

ROFR 266 AF/SOC 266 AF
Sociocultural Studies
Continuation of ROFR 265/SOC 265. (Social science)

ROFR 301 AF
Introduction to French Linguistics

Cours Universitaire—Institut d’Art, Littérature et Histoire

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

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

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

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

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

HIST 3291 AF
French Society in the 19th Century

Cours Universitaire—Institut d’Art, Littérature et Histoire
Prof. B. Cabanes, History Department, UCO
This class is designed for first-year students specializing in History. It will cover main political and social developments of the 19th century in France.

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

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

THEO 220 AF
The Church Since Vatican II
3
The nature of the church, its membership, its missionaries and its relationship with other churches. (Second theology)

PHIL 323 AF
Modern French Philosophy II
3
French philosophy and philosophers of the 19th and 20th centuries. Admission may be requested by students in French 212; open to all students in ROFR 214 and 224. (Second philosophy)

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

AUSTRALIA PROGRAM
The semester-long program in Australia is designed for juniors and is open to students from all colleges. Most students will enroll in courses at the University of Western Australia. However, a special program has been developed for students in the colleges of science and engineering who will enroll in courses during the fall semester.

Students can take up to five courses (15 credits) either semester in any combination depending on their major/college requirement and individual need. The curriculum is subject to revision, often depending on the courses added or dropped by the universities. A listing of courses offered in previous semesters is available in the International Study Programs Office, 152 Hurley.

Fall Semester
Notre Dame Onsite Faculty: Robert Easley

Students enrolled at Notre Dame Australia (NDA) can take up to 15 credits. A list of course offerings for the fall normally is available around the end of March in the International Study Programs Office. General course offerings may be available on NDA's study abroad Web site, www.nd.edu.au/abroad.

Students enrolled at the University of Western Australia should carry a minimum of 24 UWA points, which translates to about 12–16 Notre Dame credit hours. Course offerings are available on UWA's Web site, www.publishing.uwa.edu.au/handbooks. Hard copies also are available in the International Study Programs Office.

Following is a sampling of science and non-science courses that students may take at UWA.

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

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

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

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

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

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

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

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

ENVG 498 PA / ES 370 PA
Mining and the Environment
3
Environmental effects of mining through all areas of mining, from exploration and establishing a working mine, through extraction and refining processes, ending with the decommissioning of the mine and monitoring protocols.

SA 300 PA SCI
Environmental Microbiology 303
This unit provides students with the opportunity for a comprehensive understanding of microbes in the natural environment, how their activities affect human activities, and an appreciation of the practical use of such knowledge.
SA 300 PA SCI
Geography 302
This unit enables students to gain a basic understanding of the principles of geography and the processes of erosion and deposition in a variety of terrestrial, estuarine, and marine environments.

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

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

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

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

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

SA 100 PA HIST
Aboriginal and Torres Strait Islander Histories and Modern Australia
(Anthropology 102)
This unit is an introduction to the contested historical realities of Aboriginal and non-Aboriginal Australia. Historical aspects of the British Empire and post-colonial political, economic, social, and cultural life in Australia, as well as ideas and methods underpinning historical and recent interpretations of events and peoples, are studied.

SA 200/300 PA ENGL
Sites of Subversion in Australian Writing
(English 247/347)
This unit closely examines a range of texts, including fiction, poetry, autobiography, plays, and mixed-genre pieces from the 1890s onward, that focus upon the struggle with identity, with alienation, and with domination. Writing has been a significant means of constructing the nation, but it also has been a vital instrument of cultural critique. Australian writing is acutely perceptive to the workings of power and the possibilities of literary resistance.

SA 200 PA
Professional Writing 280
This unit aims to analyze and develop strategies and skills needed for effective professional writing. It provides instruction and practice in key forms of written communication encountered in professional contexts, including reports, policy statements, media releases and public-relations announcements, and documentary scripting.

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

Spring Semester
Course lists will be available in the International Study Programs office in the fall. Students will take five courses for 15 credits from a wide variety of arts and letters and business offerings.

FIN 361 FA
Business Conditions Analysis
3
This course involves an integration of advanced macroeconomic theory with contemporary policy, challenges and action.

HIST/SOC 375 FA
Australian History and Society
3
This course covers the broad sweep of Australian history as well as some issues and developments of special significance in the past and today. (History or social science)

DUBLIN PROGRAM
The Dublin program is open to juniors in Arts and Letters, Business, Engineering and Science for a semester or a year. Students will enroll in courses in their majors at University College Dublin or Trinity College Dublin and will also take courses at Notre Dame's Keough Center. For course listings at the Irish universities, contact the International Study Programs Office, 152 Hurley Building, 651-5882.

Director: Prof. Kevin Whelan
Associate Director: Katie Koehn
Student Life Coordinator: Patricia McVeigh

Fall Semester
Professor Whelan will offer a course in Irish History and Society. This course is mandatory for all program participants. The Notre Dame Center will also offer the following theology, philosophy, and fine arts courses.
HIST 331 IR/SOC 372 IR
Introduction to Ireland
Evolution of Irish culture from prehistory to the contemporary period—landscape, archaeology, history, economy, society, politics and an introduction to contemporary issues.

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

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

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

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

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

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

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

Director and Academic Coordinator: Gernot Guertler

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

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

GE 250 IA
Intensive Oral German — Advanced

Fall Semester
(Five courses, 17 credits accepted)
GE 231 IA
Grammar, Conversation I and Tutorial — Intermediate (DAF II)
Continued study of German language with stress on the written as well as the spoken aspects.

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

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

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

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

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

Spring Semester
(Five courses, 15 credits accepted)
GE 238 IA
German Literature
Selected readings from literature written in German; an introduction to genres, periods and authors. (University literature or German major)

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

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

PHIL 321 IA
A course will be offered that will fill the second philosophy requirement.
Here is a sample of courses offered for international students:

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

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

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

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

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

**ROSP 239O MX**  
Advanced Composition  
3  
Development of Spanish writing skills at a native-like level.

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

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

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

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

**ROSP 302 MX**  
Translation  
3  
Designed for students with an advanced command of the Spanish language who wish to develop their ability to translate from English or French different kinds of texts (scientific, cultural, journalistic, etc.).

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

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

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

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

**ROSP 355A, 355B MX**  
Mexican Culture I–II  
3  
Overview of the Mexican way of thinking. Conclusions are drawn from analysis of cultural elements and concepts. Among them: art, family, time, work, death, religion, music and cuisine. Beginner and intermediate-high levels.

**ROSP 355C MX**  
Mexican and Latin American Civilization and Culture  
3  
Analysis of historical, political, economical and social factors to better understand contemporary Mexican and Latin American culture. Concepts such as art, family, time, work, death, religion, and music are overviewed.

**HIST 323 MX**  
Mexican History  
3  
Overview of Mexican history, pre-Hispanic culture, conquest, colonization and viceroyalty, independent life and revolution. (History)

**SOC 479 MX**  
Sociocultural Values in Mexico and Latin America  
3  
The student will analyze, criticize and make decisions on contemporary human issues, current affairs, life situations and social issues characterized by change in Mexico and Latin America, from a critical perspective. (Sociology)

**SA 400 MX BA**  
Doing Business in Mexico I–II — Beginner and Intermediate Levels  
3  
Social basis underlying current styles of Mexican management. Operational analysis of the manager’s role in different types of Mexican organizations. Cultural influences and behavior patterns. Mexican laws, regulations, compensation plans and fringe benefits. Comparisons between practices in the United States and in Mexico are used for analysis. Guest lectures, class lectures and visits to local companies. (Business elective)

**SA 400 MX BA**  
Mexican Business Management  
3  
A practical introduction to the national and international business conditions in Mexico. Global, regional and national trends will be evaluated to develop a holistic perspective on the issues that affect business opportunities in Mexico. These trends will be obtained through an information-scanning process that leads students to focus on an area of interest. (Business elective)

**SA 400 MX BA**  
Seminar on Business Operations in Mexico  
3  
This seminar is designed to increase the effectiveness of international executives working (or who plan to work) in Mexican contexts. Its focus is on increasing cross-cultural strategic and operational competence via an emphasis on cognitive understanding and behavioral skills development. (Business elective)

**NAGoya PROGRAM**

Center for Japanese Studies, Nanzan University, Nagoya, Japan

**Academic Year Program**

The Nagoya Program is designed for Japanese language majors. Students are required to take an eight-credit Japanese course at the appropriate level each semester. Students may elect to take the second-semester eight-credit language course on a pass/fail basis, as long as they choose to do so early in the semester. A practical arts course in Chinese black ink painting, woodblock printing, or calligraphy will satisfy the University’s fine arts requirement. Students will not receive credit for any other practical arts courses.
In addition to the courses listed below, advanced students may enroll in one of a number of two-credit Japanese-language seminars on translation, classical Japanese, or readings in the social sciences or literature.

**Courses**

(Up to four courses, 18 credits accepted per semester. Students must enroll in a Japanese-language course each semester.)

**EALJ 225 NJ** (fall and spring)  
Japanese Second-Year Japanese  
Students should be able to recognize approximately 200 kanji characters before starting this course. Students acquire important grammatical patterns, such as honorific/humble expressions, giving and receiving verbs, conditionals, and causative/passive sentences, and gain a well-balanced command of the four skills of speaking, listening, reading, and writing.

**EALJ 325 NJ** (fall and spring)  
Intensive Third-Year Japanese  
Students should be able to recognize approximately 400 kanji characters before starting this course. Students develop the four language skills further and express themselves in accurate and appropriate Japanese in a variety of social settings. Students write a research paper in Japanese and give an oral presentation.

**EALJ 425 NJ** (fall and spring)  
Intensive Fourth-Year Japanese  
Students should be able to recognize approximately 600 kanji characters before starting this course. Students handle various tasks such as thesis writing, oral presentation, and note-taking. Class is oriented toward those who want to use Japanese in their professional lives.

**ARST 263 NJ** (fall and spring)  
Hanga: Woodblock Printing  
Original printmaking with instruction in the techniques of planning the wooden block, taking care of tools, handcutting and the use of the baren. (Fine arts)

**ARST 366 NJ** (fall and spring)  
Shodo: Calligraphy I  
Writing with a brush. Various styles of writing kanji and kana are introduced. Contemporary works by well-known calligraphers are studied. (Fine arts)

**Fall Semester**

**BA 481 NJ**  
Japanese Business I: Survey of Japanese Business  
A survey course on Japanese business and management. Focuses on contemporary corporate practices in the areas of management, industrial relations, marketing, finance, and international business.

**EALL 261 NJ**  
Japanese Literature I: From the Meiji Era to Recent Years  
A historical survey of modern Japanese poetry, novels, and drama from the Meiji era to present. (University literature or Japanese major)

**EALL 356 NJ**  
Japanese Culture I: Japan in Fiction  
Discusses images of Japan and Japanese people found in primarily American works of fiction. Offers opportunities to analyze and deconstruct ways popular writers portray Japan and its people.

**ECON 322 NJ**  
Japanese Economy I: Contemporary Japanese Economy  
A survey of the modern Japanese economy, its historical background, basic conditions, industrial structures, policies, and problems. The Japanese economy is compared to other economies. (Social science)

**HIST 350 NJ**  
Japanese History: The Western World and Japan  
A survey of the encounter between the Western world and Japan since the 16th century. (Social science)

**POLS 362 NJ**  
Japanese Politics  
Surveys the basic contours and patterns of politics and policymaking in postwar Japan. Covers formal political institutions, informal political practices, and policymaking in the Japanese political system, with reference to case studies as well as general topics.

**POLS 337 NJ**  
Japanese Foreign Policy  
Analyzes foreign policy after World War II, especially the nature and specifics of U.S.-Japanese relations in the area of politics and security, and Japanese activities in international organizations.

**THEO 240 NJ**  
Japanese Religions—Religion in Contemporary Japan  
An introduction to the religious life of the Japanese people today. Traces religious traditions and contemporary religious movements and trends.

**Spring Semester**

**ARST 261 NJ**  
Sumie: Chinese Black Ink Painting I  
Japan's traditional painting in Chinese black ink with brush. Introduces basic methods and forms in portraits, landscapes, birds, and flowers. (Fine arts)

**SA 300 NJ**  
Japanese Business II: Working in Japan  
Examines the concepts, assumptions, and practices essential to an understanding of the continuously changing world of work in Japan.

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

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

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

**PUEBLA PROGRAM**

Fall or spring semester, or academic year  
Universidad de las Americas  
Cholula, Puebla, Mexico  
Director: Prof. Kristine Ibsen (fall)

**SAMPLE COURSES AT UNIVERSIDAD DE LAS AMERICAS**

Students must consult with their departments regarding major credit for courses taken at UDLA, except in the case of Spanish Language and Literature courses. Those courses have the same numbers as their equivalents at Notre Dame and will automatically count toward the Spanish major.

There are many courses taught in English at UDLA, but a major goal of going to Mexico is to become fluent in Spanish. If students have taken advanced Spanish at Notre Dame, they should not take more than one course in English during their semester in Mexico.

Sample courses at UDLA taken by previous participants in the Notre Dame UDLA program are listed below. For a more complete listing, contact the International Study Programs Office, 152 or 158 Hurley.

**Fall Semester**

**SA 200 PM: PHYS**  
The basic principles of mechanics, fluid mechanics, thermal physics, wave motion, sound, electricity, magnetism, optics. The equivalent of PHYS 221 at Notre Dame. With laboratory. (Offered for SCPP, ALPP, SCI/BA, ES, SCI/ED, BIOS and SCI Computing students.)

**SA 200 PM ANTHSOC**  
Socioeconomic Problems of Mexico  
Problems in contemporary Mexico pertaining to education, economics, ethnic groups, demographic problems, health issues. (University social science requirement)
INTERNATIONAL STUDY PROGRAMS

Fall and/or Spring Semester

SA 200 PM ANTH, AL, BA
Internships/Community Service 3
80 hours of internship or community service, biweekly journals, final paper. Wide variety of placements, including museums, social service agencies, medical doctors, jails, businesses. To be graded S/U; ANTH credit granted only if done in conjunction with SA 200 PM ANTH: Socioeconomic Problems of Mexico; otherwise AL or general University elective credit.

SA 300 PM ANTH
Global Ethnology 3
Introduction to the social life and culture of distinct groups (e.g. Chinese, Japanese, Islamic, African, Aboriginal). The cultural richness of humanity and the similarities and differences among diverse populations. (University social science requirement)

SA 300 PM ANTH
Archeology of Mesoamerica I 3
The idea of Mesoamerica as a cultural area, the first human occupation of the area. Review of the ideas of the arrival of the first humans to the area, the Archaic era, the development of agriculture, formation of the first sedentary groups in the Protoclassic era. (University social science requirement)

SA 300 PM ANTH
Archeology of Mesoamerica II 3
Study of Mesoamerica from the formation of the first major social organizations, the Classical cultures, to the era of the European conquest. (University social science requirement)

SA 300 PM ARHI
Baroque Art 3
Study of the principle characteristics of Baroque and Rococo Art in the 17th and 18th centuries in Europe in architecture, sculpture and painting, and of the transfer of these styles to Mexico.

SA 100 PM ARST
Basic Drawing 3
The basic elements of drawing: point, line, plane, volume. Forms the basis of visual education.

SA 100 PM ARST
Graphic Representation 3
Drawing; development of ideas from observation; emphasis on representation in perspective.

SA 300 PM DESN
Photography 3
This course continues instruction in photography—the laboratory processes as well as photographic images. Photography as a process of design; methodological resolution of various photographic problems.

SA 300 PM ENGL
Americans in Mexico 3
Study of 20th-century American authors who wrote and write about Mexico (taught in English). (University literature requirement)

SA 100 PM FTT
Introduction to Theater 3
Studies the nature of theater—its ritual origins and Eastern and Western styles beginning with ancient Greece. Acquaints students with the basic theater vocabulary.

SA 200 PM POLS, SA 200 HIST
Society and State in Latin America 3
The first in a series of courses on Latin America. Treats the development of the Latin American nation states in the 19th century, and the socio-economic bases for this development.

SA 300 PM PHIL
Professional Ethics 3
Ethical implications in all professions. Fundamental notions of ethics and the practical applications in situations all professional encounter. (University philosophy requirement)

SA 300 PM PHIL
Aesthetics 3
Introductory course on the idea of personal creativity, knowledge of man and appreciation of the beautiful. (University philosophy requirement)

SA 300 PM POLS
International Political Economy 3
The theoretical, methodological and political bases for the macroeconomics of States. The theory and political economics of the foreign sector and the diverse forms of international economic relations. (University social science requirement)

SA 300 PM POLS
Society and State in the United States 3
Historical evolution of society in the United States, its economic, political, and cultural bases, and its relation with diverse ideas to shape national identity from its origins to the present. (University social science requirement)

SA 300 PM POLS
Foreign Policy of the United States 3
Study of the fundamental ideologies and interests shaping U.S. foreign policy, the institutions involved, and the instruments of formulation and execution. (Fulfills University social science requirement.)

POLS 348 PM
Mexican Foreign Policy 3
Study of the international attitude of Mexico—its fundamental principles and basic doctrines, as well as its historical antecedents and its geopolitical causes. (Approved by POLS department for major credit)

ROSP 201PM
Grammar 3
Taught at three levels, based on student's proficiency. Review of grammatical structures to improve communication in Spanish.

ROSP 231 PM
Oral Expression 3
Oral presentations in real situations, including interviews, guided visits, and film, among other situations.

ROSP 235 PM
Composition 3
Works toward development of composition skills through description, narration, comparison/contrast, and thesis papers. Taught at two levels based on students’ proficiency.

ROSP 240 PM
Pronunciation 3
A study of phonetics in Spanish for non-native speakers.

ROSP 268 PM
Mexican Civilization and Culture 3
Acquaints the students with the most important aspects of Mexican history, art, religion, customs, and the present social situation in Mexico.

ROSP 270 PM
Business Spanish 3
Business vocabulary and discussion of business culture in Mexico.

ROSP 310 PM
Introduction to Literature 3
A practical introduction to the analysis and explication of literary texts.

ROSP 370 PM
Medieval Spanish Literature 3
Study of Spanish literature from its inception to 1600—its main tendencies, most relevant works, and representative authors. (Fulfills the ROSP 371 requirement.)

ROSP 371 PM
Golden Age Spanish Literature 3
A survey of Spanish literature from the 16th and 17th centuries.

ROSP 372 PM
Modern Spanish Literature 3
Study of Spanish literature from 1700 to the present.

ROSP 380 PM
Literature of the Conquest 3
Study of the texts generated by the “discovery” and conquest of America in its historical context. (Fulfills the ROSP 381 requirement.)

ROSP 381 PM
Colonial Spanish American Literature 3
Study of colonial texts from the 16th through the 18th centuries in Spanish America.

ROSP 487 PM
Caribbean Literature 3
Panoramic view of the characteristics and general evolution of Caribbean literature and study of the most representative works of the 20th century.

ROSP 492 PM
Mexican Literature 3
Students will read the most prominent works of 20th-century Mexican literature as a background for understanding messages communicated in contemporary media.
**ROSP 493B**  
*Nuestra Narrativa in Latin America*  
3  
Studies the Latin American novel from the second half of the 20th century and the "boom" of the 1960s.

**SA 200 PM**  
Tourism  
3  
Tourism as a social phenomenon of the contemporary world and its political, socio-economic, and cultural implications. (Elective only)

**SA 300 PM BA**  
International Business  
3  
Virtual trips to many countries, different forms of business and how different cultures, regulations and languages effect the way business is conducted. (Elective credit only)

**SA 300 PM MARK**  
International Marketing  
3  
Study of international markets with the goal of designing strategies of successful commercialization of products or services for these markets.

**Spring Semester**

**SA 400 PM ANTH**  
Cholula: The Dynamics of a Sacred City  
3  
Cholula is the oldest living city in the Americas, and this course will treat the historical, economic, ethnic, religious, and social factors that give the city its identity and its character as part of the Mexican nation-state. Visits to local sites and community service required.

**PARIS PROGRAM**

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

**RIO DE JANEIRO PROGRAM**

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

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

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

**Preliminary Session**

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

**Semester Courses**

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

**SA 200 RB ROPO**  
Portuguese for Foreigners  
4  
Designed to develop written and oral skills in the Portuguese language. Offered at various levels.

**SA 300 RB SOC**  
Introduction to Brazilian Contemporary Society  
4  
(Spring semester)  
A cross-disciplinary study of how Brazilian society was formed, using sociology, political science, and anthropology. An analysis of the major social, political, and cultural issues that persist even today.

**Unique Opportunity for Social Entrepreneurs**

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

**SA 300 RB SOC**  
Community Development  
4  
Basic concepts and theories on community development. Methodological procedures. The role of the social worker as a member in social movements that are composed of interdisciplinary teams. Analysis of experiences. Readings include *The Urban Phenomenon* by Otavio Velho and *Community Organization* by Murray Ross.

**SA 300 RB BA**  
Entrepreneurship—Business Plans  
4  

**SA 300 RB BA**  
Entrepreneurship—Communication  
4  
The basics of communication, both verbal and nonverbal. Influential factors in communication processes. Communication, interactive harmony, and conflict. Oral and written communication. Techniques for developing letters, reports, projects, etc. Strategies for participation in meetings, interviews, and business situations.

**SA 300 RB BA**  
Behaviors and Attitudes of Entrepreneurs  
4  
Paradigms and mental models. The current scene of the business world. Profile, characteristics, and attitudes of entrepreneurs. Evaluation techniques and development of self-knowledge. Techniques for development of creativity, cooperation, competition, and confidence. Techniques for public presentations and interpersonal relationships.
**ROME PROGRAM**

John Cabot University

Rome, Italy

[www.johncabot.edu](http://www.johncabot.edu)

Students enroll in classes at John Cabot University, an American university in Rome, which offers courses in art, business, classics, government, history, literature, philosophy and psychology. All courses are taught in English (with the exception of Italian language classes). A variety of JCU courses have been approved by Notre Dame departments for major credit; however, students must consult with their department to confirm courses for their major. All students are required to take one Italian-language course during their semester or year in Rome.

For a listing of all courses offered at John Cabot, visit the International Study Programs office at 152 Hurley Building or visit John Cabot's course descriptions at [www.johncabot.edu/academics/curriculum/coursedescriptions.htm](http://www.johncabot.edu/academics/curriculum/coursedescriptions.htm).

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

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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>300 ARHI/ANTH RE</td>
<td>Ancient Rome and Its Monuments</td>
<td>3</td>
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<tr>
<td>300 ARHI RE</td>
<td>Italian High Renaissance Art</td>
<td>3</td>
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<td>300 ARHI/CLAS RE</td>
<td>Ancient Roman Art and Architecture</td>
<td>3</td>
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<tr>
<td>200 ARST RE</td>
<td>Drawing (Rome Sketchbook)</td>
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<tr>
<td>223 ECON RE</td>
<td>Principles of Economics I</td>
<td>3</td>
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<tr>
<td>224 ECON RE</td>
<td>Principles of Economics II</td>
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<tr>
<td>410 ENGL RE</td>
<td>British Literary Traditions I</td>
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<td>411 ENGL RE</td>
<td>British Literary Traditions II</td>
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<td>412 ENGL RE</td>
<td>American Literary Traditions I</td>
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<tr>
<td>466B ENGL RE</td>
<td>Victorian Fiction</td>
<td>3</td>
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<tr>
<td>473 ENGL RE</td>
<td>Modern Fiction</td>
<td>3</td>
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</table>

**200 ARST RE**

*Drawing (Rome Sketchbook)*

This course makes use of the unparalleled resource that is the city of Rome itself; each class meets at a different site around the city. Students work in sketchbook form, creating over the course of the term a diary of visual encounters. Instruction, apart from brief discussions of the sites themselves, focuses on efficient visual note-taking: the quick description of form, awareness of light, and the development of volume in space.

**223 ECON RE**

*Principles of Economics I*

An introduction to the basic principles of the macroeconomy, such as national income accounting, determination of national income, business cycles, inflation, unemployment, fiscal and monetary policy, macroeconomics in the open economy and economic growth.

**224 ECON RE**

*Principles of Economics II*

A survey of the principles of price theory that focuses on the determination of prices and quantities in individual markets, market interdependence, market structure, market failures, government policies and international trade.

**410 ENGL RE**

*British Literary Traditions I*

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

**411 ENGL RE**

*British Literary Traditions II*

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

**412 ENGL RE**

*American Literary Traditions I*

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

**466B ENGL RE**

*Victorian Fiction*

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

**473 ENGL RE**

*Modern Fiction*

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
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<tbody>
<tr>
<td>FIN 231 RE</td>
<td>Business Finance</td>
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<tr>
<td></td>
<td>This course examines both the theoretical and</td>
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<td></td>
<td>applied foundations necessary for making decisions</td>
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<td></td>
<td>in financial management. Main topics include the</td>
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<td>financial system, international financial markets,</td>
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<td>efficient markets, analysis of risk and return,</td>
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<td>basic portfolio theory, valuation, capital budgeting,</td>
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<td>and capital structure management.</td>
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<tr>
<td>FIN 370 RE</td>
<td>Investment Theory</td>
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<td>This course concentrates on the operation and</td>
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<td>function of securities markets. It emphasizes</td>
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<td>basic techniques for investing in stocks and</td>
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<td>bonds. Technical analysis is introduced and portfolio</td>
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<td>theory discussed. (Free elective for FIN majors;</td>
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<td>FIN 370 for all other BA majors)</td>
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<tr>
<td>FIN 475 RE</td>
<td>International Finance</td>
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<tr>
<td></td>
<td>The course emphasizes the structure and analysis</td>
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<td>of international capital and financial markets,</td>
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<td>Euro-currency financing and the financing of</td>
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<td>international transactions.</td>
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<td>200 FTT RE</td>
<td>Mass Media and Society</td>
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<td>The main emphasis of the course resides in</td>
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<td>delineating the complex relationship that exists</td>
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<td>between the mass media and other social</td>
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<td>institutions, from government to local political</td>
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<td>activist groups; the reciprocal interplay</td>
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<td>between the mass media and society—how both</td>
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<td>are structured and shaped by the other—and what</td>
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<td>limits this interplay. Particular attention is</td>
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<td>devoted to analyzing media products in their</td>
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<td>specificity and their status as popular or mass</td>
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<td>culture.</td>
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<td>HIST 111 RE</td>
<td>Western Civilization I</td>
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<td>A survey of the history and major cultural</td>
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<td>achievements of the ancient Egyptians, early</td>
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<td>Near-Eastern civilizations, Ancient Greece and</td>
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<td>Rome, with an emphasis on those achievements which</td>
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<td>have formed the basis of Western Civilizations.</td>
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<td>HIST 112 RE</td>
<td>Western Civilization II</td>
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<td>A survey of the history and major cultural</td>
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<td>developments from the fall of the Roman Empire</td>
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<td>through the Renaissance, Reformation and the Age</td>
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<td>of Enlightenment. Attention is given to the</td>
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<td>impact of non-Western civilizations on the events</td>
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<td>and ideas of the times.</td>
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<td>HIST 325 RE</td>
<td>Enlightenment in Europe</td>
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<td>The course deals with the process of Italian</td>
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<td>Unification (the Risorgimento), the problems of</td>
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<td>the new Italian kingdom and Italy's role in the</td>
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<td>world up to the death of King Umberto I in 1900.</td>
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<td>HIST 386 RE</td>
<td>Europe Since 1945</td>
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<td>Because of its closeness to our time, the subject</td>
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<td>of this course combines elements of classical</td>
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<td>historical studies with other elements of</td>
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<td>economics and political science. Although the</td>
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<td>basic structure of the course will be</td>
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<td>chronological, some themes such as the</td>
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<td>emergence of the European Union and the role</td>
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<td>played by Western Europe in the Cold War will</td>
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<td>also be dealt with from other perspectives, such</td>
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<td>as ideology and theory.</td>
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<td>HIST 433M RE</td>
<td>Europe Between the Wars</td>
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<td></td>
<td>Focusing on the European economic and political</td>
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<td>expansionism, the course considers the search</td>
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<td>for overseas markets and possessions and how</td>
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<td>this led to the outbreak of two world conflicts.</td>
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<td>MARK 231 RE</td>
<td>Principles of Marketing</td>
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<td>The role of marketing in the socioeconomic</td>
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<td>system. Major decision areas: selecting target</td>
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<td>markets, positioning strategy and the marketing</td>
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<td>mix (product planning, pricing, promotion and</td>
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<td>distribution) strategy. Skill development in</td>
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<td>demand/competitive analysis, teamwork and</td>
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<td>effective communications.</td>
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<td>MARK 350 RE</td>
<td>Consumer and Industrial Buyer Behavior</td>
<td>3</td>
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<td>Social, cultural, and psychological factors</td>
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<td>influencing the behavior of consumers. Models</td>
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<td>of buyer behavior, consumption patterns, market</td>
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<td>segmentation, attitude formation and change,</td>
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<td>brand loyalty, adoption of innovations and store</td>
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<td>choice decisions. Implications of consumer</td>
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<td>research for marketing management.</td>
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<td>MARK 381 RE</td>
<td>International Marketing</td>
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<td>An investigation of the marketing concept in a</td>
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<td>global environment. Factors in assessing world</td>
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<td>marketing opportunities; international marketing</td>
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<td>of products, pricing, distribution and promotion</td>
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<td>program development in dynamic world markets.</td>
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<td>Marketing practices which various businesses</td>
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<td>adapt to the international environment are</td>
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<td>studied. Attention is also given to</td>
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<td>comparative marketing systems, and planning</td>
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<td>and organizing for export-import operations.</td>
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<tr>
<td>MGT 231 RE</td>
<td>Principles of Management</td>
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<td>Introduction to the manager's role and the</td>
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<td>management process in the context of</td>
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<td>organizations and society. Focus on effective</td>
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<td>management of the corporation in a changing</td>
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<td>society and on improved decision making and</td>
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<td>communication. Processes covered: planning,</td>
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<td>organizing, coordinating and controlling.</td>
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<td>Teamwork and individual participation are</td>
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<td>MGT 389 RE</td>
<td>Management Competencies</td>
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<td>The course examines human personality, behavior</td>
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<td>and relationships as applied to business,</td>
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<td>industrial and organizational settings. Topics</td>
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<td>include social systems at work; human needs,</td>
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<td>attitudes, human relations; leadership patterns,</td>
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<td>group dynamics, teamwork, communication,</td>
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<td>motivation, participation and reward system;</td>
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<td>technology and people, managing change, models</td>
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<td>of organizational behavior and management.</td>
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<td>Teamwork and group participation are</td>
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<td>MGT 472 RE</td>
<td>Operations Management</td>
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<td>Management issues related to the procurement</td>
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<td>and allocations of resources in the production</td>
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<td>of goods and services in order to meet</td>
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<td>organizational goals. Topics covered include</td>
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<td>product and process design. Facility size,</td>
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<td>location and layout, quality management,</td>
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<td>production planning and control.</td>
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<td>PHIL 222 RE</td>
<td>Image of Humanity: Existentialist Themes</td>
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<td>The course aims at a phenomenological analysis,</td>
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<td>discussion and development of the most</td>
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<td>important theme in existential philosophy: the</td>
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<td>Self understood as consciousness confronting a</td>
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<td>world and engaged in human action. The course</td>
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<td>will explore issues such as freedom,</td>
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<td>responsibility decision, finitude, alienation.</td>
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<td>These issues will be discussed in their</td>
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<td>existential contexts as they emerge from the</td>
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<td>works of philosophers such as F. Nietzsche, G.</td>
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<td>Marcel, J.P. Sartre, M. Heidegger, etc. (Second</td>
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<td>Philosophy)</td>
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<td>PHIL 300 RE</td>
<td>Philosophies of Art and Beauty</td>
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<td>This course is a survey of classical and modern</td>
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<td>theories on the appreciation of art and beauty.</td>
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<td>Attention is given to the analysis of</td>
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<td>perception and of the aesthetic experience in</td>
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<td>their interaction with language and culture.</td>
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<td>Special consideration is given to</td>
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<td>contemporary visual arts and poetry. (Second</td>
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<td>Philosophy)</td>
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<td>300 POLS RE</td>
<td>Italian Politics and Society</td>
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<td>This course examines the major features of the</td>
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<td>political and social systems of the Italian</td>
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<td>Republic. Topics of analysis include the</td>
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<td>Constitution, the Italian economy, the role of</td>
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<td>the state, unions, the relationship between</td>
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<td>North and South, the U.S.-Italian partnership,</td>
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<td>and the European Union. Special attention is</td>
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<td>given to the political developments leading to</td>
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<td>the establishment of the Second Republic.</td>
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<tr>
<td>300 POLS RE</td>
<td>Political Development in the Third World</td>
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<td>The purpose of this course is the explain why a</td>
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<td>wide variety of political systems can be found in</td>
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<td>the Third World. Attention is given to problems</td>
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<td>of nation-building and the role of charismatic</td>
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<td>leadership, as well as the problems of policy</td>
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<td>implementation in these countries.</td>
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300 POLS RE
Institutions and Policies of the European Union
A survey of the history of the politics, institutions, and policies of the European Union from its origins to the present day. Covered are the historical evolution of the European Union from its beginnings through the end of the 1990s, the union's institutions and processes, the recent major developments and challenges, such as the Single European Act, the Maastricht Treaty and the Enlargement Issue, monetary union, the major policy areas of the union, and a discussion of future scenarios in Europe.

PSY 211
Introductory Psychology
A general introduction to the study of human behavior, how heredity and environmental, social, and psychological factors affect human development and behavior. Motivation, emotion, learning, intelligence, perception, and memory and how they work. An overview of the various psychological schools of thought on human development and personality. A brief exposure to research and discussions of the findings and implications of psychology data on some major contemporary problems.

PSY 350 RE
Developmental Psychology
Follows the development of the child through adolescence, with emphasis on the complexity and continuity of psychological development. Also emphasized is the interaction and interdependence of the various systems: biological, genetic, and environmental, as well as the interaction and the interdependence of cognitive and social factors in the various stages of development. Particular attention is placed on attachment theory, the development of the self, and possible pathological outcomes of faulty development.

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

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

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

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

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

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

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

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

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

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

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

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

Semester Courses
ROSP 221 SC
Spanish for Foreigners
Language and culture through speaking, writing, experiential learning.

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

Universidade de São Paulo (USP)
São Paulo, Brazil

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

Students with a strong background in business, economics, or political science may participate in the São Paulo program during the spring semester. The São Paulo program presents a unique opportunity for students preparing for careers aimed at social progress—future “social entrepreneurs.” Students who participate in this program will participate in a for-credit internship with a nonprofit organization. Students will enroll in “Portuguese for Foreigners,” as well as courses recommended by USP’s faculty in political science and in economics and business administration. For a complete list of political science and other courses offered by the FFLCH (Faculty of Philosophy, Languages, and Humanities), visit www.fflch.usp.br/bem-vindo. For a complete list of courses offered by the FEA (Faculty of Economics, Business, and Accounting), visit www.fea.usp.br/recursos/ccint/ccinte.html, and follow the link titled “Information for Students.”


In the FEA, the following courses are recommended: Economics and Business: “Labor Economics” and “Unions and Collective Bargaining.”

For further information regarding these courses or the São Paulo program, please visit 152 Hurley Building.

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

Preliminary Session

SA 200 RB ROPO Intensive Portuguese at PUC-Rio 6

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

SHANGHAI PROGRAM

East China Normal University, Shanghai, China

Semester Program

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

TOKYO PROGRAM

Faculty of Comparative Culture, Sophia University, Tokyo, Japan

Spring Semester or Academic Year

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

TOLEDO PROGRAM

Centro de Estudios Internacionales, Fundacion Ortega y Gasset, Toledo, Spain
www.fogtoledo.com

Fall and Spring Semesters

Four or five courses, 15 credits accepted per semester. The courses listed below may be offered in the fall and/or spring semester. The philosophy course is offered in the fall only; the theology course is offered in the spring.

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

ANTH 350 SP Archaeology of the Iberian Peninsula 3

The diverse cultures of Iberia as seen through an analysis of the most important archaeological sites of the peninsula. (Social science)
PHIL 320 SP
Spanish Philosophy
3
Analysis of Spanish philosophy in its two most significant periods—the 16th century and the 20th century. Philosophers studied include Juan Luis Vives, Miguel de Unamuno, Jose Ortega Y Gasset and Xavier Zubiri. Fall semester only. (Second philosophy)

POLS 348K SP
Politics and Society in Latin America
3
Contrasts in political and social structures of various Spanish-American nations in the 20th century to show their diversity but also to provide insight into the problems they share. (Social science or political science major)

ROSP 200 SP
Introduction to the Study of Spanish Linguistics
3
The course will cover phonology, morphology, syntax, semantics, lexicology, pragmatics, discourse analysis, sociolinguistics, and the history of the Spanish language. Students will be introduced to the study of linguistic theory, as well as its relation to social, cultural and literary studies.

ROSP 230 SP
Conversational Spanish
3
Classroom discussions centering on contemporary issues in Spain and other subjects of interest. Periodic error evaluation and systematic review of the most frequent structural and grammatical problems.

ROSP 241 SP
Colloquial Spanish
3
Characteristic phenomena of the Spanish language in its colloquial spoken form. Variations based on age, social and regional background, etc. New lexical, morphological and syntactical coinages.

ROSP 273 SP
Spanish for Professional Life Development
3
Designed for students for whom Spanish will be a basic tool for their working and professional future. Practical cases provide (1) knowledge of the economy, the labor markets, and Spanish and Latin American professional culture, and (2) linguistics skills (conversation, listening/comprehension, reading, and writing) and the sociocultural peculiarities of the language that allow for successful use of Spanish in professional life.

ROSP 280 SP
Spanish Phonetics
3
Intensive study of the phonetics and philology of Spanish aimed at mastering articulation in the language. Pronunciation exercises with the objective of correcting common phonetic problems experienced by the foreign student. Different Spanish dialects will also be analyzed.

ROSP 310 SP
Textual Analysis
3
Critical reading of Spanish and Spanish-American texts: works representing principal genres—novel, drama, poetry, essay—diverse approaches to literature. Terminology of criticism, literary problems and techniques. (University literature or Spanish major)

ROSP 381 SP
Survey of Spanish American Literature I
3
An introduction to and survey of major works from the Colonial period to Independence and Romanticism. The course will include texts by Bernal Diaz del Castillo, Fray Bartolome de las Casas, Garcilaso de la Vega, Alonso de Ercilla, Sor Juana Inés de la Cruz, Jose Joaquin Fernandez de Lizardi, Esteban Echeverria and Jorge Isaacs. Spring semester only. (University literature or Spanish major)

ROSP 400 SP
Society Through Spanish and Latin American Cinema
3
This class will explore Spanish and Latin American societies using films created by Spanish and Latin American artists. Ten films will be analyzed from a historical and sociological point of view. Fall semester only. (Spanish major elective)

ROSP 421 SP
Spanish Golden Age Theater
3
This course will focus on Baroque theater. Plays by Lope de Vega, Cervantes, Tirso de Molina, Calderon de la Barca or Luis Velez de Guevara will be read and discussed in class. A research paper will be completed by each student regarding one of the plays. In addition, students will attend at least one live theater production in Toledo or Madrid. Spring semester only. (University literature or Spanish major)

ROSP 427 SP
Writers of the Spanish Empire and Its Decline
3
Masterpieces by Spain's most significant Renaissance and golden age writers, including Lope de Vega, Tirso, Calderon, Cervantes, Garcilaso, Gongora, Quevedo and the authors of the picaros novels and mystic poetry. Fall semester only. (University literature or Spanish major)

ROSP 441 SP
20th-Century Spanish Literature
3
Contemporary Spanish literature from the Generation of 1898 to the postwar era. Major literary currents, the political and social events that have shaped them and representative authors and works. (University literature or Spanish major)

ROSP 449 SP
Contemporary Spanish Women Writers
3
This course guides students through the study of literary works by Spanish women writers of the past three decades. Students learn about Spanish history of the 20th century and women's participation across the political spectrum, the feminist movement, the social-political and cultural changes since Franco's death in 1975, and the role of Spanish women writers in the transition to democracy. (Spanish major literature elective)
Undergraduate London Program

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

2003-04 VISITING U.S. FACULTY:
John Lucey
Guillermo O’Donnell
Ken Sauer
Robert Schmuhl

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

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

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

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

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

COLLEGE OF ARTS AND LETTERS

AFAM 496 LA/ANTH 496 LA/POLS 496 LA/GSC 496 LA/IIPS 496 LA/JED 496 LA/SOC 496 LA Media, Racial Equality Internship
V Upon approval by the program, students work as interns for the Commission for Racial Equality Media Office, which is a clearinghouse of information on race relations in the United Kingdom.

AL 366 LA
Medical Practice and Policy UK
3 This course introduces American premedical students to the structure of socialized medicine in Britain and the public welfare system of which it forms a part.

AL 398 LA
SS: Internship
V

AL 495 M LA
PPE Colloquium
1 PPE concentrators will research a pertinent topic of interest while in London. Students will be required to write a paper summarizing their findings.

ARBI 247
The Golden Age of Art in the Netherlands
1 Using the rich holdings of the Wallace Collection and the National Gallery, this course will examine the development of visual art in the Netherlands, contrasting it with parallel developments in religion, science, and early capitalism. The course will culminate in a visit to the exhibition "Rembrandt's Portraits of Women" at the Royal Academy of Art.

ARHI 2691
Below Stairs: How an Exhibition Happens
1 This course focuses on "Below Stairs," an exhibition on the theme of servant portraiture to be held at the National Portrait Gallery 8/03-1/04. The exhibition studies different depictions of unprivileged people in Britain from the 17th c. to the present, with a wide range of material including paintings, photographs, books and recordings. The course considers in detail how the exhibition was put together, why individual items were chosen, and questions of design, conservation and interpretation. One or more visits to the exhibition will be included.
This course discusses the relationship between the arts and society in Victorian London. We will investigate the interplay between art and society in 19th-century London, exploring artistic neighborhoods and lifestyles, and considering how artists approached subjects such as life and death, love and sexuality, work and leisure, urban living and city streets.

**ARHI 375 LA**
Contemporary Art in Great Britain

This course introduces students to the work of Britain's principal contemporary painters and sculptors. Discussion centers around the meaning and implications of works of art and the techniques employed.

**ARHI 381 LA**
Great Age of European Painting, Sculpture and Architecture, 1750–1939

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

**ART 4985**
Special Studies

Upon approval by the program, qualified students can pursue independent study in art studio: directed readings, research, or creative projects.

**ECON 382 LA/POWS 439 LA**
The European Union

This course discusses the relationship between the E.U. and the economies and economic policies of its member states. Among the topics examined are the effects of the E.U. on trade and growth, agriculture, regional policy and the attempts to fix exchange rates within the E.U.

**ENGL 367 LA**
Victorian Literature

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

**ENGL 378 LA/FTT 439 LA/ANTH 363 LA/GSC 478C**
The British Imagination

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

**ENGL 440 LA**
Shakespeare and His Contemporaries

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

**ENGL 442 LA**
Criticism and Culture: The British Tradition of Literary Theory, 1902 to the Present

This course will provide students with a clear outline and understanding of the major thinkers of the literary-critical tradition in Britain. It will explain their cultural and theoretical propositions and show these against their historical, philosophical and artistic backgrounds.

**FTT 206 LA**
An Introduction to the Theatre in Britain

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

**FTT 235 LA**
Playing Shakespeare

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

**FTT 385 LA**
In Shakespeare’s Playhouse

This course provides an introduction to the playing conditions and conventions of the Globe Theatre and explores the relationship of Shakespeare’s scripts to the playhouse for which they were written.

**FTT 479 LA**
European Film Since 1945

This course examines films that challenge, to varying degrees, the norms of Classical Hollywood narrative and style and are frequently products of a cultural, industrial, and economic environment uneasy with the values of commercial filmmaking.

**FTT 496 LA**
SS: London Theatre Internship

Only by prior permission of the program.

**FTT 496K LA**
SS: London Film Internship

Only by prior permission of the program.

**HIST 301LA/CLAS 362 LA**
History of Science and Technology in Britain, 1800–2000

Science and technology are often regarded as the hallmarks of modern culture, with new technologies presumed to have evolved as the result of some internal logic. Recently, however, some historians have questioned this deterministic model of technological change, claiming that science and technology—which, the very artifacts of science and technology—embody important social assumptions and are inseparable from the culture in which they originated.

**HIST 306 LA/CLAS 306 LA**
“The Conquered and the Proud”: Rome, the World Empire, 202 B.C.–A.D. 218

This course will examine the causes and nature of Roman imperialism and seek to explain the Romans’ success in warmaking and absorbing other cultures. Study will focus on Rome’s Classical Age (c. 200 B.C.–A.D. 200). Spring only.

**HIST 3331 LA**
British History 1900–1990

This course will look at 20th-century British history in its political, social, economic, and cultural aspects. Themes include Britain’s decline as a world power, the impact of two world wars on British life, the loss of empire, Britain’s special relationship with the USA, and changes in state and society.

**HIST 3701 LA**
The English Civil War 1640–60

This course will follow the attempts of King Charles I to impose unpopular political and religious policies upon England and how resistance to these acts led to civil war. Topics include Oliver Cromwell, the New Model Army, and the execution of the king.
HIST 433I LA
The Second World War: A Military History
This course examines land, sea and air campaigns of 1939–1945, beginning with pre-WWII military theories and examining their confirmation, modification or replacement under pressure of combat. It considers whether the Allies won solely through a massive material superiority rather than achieving victory on the battlefield. We will visit several museums: the Imperial War Museum, National Army Museum, and the RAF and Battle of Britain Museums at Hendon. Fall only.

MSCI 311 LA
Military Science (Army ROTC)

MUS 224 LA/FTT 207 LA
Opera As Drama
This course provides students with the musical and historical background needed to view and appreciate two operas in London. Each opera is discussed, seen in person and then discussed again. Students enrolling in this course should, if possible, have some background in music.

MUS 240 LA/FTT 208 LA
Concert Life in London
This course aims to provide the basis for an informed appreciation of works for both the mainstream and contemporary repertoire heard in concert. Through listening, comparing and discussing, students are encouraged to develop their ability to articulate their responses and make considered critical judgments of the music heard and of its performance.

MUS 261 LA/FTT 209 LA
The Art of Ballet
An introduction to both the art and the craft of ballet in its historical context and as a form of artistic expression.

PHIL 244I LA
Philosophy of Law
This course aims to introduce students to the main issues in the philosophy of law and examine several applied topics relating to these issues. Part of the course will be an introduction to key theoretical questions such as what should be the relationship between morality and the law, why should we obey the law, what is the justification for punishment, etc. as well as an examination of key concepts such as “rights,” “consent,” and “mens rea.”

PHIL 261 LA/PHIL 425 LA
The Philosophy of Religion
This course is an introduction to the philosophy of religion. Topics covered include arguments for and against the existence of God, the divine attributes (omniscience, omnipotence, eternity, simplicity); immortality and the soul, the justification of religious belief, and the relation between religion and morality.

PHIL 274 LA
Introduction to Metaphysics
This course is an introduction to metaphysics. Topics covered include the freedom of the will, the identity of persons, the mental and the physical, substances and properties, the nature of events, and the nature of change.

PHIL 277A LA/PHIL 429 LA/PSY 277 LA
A Philosophical Introduction to the Mind
An introduction to the philosophy of the mind and the philosophy of psychology. The main topics will include the concept of mind and the relation of the mental and the physical, the problem of consciousness, action and the explanation of action, and the view of the mind of the main schools of psychology, including psychoanalysis and cognitive science.

POLS 398 LA
Parliamentary Internship
A select group of students work as interns for members of Parliament and write a research paper on some aspect of modern British society or politics.

POLS 438 LA/IIPS 438 LA/HIST 438 LA
Ethnic Conflict Regulation in Ireland and Northern Ireland
This course analyzes attempts by British and Irish administrations to resolve or regulate the conflict in Ireland and Northern Ireland. After outlining the historical, religious, and political foundations of the conflict, the bulk of the course will focus on the period following partition (1920–21). Attention will be paid to the evolution of the process leading to the Belfast Agreement (1998), including responses to political violence, negotiating tactics, and the framework of the new constitutional settlement.

POLS 443I LA
The Government and Politics of Great Britain
Students will consider, with the assistance of concepts from political science, aspects of political behavior, the principal government institutions, the legislative process, and the British Constitution. There will be a personal opportunity to observe Parliamentary procedures.

PSY 398 90 LA
Special Studies Jr.
Upon approval by the program, psychology majors can assist in an academic research project based in the United Kingdom.

PSY 398 91 LA
Special Studies Jr.
Upon approval by the program, psychology majors can assist in an academic research project based in the United Kingdom. Spring only.

PSY 418 LA
Influences on Early Social and Cognitive Development
In developing an understanding of how young children come to understand their world and the people in it, we will look at influences as diverse as genetics and environment, family and sibling relations, friendships and starting school.

PSY 419 LA/LOCS 220 LA
Developmental Disabilities: Integrating Theory and Practice
The course examines how children with severe developmental disabilities come to understand their world and how teachers and other school-based professionals devise programs to meet children’s very individual needs. The course will be based at a school for pupils with severe learning disabilities. Each week, students will spend time with pupils and professionals in classrooms. This practical focus will be followed by a lecture. Students will have opportunities to meet with parents and families of young people with disabilities.

THEO 233I LA/THEO 433I LA
The Person and Work of Christ
A general introduction to Christian theology, focusing on the person and the work of Christ, and introducing the work of, e.g., Augustine, Martin Luther, and Karl Barth. The course will examine both Christological and soteriological questions, aiming at an understanding of how doctrines developed and how views considered heretical were condemned. It is hoped that students will gain a greater insight into their own doctrinal heritage, whatever that might be.

THEO 238B LA
Christianity in Britain — Past and Present
We shall trace the history of the Christian church in Great Britain from its earliest roots down to the present. Throughout the course we shall pay special attention to the relationship between the Roman Catholic and Anglican churches and to the interaction between religion and politics in the United Kingdom. The course will include site visits, film presentations and guest lectures.

THEO 245 LA
Catholic Social Teaching
This course will address Catholic social teaching in two ways. Each pair of sessions will involve a lecture and discussion on individual topics. Students, either singly or in groups, will make presentations on the major documents of the (modern) social magisterium, from Leo XIII to the U.S. Bishops’ pastoral on the economy and the UK Bishops’ document on the Common Good.
MENDOZA COLLEGE OF BUSINESS

BA 4901 LA
Corporate Strategy
This course will synthesize the business education by integrating the basic functions of a business enterprise, e.g., marketing, finance, and production, through case analysis. From the perspective of top management, emphasis will be placed on examination of external environments, internal capabilities, and the development of strategies for the organization’s creation of proper relationships and responses to social, political, and economic conditions.

FIN 361 LA
Business Conditions Analysis
This course will examine economic policy, national income accounting, income determination, and behavior of economic aggregates such as total output and price level. Spring only.

COLLEGE OF SCIENCE

MATH

Math majors may be eligible to study an advanced mathematics course at the University of London. Contact the program for further details.

MATH 323
Introduction to Probability
Prerequisite: MATH 225 or equivalent.
An introduction to the theory of probability, with applications to the physical sciences and engineering. Topics include discrete and continuous random variables, conditional probability and independent events, generating functions, special discrete and continuous random variables, laws of large numbers and the central limit theorem. The course emphasizes computations with the standard distributions of probability theory and classical applications of them. Fall only.

PHYS 221 LA
Physics I
Prerequisites: MATH 119 and 120 or MATH 125 and 126.
The first semester of a two-semester calculus-based introductory physics course intended primarily for students of the life sciences. Fall only.

SUMMER ENGINEERING PROGRAM

For a description of the Summer Engineering London Program, see “Programs and Degrees” in the College of Engineering section of this Bulletin.
American Ballroom Dance
Basic Activities
Contemporary Topics for College Students
Fencing
First Aid
Fitness Development
Golf
Handball
Hiking/Orienteering
Ice Skating
Latin Ballroom Dance
Officiating
Racquet Sports
Self-Defense
Skiing:
  Cross Country
  Downhill
Soccer
Swimming:
  Lifeguard Training
  Lifesaving
  Water Safety Instructor
Team Handball
Tennis
Volleyball
Water Aerobics
Weight Training
Yoga

All activities are offered at the beginning level; however, some activities are offered at an intermediate level. If the student has a physical disability and is unable to participate in activity classes, a specially designed program will be arranged.

Information Technologies

The Office of Information Technologies (OIT) supports 11 public access computer clusters on campus. These clusters provide students, faculty and staff with access to almost 600 computers running Macintosh, Windows and UNIX operating systems, as well as access to high-quality printers. Five clusters are usually open 24 hours every day. The OIT employs student consultants to help support these facilities. For more information about the ND computer clusters, go to http://oit.nd.edu/clusters.

Students living in residence halls have access to ResNet, the residence hall computer network connecting undergraduate residence halls and the graduate student residences. ResNet is also available in the Huddle, the DeBartolo Interactionary Area and the second floor of the Hesburgh Library. ResNet provides a dedicated Ethernet connection for every student living on the Notre Dame campus. This means that students can connect their own computers directly to the campus computer network using an Ethernet jack instead of dialing in using a telephone line and modem. Standard services include access to electronic mail, the Internet, and institutional file space. Students should review the OIT’s recommendations for computers that run well on ResNet. This information is published on the World Wide Web at http://solution.nd.edu.

The OIT provides many support services. Computers can be purchased in the OIT Solutions Center on the first floor of the Information Technology Center. Students, faculty and staff can purchase computers, printers, and other peripheral devices at educational discounts. The Solutions Center also provides a variety of software at educational discount prices. CDs of Microsoft and Corel software are currently available to the Notre Dame community for a substantial savings compared to the retail price of these applications. See www.nd.edu/~ndoit/solutions for more information about the OIT Solutions Center.

The OIT Help Desk, located in Room 111 of the Information Technology Center, provides answers to usage questions, diagnosis of problems and problem resolutions. Help Desk hours are 8:00 a.m. to 5:00 p.m. Monday through Friday, except noon to 1:30 p.m. on Wednesdays. For more information about the Help Desk, see http://oit.nd.edu/helpdesk.

OIT offers computer-related, non-credit daytime courses to staff, faculty, and students of the Notre Dame, Saint Mary’s and Holy Cross communities. The classes cover a wide range of applications in both Windows and Macintosh and are free of charge. For more information on these and other training programs, see http://oit.nd.edu/training.

The OIT maintains a High Performance Computing Cluster (HPCC) to provide a parallel computing environment for computationally intensive work and research. In addition, the University community has access to national supercomputing and data resource facilities. For more information, visit www.nd.edu/~hpcc.

The Office of Information Technologies provides an array of technology-based services that support teaching and learning at the University. At least 65 classrooms are equipped with instructional computers, house projection, and audio systems, allowing faculty to include multimedia materials in their teaching. A variety of playback devices (CD/DVD/ VCR) can be delivered to any classroom on campus, upon request. Where technology is in use, technical support is provided, often within minutes of a call being placed from a classroom to the support dispatch center maintained by OIT.

Two permanent instructional labs are available, with 30 computers in each for hands-on instruction in computer-related disciplines. A portable lab can be reserved that utilizes laptop computers and wireless networking to transform a seminar room into an instructional lab. A number of classrooms can receive TV and satellite. A videoconferencing service is in development.

OIT operates a library of media-based curricular materials; faculty may place on reserve items for student review. Faculty may request class sessions be recorded and made available on a variety of media. Video and audio production and post-production services are available. A range of media conversion services is available to students and faculty alike.

Notre Dame’s colleges provide some similar services within their purview, and there is an increasing collaboration between the colleges and the OIT to support teaching and learning through the use of technology. The OIT’s Educational Technologies and Services can be accessed by calling (574) 631-5934 or by visiting our service location at 115 DeBartolo Hall.

In addition to the shared facilities of the OIT, specific colleges have their own facilities. Anyone using Notre Dame computers and networking resources is responsible for observing the policies set forth in the document G0001 Responsible Use of Information Technologies at Notre Dame. The full text of this policy is available from the OIT Help Desk or on the World Wide Web at http://oit.nd.edu.

For more information about the many services the OIT offers the Notre Dame community, visit www.nd.edu/~ndoit.
The Career Center

The Career Center is dedicated to the development and implementation of innovative programs and services that promote lifelong career management skills for students and alumni. By cultivating multi-faceted partnerships/networks, our staff is committed to providing the resources for students to explore diverse career opportunities. Staff assist undergraduate and graduate students with all stages of career counseling, career assessment inventories, group workshops, presentations for academic departments, career fairs, and mock interviews in addition to other services.

We encourage students to take ownership of their career direction, and be willing to devote the time and energy necessary to conduct a successful search for jobs, internships, fellowships and/or graduate schools. Through our online databases, students have the opportunity to pursue postgraduate opportunities, sign up for interviews online and research careers 24/7.

Workshops, Programs, and Special Seminars.
The Career Center collaborates with the College of Arts and Letters, Mendoza College of Business, College of Engineering, College of Science, School of Architecture, and the M.B.A. Career Development Office to coordinate a wide variety of career programs, services, seminars and workshops for students throughout the year. A sample list includes:

- Job Fair consortia programs in New York City and Washington, D.C.
- Mendoza College of Business Career Fair
- Wall Street and Financial Services Fair
- English Department Career Night
- College of Engineering Industry Day
- Graduate School Fair
- One-Credit Professional Development Classes
- Careers in Non-Profits
- Winter Career and Internship Fair
- Diversity Reception
- School of Architecture Career Fair
- Publicity and Collaboration with A.C.E. and C.S.C.
- Program Support for the Department of Athletics and Office of Student Development
- Senior “Kick-Off” Orientations
- Resume and Cover Letter Writing
- Job Search Strategies
- On-Campus Recruiting
- Summer Internships
- Get Connected Career Shadow Program
- Career Search “City Tour” Series in Atlanta, Austin, Boston, Chicago, Dallas, Florida, Fort Worth, Houston, Los Angeles, Minneapolis, San Francisco, St. Louis, and Washington, D.C.

Internships and Summer Jobs. The Career Center spends a great deal of time with first year, sophomore and junior students identifying and applying for internships and summer jobs. Internships and career mentoring and shadowing opportunities are also sponsored by Notre Dame alumni.

For additional information, contact:
The Career Center
248 Flanner Hall
(574) 631-5200
http://careercenter.nd.edu

Hours:
- Monday through Friday, 8:00 a.m.–5:00 p.m.
- Walk-in hours in 248 Flanner: Monday through Friday, 1:00–5:00 p.m.
- Walk-in hours in O’Shaughnessy: Mondays, 3:00 –5:00 p.m.
- Computer Lab, Flanner Hall First Floor: Open 24 hours a day, seven days a week

The Career Center Counseling Staff:
Lee J. Sveté, Director
Lee.J.Sveté.1@nd.edu
Paul Reynolds, Senior Associate Director
(Mendoza College of Business)
Paul.J.Reynolds.1@nd.edu
Rose Kopec, Associate Director
(College of Engineering)
Rosemary.Kopec.3@nd.edu
Anita Rees, Associate Director
(College of Arts and Letters)
Anita.M.Rees.4@nd.edu
Kevin Monahan, Assistant Director
(Alumni Career Programs)
Kevin.G.Monahan.22@nd.edu
Allison Keller, Assistant Director
(College of Science)
Allison.L.Keller.40@nd.edu
Lisa Anderson, Assistant Director
(Graduate Students)
Jonika Moore, Career Counselor
(Diversity Initiatives)
Jonika.Moore.122@nd.edu

Webmaster:
Vincent Melody
vmelody@nd.edu

THE CAREER CENTER
Holy Cross Seminary Formation

The Old College undergraduate seminary program is housed in the original campus structure built in 1843 by Notre Dame’s founder, Rev. Edward Sorin, C.S.C. It welcomes high school graduates with a serious interest in exploring a vocation as a priest or brother in the Congregation of Holy Cross. With nearly 50 men in formation at Notre Dame, Holy Cross is a growing, international religious community with 2,000 priests, brothers, and seminarians in 15 countries throughout the world.

Old College provides an introduction to religious life and ministry in Holy Cross through participation in daily Eucharist and prayer, service placements, spiritual direction, weekly community nights, retreats, and academic preparation, including 24 hours of philosophy. Students can select their own major and tailor the rest of their academic program according to their interests. Old Collegians take all classes with other Notre Dame students and are expected to actively participate in clubs, organizations, and other aspects of campus life. They are also encouraged to spend a semester or year abroad in one of the University’s numerous foreign-study programs. Old College combines a challenging religious formation structure with a complete Notre Dame undergraduate experience.

Moreau Seminary, also located on the Notre Dame campus, is the primary formation house for the Congregation of Holy Cross in the United States. The one-year Candidate Program is a pre-novitiate year designed for those with a bachelor’s degree in any field who are prepared to discern their readiness for vowed religious life. They typically take nine to 12 hours of philosophy and/or theology credits at the University each semester and have ministry placements supervised by seminary staff. Candidates reside at Moreau Seminary with other priests, brothers, and seminarians. They discern their vocation through spiritual direction and active participation in the community life of Moreau Seminary, which is centered around the daily celebration of the Eucharist and the Liturgy of the Hours. After returning from the novitiate, newly professed seminarians begin their formal academic training in the Master of Divinity program.

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

For additional information, contact:

Rev. James King, C.S.C.
Director of Vocations
P.O. Box 541
Notre Dame, IN 46556