

Mission Statement of the University of Notre Dame

CONTEXT

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

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

THE MISSION

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

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

The University prides itself on being an environment of teaching and learning that fosters the development in its students of those disciplined habits of mind, body, and spirit that characterize educated, skilled,

and free human beings. In addition, the University seeks to cultivate in its students not only an appreciation for the great achievements of human beings but also a disciplined sensibility to the poverty, injustice, and oppression that burden the lives of so many. The aim is to create a sense of human solidarity and concern for the common good that will bear fruit as learning becomes service to justice.

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

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

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

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

The University of Notre Dame

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

The institution was founded on the site of an old Catholic missionary outpost in 1842. The founders were a small and impoverished band of French and Irish religious brothers whose leader was Rev. Edward F. Sorin, CSC, 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 it founded through the many Holy Cross priests serving on the University's faculty, the counselors and chaplains who live with the undergraduate students in the residence halls, and the staff of the campus ministry office.

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

Obviously, many other aspects of the University have been changed by more than a century and a half of turbulent and unpredictable happenings in the

Catholic Church and in American life and culture. Fires, outbreaks of infectious diseases, the Civil War, waves of European immigrants and refugees, Church controversies, the Great Depression, two world wars and several smaller bloodlettings, the civil rights movement, and other social convulsions in America, all have involved members of the Notre Dame family and have left deep and indelible imprints on the character and rich tradition of the institution. Rev. William Corby, CSC, a successor to Father Sorin, played a memorable national role as a Union chaplain at the Battle of Gettysburg; Rev. Julius Nieuwland, CSC, 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 statuary and masonry carvings that abound on campus have always been a source of delight to students and tourists alike.

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

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

Each of Notre Dame's 27 undergraduate residence halls has an atmosphere and character of its own. Each has its traditions and generates a feeling of loyalty and camaraderie among its inhabitants. The halls are staffed by rectors, assistant rectors, and res-

ident assistants who endeavor to challenge, facilitate, and support students in integrating the meaning and practice of Christianity today through the development of a community that is humanizing, worshiping, and service-oriented. Consequently, the residence halls form the base of many spiritual, athletic, social, and volunteer service activities. Spirited rivalries between residence halls in various sporting and social events are common. Life in the residence halls provides the context for many relationships among students; social fraternities and sororities are thus considered unnecessary.

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

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

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

The Office of Campus Ministry provides a series of retreats, catechetical instruction for those who wish to join the Catholic Church or find deeper understanding of religious matters, a program of preparation for marriage, and counseling in matters of personal conscience formation. Mass is celebrated daily in the Basilica of the Sacred Heart and in many of the residence hall chapels. There are frequent prayer services of many forms throughout the year, including ecumenical 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 groups. 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 Chorale, the Notre Dame Folk Choir, Voices of Faith Gospel Ensemble, or the Notre Dame Women's Choir. The famous Notre Dame Marching Band, the nation's oldest university marching band, is one of many choices available for musicians. Another is the concert band, which travels to a different part of the United States each spring, representing Notre Dame in concert. Other specialty groups include a jazz band and orchestra.

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

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

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

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

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

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

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

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

The Sophomore Literary Festival is a celebration of the literary arts. Visiting authors read from their works, expound on personal philosophy and offer student workshops. Guests in recent years have

included Ken Kesey, W.P. Kinsella, Jean and Robert Hollander, and Candace Bushnell.

Students also take advantage of the nearby Lake Michigan beaches and the Michigan ski areas. Trips to Chicago are frequently organized to attend the theatre, museums, shops, or sporting events or just to spend the day sightseeing. The South Bend community offers shopping, parks, sports, movies, and cultural events via the Symphony and Theatre League. The East Race Waterway is an attraction providing kayaking, tubing, and rafting.

Athletics. The name "Notre Dame" no longer brings thoughts of just a football powerhouse, and with good reason. Notre Dame has developed into an outstanding academic institution but at the same time has expanded its athletic excellence beyond the football field.

Intercollegiate

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

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

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

Intramurals, Club Sports, Instruction, Special Events, and Fitness

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

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

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

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

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

Facilities

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

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

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

The Loftus Sports Center houses Meyo Field and the Haggar Fitness Complex. The center, which measures 614 by 210 feet, also contains practice areas for lacrosse and soccer, and rooms for sports classes

and conferences. A six-lane indoor track circles Meyo Field, a 120-yard synthetic-turf practice field (new in 2003). Haggar Fitness Complex features 40,000 pounds of weights, used primarily for training of the varsity teams.

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

Other facilities used by Irish athletic teams include:

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

Student Government. 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 government.

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

The relatively simple structure of the student government has evolved gradually in response to changing attitudes and needs of the student body. At the head of the student government is its chief executive officer, the student body president. Although the duties of the job have tended to vary with the priorities of each officeholder, in general the 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 government 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 government 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 website, www.nd.edu.

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

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

The Spirit of Inclusion at Notre Dame

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

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

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

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

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

Academic Profile

DEGREES AND ACADEMIC PROGRAMS

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

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

In the 2004–2005 academic year, students enrolled in the College of Arts and Letters topped the undergraduate enrollment figures with 2,874. There were 1,595 business students, 953 science students, 734 in engineering, and 201 in architecture.

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

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

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

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

The College of Engineering offers curricula leading to degrees of:

- BS in Aerospace Engineering
- BS in Chemical Engineering
- BS in Civil Engineering
- BS in Computer Engineering
- BS in Computer Science
- BS in Electrical Engineering
- BS in Environmental Geosciences
- BS 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
 - Mathematics Honors
 - Applied Mathematics
 - Mathematics and Life Sciences
 - Mathematics and Computing
 - Mathematics Education
 - Mathematics and Business Administration
 - Mathematics and Engineering Science
 - Mathematics and Social Science

- 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).

Supplementary majors may be taken only in conjunction with a full major. The Arts and Letters supplementary preprofessional studies major provides students with an opportunity to complete a supplementary major in health-related science. Students may take supplementary majors/minors in departments of other colleges, but their dean may specify certain modifications in their curriculum. Undergraduates may obtain bachelor degrees in combination programs with other colleges in integrated five-year programs.

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

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

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

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

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

Academic Governance. The major source of academic governance within the University is the Academic Council, made up of administrators, faculty, and students from each of the four colleges and chaired by University President Rev. John I. Jenkins, CSC. 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

DEGREE REQUIREMENTS

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**—104 O’Shaughnessy Hall; **Business**—101 Mendoza College of Business; **Engineering**—257 Fitzpatrick Hall; **Science**—174 Hurley Hall. After a major has been declared, students are assigned a departmental advisor as well.

Pre-Law Advising. Students planning to attend law school may consult with the University pre-law advisor, Assistant Dean Ava Preacher, in 104 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:

<i>University Requirements</i>	<i>Courses</i>
Composition	1
Mathematics	2
Natural Science	2
*History	1
*Social Science	1
*Theology	2
*Philosophy	2
*Fine Arts or Literature	1
†Physical Education	2
	14

* One of these requirements must be University Seminars 13180–13189.

† 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 2.000.

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

(g) The last year in residence.

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

University Seminars. University seminars are designed to foster interaction between first-year students and faculty in small settings. These courses, designated by the “13180” number, are offered by every department (except CAPP) within the College of Arts and Letters and will satisfy the relevant University requirement in history, literature, fine arts, and social science, and the first course of the philosophy or theology requirement. These seminars will include a significant writing component and require a minimum of 24 pages with at least one rewrite of a corrected paper. **Each first-year student will be required to complete one University seminar.**

Mathematics. The University requirement of two mathematics courses can be met in one of two fashions. Most students in the College of Arts and Letters will take two mathematics courses of non-duplicating content chosen from a list of courses with numbers starting with 10120. (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 10250–10260.

Students in the School of Architecture take MATH 10250–10270. Also acceptable are the calculus sequences MATH 10250–10260, 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 10350–10360, MATH 10550–10560, MATH 10850–10860, or MATH 10450–10460. The sequences MATH 10350–10360 and MATH 10550–10560 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 10550–10560 or MATH 10850–10860.

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 10120) or course options chosen from the grouping MATH 10140–10240. (Note: The course MATH 10005 fulfills only University natural science requirements and not University mathematics requirements.)

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

Natural Science. The University requirement of two natural science courses can be met in one of two fashions. Students majoring within either the College of Science or the College of Engineering will complete this requirement in their first year with a laboratory introductory sequence such as BIOS 10161–10162, CHEM 10121–10122, PHYS 10310–10320, or PHYS 10411–10422. 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 10107, CHEM 10102); courses surveying chemistry, mathematics, or physics from the conceptual and elementary level (CHEM 10101–10102, MATH 10005, PHYS 10011–10022, PHYS 10062, PHYS 10111–10122); and a wide variety of courses on specialized topics of general interest in science, including BIOS 10101 through 10117, PHYS 10062, PHYS 10140 or 20140, PHYS 10052, PHYS 10140, or 20140, PHYS 10240–10262, and SCPP 10101.

Students are warned that it is possible to lose degree credit because of overlapping content, for instance between laboratory courses and topical science

DEGREE REQUIREMENTS

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 13184.

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, or Sociology.

The University requires that each student take one social science course. This requirement may be satisfied by an appropriate University Seminar 13181.

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 10001, 13183, 20001), 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 should be chosen from courses numbered 20101–20830. 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.

Philosophy. Philosophy is perhaps the only general college discipline not formally encountered in high school or elementary school. Together with theology, it offers an opportunity for students to address, in a systematic and intellectually rigorous way, ultimate questions about the nature of the human person and the meaning of human life in both its individual and communal dimensions, about the origins and destiny of the universe, and about the nature of understanding and of rational inquiry. In this way, philosophy helps students to reflect carefully about the most basic issues involved in the orientation of their lives.

All students are required to take at least two courses in philosophy. The first course (PHIL 10101, 13185, or 20101) is meant to introduce the student to central philosophical problems and some of the most important figures in the history of philosophy. The second course gives the student the opportunity to explore in greater detail more specific issues in philosophical anthropology, moral and political theory, or philosophical theology. In special cases, the second course may, with the approval of the director of undergraduate studies in philosophy, be taken at a higher level. (Note that Formal Logic [PHIL 30313] does not fulfill the University requirement.) Students normally are expected to take both of the required philosophy courses at Notre Dame. Transfer students to Notre Dame are expected to take at least one philosophy course at Notre Dame. Those who wish to transfer philosophy credits from another college or university must receive the permission of the director of undergraduate studies in philosophy and the dean of their college.

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

Fine Arts. Liberal education involves not only the development of skills of analysis and expression but also the acquisition of sensitivities to the nuances of aesthetic value. Fine arts is broadly conceived. Courses in painting, sculpture, art history, music appreciation and history, creative writing, screen arts, filmmaking, and theatre are among the available offerings. This requirement also may be satisfied by an appropriate University Seminar 13182.

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 13186.

Graduation Rate

Of the students entering a full-time, first-year, bachelor degree-seeking program in the fall of 1998, 96 percent graduated within six years.

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

Grading System

Letter Grade	Point Value	Legend
A	4.000	
A-	3.667	
B+	3.333	
B	3.000	
B-	2.667	
C+	2.333	
C	2.000	Lowest passing grade for graduate students.
C-	1.667	Zero point value for graduate students.
D	1.000	Lowest passing grade for undergraduate students; zero point value for graduate students.
F	0	Failure.
X	0	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.
I	0	Incomplete (reserved for advanced students in advanced studies courses only). It is a temporary and unacceptable grade indicating a failure to complete work in a course. The course work must be completed and the “I”

ACADEMIC REGULATIONS

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. 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 by the registrar of the instructor'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:

Letter Grade

W	Discontinued with 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:

Letter Grade

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	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	Auditor (graduate students only).

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

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

Honors at Graduation. In the undergraduate colleges, a degree will be granted with highest honors (*summa cum laude*) the student's grade point average ranks among the top 5.000 percent of those students graduating from the student's college or school; for a student whose grade-point-average ranks among the top 15.000 percent of the student's college or school, a degree will be granted with high honors (*magna cum laude*); for a student whose grade-point average ranks among the top 30.000 percent of the student's college or school, a degree will be granted with honors (*cum laude*). A student who meets the requirements of more than one category of honors will be awarded only the highest honor for which that student qualifies.

For undergraduate students who began before fall 2001, the following Latin honors apply: In the undergraduate colleges, degrees will be granted with honors (*cum laude*) if the student has a 3.400 cumulative average; a 3.600 cumulative average is required for graduation with high honors (*magna cum laude*); and a 3.800 cumulative average is required for graduation with highest honors (*summa cum laude*).

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.

Grounded in this expectation of honorable behavior, the Academic Code of Honor commits all students to perform academic work honestly. It requires 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. The Academic Code of Honor can be found at <http://www.nd.edu/~hnrcode>.

Notre Dame NetID Student Policy

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

Academic Regulations

Embodied within the Academic Code are policies and regulations governing the student attainment of academic credit and degrees from the University of Notre Dame. Such regulations have been enacted by the Academic Council of the University, which retains the authority and responsibility for the review and amendment of the Academic Code. The administration and interpretation of academic regulations rest with the academic officers of the University,

ACADEMIC RESOURCES

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

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 2004–05, Notre Dame's regular teaching and research faculty numbered 780 full-time and 410 part-time. Other faculty, such as administrators, professional specialists, librarians, and research fellows numbered 383 full-time and 13 part-time. Ninety-nine percent of the full-time instructional faculty have terminal degrees, 92 percent of them have doctorates. Ninety-seven percent of the full-time instructional faculty are lay persons.

University Libraries. The University library system consists of 11 libraries, which house most of the books, journals, manuscripts, and other non-book library materials available on the campus. Currently, the collections contain nearly 3 million volumes, more than 3 million microform units, more than 5,000 electronic titles, and more than 23,600 audiovisual items to support the teaching and research programs. In the past year, the libraries added more than 58,780 volumes and received about 9,618 serial titles.

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

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

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

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

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

The remaining seven libraries were established to meet the teaching and research needs of the College of Engineering, the College of Architecture, the College of Science, and the Law School. These libraries

generally contain the more recent literature, and the Hesburgh Library retains the older materials.

The Engineering Library, located on the first floor of Fitzpatrick Hall of Engineering, has a collection of 53,010 volumes and receives more than 155 paper journals and about 1,409 e-journals related to engineering. The facility provides database searches as well as bibliographic instruction.

The Architecture Library has a collection of more than 28,640 volumes and more than 98 currently received paper journals and 11 e-journals pertaining to various aspects of architecture.

The Chemistry/Physics Library, located in Room 231 of the Nieuwland Science Hall, maintains a collection of some 43,738 volumes and currently receives about 117 paper journals and 544 e-journals in all fields of chemistry and physics. It can provide database searches and bibliographic instruction.

The Life Sciences Library, located on the first floor of the Paul V. Galvin Life Sciences Center, houses an estimated 24,029 volumes and receives approximately 329 print journals and 950 e-journals in the fields of biology, life sciences, and medicine. It offers database searching and bibliographic instruction.

The Mathematics Library, located in the lower level of the Hayes-Healy Center, has a collection estimated at 50,189 volumes and subscribes to about 150 paper and 380 e-journals dealing with all areas of pure and applied mathematics.

The Radiation Chemistry Data Center, located in Room 105 of the Radiation Research Building, has a collection of 4,820 volumes and receives nine journals and 24 e-journals in radiation chemistry. It serves many of the information service needs of the radiation chemical community throughout the United States and abroad.

The Kresge Law Library, although located in and administered by the Law School, is available for use by all students, faculty, and staff. It has a collection of more than 619,300 books and microform equivalents of law and law-related material and subscribes to more than 6,700 serial publications.

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

Institutes, centers, and specialized research laboratories at Notre Dame include the Helen Kellogg Institute for International Studies, the Joan B. Kroc Institute for International Peace Studies, the Keough Institute of Irish Studies, the Erasmus Institute, the Nanovic Institute for European Studies, the Institute for Latino 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);

ADMISSION

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

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

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 Feddersen Collection of 70 notable Rembrandt van Rijn etchings are exhibited frequently; and the 18th-century collection includes such masters as Boucher, Vigee-Lebrun, Reynolds, Conca, and de Mura.

The critically acclaimed John D. Reilly Collection of Old Master to 19th-Century Drawings includes examples by Tintoretto, Tiepolo, Oudry, Fragonard, Ingres, Gericault, 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 European Photography contains some 5,500 images of persons and places taken during the first 40 years of camera use.

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

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

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

Twentieth-century styles and movements are seen in paintings by Miro, O'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 MFA and BFA degrees. Special events and programs include lectures, recitals, films, and symposia held in the 304-seat Annenberg Auditorium and in the galleries.

Admission

This year we expect more than 11,000 students will apply for admission to Notre Dame's entering class. Most of the applicants will have the academic aptitude and preparation necessary to complete a degree program at the University. The Committee on Admissions will decide which applicants will be among the 1,985 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/pre dental 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/pre dental program or the combined arts-engineering program, the distribution must be:

ADMISSION

English.....	4
Algebra, advanced algebra, trigonometry, and geometry	3
Advanced mathematics (calculus or precalculus)	1
Foreign language	2
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 website: admissions.nd.edu.

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

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

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

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

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

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

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

DECISION AND NOTIFICATION PLANS

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

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

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

Early Action:

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

Regular Action:

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

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

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

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

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

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

THE SELECTION PROCESS

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

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

Personal Qualities. The lifeblood of Notre Dame resides in its people: faculty, staff, and students. Each potential student's application is studied to determine what talents, skills, and interests that person might offer Notre Dame's community. We have a strong interest in people who can make unique contributions and will share their talents with us—talents as musicians, writers, technicians, tutors, athletes, artists, volunteer workers, actors, organizers, thinkers, conversationalists, poets, jugglers, or dancers. There is need in each freshman class for a variety of talents and 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 11,000 individuals.

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

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

INTERNATIONAL STUDENTS

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

The admissions process for international students who are not Permanent Residents of the United States differs slightly from the process for US 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 website: 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 website, 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 obtained the equivalent of at least 27 semester hours of transferable credit, and maintained a cumulative "B" average in all courses. (The competition is such that the average GPA for admitted students is significantly higher.) The committee gives strong preference to applicants who have completed Notre Dame's first-year course requirements. 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 and not in a special program, it is unlikely that you will gain admission as a transfer student.

As a transfer applicant you must provide the Office of Admissions with (1) a completed application form, (2) an official transcript from each college attended along with course descriptions, (3) a final

high school transcript, and (4) an official SAT I or ACT score.

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

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

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

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

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

Students may apply online via our website: admissions.nd.edu.

Fees and Expenses

In the undergraduate colleges, the University is essentially a residence school for full-time students. As many students as accommodations will allow are housed in the campus residence halls. First-year students are obliged to live on campus. Permission to live off campus must be obtained from the dean of students. The fees listed below are for the academic year 2005–06 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 2005–2006 ranges from \$19,555 to \$19,647 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

STUDENT FINANCIAL AID

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 \$15,550 per semester for the academic year 2005–2006, which entitles the student to instruction for the semester and those things listed above under the total fee for the campus resident student. For the off-campus student requiring board and lodging at the University Health Services in time of illness, there is a daily charge.

Part-Time Undergraduate Student. An undergraduate degree-seeking student must be in full-time status each semester. Any undergraduate student who is enrolled in at least 12 credit hours is considered full-time. A student who believes that special circumstances may require him or her to carry fewer than 12 semester hours in any semester (including a senior in his or her last semester) must seek approval to be part-time from his or her respective college. This request and conversion, if approved, must be made before the 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, 2005.

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 2005–2006 academic year (effective August 15, 2005, to August 15, 2006) is \$1,179.

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

Payment Plan for Budgeting Educational Expenses.

The University makes available an interest-free monthly payment plan through Academic Management Services (AMS), PO Box 7448, Wilkes-Barre, PA 18773-7448. 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 toll-free at (877) 282-5933.

Student Financial Aid

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

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

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

Equally significant in determining need is the cost of attending an institution. The same student may have adequate family resources for attendance at a public institution but may show substantial need at a higher-cost institution, such as Notre Dame. Those

STUDENT FINANCIAL AID

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:

$$\begin{array}{r} \text{Cost of Attendance} \\ - \text{Family Contribution} \\ \hline = \text{Financial Need} \end{array}$$

Cost of Attendance. Expenses for college will vary from one institution to another and are subject to change from one year to the next. Estimated average expenses for first-year undergraduates at Notre Dame for the 2005–2006 academic year include:

Tuition and Fees	\$31,540
Room, Board, and Phone	8,180
Books	850
Personal/Transportation	1,400
Total	\$41,970

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

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

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

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

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

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

The College Scholarship Service (CSS) also provides a supplemental application known as the CSS Financial Aid PROFILE. This application often allows the student and family to provide additional, more comprehensive information with which the institution can make a better evaluation of the family's financial circumstances. The PROFILE (along with the appropriate fee) must be submitted to CSS by February 15 for prospective first-year students, February 28 for continuing students, and March 31 for prospective transfer students to be considered for 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 complete the CSS PROFILE at www.collegeboard.com.

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

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

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

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

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

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

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

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

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

International Students. Financial aid opportunities for international students are limited. International students should be prepared to finance, either privately or through a sponsor, the full cost of their Notre Dame education. The International

STUDENT FINANCIAL AID

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 US Immigration and Naturalization Service's regulations required for maintaining an officially authorized US Student Visa status.

FINANCIAL AID PROGRAMS

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

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

SCHOLARSHIPS/GRANTS

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

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

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

A self-help component, including student loan and campus employment programs, serves as the foundation of a financial aid package prior to scholarship/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 resources.

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

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

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

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

The FAFSA serves as the application for the Pell program. Eligibility is determined by a US Department of Education formula uniformly applied to all applicants. After applying, the student will receive a Student Aid Report (SAR) from the federal government. Eligible students will be notified by the Financial Aid Office of Notre Dame. In 2005/2006, the grants range from \$400 to \$4,050.

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 US 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 US citizens or permanent residents of the United States.

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

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

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

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

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

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

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

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

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

The Financial Aid Information Page at www.finaid.org and the College Board Online at www.collegeboard.com provide scholarship search information.

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

STUDENT FINANCIAL AID

STUDENT EMPLOYMENT

Part-time employment opportunities, including those offered through the need-based Federal Work-Study and Paid Community Service Programs as well as other programs, are 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 for the 2005/2006 academic year is \$6.60.

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

LOANS

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

Federal Perkins Loan. Notre Dame participates in the Federal Perkins Loan Program. As with all student loans, student borrowers will be responsible for repaying, with interest, this source of financial assistance after terminating their education. Within conditions prescribed by law and regulations issued by the US 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 US 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 US citizenship or permanent residency in the United States, as well as enrollment on at least a half-time basis, good standing at the University, and satisfactory academic progress.

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

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

All first-time borrowers complete an online Stafford Master Promissory Note and Stafford Loan Entrance Counseling. 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:

$$\frac{\text{Cost of Attendance} - (\text{Family Contribution} + \text{Financial Aid})}{\text{Cost of Attendance}} = \text{Federal Stafford Eligibility}$$

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

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

$$\frac{\text{Cost of Attendance} - \text{Financial Aid}}{\text{Cost of Attendance}} = \text{Federal Unsubsidized Stafford Loan Eligibility}$$

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:

Year	Amount
1st	\$ 6,625
2nd	7,500
3rd–5th	10,500

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).

STUDENT FINANCIAL AID

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, rounded to the nearest quarter.
- Interest begins to accrue upon disbursement of the loan.
- No origination fee or insurance fee.
- Repayment of accrued interest and principal beginning six months after the student ceases to be enrolled in school, not to exceed seven years from the first disbursement of the first loan, and generally extending up to 15 years.
- Opportunity for eligible students to apply for up to \$12,500 annually, with an undergraduate aggregate of \$62,500.
- Requirement of a creditworthy US 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 toll-free at (877) 282-5933.

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

- Variable interest rate based on the 91-day T-Bill plus 3.1 percent.
- Three percent origination fee and up to 1 percent insurance fee.
- Repayment on both principal and interest usually beginning within 60 days of disbursement of the funds, generally extending up to 10 years.
- Opportunity for parents to borrow up to the full cost of education minus student aid.

- Deferment of principle and interest, offered by some lenders during the student's enrollment period. (Contact lender for details.)

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

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

Standards of Progress for Recipients of Financial Aid

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

A. Academic Good Standing: In general, students must meet the University's minimum requirements for academic good standing, as outlined in *du Lac*, to receive financial aid. Failure to maintain academic good standing will result in academic probation and

UNDERGRADUATE STANDARDS OF PROGRESS FOR RECIPIENTS OF FINANCIAL AID

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

Full-time is defined as 12 hours or more; part-time is defined as 11 hours or less.

probation for purposes of financial aid. Students may receive aid while in this probationary status. However, once students are declared “subject to dismissal,” if they are “continued on probation,” they are *not* automatically eligible for financial aid.

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

Full-time undergraduate students are expected to complete degree requirements in either eight or 10 semesters, depending on their academic program. The chart 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 financial aid. Standards for both full-time and part-time students, as well as for four-year and five-year academic programs, are shown.

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

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

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

Center for Social Concerns

The Center for Social Concerns provides students with a wide variety of academic as well as extracurricular opportunities for civic participation and addressing issues of injustice.

I. 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. Academic credit is given for the following experiential and community-based learning courses, developed and coordinated primarily by center staff.

CSC 23090. Social Concerns Seminar: Children and Poverty (1-0-1)

This seminar focuses on concerns that affect the youth of our nation, especially poverty and violence, and examines efforts to foster positive youth development. Immersion in New York City. Participants read Catholic social teaching focused on youth/family issues.

CSC 20629. War, Law, and Ethics (3-0-3) Pfeil

This course is designed to explore the ethical and legal considerations related to war and the use of force. Beginning with a historical overview of Christian thinking on war and peace, we will develop an account of various ethical positions on the use of force, including views rooted in the just war tradition and in pacifism. We will also consider the ethical implications of contemporary issues related to the use of force, e.g., sanctions, war crimes, humanitarian intervention, and terrorism. In collaboration with the Center for Social Concerns and La Casa de Amistad, students will have the opportunity to engage in service-learning by working with students from Washington High School to collect stories from local war veterans as part of the Library of Congress, “Veterans History Project.”

CSC 23854. Social Concerns Seminar: NYSP Training (1-0-1)

This course is designed for students who have been selected to participate in the summer National Youth Sports Program and do not have experience working with disadvantaged youth.

CSC 33858. Social Concerns Seminar: International Issues (1-0-1) Tomas Morgan

This course revolves around international experiential learning opportunities, examining the culture, community and life of the people encountered, including the poor. Students participate in preparation and follow-up sessions.

CSC 33931. Summer Service Learning International: ACCION (3-0-3) Pfeil

The ACCION Internships run 10-12 weeks in micro-lending offices across the country. For junior Business majors only.

CSC 33932. Summer Service Learning: African-American (3-0-3) Shappell

This is a leadership internship for African-American students who work 10-12 weeks in an African-American area with organizations dedicated to empowering local communities. Students will complete the requirements of THEO 359 and work with the Center for Social Concerns to build partnerships with the agencies and people involved. An application and interview are necessary for participation.

CSC 33933. Summer Service Learning: Hispanic (3-0-3) Shappell

This is a leadership internship for Hispanic studies working 10-12 weeks in a Hispanic/Latino area with organizations dedicated to empowering local communities. Students will complete the requirements of THEO 359 and work with the Center for Social Concerns to build partnerships with the agencies and people involved. Application and interview necessary for participation.

CSC 33934. Summer Service Learning: Worker Justice (3-0-3) Beckman

Many of the 32 million people who live in poverty in our country hold full time jobs. Immigrant workers often make \$6.00 an hour with no health benefits, working under dangerous conditions. In a recent Department of Labor study, 100 percent of poultry plants, 60 percent of nursing homes, 50 percent of restaurants and 90 percent of farms were found to be violating wage and hour laws. In this internship, students from Notre Dame and other Catholic colleges and universities will work for ten weeks during the summer with one of 60 interfaith committees around the country through the National Interfaith Committee for Worker Justice (NICWJ). They will assist local staff on a wide range of worker issues, including access to affordable health care, immigrant worker rights, and worker rights to organize. They will explore how economic theory, trends and policy inform the experience of workers in this country and gain a solid introduction to Catholic social teaching on labor issues.

CSC 33936. Summer Service Learning: Confronting Social Issues (3-0-3) Pfeil

This three-credit service-learning course takes place before, during, and after student participation in eight-week “Summer Service Projects” sponsored by the Center for Social Concerns. The goals of the course are to reflect on the meaning and dynamics of Christian service, compassion and Catholic social teaching through readings and writing, along with discussion and reflection with site supervisors and alumni, and scheduled group discussions upon return to campus. Writing assignments include a journal, reflection paper of six to eight pages and responses to study questions related to the course packet. This course is completed during the first five weeks of fall semester and is graded Satisfactory or Unsatisfactory. Acceptance is based on the student’s application and interview. Contact the Center for Social Concerns for more information.

CSC 33938. Summer Service Learning: International (3-0-3) Tomas Morgan

This three-credit course provides students the opportunity to encounter international realities through work with poor and marginalized people. Same academic requirements as THEO 360 with the addition of area/country specific readings and meetings.

CSC 33939. Summer Service Learning: NYSP (3-0-3) Pettit

The National Youth Sports Program runs for six weeks on the Notre Dame campus. Students work with low-income children from the South Bend area in educational enrichment and recreation. Same requirements as THEO 360.

CSC 33950. Social Concerns Seminar: Appalachia

(1-0-1) Miller McGraw

This seminar involves experiential learning during the semester break. The course is centered on a service-learning immersion in the region of Appalachia and provides preparation for and follow-up to that experience. Students may focus on particular themes (e.g., rural health care, environmental issues) at various sites while learning about the region and rural issues.

CSC 33951. Social Concerns Seminar: Washington, DC

(1-0-1) Miller McGraw

This course centers on a trip to Washington, DC, over fall break, during which time students analyze a significant social issue through contact with various agencies, government offices, and church organizations. Students participate in preparation and follow-up sessions. Themes (e.g., Educational Reform, Violence in America) vary each year.

CSC 33952. Social Concerns Seminar: Contemporary Issues

(1-0-1) Brandenberger

This seminar allows students to participate in an experiential opportunity designed to examine contemporary social problems. Emphasis will be placed on understanding issues/conflicts from the perspective of the various participants. Preparation and follow-up sessions are tailored to the specific opportunity.

CSC 33953. Social Concerns Seminar: Contemporary Issues

(1-0-1) Tomas Morgan

This seminar allows students to participate in an experiential opportunity designed to examine contemporary social problems. Emphasis will be placed on understanding issues/conflicts from the perspective of the various participants. Preparation and follow-up sessions are tailored to the specific opportunity.

CSC 33954. Social Concerns Seminar: Leadership Issues

(1-0-1) Miller McGraw

This course is open to student leaders of various campus organizations focused on community service and social action (e.g., student groups affiliated with the Center for Social Concerns, social concerns commissioners of dorms, etc.). This seminar will examine leadership and empowerment issues from a multi-disciplinary perspective, focusing on the role of the leader within organizations promoting community service, social awareness, and action for justice and peace. The course will provide students with an opportunity to examine and develop their personal leadership styles and potentials through a variety of experientially based learning experiences.

CSC 33956. Social Concerns Seminar: Field Education

(1-0-1) Brandenberger

A directed field education experience in theology, augmented by readings and dialogue with faculty and others. Area of focus and placement determined by student interest and initiative, in collaboration with the Center for Social Concerns. Site placements may involve service-learning or related work (at, for example, La Casa De Amistad, the Center for the Homeless, or other site where the Center has placed a Community-Based Learning Coordinator). A learning agreement will outline specific learning tasks and requirements.

CSC 33957. Conscience in the Crossfire

(1-0-1) Pfeil

This course will explore issues central to the 2004 elections, with a focus on how citizens, in particular those who bring a faith perspective, may address social concerns in their voting and political participation. Guest speakers from campus and beyond will present multiple secular, religious, and policy perspectives.

CSC 33959. Social Concerns Seminar: Cultural Diversity

(1-0-1) Pettit

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. Students will participate in a five-day program during break at selected sites 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.

CSC 33960. Social Concerns Seminar: Mexico Service Learning

(1-0-1) Tomas Morgan

This seminar involves three weeks of service-learning in Oaxaca, Mexico. It is designed to expose students to the reality of Latin America through inter-cultural 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.

CSC 33961. Social Concerns Seminar: Discernment

(1-0-1) Shappell

This seminar focuses on senior students discerning and envisioning the integration of faith/theology and social concerns into their lives beyond Notre Dame. The objective is to provide students the opportunity to integrate their experience with the insights of speakers and authors, emphasizing the Catholic Social Tradition, in written and oral expression. The seminar will meet for six Wednesdays from 5:00–7:00 p.m. at the Center for Social Concern.

CSC 33962. Social Concerns Seminar: Gospel of Life

(1-0-1) Miller McGraw

The Gospel of Life Seminar provides opportunities to read, reflect and be of service on a variety of life

issues through service and experiential learning. Exploration begins in orientation classes where students will become familiar with the issues through reading Church documents such as *The Gospel Of Life* and through meeting people of the South Bend and Notre Dame communities that work on pro-life issues. During the week of service and experiential learning in Washington, DC over Fall break, the seminar participants will learn from Church and government leaders, various agencies, and individuals. The follow-up classes facilitate analysis and synthesis of insights gained during the week in Washington, D.C.

CSC 43075. Social Concerns Seminar: Gullah People

(1-0-1) Miller McGraw

Permission required.

CSC 47600. Social Concerns Seminar: Haiti (1-0-1)

Individual or small group study under the direction of a faculty member in an undergraduate subject not concurrently covered by any University course.

CSC 43705. Addiction, Science, and Values (3-0-3) Manier

Students will be introduced to topics in the ethics of care for the indigent; to alternative therapies for recovery and maintenance; and to current brain models of addiction. They will be placed as volunteers (for 14 weeks) with institutions serving indigent recovering addicts in St. Joseph and Elkhart counties.

CSC 45836. Applied Anthropology: Immigrant Labor Rights

(4-0-4)

In conjunction with local organizations and social science researchers, students will work within Elkhart, collecting ethnographic data from immigrant community members. They will also learn how to apply the data they have collected to models for serving the community to find ways to better serve the local community and meet its needs.

A. The center faculty offer various three-credit courses through their own academic departments of economics, political science, and psychology. Each involves community-based learning or community-based research. Sample offerings include Leadership, Ethics, and Social Responsibility (PSY 43247) and Why are People Poor (College Seminar 23101).

II. With the assistance of the Center for Social Concerns, students engage in multiple opportunities for direct service and other forms of extracurricular civic participation. They also work to educate and mobilize themselves and others toward the creation of a more just world.

A. The Center for Social Concerns helps to facilitate more than 30 direct service groups that work in collaboration with many local community organizations, such as Robinson Community Learning Center and Center

RESERVE OFFICERS TRAINING CORPS PROGRAMS

for the Homeless. (Other service opportunities at the university are coordinated directly through the residence halls and other campus organizations.)

B. Civic participation involves direct service, as mentioned above, and more. Through the Center for Social Concerns, students participate as part of faculty and community coalitions, such as the Lead Alliance; do research for neighborhood organizations, for instance, the Near Northwest Neighborhood Association; and engage in community organizing.

C. The center's Senior Transition Program offers students discernment and information sessions regarding postgraduate service opportunities such as Holy Cross Associates, in the US and in other countries.

D. The center likewise provides space and consultation for many social action groups, such as the Children's Defense Fund, Amnesty International, and the Progressive Student Alliance. These organizations sponsor talks, conduct workshops, and coordinate other projects through which students learn about and address issues of injustice.

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. Non-ROTC students may not enroll in ROTC courses without permission of their college deans.

The College of Arts and Letters and the College of Business Administration accept a maximum of 12 free elective credits from the 30000- and 40000-level military sciences only. Credit from the 10000- and 20000-level courses does not count toward the degree requirements and must be subtracted from the total number of degree credits listed on the transcript.

In the College of Engineering, ROTC students 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 40000-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 (30000- or 40000-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:

Cpt. Timothy L. Dukeman, USAR

Maj. Gary Masapollo, USAR

Cpt. Angela L. Hennessey, 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.

MSL 10101. Foundations of Officership (1-2-1) Wood

A study of the organization of the Army with emphasis understanding and implementing officership, leadership, and the Army values. Military courtesy, discipline, customs, and traditions of the service, fitness, and communication are taught and demonstrated through practical exercise. Includes a 48-hour field training exercise and a weekly two-hour laboratory emphasizing basic soldier skills such as land navigation and marksmanship.

MSL 10102. Basic Military Leadership (1-2-1) Wood

A study of functions, duties, and responsibilities of junior leaders. Emphasizes operations of the basic military team to include an introduction to the Army's problem-solving process as well as the fundamentals of time and resource management. Includes a 48-hour field training exercise and a weekly two-hour laboratory emphasizing basic soldier skills such as first aid, US weapons, and military communication.

MSL 20201. Individual Leadership

(2-2-2) Hennessey

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

MSL 20202. Leadership and Teamwork

(2-2-2)

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

MSL 30301. Leadership and Problem Solving

(2-2-2) Dukeman

Military decision making, problem analysis, and integrated planning of platoon operations. Analysis of the components of leadership through practical exercises and historical examples. Includes one 48-hour field training exercise.

MSL 30302. Leadership and Ethics

(2-2-2) Dukeman

Advanced military decision making, problem analysis and integrated planning with synchronization of multiple assets. This is conducted on the basis of platoon operations and tactics. Includes two 48-hour field exercises.

MSL 40401. The Professional Officer

(2-2-2) Jordan

Advanced study of military leadership and management. Discusses staff organization, functions, and processes. Analyzes counseling methods and responsibilities. Examines organization climate and training management.

MSL 40402. Military Management

(2-2-2) Jordan

Study of the law of war, code of conduct, personnel management, information on awards, separations, promotions, evaluations, assignments, and counseling techniques. Includes pre-commissioning seminars to address current military problems, trends, and customs.

MSL 40414. American Military History I

(1-0-1) Masapollo

This course is the first part of a two-semester survey course with an analysis of American military history from the early American colonial period through the

RESERVE OFFICERS TRAINING CORPS PROGRAMS

current global war on terrorism. The MSL 40414 course is designed to be an exploration into the evolution of modern warfare; with special emphasis on the technological developments, organization adaptations, and doctrinal innovations that have shaped the American military from its first conception in 1607 through the 1900. The successful completion of MSL 40414 and 40415 meets the military history pre-commissioning requirement for US Army ROTC cadets.

MSL 40498. Military History: Strategy and Tactics
(1-0-1)

This course is a study of military tactics, leadership, doctrine, technologies, techniques, and procedures as they relate to historical military campaigns.

MSL 47498. Topics in Military Science
(2-0-2)

This is an independent study course that will allow contracted ROTC cadets to design a course of study to investigate selected topics in Military Science more completely.

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, Rifle Team, 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.

American Legion Post 357 US Officer'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. M.E. Neller, USN

Assistant Professors:

Cdr. J.A. Morris, USN

Maj. T.P. Theriot, USMC

Lt. T.M. Joyce, USN

Lt. D.S. McCaffrey, USN

Lt. T.F. Rempe, 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 US 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.

NSCI 10101. Introduction to Naval Science
(2-0-2)

Corequisite(s): NSCI 11111

A comprehensive, introductory study of the US naval history and traditions, complex organization and structure, officer career paths, and the role of the naval service in supporting national policies. Fall.

NSCI 10102. Maritime Affairs
(2-0-2)

A comprehensive, introductory study of the US naval history and traditions, complex organization and structure, officer career paths, and the role of the naval service in supporting national policies. Fall.

NSCI 10111. 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.

NSCI 11111. Drill/Leadership Laboratory
(0-0-0)

Corequisite(s): NSCI 10101

Practical exercises in leadership, including close order drill and professional development classes.

NSCI 10112. Sea Power and Maritime Affairs
(2-0-2)

A study of defense and maritime policies; naval history; and the capabilities and roles of the US, Russian, and other navies. Spring.

NSCI 11112. Drill/Leadership Laboratory
(0-0-0)

Practical exercises in leadership, including close order drill and professional development classes.

NSCI 20201. Leadership and Management I
(3-0-3) Rempe

Corequisite(s): NSCI 21211

A comprehensive study of organizational leadership. Emphasis on motivation, planning, communication, feedback, and subordinate needs. Introduction to moral leadership. Fall.

NSCI 20211. Naval Ships Systems I
(3-0-3)

A detailed study of ship propulsion and auxiliary systems. Emphasis on fossil fuel, nuclear, and gas turbine systems. Introduction to ship design and damage control. Fall.

NSCI 21211. Drill/Leadership Laboratory
(0-0-0)

Corequisite(s): NSCI 20201

Practical exercises in leadership, including close order drill and professional development classes.

NSCI 20212. Leadership and Management I
(3-0-3)

A comprehensive study of organizational leadership. Emphasis on motivation, planning, communication, feedback, and subordinate needs. Introduction to moral leadership. Spring.

NSCI 21212. Drill/Leadership Laboratory
(0-0-0)

Practical exercises in leadership, including close order drill and professional development classes.

NSCI 30301. Naval Ships Systems I
(3-0-3)

A detailed study of ship propulsion and auxiliary systems. Emphasis on fossil fuel, nuclear, and gas turbine systems. Introduction to ship design and damage control. Fall.

NSCI 30302. Naval Ships Systems II
(3-0-3)

An overview of basic theory and principles of modern naval ordnance, weapon systems, and their interaction with the physical constraints of the environment from initial target detection to final target engagement. Course contains an overview of types of weapon systems, including a study of target identification, detection, acquisition, tracking, and engagement. Spring.

NSCI 30311. Navigation
(3-0-3) McCaffrey

Corequisite(s): NSCI 31311

A study of the theory and principles of navigation. The course covers dead reckoning, piloting, and navigation tools. Electronic, inertial, and celestial navigation systems are discussed. Nautical rules of the road and laws regarding vessel operation are also included. Fall.

NSCI 31311. Drill/Leadership Laboratory
(0-0-0)

Corequisite(s): NSCI 30311

Practical exercises in leadership, including close order drill and professional development classes.

RESERVE OFFICERS TRAINING CORPS PROGRAMS

NSCI 30312. Naval Operations
(3-0-3)

A study of ship handling and employment, including communications, and sonar and radar searches. Tactical formations, dispositions, and basic seamanship are taught. Relative motion and the maneuvering board are introduced. Naval Command and control issues are also discussed. Spring.

NSCI 31312. Drill/Leadership Laboratory
(0-0-0)

Practical exercises in leadership, including close order drill and professional development classes.

NSCI 40401. Naval Operations and Seamanship
(3-0-3)

A study of ship handling and employment, including communications, and sonar and radar searches. Tactical formations, dispositions, and basic seamanship are taught. Relative motion and the maneuvering board are introduced. Naval command and control issues are also discussed. Fall.

NSCI 40402. Leadership and Ethics
(3-0-3)

A study of practical leadership skills for any manager focusing on the specific leadership and management responsibilities of a Naval officer. Teaches skills needed to transition from student to manager. Explores Naval ethical issues, Naval law, and Navy policies and programs. Spring.

NSCI 40411. Naval Ships Systems II
(3-0-3) Joyce

Corequisite(s): NSCI 41411

An overview of basic theory and principles of modern naval ordnance, weapon systems, and their interaction with the physical constraints of the environment from initial target detection to final target engagement. Course contains an overview of types of weapon systems, including a study of target identification, detection, acquisition, tracking, and engagement. Spring.

NSCI 41411. Drill/Leadership Laboratory
(0-0-0)

Corequisite(s): NSCI 40411

Practical exercises in leadership, including close order drill and professional development classes.

NSCI 40412. Leadership and Ethics
(3-0-3)

Prerequisite(s): (NSCI 20212 or NSCI 212)

A study of practical leadership skills for any manager focusing on the specific leadership and management responsibilities of a Naval officer. Teaches skills needed to transition from student to manager. Explores Naval ethical issues, Naval law, and Navy policies and programs. Spring.

NSCI 41412. Drill/Leadership Laboratory
(0-0-0)

Practical exercises in leadership, including close order drill and professional development classes.

NSCI 40413. 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 is required for Marine options and alternates every other fall semester with Evolution of Warfare.

NSCI 40415. 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 for Marine options and alternates every other fall semester with Amphibious Warfare.

* *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 Drill Team

Student Awards and Prizes.

The Secretary of the Navy Distinguished Graduate Award. The annual recognition of the top graduating midshipman.

The George W. Strake Jr. 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 Edward Easby-Smith Award. Recognition given annually to the graduating Navy officer who most exemplifies the characteristics of a Marine officer.

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

AEROSPACE STUDIES

Chair and Professor:

Col. Michael Zenk, USAF

Assistant Professors:

Maj. Richard Petty, USAF

Capt. William Zimmerman, USAF

Capt. Alan Acree, USAF

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

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

AS 10101. The Foundations of the United States Air Force
(1-0-1)

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.

AS 11101. Leadership Laboratory
(0-2-0)

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.

AS 10102. The Foundations of the United States Air Force
(1-0-1)

Corequisite(s): AS 11102

Additional study of the organizational structure of the Air Force, with emphasis on leadership and communication skills.

RESERVE OFFICERS TRAINING CORPS PROGRAMS

AS 11102. Leadership Laboratory
(0-2-0)*Corequisite(s):* AS 10102

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.

AS 20101. 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.

AS 21101. Leadership Laboratory
(0-2-0)

Further 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.

AS 20102. The Evolution of USAF Air and Space Power

(1-0-1)

Further study from the Vietnam War to the space-age global positioning systems of the Persian Gulf War. Effective communication techniques are also emphasized.

AS 21102. Leadership Laboratory
(0-2-0)

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.

AS 30098. Introduction to Principles of Flight
(3-0-3) Zenk

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.

AS 30101. Air Force Leadership Studies
(3-0-3) Townley

A study of leadership, management fundamentals, professional knowledge, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied.

AS 31101. Leadership Laboratory
(0-2-0)

Activities classified as leadership and management experiences involving the planning and controlling of military activities of the cadet corps, and the preparation and presentation of briefings and other oral and written communications. Also includes inter-

views, guidance, and information that will increase the understanding, motivation, and performance of other cadets.

AS 30102. Air Force Leadership Studies
(3-0-3)

Further study of the Air Force personnel and evaluation systems, leadership ethics, and additional communication skills.

AS 31102. Leadership Laboratory
(0-0-0)

Activities classified as leadership and management experiences involving the planning and controlling of 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.

AS 40098. Directed Readings
(3-0-3)

Directed readings of selected classic and current military/leadership literature.

**AS 40101. National Security Affairs/
Preparation for Active Duty**
(3-0-3)

An examination of the national security process, regional studies, advanced leadership ethics, and Air Force doctrine.

AS 41101. Leadership Laboratory
(0-2-0)

Further activities classified as leadership and management experiences. They involve the planning and controlling of 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.

**AS 40102. National Security Affairs/
Preparation for Active Duty**
(3-0-3)

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.

AS 41102. Leadership Laboratory
(0-2-0)

Further activities classified as leadership and management experiences. They involve the planning and controlling of 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.

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

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, are presented to the top graduating senior in Air Force ROTC.

The Noël 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.

Office of International Studies

The Office of International Studies, under the direction of Prof. Julia Douthwaite, assistant provost, administers 30 programs in 17 countries. The OIS is broken up into four main groups:

- International Study Programs
- Undergraduate London and Oxford Programs
- London Summer Program
- Washington Program

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.

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.

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

Admission into several of the programs is quite competitive. Participation is a privilege, not a right. Offers of admission are made in accordance with

INTERNATIONAL STUDY PROGRAMS

program requirements, at the discretion of the OIS staff in consultation with faculty and staff of the University. As our goal is to maximize the number of students studying off campus, participation in more than one program is unlikely. Students considering more than a single semester or academic year program should carefully review their majors and minors to ensure that such study does not delay the completion of graduation requirements. Students who have participated in or been selected for an off-campus program may receive a lower priority in the selection process of a second program.

Participation in a summer off-campus program does not affect a student's application to a semester or yearlong program.

Notre Dame programs are located in Angers, France; Dublin, Ireland; Fremantle, Australia; Perth, Australia; London and Oxford, United Kingdom; Monterrey, Mexico; Puebla, Mexico; Nagoya, Japan; Salzburg and Innsbruck, Austria; Rome, Italy; Toledo, Spain; Rio de Janeiro and São Paulo, Brazil; and Jerusalem. Notre Dame also has a small exchange program with L'Institute d'études politiques (Sciences-Po) in Paris. Notre Dame students may apply to Saint Mary's College programs. The International Study Programs Office also facilitates applications to approved programs in Athens, Greece; Berlin, Germany; Bologna, Italy; Cairo, Egypt; Santiago, Chile; Beijing, China; Shanghai, China; Tokyo, Japan; and Moscow, St. Petersburg, and Vladimir, Russia. Programs are also sponsored by the School of Architecture in Rome and by the Law School and the MBA Program in London. The College of Engineering offers a summer program in London. Summer programs are available for students from all colleges in London, Dublin, Toledo, and Puebla. Additional summer programs may be offered in the summer of 2006.

Candidates for Angers, Paris, Rio de Janeiro, Innsbruck, Berlin, Rome, Bologna, Beijing, Nagoya, Toledo, Monterrey, Puebla, Santiago, 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 or other courses in the freshman or sophomore year. Previous study of the language in high school is mandatory for some programs.

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

Many courses taught abroad will fulfill core University requirements such as theology, philosophy, history, fine arts, etc.

A social science course in the field of anthropology, psychology, or sociology will complete a behavioral

science requirement in the Mendoza College of Business.

For major credit in any department, the student must consult with the departmental advisor.

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.

International Study Programs

Director:

Thomas Bogenschild

Associate Directors:

Claudia Kselman

Julliet Mayinja

Assistant Directors:

Kathleen Opel

Peggy Weber

Program Coordinators:

Sarah Baer

Anne Hayes

Lesley Sullivan

Technical Support:

Shohn Turner

Course descriptions for hundreds of courses taught in the following programs will be available on the Web in August 2005 at <http://www.nd.edu/~intlstud/courses/coursemainpage.htm>.

ANGERS PROGRAM

Semester or Academic Year Program
Université Catholique de l'Ouest,

Director: Maureen Boulton

Associate Director: D'Arcy J.D. Boulton

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

Most courses in Angers are offered within the Centre International d'Etudes Françaises (CIDEF). Students with advanced language skills in French may also register for a *cours universitaire* through one of the institutes at UCO. Studio art majors may pursue course work at the Ecole Supérieure des Beaux-Arts d'Angers, and business courses are available at the Ecole Supérieure des Sciences Commerciales d'Angers (ESSCA), located near the Université d'Angers.

Students who choose to study in Angers for the entire year will have two required courses each semester: the six-hour-per-week CIDEF language course that is appropriate to their skill level, and one of the Notre Dame-sponsored cultural options. During the fall semester 2005, students must take ANTHRO 43030, POLS 34448, or SOC 34555. During the spring semester 2006, students are required to take POLS 34422 or SOC 34452. Semester students will take their required courses during the relevant semester.

ATHENS PROGRAM

Semester or Academic Year Program
College Year in Athens

Sophomores and juniors study with other international students at the College Year in Athens. Classes are taught in English and the program is organized in two curricula: Ancient Greek Civilization and East Mediterranean Area Studies. Through the Ancient Greek Civilization track, students amplify their knowledge of ancient Greece and deepen their understanding of Greece's fundamental contribution to the development of Western civilization. The East Mediterranean Area Studies curriculum focuses attention on Southeast Europe, West Asia, and the Middle East in the time period between the founding of Constantinople (330 AD) to the present. It is an area of unusual importance in geopolitics, where Europe intersects with Asia and Africa and one whose problems and complexities, rooted in the past, pique the interest of students of history, politics, and international affairs.

BEIJING PROGRAM

Semester or Academic Year Program
Peking University

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

JERUSALEM PROGRAM

Due to political unrest, the Jerusalem program is temporarily canceled. When the program is active, students will enroll in a Middle Eastern History course at Bethlehem University, a contemporary Middle East international relations course at Hebrew University, and several courses at Tantur, Notre Dame's Ecumenical Institute.

Director: Rev. David Burrell, CSC

INTERNATIONAL STUDY PROGRAMS

DUBLIN PROGRAM**Semester or Academic Year Program**

University College Dublin, Trinity College Dublin

Director: Kevin Whelan

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

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 theology, philosophy, and fine arts courses.

FREMANTLE PROGRAM**Semester Program**

University of Notre Dame Australia

Students in the Colleges of Business and Arts and Letters will enroll in courses at the University of Notre Dame Australia (NDA) through this program. Students can take up to five courses (15 credits) either semester in any combination depending on their major/college requirement and individual need. A list of course offerings for the fall normally is available in the ISP office around the end of March, and for the spring term around the end of September.

A listing of approved courses offered in previous semesters is available on the Web at http://www.nd.edu/~intlstud/locations/australia/fremantle_courses.htm or in the International Study Programs office, 152 Hurley. Students in the Fremantle program are required to take ANTH 34392 Australian History and Society (3 credits). In the fall term, students must also take ECON 34781 Business in Asia (3 credits).

INNSBRUCK PROGRAM**Academic Year Program**

University of Innsbruck

Director and Academic Coordinator: Gernot Guertler

Students participate in a month-long German language course in Salzburg to prepare them for study at the University of Innsbruck. Students typically enroll in courses at the university taught by instructors for the Notre Dame program. Additionally, as German language proficiency improves, students are able to enroll in regular courses at the University of Innsbruck. Courses taken in German at the university may be taken pass-fail.

MONTERREY PROGRAM**Semester or Academic Year Program**

Instituto Tecnológico y de Estudios Superiores de

Monterrey (ITESM)

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

For a listing of all courses offered at the Tec, visit the Web at www.studyinmexico.com.mx or the International Studies Office at 152 Hurley.

MOSCOW, ST. PETERSBURG, AND VLADIMIR, RUSSIA PROGRAMS**Semester or Academic Year Programs**

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

NAGOYA PROGRAM**Academic Year Program**

Center for Japanese Studies, Nanzan University

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 choose their other courses in the areas of Japanese society, literature, religion, business, economics, history. Except for Japanese language classes, all courses are taught in English, and the subject matter is often placed in a larger Asian context. Students can take a practical arts course in Chinese black ink painting, woodblock printing, or calligraphy to satisfy the University's fine arts requirement, but students will not receive credit for any other practical arts courses.

PUEBLA PROGRAM**Semester or Academic Year Program**

Universidad de las Américas (UIDLA)

On-site Coordinator: Lisette Monterroso

Students from all colleges can take courses in their major at UDLA. Notre Dame offers a premedical program in the fall semester, which includes the first

semester of general physics and internships with Mexican doctors. Other students may also go in the fall or spring semesters.

Courses in Spanish language and Spanish and Latin American literature have the same numbers as their equivalents at Notre Dame, and will count towards the Spanish major.

There are many courses taught in English at UDLA, but a major goal of going to Mexico is to become fluent in Spanish. If students have taken advanced Spanish at Notre Dame they may not take more than one course in English during their semester in Mexico. Students must enroll in 15 credit hours per semester.

Sample courses taken by previous participants in the Notre Dame Puebla program are listed on the ISP website. For a complete listing of offerings, go to the UDLA website: <http://www.udlap.mx/catalogo/descrip/>.

PARIS PROGRAM**Spring Semester or Academic Year Program**

Institut d'Etudes Politiques de Paris

In 1999 the University of Notre Dame began an exchange program with the Institut d'Etudes Politiques de Paris (Sciences-Po). Offered as a yearlong or a second-semester program, the Paris program is limited to two students. Students must have a very high level of French, an excellent grade-point average, and 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.

PERTH PROGRAM**Fall Semester Program**

University of Western Australia

A special program has been developed for juniors in the colleges of Engineering and Science to enroll at the University of Western Australia (UWA) during the fall semester only. The program combines course work with an intensive field research program established in conjunction with several Australian mining and engineering companies. All students should carry a minimum of 24 UWA points, which translates to about 12 Notre Dame credits. Course offerings are available on UWA's website, <http://handbooks.uwa.edu.au/>. Hard copies also are available in the International Study Program office as well as on the Web at http://www.nd.edu/~intlstud/locations/australia/perth_courses.htm.

RIO DE JANEIRO PROGRAM

Pontificia 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.

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.

ROME PROGRAM

Semester or Academic Year Program
John Cabot University

Students from all colleges can enroll in classes at John Cabot University, an American university in Rome, which offers courses in art, business, classics, government, history, literature, philosophy, 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.

SANTIAGO PROGRAM

Semester Program
Pontificia Universidad Católica (PUC), Universidad de Chile

Students take courses at the Pontificia Universidad Católica (PUC) and the Universidad de Chile through a consortium of the University of Notre Dame and the University of Wisconsin Milwaukee. Fall semester students enroll in Spanish for Foreigners, Chilean Politics and Society (or a similar course), and three other courses.

Students interested in enrolling in the **spring** semester seminar, *Perspectives on Poverty and Development*, must submit an application to the Center for Social

Concerns (CSC). This service-learning course is offered by the Universidad Alberto Hurtado, a Jesuit University in Santiago. Because this is a facilitated program, students may be charged additional fees for courses taken outside the PUC.

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.

SHANGHAI PROGRAM

Semester Program
East China Normal University

The Shanghai Program at East China Normal University is intended for students who wish to accelerate their acquisition of Chinese and is strongly recommended for all Chinese majors and minors. 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 website: www.ciee.org/study_abroad.

TOKYO PROGRAM

Spring Semester or Academic Year Program
Sophia University

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 website: www.ciee.org/study_abroad.

TOLEDO PROGRAM

Semester or Academic Year Program
Fundacion Ortega y Gasset

The Toledo Program is open to sophomores and juniors in all majors. Students may study for a semester or academic year in Toledo and all courses are taught in Spanish. Students must take five courses through the Centro de Estudios Internacionales, Fundacion Ortega y Gasset. A philosophy course is offered in the fall only; a theology course is offered in the spring. Credit-bearing internships are available in Toledo. 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.

UNDERGRADUATE LONDON PROGRAM

Notre Dame London Centre
Director

Rev. Paul Bradshaw
Deputy Director
Laura Holt
Associate Director
Cornelius O'Boyle

Notre Dame Main Campus
Associate Directors for Recruiting
Terri L. Bays
Joe Stanfield

2005–2006 Visiting US Faculty
William Goodwine, Associate Professor, Aerospace and Mechanical Engineering
Greg P. Kucich, Professor, English, Fellow, Nanovic Institute for European Studies
Valerie Sayers, Professor, English

Notre 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 website 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.

INTERNATIONAL STUDY PROGRAMS

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 are available on the Undergraduate London Program website at: <http://www.nd.edu/~ndlondon>.

UNDERGRADUATE OXFORD PROGRAM

Director

Joe Stanfiel

Associate Director

Terri L. Bays

The Oxford Program provides juniors in the Colleges of Science and Arts and Letters the opportunity to study at New College, Oxford for a full academic year. Application is by invitation only. New College dictates the fields in which they will accept students each year. The college also requires that candidates have an overall GPA of 3.7 at the time of application.

While there, students participate in Oxford's celebrated tutorial system: rather than taking classes, students work individually with a tutor to pursue their major courses of study in depth. Tutors are full-time faculty at Oxford. They include some of the most accomplished scholars in the world in their fields. Participating students live in New College accommodation and take their meals in the college dining hall. Detailed program information is available at the Undergraduate London and Oxford Programs office, 153 Hurley Building, 631-7414.

WASHINGTON PROGRAM

Executive Director :

Thomas Kellenberg

Academic Director:

George Lopez

Campus Director:

Brette Jackson

Students in the Notre Dame Washington Program live, study, and work in the nation's capital in either the fall or spring semester. The program seeks students who are interested in Washington, D.C. It invites applications by students interested in studying amidst the high energy and excitement of national politics and policy.

The program combines course work with internships in government organizations, Congress, non-governmental organizations, the media and cultural institutions. The program is located in a historic and secure neighborhood in northwest Washington, and students have easy access to their internship sites, research facilities, and cultural opportunities. Students live in modern, well-fitted apartments in a building that includes study space, computers, and classroom facilities.

Students earn 15 credit hours in the Washington program. Students can do an independent project related to their interests or an internship that substitutes for one of the three-credit courses. Students

work with the program staff on campus and in Washington to locate internships that will be most suitable for their interests and experiences.

Students of any major and college are encouraged to apply for the Washington Program. The program is open to sophomores and juniors. There is no additional charge for the Notre Dame Washington Program beyond regular Notre Dame tuition and room-and-board fees.

For more information, see our website at www.nd.edu/~wp.

Physical Education

Chair of Physical Education:

Thomas Kelly

Assistant Professor and Director of Golf Instruction:

Noel B. O'Sullivan

Associate Professional Specialist:

Br. Louis Hurcik, CSC

Associate Professional Specialists:

Michele Gelfman

Kristin Kohrt

Jill Grant Lindenfeld

Fran McCann

Dianne Patnaude

Diane Scherzer

Assistant Professional Specialists:

Marisha Fortner

Denise Goralski

Nathan Piwowar

Joshua Skube

Darin Thomas

Assistant Professional Specialist and Assistant Athletic Trainer:

William F. Meyer Jr.

The objective of the physical education department is to develop skills, knowledge, greater interest and awareness of the need and benefits offered through wellness and lifetime leisure activities. It is intended that through participation in various physical activities, students contribute to and enhance their physical, mental, and social growth.

To complement and enhance physical education activities, the department offers a required course in Contemporary Topics for College Students. This course presents an understanding of various components of fitness and selected lifestyle issues that have an impact on the individual. Students will learn to formulate and implement their own fitness and wellness programs through self-testing, evaluations, exercises, and self-assessments.

The department believes that basic swimming skills are important for the student. A swim test will be administered at the beginning of the year to determine each student's ability.

Most students will be able to elect four of the following activities to complete their requirement. It is strongly recommended that activities from both the wellness and lifetime sports tracks be taken.

American Ballroom Dance
Contemporary Topics for College Students
Fencing
First Aid
Fitness for Life
Fundamentals of Physical Activities
Golf
Handball
Hiking/Orienteering
Ice Skating
Introduction to Coaching
Latin Ballroom Dance
Racquet Sports
Self-Defense
Self-Paced Fitness
Skiing:
Cross Country
Downhill
Soccer
Swimming:
Lifeguard Training
Water Safety Instructor
Team Handball
Tennis
Volleyball
Walking/Jogging
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.

PE 12001. Physical Education Makeup (0-0-0)

This Physical Education course is designed to accommodate students who have not yet completed their PE requirement for the First Year of Studies.

Information Technologies

The Office of Information Technologies (OIT) supports 11 public access computer clusters throughout the campus to give students, faculty, and staff access to approximately 600 computers running Macintosh, Windows, and UNIX operating systems. Campus entities are linked to an optical-fiber network backbone that provides access to a plethora of information technology services. Wired and wireless Ethernet connections allow students to connect their own computers to the network, which also interconnects with Internet2, a high-speed network that joins Notre Dame to approximately 200 leading research universities. Students, staff, and faculty qualify to purchase computers and software at educational prices from Notre Dame's Computer Store. A Help Desk provides trained support technicians to guide users in diagnosing and solving computer problems, and a High Performance Computing Cluster provides a parallel computing environment for computationally intensive work and research. The University community also has access to national super-computing and

data resource facilities. DeBartolo Hall, the University's high-technology classroom building, employs computer-based podiums for class presentations.

Students living in residence halls have access to ResNet, the residence hall computer network connecting undergraduate residence halls and 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, enabling students to connect their own computers directly to the campus computer network. Students with wireless-capable computers also can connect via Nomad, the University's wireless network that serves many of the public areas throughout the campus. Standard services include access to electronic mail, the Internet, and institutional file space. Students should review the OIT's recommendations for computers that run well on ResNet at <http://oit.nd.edu/store>.

The OIT provides many information technology support services. For example, students, faculty, and staff can purchase computers, printers, and other peripheral devices at educational discounts at the Notre Dame Computer Store located in the IT Center Building. The campus store (<http://oit.nd.edu/store>) also provides a variety of software at educational discount prices. Microsoft and Corel software are currently available to the Notre Dame community for a substantial savings compared to the retail price of these applications.

The OIT Help Desk, on the first floor of the IT Center Building, provides answers to usage questions and helps Notre Dame users diagnose and resolve computing problems. 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>.

The 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>.

In addition to mainstream computing services, 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 http://oit.nd.edu/research_computing/hpcc.shtml.

The Office of Information Technologies provides an array of technology-based services that support teaching and learning at the University. Many classrooms are equipped with instructional computers that house projection and audio systems. These systems enable 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.

A videoconferencing service is in development. The OIT offers services to faculty for audio and video recording of class sessions and providing those recordings on a variety of media. Videoconferencing and video streaming services are available, as are video and audio production and post-production services, including media duplication.

In addition to the shared facilities and services of the OIT, some Notre Dame colleges have their own facilities and provide similar services within their purview. More information about the OIT's Educational Technologies and Services is available at <http://oit.nd.edu/about/ets.shtml>, by calling 631-5934, or by visiting 115 DeBartolo Hall.

Anyone using Notre Dame computers and network resources must do so according to the policies set forth in the document *Responsible Use of Information Technologies at Notre Dame*. The full text of this policy is available online at <http://oit.nd.edu/policies/rup.shtml> or from the OIT Help Desk.

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 multifaceted partnerships/networks, our staff is committed to providing the resources for students to explore diverse career opportunities. Staff members assist undergraduate and graduate students as well as alumni with career counseling, career assessment, 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 the identification of graduate school programs. Students have the opportunity to utilize our online databases to pursue postgraduate opportunities, sign up for interviews, and conduct career-related research 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, and the School of Architecture to coordinate a wide variety of career programs, services, seminars, and workshops for students throughout the year. A sample list includes:

- On-campus career fairs including: *the Fall Career Expo*, *Engineering Industry Day*, *the Winter Career and Internship Fair and Diversity Reception*, *the Nonprofit Career Fair*, and *the School of Architecture Career Fair*

- Off-campus career fairs and consortia events in New York City, Washington DC, Boston, and Chicago
- Senior "Kick-Off" Orientations
- A variety of workshops dedicated to resumé and cover-letter writing techniques, job and internship search strategies, interviewing skill development, as well as a number of informative programs geared toward students interested in careers in specific industries such as investment banking, the federal government, and media.
- Mock Interview Program
- Indiana Careers Program
- Hot Internships
- What You Can Do with a Major in _____? Series
- City Search Resources
- Get Connected Alumni Shadowing Program
- Dossier/CV Services
- Career and Professional Development Seminar Series for academic course credit
- Access to the Strong Interest Inventory and the Myers Briggs Type Indicator online self-assessment instruments (meeting with a career counselor is a prerequisite).

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. Students have access to numerous internship databases containing more than 10,000 employment opportunities.

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, 1:00–4:30 p.m.
- Computer Lab, Flanner Hall First Floor: Open 24 hours a day, seven days a week

The Career Center Counseling Staff:

Lee J. Svete, Director
Lee.J.Svete.1@nd.edu

Rose Kopec, Associate Director
(Early Identification, First and Second Year Students)
Rosemary.Kopec.3@nd.edu

Anita Rees, Associate Director
(College of Arts and Letters)
Anita.M.Rees.4@nd.edu

Kevin Monahan, Associate Director
(Alumni Career Programs)
Kevin.G.Monahan.22@nd.edu

Allison Keller, Associate Director
(College of Science)
Allison.L.Keller.40@nd.edu

Raymond A. Vander Heyden, Assistant Director
(Mendoza College of Business)
rvanderb@nd.edu

Lisa Anderson, Assistant Director
(Graduate Students)

Lisa.Anderson.204@nd.edu

Jonika Moore, Assistant Director
(Diversity Initiatives)

Jonika.Moore.122@nd.edu

Amy Van Laecke, Program Manager
(College of Engineering)

vanlaecke.2@nd.edu

Susanne Thorup, Manger of Internship Programs
(Internships)

sthorup@nd.edu

LoriAnn Edinborough, Program Director
(Indiana Careers)

LoriAnn.B.Edinborough.1@nd.edu

Father Joe Carey, Career Counselor
(College of Arts and Letters)

jcary@nd.edu

Webmaster:

Vincent Melody

vmelody@nd.edu

Holy Cross Seminary Formation

The Old College undergraduate seminary program is housed in the original campus structure built in 1843 by Notre Dame's founder, Rev. Edward Sorin, CSC. 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 40 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 Europe's premiere college seminaries at the Catholic University of Louvain, Belgium. 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. Candidates 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. J. Steele, CSC

Director of Vocations

PO Box 541

Notre Dame, IN 46556

vocation.nd.edu

(574)631-6385