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# Benedictine College

## Course Catalog

### 2019–2020

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1020 North Second Street  
Atchison, Kansas 66002-1499

1-913-367-5340  
1-800-467-5340  
FAX (913) 367-5462  
<http://www.benedictine.edu>

#### **Accreditation:**

Benedictine College is accredited as a degree-granting institution of higher education by the:

#### **Higher Learning Commission**

230 South LaSalle, Suite 7-500  
Chicago, IL 60604

Certain programs have received specialized accreditation or approval:

#### **Accreditation Board for Engineering and Technology, Inc. (ABET)**

415 North Charles Street  
Baltimore, MD 21201

- Chemical Engineering
- Civil Engineering
- Mechanical Engineering

#### **American Chemical Society**

1155 Sixteenth Street, N.W.  
Washington, D.C. 20036

#### **Commission on Collegiate Nursing Education (CCNE)**

One Dupont Circle, NW  
Suite 530, Washington, DC 20036  
Phone: (202) 887-6791; Fax: (202) 887-8476

#### **Kansas State Board of Nursing\***

Landon State Office Building  
900 SW Jackson Street, Suite 1051  
Topeka, KS 66612-1230

#### **National Association of Schools of Music**

11250 Roger Bacon Drive, Suite 21  
Reston, VA 20190

\*Authorized to offer a Bachelor of Science in Nursing.

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# United States Governmental Compliance Statements

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## **Nondiscrimination**

Benedictine College admits students of any race and color, national and ethnic origin, and of either sex to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. Benedictine College does not discriminate on the basis of race, color, national origin, sex, age, or disability in its educational programs, activities, or employment policies as required by the Civil Rights Act of 1964 and subsequent amendments (including Title IX of the Educational Amendments of 1972), federal executive orders and federal regulations. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Dr. Kimberly Shankman, Dean of the College and Title IX Coordinator  
1020 North 2nd Street  
Atchison, KS 66002  
(913) 360-7413

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## **FERPA**

Benedictine College complies with the Family Educational Rights and Privacy Act (FERPA) of 1974 as amended, which is the federal law that requires colleges and universities to maintain the privacy of students' educational records. FERPA guarantees students the right of access to educational records, the right to challenge information contained in their records, the right to consent prior to the release of a record to a third party, and the right to be notified of their privacy rights.

The following is considered directory information and may be released for each student: Student name, address (permanent and campus), telephone number, e-mail address, date and place of birth, major and minor field(s) of study, classification, photograph, participation in officially recognized activities and sports as well as weight and height of participants, dates of attendance, degrees sought and/or granted, and awards and honors received. A student may submit a written request for this information to be kept confidential. During the disciplinary process, a student may be required to contact his or her parent(s) and/or legal guardian(s), coaches, and/or professors, depending upon the circumstances and student's involvement.

In addition to the Office of Academic Records and Registration, confidential student records are kept in the student's advisor's office, the Financial Aid office, the Office of Student Health Service, the Counseling Center, and the Career Development Office. Complete FERPA information is available on the Benedictine College website.

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## **Credit Hour Definition**

Benedictine College uses the "Carnegie Unit" as a guide when defining a credit hour for undergraduate classes. A semester credit hour represents a minimum of one fifty-minute class period a week for the 15-week semester. Each course is expected to meet the equivalent of two hours outside of class for each hour in class.

Some courses meet for more than fifty minutes per credit hour in class, e.g. laboratories, clinicals, practicums, internships, etc. This time is generally reflected in the online course listing or in the paperwork (as in internships) for the course. This additional time in class counts toward the "2 hours outside of class" expectation.

For the rest of the time needed to meet this requirement, as well as for the other courses, departments are responsible for creating a Credit Hour Compliance document to verify that each of the courses offered by their department meets the required “two hours outside for class for each hour in class.” This document lists the various types of activities and assignments possible in courses offered in their department and the amount of time that it is expected that students would spend doing each type of activity. By examining the outline of assignments on the course syllabus for the semester, one can calculate the estimated amount of time outside of class that a student is expected to spend for the course. Each department’s Credit Hour Compliance document is reviewed by the Curriculum Committee to ensure that the amounts of time seem reasonable with the Dean of the College responsible for final approval and oversight. Department chairs are responsible for verifying that the courses taught in their department each comply with the credit hour guidelines that they have established. The Credit Hour Compliance documents are available on the Benedictine College website.

Due to the varying nature of graduate courses, a range of class time for a one-credit-hour course is 500–800 minutes. For each credit hour, it is expected that the graduate student will spend a minimum of two to four hours in independent preparation/follow-up (e.g. readings, papers, preparing presentations, projects, etc.).

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## Gainful Employment Regulation

The U.S. Department of Education requires colleges and universities to disclose a variety of information for any financial aid eligible program that “prepares students for **gainful employment** in a recognized occupation.” Benedictine College awards bachelor and master degrees and it also provides opportunities for students to obtain Kansas state teacher certification without completing an additional degree. The College does not have any independent certificate programs and thus it has no Gainful Employment data to report.

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## Catalog Disclaimer

The Benedictine College *Course Catalog* does not constitute a contract or offer to contract between the College and its students on either a collective or an individual basis. Benedictine College reserves the right, without notice, to change the requirements for admission or graduation, to change the arrangement or contents of courses, the instructional methods or materials used, the tuition and other fees; to alter any regulations, academic or non-academic, affecting the student body; to refuse admission to any student at any time, or to dismiss any student at any time, should it be in the interest of Benedictine College or the student to do so. It also reserves the same right to any other material in this catalog. It is the responsibility of the student to inquire if information in the catalog is current.

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## Catalog Accuracy and Changes

Every effort is made to ensure this catalog is accurate and reflects the policies and curriculum of Benedictine College as of the date of its publication. However, curriculum, policies, and personnel often change in the interval between editions of the catalog and may not be reflected in this document. For the most recent information about policies, programs, and personnel, please refer to the College website: [www.benedictine.edu](http://www.benedictine.edu).

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# Academic Calendar

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## Fall Semester 2019

### August

28 Wednesday First day of fall semester

### September

2 Monday Labor Day (classes in session)

3 Tuesday All-School Mass and Convocation

Last day to add 1<sup>st</sup> quarter class

4 Wednesday Last day to add a semester class

10 Tuesday Last day to drop a 1<sup>st</sup> quarter class without a “W”

20–22 Friday–Sunday Family Weekend

24 Tuesday Last day to drop a class without a “W”

### October

1 Tuesday Graduation applications due to graduate or participate in May 2020 Commencement

2 Wednesday Last day to drop a 1<sup>st</sup> quarter class with a “W”

15 Tuesday Midterm (1<sup>st</sup> quarter classes end)

16 Wednesday 2<sup>nd</sup> quarter classes begin

17–20 Thursday–Sunday Fall Break

22 Tuesday Last day to add a 2<sup>nd</sup> quarter class

25–27 Friday–Sunday Homecoming Weekend

31 Thursday Last day to drop a 2<sup>nd</sup> quarter class without a “W”

### November

1 Friday All-Saints Day All-College Mass

13 Wednesday Last day to drop a class (semester/quarter) with a “W”

27–Dec. 1 Wednesday–Sunday Thanksgiving Break

### December

11 Wednesday Study Day; Last day to request an “incomplete”

12, 13, 16, 17 Thursday, Friday  
Monday, Tuesday Final Exams

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# Academic Calendar

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## Spring Semester 2020

### January

15	Wednesday	First day of spring semester
17	Friday	Last day to add a 1 <sup>st</sup> quarter class
20	Monday	Martin Luther King Jr. Day (classes in session)
22	Wednesday	Last day to add a semester class
28	Tuesday	Last day to drop 1 <sup>st</sup> quarter class without a “W”

### February

10	Monday	Feast of St. Scholastica All-College Mass
11	Tuesday	Last day to drop a class without a “W”
19	Wednesday	Last day to drop a 1 <sup>st</sup> quarter class with a “W”
26	Wednesday	Ash Wednesday All-College Mass

### March

2	Monday	Intent to Graduate forms due for December 2020 graduates
3	Tuesday	Midterm (1 <sup>st</sup> quarter classes end)
4	Wednesday	2 <sup>nd</sup> quarter classes begin
6	Friday	Last day to add a 2 <sup>nd</sup> quarter class
7–15	Saturday–Sunday	Spring Break
24	Tuesday	Last day to drop a 2 <sup>nd</sup> quarter class without a “W”

### April

1	Wednesday	Discovery Day
6	Monday	Last day to drop a class (semester/quarter) with a “W”
9–13	Thursday–Monday	Easter Break

### May

6	Wednesday	Study Day
7, 8, 11, 12	Thursday, Friday, Monday, Tuesday	Final Exams
15	Friday	Baccalaureate Mass
16	Saturday	Commencement

### June

12–14	Friday–Sunday	Alumni Weekend
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# The Mission of Benedictine College

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**B**enedictine College is an academic community sponsored by the monks of St. Benedict's Abbey and the sisters of Mount St. Scholastica Monastery. The college is governed by an independent board of directors. Heir to the 1500 years of Benedictine dedication to learning, Benedictine College in its own time is ordered to the goal of wisdom lived out in responsible awareness of oneself, God and nature, family and society. Its mission as a Catholic, Benedictine, liberal arts, residential college is the education of men and women within a community of faith and scholarship.

**As a Catholic college,** Benedictine College is committed to those beliefs and natural principles that form the framework of the Judeo-Christian tradition, and it is committed further to those specific matters of faith of the Roman Catholic tradition, as revealed in the person of Jesus Christ and handed down in the teachings of the Church. The college embraces students and faculty from all faiths who accept its goals, seeking in its members a personal commitment to the ideals and principles of a spiritual life and the expression of these in worship and action. Benedictine College promotes the growing involvement of religious and laity in the Church's ministries.

**As a college founded on the Benedictine tradition,** Benedictine College inherits the themes handed on to us by the Benedictine family: peace, the balance of activity and contemplation, and the glorification of God in all undertakings. With the ideal of a common life vitalized by the spirit of St. Benedict, the members of the Benedictine College community can

*Heir to the 1500 years of Benedictine dedication to learning,  
Benedictine College's mission as a Catholic, Benedictine,  
liberal arts, residential college is the education of  
men and women within a community of faith and scholarship.*

share work and prayer in common, faithful participation in the life of the community, attentive openness to the Word of God, deep concern for issues of justice and peace, and the pursuit of moderation, hospitality, and care for the gifts of creation.

**As a liberal arts college,** Benedictine College is dedicated to provide a liberal arts education by means of academic programs based on a core of studies in the arts and sciences. Through these programs, the college guides students to refine their capacity for the pursuit and acquisition of truth, to appreciate the major achievements in thought and culture, and to understand the principles that sound theoretical and practical judgment requires. In addition, the college provides education for careers through both professional courses of study and major programs in the liberal arts and sciences. As an essential element in its educational mission, Benedictine College fosters scholarship, independent research, and performance in its students and faculty as a means of participating in and contributing to the broader world of learning.

**As a residential college,** Benedictine College supports and encourages the full development of its students through a community life that expresses and proclaims the worth and dignity of each individual. In a caring and supportive atmosphere, students are helped to develop a sense of meaningful purpose in life and encouraged to participate in programs that promote sound bodies, emotional balance, and dedication to the welfare of others.



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# Benedictine College Vision and Commitments

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*Building one of the great Catholic colleges in America.*

Building a great Catholic college requires a community-wide commitment to excellence. We dedicate ourselves to educating students to become leaders in the Benedictine tradition, who will transform the world through their commitment to intellectual, personal, and spiritual greatness.

Intellectually, we achieve this with an academic environment in which all students are challenged to reach their fullest potential through close collaboration with faculty and peers. Through a broadly-based liberal arts education, students are trained to view the world from a variety of academic perspectives and to use the tools of a number of disciplines to understand, analyze, and solve problems. At Benedictine, *America's Discovery College*, students experience the power of collaboration and the joy of discovery, and learn to communicate clearly, effectively, and persuasively. We encourage the students to form the habit of lifelong learning and expect them to apply well-developed ethical standards in every aspect of their lives.

Personally, through immersion in a dynamic residential community, students are challenged to grow in character, in their relationships, and as leaders. They become equipped with the skills to nurture and develop the bonds of community. As business leaders, professionals, teachers, citizens, neighbors, and parents, our alumni will have learned to see others as God sees them—to appreciate the unique value and infinite worth of every human being. They will have been formed to cherish the welfare of others, loyalty to their communities and families, and an absolute dedication to personal integrity.

Spiritually, students grow in an atmosphere that values faith in Jesus Christ. As a Catholic institution, we are dedicated to “the ardent search for truth and its unselfish transmission ... so as to act rightly and to serve humanity better” (*Ex Corde Ecclesiae*). Because of this dedication, we welcome and support students of all faiths and encourage them in their quest to grow closer to God. We share the beauty and mystery of the Catholic faith with all members of our community, while we respect the essential freedom that is key to a mature faith. All students are challenged to put their faith into action.

These commitments are fostered within the framework of the Benedictine charism. The college community seeks to follow the example of Saint Benedict and Saint Scholastica, in word and deed, finding guidance for daily living in Holy Scripture and the *Rule of St. Benedict*. This calls us all to live united by our search for truth, zealous in fostering and recognizing the dignity of each person, and committed to a balanced way of life. Through this framework, students are prepared to live a life of service, leading with true humility. Our distinctively Benedictine approach to education culminates in graduates who are committed to living their lives “so that in all things God may be glorified” (*Rule of St. Benedict*).

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# Benedictine College Values

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## Jesus Christ

We believe in the love of Jesus Christ and the faith revealed to,  
and handed down by, the Roman Catholic Church  
To grow in a relationship with Jesus by using the gifts of faith and reason  
to see and do things the way God does  
*“The love of Christ must come before all else.”* RB (Rule of St. Benedict) 4:21

## Community

We believe in service to the common good, respect for the individual,  
virtuous friendship, and the beatitudes  
To demonstrate good will, humility, trust, accountability, justice,  
faithfulness, obedience, peace, and discipleship  
*“They should each try to be the first to show respect to the other.”* RB 72:4

## Conversion of Life

We believe *conversatio*, a commitment to personal conversion or growth,  
positively transforms life  
To pursue continual self-improvement, seeking the truth each day,  
joyfully beginning again and again, hoping in God  
*“Your way of acting should be different from the world’s way.”* RB 4:20

## Love of Learning

We believe rigorous scholarship in the liberal arts, rooted in the  
monastic tradition, leads to the discovery of truth  
To strive for wisdom lived in responsible awareness of oneself,  
family, society, nature, and God  
*“We intend to establish a school for the Lord’s service.”* RB P:45

## Listening

We believe seeking counsel and listening should lead to wise resolution and action  
To engage all members of the community on important matters  
so leaders make good decisions  
*“Call the whole community together and explain what the business is;  
and after hearing the advice, ponder it and follow the wiser course.”* RB 3:1-2

## **Excellence Through Virtue**

We believe that a daily discipline and practice of virtue leads to learning,  
freedom, and greatness

To personally strive for excellence in all things, practicing cardinal  
and theological virtues until they become habit

*“That in all things God may be glorified.”* RB 57:9

## **Hospitality**

We pledge to uphold the dignity of every human person from  
the beginning of life to its natural end

To be open to the multitude of persons in the human family,  
God’s greatest treasure and our greatest resource

*“All guests who present themselves are to be welcomed as Christ.”* RB 53:1

## **Stability**

We believe in a commitment to one’s vocation in a daily rhythm  
of life following St. Benedict and St. Scholastica

To develop a balanced way of life and love for the people  
and place along with fidelity to its traditions

*“Never swerving from his instructions, we share in the sufferings of Christ  
to also share in his kingdom.”* RB P:50

## **Stewardship**

We believe the Lord God made all things and called them good

To care for creation and the goods of this place, our time, talent,  
and treasure, as gifts from God

*“Regard all utensils and goods as sacred vessels of the altar.”* RB 31:10

## **Prayer and Work**

We believe our *Ora et Labora* cooperates in God’s plan to make all things new

To always be in conversation with God through prayer and value the dignity  
of all work and human activity

*“We believe that the divine presence is everywhere... They live by the labor  
of their own hands.”* RB 19:1-48:8



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# The Heritage of Benedictine College

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**B**enedictine College is located in historic Atchison, Kansas, a small city on the west bank of the Missouri River, forty-five miles north of Kansas City, twenty miles north of Leavenworth, Kansas, and twenty miles south of St. Joseph, Missouri.

The heritage of Benedictine College is rooted in the fifteen-hundred-year-old tradition of the Benedictine Order and the more recent dedication of the American Catholic church to providing sound general and religious education to its members. In 1856, at the request of the Most Rev. John B. Miege, S.J., Vicar Apostolic of Leavenworth, two Benedictine monks arrived in Atchison with the intention of founding a Benedictine school of higher learning for the people of Kansas.

In 1858 the monks opened a boarding school and enrolled six students. From the beginning, the classical course served to prepare candidates for the priesthood, while the commercial course satisfied other needs of the pioneers.

On June 13, 1868, the college was incorporated under the laws of Kansas and empowered to confer degrees and academic honors. After 1915, St. Benedict's gradually abandoned the traditional academy, greatly enlarged the curriculum, and became an accredited liberal arts college in 1927.



Seven Benedictine sisters arrived in Atchison in 1863 to begin a school for the townspeople. St. Scholastica's Academy for young women opened on December 1, 1863, with forty-four students. In 1877 the sisters purchased Price Villa, now called St. Cecilia's, and moved from their location near St. Benedict's to the present site of the Mount St. Scholastica Monastery. There, the sisters continued their academy, and in 1924 Mount St. Scholastica's Junior College was opened. The junior college soon became a senior college and in 1932 it conferred its first bachelor's degrees. In 1934 Mount St. Scholastica College was fully accredited by the North Central Association (currently The Higher Learning Commission).



Over the years, the monks and sisters cooperated in their educational ventures, ultimately merging the two colleges on July 1, 1971, to form Benedictine College. During the years since then, Benedictine College has formed its own identity, one steeped in the history and tradition of its parent institutions.

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## America's Discovery College

**As America's Discovery College**, Benedictine is committed to providing a student-centered teaching and learning environment, supportive of a uniquely creative, collaborative, and challenging learning experience.

Benedictine College's Discovery program prepares students for lifelong learning by engaging them in interdisciplinary Discovery projects. These projects offer students a meaningful context for their liberal arts education by integrating multiple perspectives, translating understanding into performance, and extending learning beyond the classroom. Discovery projects, designed for acquiring learning skills through the pursuit of intrinsically valued questions, are distinguished by three learning strategies:

1. Active learning—engaging students experientially in the learning process;
2. Collaborative learning—working with faculty toward common goals; and
3. Creative learning—producing original works and research.

The Discovery College concept promotes innovative educational practices and active teaching-learning relationships centered around collaborative problem-solving. Students are encouraged to reflect on life's great questions and to develop their abilities to find solutions to the problems facing the world. In a learner-centered atmosphere, students are given the opportunity to get a hands-on head start in their career while making a real difference in the world around them.



Benedictine College students and faculty share an intellectual journey that seeks to revitalize liberal arts education by applying the strengths of a liberal education to bridge the gap between learning and working. The challenges of the twenty-first century are guided by the traditions and values inherited from centuries of intellectual, cultural, and spiritual growth. Graduates who participate in the Discovery program are better prepared for the collaborative and creative demands they will encounter in the workplace.

**Discovery Day** is the central academic event in the spring semester. Through Discovery Day, students experience the excitement of presenting (orally) and displaying (visually) their year's intellectual ventures that have become an integral part of their learning experience. Each year, more and more students and faculty become involved in the activities of Discovery Day where their collaborative efforts are exhibited for the college community.

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## The College Facilities

Benedictine College is situated on the western bluffs of the Missouri River overlooking the Missouri River valley and the surrounding area. This beautiful setting of over one hundred twenty acres includes the facilities of sixteen residence halls, six educational buildings, a library, gymnasium, athletic and fitness facility, Murphy Recreation Center, dining hall, and various other buildings—all adjacent to St. Benedict's Abbey Church and Guest House. Outdoor playing fields and ball courts offer opportunities for outdoor sports and recreational activities such as football, baseball, softball, soccer, lacrosse, tennis, basketball, volleyball, Frisbee, and handball, as well as walking and jogging paths. The school is proud to have been named one of America's Best Colleges by *U.S. News & World Report* as well as one of the top Catholic colleges in the nation by *First Things* magazine and the *Newman Guide*. It prides itself on outstanding academics, extraordinary faith life, strong athletic programs, and an exceptional sense of community and belonging. It has a mission to educate men and women within a community of faith and scholarship.

In addition to the student residence halls, there are several noteworthy buildings on campus. Each of these structures provides space and facilities for one or more of the vital functions of the college.

**The Amino Center:** Adjacent to the football practice field at the northwest end of the campus, this building was completed in summer 1990. It contains weight rooms, showers and dressing areas, and offices for the football staff. The Amino Center also includes a large multi-purpose space that can be readily configured during the teaching day into two spacious classrooms equipped with wireless network access and full projection and multiple media capability. When classes are not in session, the space easily can be converted to a large assembly or lecture hall, conference area, or multiple breakout spaces.

**Asher Sports Complex/Olsen Stadium/Laughlin Field:** The 8-acre Asher Sports Complex was completed during the spring 2015 season and sits to the north of Wilcox Stadium. The softball stadium features a dirt infield and natural grass outfield in compliance with Heart of America Athletic Conference rules. Baseball is played on Laughlin Field, which has an infield of artificial turf and an outfield of natural grass in the traditional collegiate gothic Olsen Stadium. Benedictine athletes from both sports enjoy heated dugouts for cold weather games.

**The Benedictine College Soccer Complex and John Casey Soccer Center:** The Benedictine College Soccer Complex provides the men's and women's soccer and lacrosse programs with one of the best chair-back seating soccer-specific facilities in the region. In summer 2019 upgrades were made including LED lighting to host night games, FieldTurf™, and a video scoreboard. Overlooking the soccer field is the John Casey Soccer Center that includes a press box, locker rooms for both the men's and women's teams, and coaches' offices.

**Bishop Fink Hall:** This is one of the original buildings on campus, built in 1878. It was named for the first Bishop of the Diocese of Leavenworth, the Benedictine Bishop Louis Fink. Today, the building houses the departments of art and music. It contains a very extensive music library, offices, art and architecture studios, practice rooms, and classrooms.

**Cray Seaberg Hall:** Cray Seaberg Hall, a three-story building located on the former Atchison Hospital property along Second Street, is home to three academic departments, 42 sophomore women, and the popular campus restaurant, Benedetto's. The main floor and basement house the Sociology and Criminology, Psychological Sciences, and Journalism/Mass Communications departmental academic offices. These floors also offer six seminar rooms and classrooms as well as two full-service computer labs. The top floor of the building is residential and houses 42 sophomore women. In addition to being the first living/learning center on campus, Cray Seaberg Hall is the only academic building or residence hall to boast its own food service venue. The building opened in fall 2010.

**Daglen Observatory:** Opened fall 2017, this state-of-the-art roll-off observatory is located on a high ridge west of the campus, sufficiently isolated to minimize light and heat interference, but close enough to be readily accessible on campus. The teaching observatory is a significant addition to the college's Physics and Astronomy Department. The roll-off design allows for the placement of as many as four telescopes, rather than the single telescope often found in a traditional domed observatory. The 18' x 40' facility includes a 288-square-foot control room with a fixed roof plus the observation area.

**Dining Hall:** Built in 1965, the Dining Hall is located at the center of campus social life. It underwent extensive renovation in summer 2014, resulting in a beautiful dining facility that better accommodates the college's growing enrollment. The renovation and expansion provide for 850 seats and has added a more attractive facade and additional windows that make the interior open and inviting. The home of Campus Dining Services, the Dining Hall offers quality, nutritious, and innovative residential dining, catering, and conference solutions to the entire campus and Atchison community.

**Elizabeth Hall:** Elizabeth Hall is a modern hall with a rich history. The hall's history begins with its construction as the first abbey in the Western Territory by the priests and brothers of the Benedictine Order in 1893. Built under the patronage of King Ludwig I of Bavaria, the hall is Romanesque in its architecture. The award-winning residence hall combines historic significance and modern amenities. Elizabeth Hall fosters community, houses undergraduates and hall staff, and offers the amenities of contemporary student life. The Heritage Room is on

the second floor in what was formerly a chapel. This room contains an exhibit designed and developed to recognize, thank, and honor the many long-serving faculty, staff, and administrators who left an indelible mark on the college's rich history. Collectively, the dedicated service of the nearly 200 individuals honored therein exceeds 5,000 years.

**Ferrell Academic Center:** Completed in 2012, the Ferrell Academic Center was the first new LEED-certified ("green") educational building on a college or university campus in the state of Kansas. The 56,000-square-foot building houses the departments of Education, Theology, Philosophy, and the School of Business, as well as the administrative offices of the president, dean of the college, and chief financial officer. This building features many symbols of Benedictine College, including four pillars in the rotunda, the college seal mounted on the exterior of the building and featured on the first floor, and statues of Saints Benedict and Scholastica in the entryway. The Ferrell Academic Center contains state-of-the-art classrooms, seminar rooms, multiple lounge areas, and a coffee shop (Café 62). The McAllister Board Room serves as an ideal space for meetings, small conferences, receptions, and banquets. The Thompson Trading Room was added in fall 2016. This is a state-of-the-art classroom established for the new investment course in the School of Business, giving students real-world experience managing a portion of the college's endowment.

**The Haverty Center:** The upper-level gymnasium is hallowed hardwood, the home of two NAIA national basketball championship teams. Today, the Old Gym is used both for athletics, intramural, and recreational activities. This level of the building contains athletic offices, two handball courts, and an isometric room. Originally constructed in 1923, Benedictine College recently renovated the building by restoring the historic space commonly known as the "Raven Roost" to the hub of daily activity so many remember. The Raven Roost is once again located on the north end of the first floor of the building. This area contains a poet's corner with fireplace, the Monte Cassino Inn, and The Raven Store. The Raven Roost unites the past history of the college and its alumni with the lives of our current and future students.

**The Library:** This three-story structure houses historical and contemporary collections that are easily accessible to the student. More than seventy percent of the seating is provided with islands, carrels, individual and group study rooms, and an attractive lounge area that allows for browsing and casual study. The library has two computer labs with access to research databases.

**Mother Teresa Center for Nursing and Health Education:** The college opened the Mother Teresa Center in fall 2010. This facility houses the college's Nursing program on the upper level, and the athletic health care program on the lower level of the building. The building is a 12,000-square-foot facility that includes two large classrooms, a clinical skills lab, a high-fidelity simulation room, seven faculty offices, administrative offices, an area for practicing clinical assessment skills, and several computer labs and study areas for students. Missionaries of Charity Superior General Sister M. Prema, MC, wrote a letter to Benedictine College granting permission for the naming of the building.

**Murphy Recreation Center:** Opened in spring 2016, the Murphy Recreation Center is adjacent to the St. John Paul II Student Center. The facility was designed to blend with the existing building architecture on campus, so Gothic arches, dormers, and brick and limestone facade are all included. The 42,000-square-foot facility features a hanging track and turfed field along with two full-sized basketball courts, two multipurpose rooms for aerobics, Zumba and spinning classes, a cardio/weight room with 38 workout machines, plus locker rooms, a snack bar, study area, and offices.

**Schroll Center:** This multi-use center was completed in 1993 and houses a student computer center, a full kitchen, a TV room, and a seminar room adjacent to McDonald Hall.

**St. Benedict Hall:** A Tudor Gothic structure completed in 1910, St. Benedict Hall contains classrooms, faculty offices, and conference rooms. Various administrative offices are also located in this four-story, air-conditioned structure. The vestibule features a beautiful fresco depicting Christ, St. Benedict, and great philosophers, poets, and scientists. The ground level includes facilities for the Theatre and Dance Department, including the 135-seat Mabee Theatre.

**St. Benedict's Abbey, the Abbey Church, and the Guest House:** The present Abbey, erected in 1928, is the home of the monks who are members of the faculty and administration of Benedictine College. The Abbey Church, completed in 1957, follows the design of Frank Lloyd Wright's prairie style architecture. It is the spiritual focal point of the campus. The Guest House, architecturally similar to the Abbey Church, was completed in 1959. On the lower level of the church are other chapels, often used to accommodate smaller groups of people, dedicated to Our Lady of Guadalupe, St. Scholastica, and St. Joseph.

**St. John Paul II Student Center (the Student Union):** Dedicated in fall 1996, this building captures the spirit of John Paul II by housing a variety of things, creating a hub for student-related and community activities. The Ralph Nolan Gymnasium on the ground floor is the home of the Raven basketball and volleyball teams. Chair-back seating was added in spring 2017. The Jack T. Dugan Athletic Offices, opened in spring 2008, are housed in a suite overlooking the gym. Near the gym is the 500-seat O'Malley-McAllister Auditorium used for musical productions, lectures, and other campus meetings. The student mailboxes are also located on the ground floor. The Dean of Students Office and other student-service and student government offices overlook the gym. The second level is also home to the Benedictine College Ministry St. Martin Center as well as a Grab-n-Go dining facility and seating. The Sister Mary Noel Walter Atrium offers a relaxing atmosphere with comfortable furnishings and a windowed wall overlooking the campus entrance.

**Westerman Hall:** Completed in 1964 to serve the science departments, Westerman Hall contains laboratories, classrooms, and offices. The auditorium serves as a facility for both in-house presentations and visiting lecturers. In 2019, Benedictine completed construction of a multi-phase, \$25 million science and engineering building project, which is the college's largest capital project ever. The college worked with one of the nation's leading science and technology architects to design the best science facilities possible for the needs of the college's biology, chemistry and biochemistry, computer science, engineering, math, and physics and astronomy departments. Phase one, completed in May 2018, added 40,000 square feet of classrooms, laboratories, and faculty offices, nearly doubling its size. Phase two was completed summer 2019, renovating existing space to mirror phase one.

**Wilcox Stadium/O'Malley Field/Laughlin Track:** Wilcox Stadium is one of the best small-college stadiums in the region with chair-back seating, press box, concessions, suites, and FieldTurf™, that was resurfaced in summer 2019. O'Malley Field at Wilcox Stadium is home to many exciting Heart of America Athletic Conference football games, and the state-of-the-art Laughlin Track hosts dual and conference-wide track meets.



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# General Admission Policies

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Admission to Benedictine College is based on the applicant's academic record, evidence of ability to do college work, character, and interest in the goals of the college. Admission is independent of race, sex, national origin, religion, or handicap. The college operates on a rolling admission policy, and applicants are generally notified of acceptance within two weeks after completion of application procedures.

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## Application for Admission

To be considered for admission, prospective students must submit the following documents to the Admission Office, Benedictine College, 1020 North Second Street, Atchison, Kansas 66002-1499:

1. A completed application (form can be found at [www.benedictine.edu](http://www.benedictine.edu)) for undergraduate admission;
2. A \$50.00 non-refundable application fee (waived for online application);
3. An official report of scores earned on the ACT or SAT examinations. These may be included as part of the official transcript;
4. A completed official high school transcript; and
5. A letter of recommendation or counselor evaluation.

**ACT procedure:** Arrange for the ACT test scores to be sent to Benedictine College (code 1444). An applicant may arrange to take the test by completing an ACT Assessment registration packet, available from the high school guidance office or from ACT, P.O. Box 414, Iowa City, IA 52243, or via the ACT web site ([www.act.org](http://www.act.org)).

**SAT procedure:** Submit scores of the Scholastic Aptitude Test (SAT) of the College Board, Princeton, NJ 08541 to Benedictine College (code 6056).

**Upon receipt of a completed application, the \$50.00 application fee, all official transcripts of credit, a letter of recommendation or counselor evaluation, and ACT or SAT scores, an applicant will be notified of his or her admission status within two weeks.**

The admission of a high school senior assumes that the student will maintain a satisfactory record and complete high school graduation requirements.

If the decision of the Admission Committee is favorable, the applicant will be requested to send in an enrollment fee of \$300. Payment of this fee completes the acceptance and pre-registration process. Accepted applicants are encouraged to pay the \$300 fee as soon as possible or within two weeks of receipt of their financial aid award letter. This fee is refundable until May 1 for fall semester applicants, and October 1 for spring semester applicants.

In addition to the enrollment fee, all on-campus students are required to place a \$100 housing deposit with the college. This fee will be held in escrow until the room is vacated with a satisfactory clearance report from the residence hall director. Any assessments for damage will be deducted from the deposit. Should such assessments exceed the amount of the deposit, the assessments must be paid in full within ten days.

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## Admission to Freshman Standing

Applicants for admission to Benedictine are best prepared if they have a grade of 'C' or better in each of the following college preparatory core courses:

English (4 units)  
Mathematics (3–4 units)  
Foreign Language (2–4 units)

Natural Science (2–4 units)  
Social Science (2 units)  
History (1 unit)

Other traditional college preparatory courses should complement the above list. Students planning to major in computer science, engineering, mathematics, nursing, or science should take as many units of mathematics and science as possible.

Students who meet the following criteria and who demonstrate promise of college success are generally admitted to freshman standing:

1. Earn a 'C' (2.0/4.0) average in high school academic/core studies;
2. Receive a composite score of eighteen or more on the ACT, 860 or higher on the Scholastic Aptitude Test (SAT);
3. Graduate in the upper half of one's high school senior class.

Applicants who do not meet the above criteria, particularly criteria one and two, may receive admission or probationary admission if they evidence special academic or related talents and promise of college success. Such applicants may require review by the Admission Committee.

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## **Probationary Acceptance**

The Admission Committee may allow a limited number of students to be admitted on probation. These students do not meet the normal standards for admission to the college, but they do have a composite score of 15 or more on the ACT or 580 on the SAT. Students admitted on probation may be required to enroll in developmental courses to enhance their ability to succeed in college studies.

1. Prior to matriculation at Benedictine College, a student accepted on probation will receive a letter from the Dean of Enrollment Management outlining the requirements and general policies relating to his or her probationary status and enter into a contract to fulfill these policies.
  2. A student admitted on probation will be assigned an academic advisor with whom he or she is expected to meet weekly.
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## **Transfer Admission and Degree Completion**

Benedictine College will make every effort to facilitate the entry of transfer students to the programs of the college. Transfer students will be treated on the same equitable basis as all enrolled students. The college will provide each transfer student with an evaluation of previous studies, as well as the counseling necessary for satisfactory academic progress at Benedictine. Transfer students may be offered admission for either fall or spring semester.

Students may transfer a maximum of sixty-four credit hours from a two-year college towards a bachelor's degree from Benedictine. The final two semesters (30 credit hours) must be completed at Benedictine College.

A transfer candidate presenting less than four semesters of college-level work and those transferring from unaccredited institutions are subject to review by the Registrar to determine the number of hours transferred and class standing.

Transfer candidates presenting sixty or more hours of approved credit and/or an Associate of Arts or Associate of Science degree will be granted junior status with the understanding that:

1. Only courses comparable to those offered at Benedictine College will be accepted for transfer. Credit is not transferred for most technical courses.

2. Request to transfer courses from institutions that are not regionally accredited will be evaluated on a course-by-course basis. Students need to be prepared to provide course description, course syllabi, information about the instructor's qualifications, and possible other information in order to evaluate the course.
3. Credit for transferable courses will be awarded for all such courses in which a grade of 'C-' or better was earned.
4. Thirty hours of upper-division credit are required for graduation.
5. Grades earned at other institutions will not be computed into the student's grade point average at Benedictine College.
6. Students in their first two semesters at Benedictine College will be subject to the academic standing rules for freshmen; subsequently, they will be subject to the requirements for upperclassmen. In order to graduate, all students must meet the graduation requirements of a 2.0 GPA (both overall and in their major) regardless of when they transfer to Benedictine College.
7. A minimum of 28 hours of general education is required. (See the General Education section in this Catalog for details.)

To be considered for admission, transfer candidates must submit the following documents to the Admission Office, Benedictine College, 1020 North Second Street, Atchison, Kansas 66002-1499:

1. A completed application for undergraduate admission for transfer candidates;
2. A \$50.00 non-refundable application fee;
3. Official transcripts are those that are printed on security paper and come directly via US mail from another institution's records/registrar office to the Office of the Registrar, are electronically delivered to the Office of Academic Records and Registration via a secure 3rd party method that has been verified by the sending university, or are presented to the Office of Academic Records and Registration in a sealed envelope with a stamp across the seal. All other transcripts are considered unofficial and will not be accepted or processed; and
4. If the student has fewer than 24 transfer hours, an official report of scores earned on the ACT or SAT; and a complete official high school transcript are also required.

In order to be admitted on a regular basis, transfer students must meet the following criteria:

1. Possess an overall grade point average of at least 2.0 in all college-level work;
2. The student must demonstrate satisfactory academic progress at the institution from which he or she is transferring. Satisfactory academic progress is defined as successfully completing the minimum twelve (12) academic hours each semester with at least a 2.0 grade point average. Benedictine College defines academic hours as those non-activity courses one pursues in the various disciplines to move toward a degree.

The Admission Committee will consider each transfer applicant who does not meet the above criteria.

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## **Reverse Transfer Agreement Procedure**

As a member of the Kansas Independent College Association, Benedictine College and the Kansas Community Colleges wish to increase the educational attainment of Kansas college students, enhance the number and quality of learning options at the institutions, and provide a more seamless transfer process for students. This process is called reverse transfer. These institutions have entered into a Reverse Transfer Agreement.

Transfer students who transfer in a minimum of 45 credit hours of coursework from a Kansas community college or combination of 45 accumulated hours from other accredited institutions and a Kansas Community College are eligible to take part. Such students need to

contact the Office of Academic Records and Registration early within their first semester at Benedictine College to request information regarding opting in to this process that may enable them to complete their associate's degree at their former community college.

Other students who transfer in a minimum of 45 credit hours of coursework from an accredited community college or combination of 45 accumulated hours from other accredited institutions and an accredited community college, although not covered by the previously mentioned Reverse Transfer Agreement, need to contact the Registrar within their first semester at Benedictine College to see if a similar arrangement can be available to them.

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## **Advanced College Placement**

### **Advanced Placement (AP)**

To aid in the identification of able college students and to foster greater intellectual development, Benedictine College participates in the Advanced Placement Program, which is administered by the College Entrance Examination Board. Students who receive a rating of 3 to 5 on the Advanced Placement Examinations will be considered for college credit and/or advanced placement. Policies vary with the student's desire to use such credits in a major or in an elective area. For a guide to how AP credit will transfer to Benedictine College, refer to the College website ([www.benedictine.edu](http://www.benedictine.edu)), under "Resources," and look for Advanced Placement Equivalency Chart.

### **Advanced College Credit**

Students who took advanced college credit classes in high school will need to have the college transcripts sent to the Office of Academic Records for evaluation. The exception to this policy is any coursework taken at a high school in which the credit was offered by Benedictine College.

### **College Level Examination Program (CLEP)**

Applicants may request advance credit for courses in the college catalog by providing proof that the material described has already been mastered. The normal way in which this can be done is by examination. The college will accept many of the General Examination and many of the Subject Matter Examinations of the College Level Examination Program. All CLEP examinations must be taken prior to the start of the student's third semester at Benedictine College. A maximum of 28 hours will be accepted through CLEP examination.

Subject level examinations of CLEP acceptable are American Government, American History I and II, American Literature, Analysis and Interpretation of Literature, Calculus, College Composition, College French (levels 1 and 2), College Spanish (levels 1 and 2), English Literature, General Biology, Chemistry, General Psychology, Human Growth and Development, Introductory Macroeconomics, Introductory Microeconomics, Physics, Introductory Sociology, Studio Art, and Western Civilization I and II.

Benedictine College will use institutional norms to determine the amount of credit to be granted. Credit will be given for CLEP scores at or above the 50th percentile.

Interested candidates should contact their high school counselor or the College Level Examination Program, Box 6600, Princeton, NJ 08541-6600; phone: 800-257-9558; fax: 609-771-7088; web site: [clep@collegeboard.org](mailto:clep@collegeboard.org).

### **International Baccalaureate (IB)**

Benedictine College recognizes the rigor of the International Baccalaureate (IB) curriculum and offers credit for the following subject exams.

All areas require a score of 4 or above on the Higher Level Exam or a score of 5 or above on the Standard Level Exam. Official transcripts and scores must be sent directly from the IB office to the Office of Academic Records and Registration in order to award credit. Web site: [ibo.org](http://ibo.org).

English A1	equivalent to 3 hours of English Literature credit
Biology HL in English	4 hours of Principles of Biology credit
Chemistry SL in English	8 hours of General Chemistry credit
Spanish B	3 hours of Elementary Spanish credit
History Americas HL	6 hours of credit in US History
World History	6 hours of credit in World Civilization
Psychology SL in English	3 hours of General Psychology
Mathematics SL in English	3 hours of credit in Mathematics
European History	3 hours of credit in History
Economics	3 hours of Principles of Microeconomics credit

Other areas will be evaluated if requested. See [www.transferology.com](http://www.transferology.com) for the latest list of exams that have been evaluated and how they will transfer to Benedictine College.

### **Locally Administered Placement Examinations**

During on-campus registration in the summer and fall orientation, freshmen and eligible transfer students will be given the opportunity to test out of the college requirements in Latin, French, and Spanish. Those who score high on the language tests may have satisfied the college's general education requirement for one or two semesters of language and will be eligible to continue with sophomore-level courses or higher. Students who have had two or more years of French or Spanish are required to take the placement test if they wish to continue studying the same language. Please see the policies regarding language placement in the World and Classical Languages and Cultures Department section of this catalog. The exam must be taken within two semesters of beginning study at Benedictine College.

A native speaker of a language other than those listed above (French, Spanish, Latin), may take a proficiency test to determine whether or not his or her skills and knowledge are at an appropriate level to waive the foreign language requirement. It is normally taken before the beginning of one's junior year and costs \$250.

### **Credit for Experiential Learning**

Benedictine College awards academic credit for knowledge gained outside of the traditional college/university classroom setting for nontraditional students enrolled at Benedictine College who present portfolios of experiential learning that receive favorable evaluation. A nontraditional student shall be defined as a student of at least 23 years of age who has not been enrolled as a full-time student in a degree program for at least two years. Application for experiential learning credit is normally done within the first semester of attendance at Benedictine College. Experiential learning credit cannot be applied to work experience to complete a degree after a student leaves the College.

The determination for the awarding of credit will be the responsibility of the chair of the academic department in which the credit is being earned, plus at least one other faculty member in the discipline in which the credit is being sought and the Associate Dean. Experiential learning portfolio review for college credit will be assessed a fee. A maximum of 18 hours will be awarded for experiential learning.

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## **Readmission**

Any student who has been absent from Benedictine College for more than one semester must apply to the Admission Office for readmission. The application procedure is as follows:

Submit to the Admission Office:

1. A letter requesting readmission. This letter should specifically state what the applicant has done since leaving Benedictine. If he or she has been employed, list the place and the employer's name and address. If he or she was not employed, the applicant must account for the use of his or her time since leaving the College.
2. Complete the Admission Application. The fee is not required for readmission applications.
3. Submit transcripts of any coursework completed at another college.
4. Students readmitted to the college who have attended other colleges or universities must meet satisfactory academic progress requirements as described under the Transfer Admission section of the General Admission Policies.

Upon receipt of the above material, the Admission Committee will review the applicant's request for readmission. Notification normally takes two weeks. If the decision of the committee is favorable, the applicant will be requested to submit an enrollment deposit. This will be necessary only if the applicant's original deposit was refunded when he or she withdrew.

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## **International Students**

Benedictine College has been the choice of many international students who desire to further their education at a school in the United States. These students have found Benedictine ideal because of its small size and sense of community and because of the individualized attention they receive from faculty and staff. Special academic and cultural programs are offered to international students to enhance their initial adjustment and transition to the college and to living in the United States. Opportunities are also available for students to share their culture and customs with the college and local community.

The Center for International Education assists students in all U.S. Citizenship and Immigration Services that include documentation for employment in the United States. Academic advising and cultural and social counseling are also provided to students by the Center for International Education and the international student advisor.

All international applicants seeking I-20s must provide the college with a financial statement showing they have sufficient funds to cover the cost of at least one year of study at Benedictine College, including tuition, fees, housing, meals, books, and health insurance.

International students are required to have health and accident insurance that covers them while in the United States. Benedictine College does not offer an insurance plan through the college, but can assist students to find adequate insurance coverage. Any insurance purchased from outside the United States must be approved by the Center of International Education and the policy must be submitted in English.

### **International Freshman Admission**

Benedictine College accepts applications all year. Suggested application deadlines are April 1 for August admission and October 1 for January admission.

To consider a student for freshman admission, we must receive the following documents:

1. Completed International Student Application or Common Application for admission.
2. Official transcripts from all high schools (secondary schools) attended, secondary school leaving certificates, exit exam results, and other academic credentials. See transcript policy below.
3. Submit all standardized scores taken: SAT, ACT, TOEFL, IELTS. Students who do not have scores may be accepted conditionally. Those students with English not as their first language

must show proof of English proficiency; years of English taken in high school, interview with admission office, other partnership exams accepted by the college.

4. Students who graduate from a high school in the United States or Canada are required to submit the ACT or SAT.

### **International Transfer Admission**

Benedictine College accepts applications all year. Suggested application deadlines are April 1 for August admission and October 1 for January admission.

To consider a student for admission, we must receive the following documents:

1. Completed International Student Application or Common Application for admission.
2. TOEFL or IELTS scores (optional). Those students with English not as their first language must show proof of English proficiency; years of English taken in high school or university, interview with admission office, other partnership exams accepted by the college.
3. Official post-secondary transcripts from all schools attended after high school (secondary school). If previous university attended is outside the United States, a professional credit evaluation is required for transfer credit. We recommend Educational Credential Evaluators, World Education Services, or InCred Evaluations.
4. If the student has fewer than 24 transfer credits, we also need official transcripts from all high schools attended, as well as secondary school leaving certificates and exit exams.

### **Transcript Policy**

All required credentials must be

- Original documents mailed directly to Benedictine College from the school or issuing agency or
- Photocopies signed and stamped by a school or government official, mailed directly to Benedictine College from the school.

If the official documents are not in English, students must submit both the original and a certified English translation. Transcripts should be mailed to: International Admissions, Benedictine College, 1020 North Second Street, Atchison, KS 66002 USA.

### **English As a Second Language Program (ESL)**

The English as a Second Language program aims to prepare students for the academic demands of university classes and to offer English language support throughout students' attendance at Benedictine College. Upon arrival on campus, students who require English language assessment will take an exam for proficiency in reading comprehension, writing, speaking, and listening. The results of the exam will determine the combination of ESL and other courses the student will take during his or her first one or two years. In ESL classes, students will experience academic rigor comparable to regular classes that often require analysis, synthesis, and application of information in papers, discussions, oral presentations, and exams.

In order to exit the ESL program, students must complete advanced level classes with a 3.0 GPA and/or must demonstrate proficiency in the four language skills areas: reading, writing, listening, and speaking. Faculty may recommend students for continued ESL support to ensure academic success. Non-native English language speaking students who complete the ESL program will satisfy the general education foreign language requirement.

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### **Special Student Status**

An applicant who desires to attend classes without following any prescribed course of study or becoming an immediate candidate for a degree may be admitted with the consent of the Associate Dean upon payment of an application fee. Special students will be expected to follow the usual conventions of class attendance. If an applicant later desires to apply the credits earned

as a special student toward a degree, she or he must adhere to whatever conditions are set forth by the Admission Committee and/or the Associate Dean. At present, a special student is defined as follows: “*A special student is one who has not been admitted to a degree program, as distinct from a freshman, sophomore, etc., who has been fully accepted into such a program.*”

High school juniors, seniors, or home-schooled high school students who wish to take individual courses at Benedictine College may be admitted as special students. Admission will normally be granted only to students who have sixteen academic units in academic/core studies or their equivalent at the high school level, plus an above-average academic and achievement record. After permission of the instructor is received (See the Associate Dean for the appropriate form.), the Associate Dean evaluates and may approve the request. Normally, high school students must be at least 15 years of age before requesting to take any college classes on campus. (See Advanced College Placement section in this catalog for information about high school students who wish to take dual college credit courses.)

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## Student Life

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**Student Life Office Mission Statement:** Within the Catholic academic community of Benedictine College, the Student Life Office promotes community within the Catholic and Benedictine tradition, offers students a living/learning environment in which they can integrate the intellectual, personal, and spiritual dimensions of their educational experience, provides students with the highest quality programs and services, and builds strong collaborative links between the Student Life Office area and other units of the College.

### Residence Hall Program

**Residence Life Mission Statement:** To develop the whole person by providing a safe and comfortable environment of seamless living and learning that fosters the growth of virtue and excellence in our residents as they develop into men and women of character who respect the dignity of the human person.

A professional staff Residence Director (RD) lives in and guides the community-centered life of each residence hall. The Resident Assistant (RA) is an undergraduate student who aids the RD as a member of the hall staff. RDs and RAs take a special interest in the growth of students and coordinate activities in the hall that support the mission of the college. These activities include developing and implementing the Family Model, which include community, personal growth, spiritual maturity, and social responsibility programs.

### Living Accommodations

Sixteen residence halls serve as the foundation for building community and student life at the college:

The Benedictine Row Houses were built in 2010. The design adds a New England charm to the area and the six townhomes house up to 24 students—upperclassmen in Hartman House and upperclasswomen in Schirmer House—in groups of either four or five students.

Courtney S. Turner Hall, built in 1957, is a freshmen male residence hall and was renovated in 2005. It houses 140 men.

Cray Seaberg Hall, the top floor of a recently remodeled building on Second Street, houses 42 sophomore women. The building opened in fall 2010.



Completed in 1893, Elizabeth Hall served as the original Abbey for the Benedictine monks. It was completely renovated in 2001 and currently houses 151 women on four floors of uniquely stylized rooms, from lofts to suites to apartments.

The Legacy Apartments, completed in 2008, are a series of four single-sex halls, Kremmeter (upperclasswomen), Legacy (upperclasswomen), and Wolf (upperclassmen), which offer students the luxury of living in an apartment while still being on campus. In fall 2014, Lemke Hall (upperclassmen) was opened offering students additional apartment housing on campus. The Legacy Apartments currently house a total of 284 students.

McDonald Hall, commonly called “The Suites” for their apartment-style living, was completed in 1965 and houses 154 women. Each suite has four double occupancy rooms, two bathrooms, and a main lounge.

Newman Hall, completed in 1967, houses 142 freshmen and sophomore men. Each suite consists of two rooms connected by a shared bathroom.

Our Lady of Guadalupe Hall opened fall 2014 and houses 120 freshmen through senior women. Each suite consists of two rooms connected by a shared bathroom, except for three loft-style suites on the top floor.

St. Joseph Hall was the first hall built on campus in 1924 and provides private rooms in addition to two six-person suites for 45 upperclassmen.

St. Martin’s Memorial Hall is home for 90 freshmen women in a community housing style.

St. Michael Hall opened in fall 2012 and houses 151 upperclassmen. Each suite consists of two rooms connected by a shared bathroom.

St. Scholastica Hall opened in 2005. It houses 140 freshmen women in a community housing style.

The Campus Houses are a leadership-based, single-sex housing option available to both upperclassmen and upperclasswomen who go through an application and interview process. Each house can hold three to five occupants.

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## College Ministry

The department of College Ministry serves the goals of Benedictine College by transforming lives in Christ for a life of mission. We facilitate encounters with Jesus Christ through sacraments, outreach, and stewardship; developing and sending students into the world as Catholic missionary-disciples. Through this, we minister the sacraments and promote virtue, dynamic orthodoxy, Christian discipleship, ecumenical outreach, biblical literacy, liturgical prayer, Catholic social teaching, and the charisms of the founders of our sponsoring religious communities, St. Benedict and St. Scholastica. Students of all faiths are welcome to grow in their spiritual life through activities including mission trips, retreats, Mass, youth ministry, Eucharistic Adoration, evangelization, vocation discernment, education, prayer, music ministry, fellowship, and volunteer work. We follow Jesus who said, “Go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit” (Mt 28:19).

The Catholic Church has cared for the souls of the Benedictine College community for over one hundred fifty years. Today, Benedictine College Ministry continues this service in the St. Martin Center located in the St. John Paul II Student Center. It is the spiritual and volunteer arm of the College responsible for the sacramental communion, pastoral care,

catechesis, service, faith and moral formation of the community. As a ministry of the Catholic Church, Benedictine College Ministry accepts the Church's principal legislative document, the *1983 Code of Canon Law*, as a primary guide for its own policies, practices, rules, and norms of behavior. Benedictine College Ministry will uphold the teachings and practices of the Catholic Church and will not act on or promote anything contrary to the heritage of revelation and tradition, divinely founded and apostolic, handed on by the Catholic Church. Like any church, the ministry depends on the good will, time, talent, and treasure of members, leaders, volunteers, and supporters.

The Department of College Ministry carries out its pastoral service in harmony with the practices and norms of the Archdiocese of Kansas City in Kansas in general and with those particular policies designed for ministry in institutions of Catholic higher education. It serves the mission of Benedictine College to be a Catholic, Benedictine, liberal arts, and residential college that educates men and women within a community of faith and scholarship.

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## **Student Government Association (SGA)**

The Benedictine College Student Government Association (SGA) upholds the dignity of each student and promotes the general welfare of the student body through representation, communication, and Christ-like servant leadership. The Benedictine College Student Government Association strives to provide effective student services, to address student concerns, and to help administration develop solutions that positively affect student life.

SGA consists of the Executive Board and the Class Senators. The positions on the Executive Board of the Student Government are the President, Vice-President, Director of Communications, Treasurer, and Director of Clubs and Organizations. The Senate consists of four senators per class. The Senate is divided into four committees: Food Service, Raven Unity, Campus Development, and Communications. These committees exist to address key areas of student concern, to fulfill the mission statement of SGA, and to assist the administration with educating men and women within a community of faith and scholarship.

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## **Student Activities**

Students are encouraged to form and join organizations that contribute to the development of the whole person. The college, with the Student Government, provides many opportunities for cultural growth. Nationally known speakers, lecturers, players, and musicians appear on the campus each year. Regularly scheduled student recitals, a regular program of professional performing arts events and film series, and the opportunity to hear prominent educators and artists who appear in the greater Kansas City area serve to enrich the life of the students.

In addition, there are many student clubs and organizations, including national honor societies, social and religious organizations and service clubs. Early in each semester, each student has the opportunity to become acquainted with the full range of organizations, their functions and activities.

Students participate in a wide variety of social activities. Examples include: attending inter-collegiate athletic events, intramural sports, concerts, live comedy routines, and student talent shows. In addition, students enjoy our tradition-rich signature weekend events put on by the Campus Activities Board, which include: Family Weekend, Homecoming, HER Weekend, the Mother-Son/Father-Daughter Banquet, Little Siblings' Weekend, Spring Formal, and Spring-fest.

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## **Student Health Center**

The services of the Student Health Center, located at 1201 North 2nd Street, are available to all students free of charge.

The health center provides facilities for first aid and the dispensing of nonprescription drugs and limited primary care services through the use of a nurse practitioner and/or physician assistant under the supervision of a registered nurse. In the event of serious illness or injuries, students are referred either to the hospital emergency room or to a physician of their choice.

### **Policies**

Students are strongly encouraged to be covered by a health insurance plan. Each new student **must** submit a health record that provides a health history, gives evidence of a recent physical examination, and complete a required immunization series.

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## **Counseling**

As with any age group (especially one living and studying in a residential community), students may face challenges that strain their coping abilities, create stress, and result in other problems. Professional and licensed counseling, assessment, and consulting services are readily available on campus to all students.

The services of the Counseling Center, located at 1201 North 2nd Street, are available to all students free of charge. Although the staff is available for emergency consultation, appointments for regular services are strongly advised.

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## **The Student Success Center**

The Student Success Center is located directly adjacent to the Benedictine College Dining Hall and is designed to accommodate the needs of the entire college community. Career Services, Graduate School Support, Academic Advising for Undecided Students, and Disability Services are located in the Student Success Center.

The Student Success Center provides students with free tutoring in an atmosphere conducive to learning that is both comfortable and productive.

Disability Services works with students who have documented learning, mental, and physical disabilities that may require academic accommodations.

The Office of Graduate School Support assists students in learning about graduate and professional school, post-baccalaureate fellowships and scholarships, and applying for post-secondary schooling opportunities.

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## **Academic Advising**

Each student is assigned an academic advisor upon matriculation; when possible, the advisor is chosen to reflect the student's proposed major. When the student formally declares his or her major, a faculty member in that discipline is assigned as the new academic advisor. Students with multiple majors will have multiple advisors. Students are encouraged to work closely with their advisor to plan their semester schedule and overall course of study; however, the student bears the responsibility for fulfilling all requirements for graduation. Students,

particularly undecided majors, can also receive academic advising and academic assistance in the Student Success Center.

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## Center for Service-Learning

In June 2016, Benedictine College launched the Center for Service-Learning in order to facilitate the implementation of service-learning for our faculty, students, and community partners. Service-learning is an academically rigorous form of experiential education in which students engage in activities that address human and community needs, together with structured opportunities for reflection designed to achieve and assess desired learning outcomes. (Adapted from a definition by Dr. Barbara Jacoby.)

This teaching method is highly adaptable and its structure can vary significantly from course to course. Three characteristics these types of courses – in their variety of expressions – have in common are as follows:

- **Careful Selection:** The assigned service experiences align with one or more of the course’s learning outcomes
- **Critical Reflection:** Structured and challenging critical reflection opportunities integrate the service with other course content
- **Mutually Beneficial:** Service experiences address unmet, community-identified needs and advance students’ academic, moral, and/or personal growth

The service-learning program at Benedictine College is rooted in, guided by, and an expression of the Gospel of Jesus Christ and our identity as a Catholic, Benedictine institution. We believe it advances Benedictine College’s mission to educate men and women within a community of faith and scholarship.

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## Career Development

### Career Services

The Career Services Office is located in the Student Success Center adjacent to the Dining Hall. Career Services assists students and alumni with career-related decisions by providing career counseling and information about occupations. Counseling and workshops are available to help determine personal strengths, weaknesses, interests, skills, goals, and values. To help prepare for that first professional job search, students receive guidance on interviewing skills; networking and job search methods; and résumé and cover letter writing.

The Raven Walk ([ravenwalk.benedictine.edu](http://ravenwalk.benedictine.edu)) is the online career management and networking system where students can network with alumni and mentors, search for full-time jobs, internships, part-time jobs and volunteer opportunities, and schedule appointments with the Director of Career Services.

### Internship Opportunities

A critical aspect of career development for college students is the development of professional skills while pursuing academic studies. Therefore, all students are encouraged to participate in at least one internship. Internships are programs designed to provide students with work experience applicable to their occupations upon graduation. While freshmen and sophomore students are encouraged to hold internships in order to crystallize decisions about their future careers, juniors and seniors may receive academic credit for completing an internship.

Internship listings for opportunities, locally as well as nationwide, are posted on the Raven Walk.

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## Publications

*The Circuit* (the campus newspaper), *bccircuit.com* (the online news), and the *Raven* (the college yearbook), are edited by the students of the college. These publications encourage journalistic ability and serve as a means of communication for the students and faculty.

*Loomings*, a magazine of the arts sponsored by the English Department, is published yearly by the students. It includes poetry, short stories, essays, art, photography, and musical compositions submitted by students and faculty.

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## Library Services

The Benedictine College Library is located between St. Benedict Hall and St. Benedict's Abbey. The present building, completed in 1968, houses the combined collections of Benedictine College and St. Benedict's Abbey, numbering approximately 250,000 books and bound periodicals. The library subscribes to a collection of over 74,000 electronic books and provides access to over forty periodical databases. An experienced library staff is available to assist students with their studies and research both individually and through group instruction.

Our special collections include some 6,000 items especially rich in Benedictine history, editions of the *Rule of Benedict*; Emblem books and 19th century U.S. Federal documents covering the Exploration and Surveys period. The Library is a partial depository for U.S. Government Documents.

There are two classroom/computer labs on the main floor that contain forty networked PCs. Wireless network access is available on all floors of the building.

The library building is also home to Rocky's Copies, the Center for International Education, and the Center for Service-Learning.

### Policy on Non-Returned Library Books

Library materials are for the use of the Benedictine College community. Students who fail to return books borrowed from the library within 10 days after the last day of exams will be assessed a fine of \$20.00 per book. Seniors graduating in May must return books prior to Commencement. The library staff will attempt to contact students by email and by campus mail with reminders to return their library books. Ultimately, the students are responsible for returning their library books.

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## Computer Facilities and Services

Technology and Information Services (TIS) provides all support and resources for the information technology needs of the faculty and staff of Benedictine. Support for students is limited to virus protection, Internet connectivity, email support, login and password issues. The campus network provides connectivity for all offices, residence hall rooms, and computer labs. The on-campus help desk service provides assistance and answers for all Benedictine-owned computers, network problems, and questions. The help desk will only assist students as time permits and can only provide limited repair and support options. Benedictine TIS cannot repair or support private individual equipment or software.

Access to Internet service is available in all residence halls through either an Ethernet connection or wireless service for each resident. Wireless access is available inside all dorms and all academic buildings. A user name and password are required to access the network.

Internet access is available to all students from the computer labs located in the Library, Westerman Hall, and Cray Seaberg Hall.

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## **Sports**

### **Intercollegiate**

The Benedictine College Intercollegiate Athletic Department affirms a holistic approach to education intended to promote intellectual, social, physical, and spiritual growth of student-athletes.

The athletic arena provides an extended education for the student-athlete. Participation in intercollegiate sports provides a learning laboratory for each student-athlete. Benedictine College offers a balanced sponsorship of sports for men and women. The athletic program for men includes baseball, basketball, cross-country, football, soccer, indoor and outdoor track & field, lacrosse, and wrestling. The intercollegiate sports for women are basketball, cross-country, soccer, softball, spirit squad, dance, indoor and outdoor track & field, lacrosse, and volleyball. In order to advance the College athletic health care/sports medicine facilities, treatment abilities, rehabilitation, preventative services, health and wellness education, all student-athletes are charged a \$50 fee each semester.

By its very nature, the athletic program is designed to serve the entire community. Students are admitted to all regular season varsity sports without admission charge with a student ID. Benedictine College competes in the Heart of America Athletic Conference (HAAC) and is a member of the National Association of Intercollegiate Athletics (NAIA).

Benedictine College has a solid winning tradition fielding teams that are competitive in the conference and at the regional and national levels. Since joining the Heart of America Athletic Conference in 1991, Benedictine College has won numerous conference championships in a variety of sports. Many Raven sports teams have gone on to postseason play. Benedictine athletics has produced numerous all-conference and all-American honorees as well as scholar-athletes. Head football coach Larry Wilcox, former Coach Ralph Nolan, basketball player Darryl Jones, and football player Jamie Mueller are members of the NAIA Hall of Fame.

### **Intramurals**

More than 90 percent of the students at Benedictine College participate in some kind of intramural sport activity. A wide range of activities and events serve the students' interests and abilities. Intramural sports activities may be single gender or they may be co-recreational, depending on the sport or the event. Opportunities exist for forming teams and for individual participation.

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## **College Policies and Procedures**

Students are expected to comply with college and office policies and procedures. This includes the Community Code, *Student Handbook* policies, the four-year residency requirement, Room-Draw, Student Health, and Technology and Information Services policies.

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### **Student Complaint and Grievance Policy**

Benedictine College is committed to treating all students fairly and respectfully. In an instance of perceived violation of a College policy, a student may file a complaint. More information about the Student Complaint and Grievance policy is available in the *Student Handbook* and online at [www.benedictine.edu/complaints](http://www.benedictine.edu/complaints).

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## Student Expenses

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Specific costs for tuition, room, board, and fees are published annually and the information is available several ways: from the college's web site, [www.benedictine.edu](http://www.benedictine.edu); the Business Office; or from the Admission Office. Any additional course fees or expenses are noted on RavenZone, the online student information portal, as well as displayed on the student's tuition statement, if enrolled in the course.

Textbooks may be purchased through the college's online virtual bookstore accessible at our web site, [www.benedictine.edu](http://www.benedictine.edu), through the Virtual Bookstore link. Books may be delivered to students at their campus address or any other address provided during the ordering process. Course text requirements are posted through the web site at the same time that the official class schedules are made available. Students are required to order in time to have texts available for use on the first day of class. Although textbooks are not sold through the Raven Campus Store, lab notebooks and bluebooks for tests are available for purchase.

Payments for tuition, room, board, and fees are required according to the following Payment Policy.

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### Payment Policy

No paper statements will be sent; the college will communicate with students through their unique student email account assigned to them by Benedictine College or by phone as needed. If a student has a parent, relative, or other adult who helps the student with financial decisions, the student can set up these persons as authorized users through RavenZone, giving the college permission to share the student's billing and financial aid information. Each student will access his or her tuition statement online through his or her RavenZone account to view and make payments. All financial aid must be completed and processed in order to be considered against balances due or deducted for payment plan contracts.

Students attending Benedictine College are expected to make arrangements to meet their financial responsibilities by stated deadlines and prior to attending classes. Additionally, students are required to acknowledge and accept the college's Electronic Authorization Agreement to indicate confirmation of financial responsibility for the educational services received as a student at Benedictine College. This agreement can be accepted when the student views his or her first bill through RavenZone. Please review the Benedictine College payment and privacy policies found on the college's website. Students logging into their RavenZone account confirm that they accept the policies.

### Pay in Full

All balances **MUST** be paid in full or a payment plan set up by the following dates:

For Fall terms – August 1st

For Spring terms – January 1st

For Summer terms – May 20 (due to the condensed timeframe, payment plans are not available)

To pay your balance in full:

- Online through your RavenZone account: By electronic check, ACH, debit or credit card
- By mail: Print a copy of your invoice and mail along with your check to:

Benedictine College  
ATTN: Business Office  
1020 N 2nd Street  
Atchison, KS 66002

### **Tuition Payment Plan (Monthly)**

Benedictine College is pleased to offer a monthly tuition installment payment plan administered each semester in partnership with TouchNet, a vendor that specializes in assisting post-secondary institutions with secure online financial options for students and families. The installment payment plan is a convenient monthly-budget alternative to payment in full each semester.

Enroll in an installment payment plan through the student's RavenZone login and that will take you directly to the TouchNet web page for the payment plan set up. Additional information can be found at [www.benedictine.edu](http://www.benedictine.edu) on the Student Billing page, in the Payment Options document, as well as the Plan Agreement in the payment plan application process.

<b>Plan ID</b>	<b>Number of Payments</b>	<b>Application Fee</b>	<b>Payment Period (Begin – End)</b>	<b>Enrollment Begins</b>
<b>Fall Only</b>	4	\$55	August 15 – November 15	July 5
<b>Fall Only</b>	5	\$55	July 15 – November 15	July 5
<b>Spring Only</b>	4	\$55	January 15 – April 15	December 1
<b>Spring Only</b>	5	\$55	December 15 – April 15	December 1

Email notices of the installment payment due will be sent by the 10th of each month. Payment is due by the 15th of each month through your RavenZone account. You can schedule a payment or login and make your monthly payment at your convenience. Payments not paid by the 25th will receive a late fee of \$25. Payment by electronic check (e-check) or automatic ACH debit from your bank account is encouraged, so as to minimize additional fees absorbed by the College. Costs and fees associated with the payment plans are minimal when you make your payments on time.

Students are required to make payment or payment arrangements by the required deadlines to avoid additional late fees as well as avoid receiving financial holds against their accounts. Financial holds will jeopardize a student's ability to access academic records, make changes to schedules, register for future semesters, as well as receive transcripts and/or diplomas.

### **Summer Session**

Payment for summer session and/or housing is expected in full by May 20. Payment plans are not available for summer or short-session courses due to the condensed sessions.

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### **Collection Policy**

The Benedictine Community asks for your attention to due dates and your prompt payment toward student accounts is in the best interest of everyone involved.

Benedictine College reserves the right to assess and add to the student's account monthly late charges, interest charges, administrative charges, collection fees up to 50% of the outstanding principal and interest, attorney fees and any other costs associated with or that accrue toward the collection of a student or payment plan account. Delinquent accounts may also be referred to collection agencies chosen by Benedictine College and notification may also be given to credit bureau agencies.



The college reserves the right to refuse to admit students to class unless they abide by the terms of the payments outlined above. Students are required to maintain their accounts in a current status in order to be able to proceed in the registration process for each term. The college may revoke a student's privilege to an early registration schedule for the following semester if the student's account becomes delinquent. The college reserves the right to hold diplomas and/or transcripts until the student's account has been settled in full.

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## Housing Deposit

All on-campus students are required to pay a \$100 housing deposit in addition to the enrollment fee. The housing deposit is payable through the student's RavenZone account and is retained on deposit until the student graduates or withdraws from Benedictine College and completes the exit process. Any assessment for damages during the student's time at Benedictine will be charged directly to the student's account. Room damages that may be charged at the time of graduation or withdrawal will be charged to the student account and the housing deposit will be credited against the student account. The housing deposit refund process will occur annually after the spring semester closes. Graduates as recorded by the Office of the Registrar will automatically be included in the refund process; students withdrawing from Benedictine College must complete the official withdrawal or exit process to receive a deposit refund.

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## Refund Policy

**Student Account Credit Balance Refunds.** If a student billing account reaches a credit balance (caused when financial aid, awards, and/or payments exceed the total of charges assessed), the student may choose to 1) carry the full credit on account (The student must notify the Business Office in writing for this option.), or 2) receive a full refund of the credit balance. Should the student opt for the refund, the Business Office will issue the refund as either direct deposit or paper check, based on the student's selection. For the convenience of the student, the college recommends direct deposit for student refunds. Direct deposit sign up will be through the student's RavenZone account utilizing the TouchNet vendor secure web page to collect the student's direct deposit information. The first direct deposit refund will be issued the Friday of the first full week of classes. Paper checks will be mailed to the student's home address the Monday following the first full week of classes. Refunds created as a result of federal financial aid credits are to be disbursed to the student within 14 calendar days after aid credits have been posted to the student's account and the student has met enrollment and attendance qualifications according to federal and/or state regulations.

**To receive any refunds or adjustments from the Business Office, the student MUST follow these procedures to affect an official withdrawal/drop from class:**

1. For a reduction of credit hours, complete a written change of schedule form in the Office of Academic Records and Registration.
2. For withdrawal from a residence hall or board contract, obtain approval from a Residence/Student Life officer and complete a written withdrawal form in that office.
3. For total academic withdrawal, complete a written withdrawal form in the Office of the Director of the Student Success Center and the Student Life Office.

**Fees.** Individual course fees will not be refunded once the semester begins.

**Tuition – Adjustments/Refunds.** Students who drop individual courses but remain enrolled as full-time students (12 to 18 credit hours) will not see a change in the full-time tuition charge. For the first six class days of each semester, a change in status from full-time enrollment to part-time enrollment (less than 12 credit hours) will impact charges as well as eligibility for financial aid. Part-time students are not eligible for certain financial aid; contact the Financial Aid Office for further information. After the sixth class day of the semester, there will be no change in tuition charges or financial aid when dropping classes that cause a student to go from full-time to part-time enrollment status; the student’s enrollment status “freezes” for the purpose of charges as well as receipt of financial aid. When part-time students drop individual courses after the sixth class day, tuition charges related to the dropped class will be prorated based on the date the student officially drops the course, according to the Tuition Adjustment schedule below.

Students whose status changes from part-time to full-time after the first six class days of the semester but during the time period allowed to “add” classes will see a change in charges. When enrollment status changes, students are encouraged to meet with Student Billing in the Business Office to understand how charges will be affected and with the Financial Aid Office for a clear understanding of how aid may be affected.

Tuition overload charges will be refunded based on the date the student officially drops the overload course, according to the Tuition Adjustment schedule below.

When a student withdraws from college, tuition charges will be adjusted following the schedule below. Overload tuition charges will be refunded at the same rate as other tuition charges. Students withdrawing should request a withdrawal form from the Office of the Director of the Student Success Center in order to begin the official withdrawal (exit) process. Tuition charges will be adjusted once the withdrawal date is recorded in the Office of Academic Records and Registration and entered into the student’s record.

**Tuition Adjustments**

Week Ending (Friday, 5:00 p.m. CST)	Percent Refunded
1st partial week of semester	95%
1st full week of semester	90%
2nd full week of semester	75%
3rd full week of semester	50%
To 20th day each semester	25%
After 20th day	No adjustment

**Summer Session Tuition Adjustments**

	<b>4 Weeks, Session 1 &amp; 2</b>	<b>6 Week Session</b>	<b>8 Weeks, Entire Summer</b>
80% Refund	Session days 1 and 2	Session days 1–3	Session days 1–4
40% Refund	Session days 3 and 4	Session days 4–6	Session days 5–8
No Refund	Session day 5 and following	Session day 7 and following	Session day 9 and following

A student who registers for a summer class, but does not ever attend the class and does not drop the class before the first day of the session will be charged a \$50 non-attendance fee. For students taking an online class, logging into your class is considered as attending the class for one session.

**For Graduate Education Students:** Students should refer to the Refund and Withdrawal Policy as stated in the Graduate Education Program Handbook given to them at orientation.

**Room and Meal Adjustments/Refunds.** A student signs a contract with the Student Life Office for each full academic year regarding his or her campus residency status while attending

Benedictine College. Rooms and meal plans are assigned and charged to a student's account by semester. Refunds for the semester may be given as long as a student provides written notice of withdrawing from college at least one full week prior to the start of classes, and the basis for cancellation meets the criteria as defined by the Student Life Office. This gives the college the opportunity to make the space available to other students. In cases of this type of notification, all of the room and meal plan charges are refunded. From the week classes are scheduled to begin, room charges are refunded on a *pro rata* basis up to and including the 20th day of the semester; after this date, no refund for room charges will be awarded. Meal plans are refunded on a *pro rata* basis. The eligible refund period for room and board begins the day after the student has moved out of the dorm and also returned all keys to the Residence Director.

To assist in offsetting the cost of attendance when a student withdraws, financial aid will be earned and repaid according to the Government Regulations for Adjustments, Refunds and Repayment of Awarded Monies under the Title IV Program described below.

**It is possible that a student who withdraws may still have an outstanding balance payable to Benedictine College after institutional charges and financial aid have been adjusted. Students should meet with the Financial Aid Office to understand the adjustment process and Student Billing in the Business Office to understand the balance remaining and to make payment arrangements for any remaining balances. *The college reserves the right to hold transcripts until all balances have been paid in full.***

### **Government Regulations for Adjustments, Refunds and Repayment of Awarded Monies under the Title IV Program (Financial Aid)**

Students are awarded financial aid at the beginning of each academic term with the expectation they will complete the entire term requirements. When students withdraw from the College prior to the end of an academic term, their educational charges billed by the institution and the financial aid previously awarded/disbursed to the student's billing account may require adjustment. Adjustments to the student's financial aid are based upon withdrawal adjustment/refund guidelines of the U.S. Dept. of Education. For withdrawing students receiving financial aid, adjustments to aid will be based on the last date of class attendance and as set forth in The Federal Refund/Adjustment Policies contained in the provisions of the U.S. Dept. of Education relating to financial aid received, and is summarized below. Students are encouraged to meet with the Financial Aid Office for clarification of the impact of individual situations.

Federal regulations require the use of the Return of Title IV Funds policy to be used for all students receiving any type of federal aid when calculating the aid a student can retain after withdrawing. This policy relates to Federal Pell and SEOG Grants, Federal Direct student loans, and Parent PLUS Loans. *At Benedictine College, the same policy will be used for state, institutional, and outside aid sources.*

These regulations govern the return of aid disbursed for a student who completely withdraws from a term or payment period. During the first 60% of the period/semester, a student "earns" aid in direct proportion to the length of time the student remains enrolled. The percentage of time the student remained enrolled determines the percentage of disbursable aid for that period the student has earned. The percentage of the period the student remained enrolled is based upon the number of days the student was enrolled in comparison to the total number of days available within the applicable academic term. (Divide the number of days enrolled by the total days in the enrollment period, or semester.) A student who remains enrolled beyond the 60% point earns all aid for that academic term.

If a student has not earned all of the federal aid received to date at the point of withdrawal, funds will be repaid in the following order:

1. Federal Direct Unsubsidized Loan.
2. Federal Direct Subsidized Loan.
3. Federal Direct PLUS Loan.
4. Federal Pell Grant.
5. Federal SEOG Grant.
6. State grant and scholarship funds.
7. Institutional aid.
8. Scholarships from outside sources.

### **Government Regulations for Cash Refunds to Students Awarded Monies Under the Title IV Program**

The Benedictine College refund policies, or any portion thereof, is subject to change without notice due to subsequent changes in federal regulations that apply to the college policy. *With the federal schedule directing return of borrowed federal loans first, it is very likely the student who withdraws will still have an outstanding balance with the institution.*

### **Government Repayments**

If a withdrawing student received financial aid in excess of direct costs (tuition, fees, room, and board), a percentage of this aid may have to be returned. The amount will depend on how many days the student was enrolled and the amount of aid received. Details should be discussed with the Financial Aid Office.

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## **Student Financial Aid**

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**B**enedictine College administers federal and state programs, and commits a generous portion of college funds to assist students who could not otherwise meet college expenses.

The Financial Aid Office will make every effort to meet the financial needs of its students. Benedictine College does not discriminate based on sex, race, color, religion, and national or ethnic origin.

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### **Application for Aid**

Application for aid involves the following steps:

- Admission
- Application for Federal Aid
- Demonstration of Need

#### **Admission**

A rolling admission policy is used. Early admission is advisable; students are encouraged to apply for admission at least six months prior to enrollment. Official consideration of aid requests is made once the student has been admitted to the College. Official financial aid eligibility is determined upon date of acceptance to the College. Campus-based aid, such as work study and FSEOG, will be awarded on a first-come, first-served basis to those students meeting each award's Need eligibility requirements. Any early estimated packages provided to students/prospective students prior to official packaging is considered unofficial, and awards/amounts may change based upon the date of acceptance, FAFSA, or verification completion.

#### **Application for Federal Aid**

The Free Application for Federal Student Aid (FAFSA) is the official application required for student eligibility/access to any/all federal and state financial aid awards. The FAFSA is available online at [www.fafsa.gov](http://www.fafsa.gov). The FAFSA submission is required each year in order for the student to be able to access federal and state aid programs for each academic year. The FAFSA

opens each year on October 1 of the year prior to the beginning of the fall term for the student's applicable academic year. It is recommended that the FAFSA is received before April 1 for full consideration for all federal and state awards.

### **Demonstration of Need**

The Financial Aid Office uses the results from the submitted FAFSA to determine each student's need, as defined by the U.S. Department of Education. It is recommended that any family desiring aid consideration submit a FAFSA.

Benedictine College attempts to meet the financial need of all students. Objective analysis of student and parent resources, as calculated utilizing the FAFSA, is used to determine a student's ability to pay his/her college expenses. The College coordinates resources of federal, state, and institutional aid programs to assist with meeting the student's need.

### **Awarding and Acceptance**

Once admitted and the College having received the results of the FAFSA, the student will receive notification of the official financial aid award. Benedictine College requires active acceptance of awards from the student. The student completes the acceptance process electronically via the student's RavenZone portal, where awards can be accepted/declined at the student's discretion by the designated date on the award notification.

For additional information on all financial aid programs offered by Benedictine College, contact the Financial Aid Office.

### **Renewal of Aid**

Current students must submit a FAFSA each year prior to April 1 to ensure eligibility deadlines are met for federal and state awards. The College will attempt to maintain a student aid package for a four-year period (five years if enrolled in a qualified 5-year academic program), providing all requirements are met, the student maintains satisfactory academic progress, and the family Need remains unchanged. Students needing additional semesters to complete their degree program must submit a written appeal to the Financial Aid Office to request an extension of financial aid for the additional semesters.

### **Part-Time Student Aid**

All forms of federal financial aid are available to students taking at least six credit hours in a degree-seeking program. (See application procedures.) Institutional aid awards are NOT available to part-time students.

### **Inability to Complete a Term**

Unusual circumstances, including but not limited to medical issues or military duty, may prevent a student from completing the current academic term. When this occurs, the Associate Dean of the College should be contacted to discuss possible options. The student will retain current academic status and may retain financial aid status if the student is able to return to Benedictine College within an appropriate timeframe, depending on the student's individual situation. This decision will be determined by the Associate Dean, Director of Financial Aid, and other applicable members of the College administration.

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## **Scholarship and Financial Aid Programs**

Benedictine College annually awards more than \$50 million in student aid. Many students receive awards in areas such as academics, athletics, and extracurricular activities. Academic

merit awards are renewable for four years, five years for students pursuing a degree in an approved 5-year program (e.g., Engineering). Athletic awards are renewable, based upon the student's continued participation with the applicable athletic team. Institution-based awards (funding provided by the institution) are available to students for the fall and spring terms only. Institution-based awards cannot be used toward summer tuition costs.

### **Presidential Scholarships**

Prospective students demonstrating outstanding academic performance prior to entering Benedictine College as beginning freshmen are eligible to compete for one of ten full-tuition scholarships. A student must have a minimum 27 ACT/1210 SAT, and a non-weighted 3.5 grade point average to be eligible to compete for the Presidential Scholarship. The Presidential Scholarship competition takes place each year around the first weekend of February. A competitive Honors Committee selection process determines final awarding decisions. The award is adjustable from year to year based upon potential annual changes in tuition rates, as established by the Benedictine College Board of Directors. The scholarships are renewable provided the student is meeting Satisfactory Academic Progress (SAP) requirements and meeting minimum GPA requirements for the Scholarship. Effective for the 2019–2020 academic year, the minimum cumulative GPA required for retention of the Presidential Scholarship is 3.2. (See the Academic Merit Scholarships section below for further details.) The awarding of a Presidential Scholarship will supersede any previously awarded academic merit scholarship, as well as any other institution-based awards, as administered by the Financial Aid Office. Students receiving a full-tuition merit scholarship will not be eligible to receive additional institution-based awards (departmental/athletic/other) exceeding the full-tuition amount.

### **National Merit/National Hispanic Merit Scholarships**

First-year applicants to Benedictine College receiving the distinction of being a finalist for the National Merit or National Hispanic Merit Scholarship will be awarded a full-tuition merit scholarship. Applicants must provide documented proof of this distinction to the Financial Aid Office, originated by the National Merit Foundation. The award is adjustable from year to year based upon potential annual changes in tuition rates, as established by the Benedictine College Board of Directors. The scholarships are renewable provided the student is meeting Satisfactory Academic Progress (SAP) requirements and meeting minimum GPA requirements for the Scholarship. Effective for the 2019–2020 academic year, the minimum cumulative GPA required for retention of the National Merit/National Hispanic Merit Scholarship is 3.2. (See the Academic Merit Scholarships section below for further details.) The awarding of a National Merit/National Hispanic Merit Scholarship will supersede any previously awarded academic merit scholarship, as well as any other institution-based awards, as administered by the Financial Aid Office. Students receiving a full-tuition merit scholarship will not be eligible to receive additional institution-based awards (departmental/athletic/other) exceeding the full-tuition amount.

### **Dean's Scholarships**

Prospective students demonstrating outstanding academic performance prior to entering Benedictine College as beginning freshmen are eligible to compete for one of five scholarships for 75% of the student's first-year tuition costs. The award amount will remain static throughout the student's progression toward his/her chosen undergraduate degree (four years for a 4-year degree, five years for a 5-year program). The competition will be held in conjunction with the Presidential Scholarship competition in early February. A competitive Honors Committee selection process determines final awarding decisions. The scholarships are renewable provided the

student is meeting Satisfactory Academic Progress (SAP) requirements and meeting minimum GPA requirements for the Scholarship. Effective for the 2019–2020 academic year, the minimum cumulative GPA required for retention of the Dean’s Scholarship is 3.0. (See the Academic Merit Scholarships section below for further details.) The awarding of a Dean’s Scholarship will supersede any previously awarded academic merit scholarship, as well as any other institution-based awards, as administered by the Financial Aid Office.

### Academic Merit Scholarships

Institution-based scholarships awarded for a student’s performance on the ACT/SAT exam, non-weighted grade point average, and class rank. The scholarships are renewable provided the student is meeting Satisfactory Academic Progress (SAP) requirements and meeting minimum GPA requirements for the scholarship.

Beginning with the 2019–2020 incoming class, Benedictine College is implementing an academic scholarship retention policy. This policy requires students to maintain a cumulative grade point average (GPA) performance standard for renewal of their academic merit scholarship. Performance standards are based upon the specific merit scholarship level awarded to the student upon his or her entrance into Benedictine College. Initial evaluation of first-year students (beginning freshmen) will begin at the conclusion of their second (2<sup>nd</sup>) semester. Current students attending Benedictine College prior to the beginning of the 2019–2020 academic year will be exempt from the performance standards evaluation.

The performance standards are as follows:

Scholarship Beginning Freshmen	Cumulative GPA Requirement
National Merit/National Hispanic Merit	3.2
Presidential Scholarship	3.2
Tier 1 (Dean’s/St. Benedict Scholarship)	3.0
Tier 2 (St. Scholastica Scholarship)	2.5
Tier 3 (Maathai Scholarship)	2.3
Tier 4 (Abbot Scholarship)	2.1
Tier 5 (Founders Scholarship)	2.0
Tier 6 (Incentive Scholarship)	2.0
Phi Theta Kappa (Transfers only)	3.0
International Scholarship	2.5

Continuation of the evaluation process occurs at the conclusion of each semester the student is enrolled at Benedictine College. If the student does not meet his or her designated performance standard, the award amount of the respective merit scholarship will be reduced by \$500 for the semester immediately following the student’s first failed academic performance standard evaluation. Failing to meet minimum standards for two (2) consecutive semesters results in a total reduction of \$1,000 from the student’s merit scholarship. The maximum reduction of a student’s merit scholarship will be capped at \$1,000. If the student achieves the required minimum cumulative GPA after having received a reduction in his or her merit scholarship award, the original amount of the student’s merit award will be reinstated. Subsequent evaluations may result in merit award reductions if the minimum cumulative GPA is not maintained.

Evaluation results	Impact on Merit Scholarship
Meets/exceeds minimum standard	Student retains originally awarded merit scholarship amount.
Fails to meet minimum standard	Merit scholarship reduced by \$500 for subsequent semester
Fails to meet minimum standard in two (2) consecutive semesters	Merit scholarship reduced by an additional \$500 for subsequent semester*
Fails to meet minimum standard after 3rd consecutive semester	No further reduction of merit scholarship. Original award amount less \$1000 remains
Attains minimum standard at end of subsequent semester	Original merit scholarship amount reinstated for subsequent semester
Fails to meet minimum standard after regaining original award eligibility	Merit scholarship reduced by \$500 for subsequent semester
<b>*Merit scholarship will not be reduced by more than \$1,000 for not meeting standards</b>	

## Transfer Scholarships

Institution-based scholarships are awarded based on the student's cumulative GPA from all college courses completed at previous institutions, based on official transcripts. The scholarships are renewable provided the student is meeting Satisfactory Academic Progress (SAP) requirements and meeting minimum GPA requirements for the scholarship.

Beginning with the 2019–2020 incoming class, Benedictine College is implementing an academic scholarship retention policy. This policy requires students to maintain a cumulative grade point average (GPA) performance standard for renewal of the student's academic merit scholarship. Performance standards are based upon the specific merit scholarship level awarded to the student upon his or her entrance into Benedictine College. Initial evaluation of transfer students will begin at the conclusion of their first (1st) completed semester. Current students attending Benedictine College prior to the beginning of the 2019–2020 academic year will be exempt from the performance standards evaluation.

The performance standards are as follows:

Scholarship Transfer Student	Cumulative GPA Requirement
Tier 1 Benedictine Scholarship	3.0
Tier 2 Benedictine Scholarship	2.5
Tier 3 Benedictine Scholarship	2.3
Tier 4 Benedictine Scholarship	2.1
Tier 5 Benedictine Scholarship	2.0
Tier 6 Benedictine Scholarship	2.0
Phi Theta Kappa (Transfers only)	3.0
International Scholarship	2.5

Continuation of the evaluation process occurs at the conclusion of each semester the student is enrolled at Benedictine College. If the student does not meet his or her designated performance standard, the award amount of the respective merit scholarship will be reduced by \$500 for the



semester immediately following the student’s first failed academic performance standard evaluation. Failing to meet minimum standards for two (2) consecutive semesters results in a total reduction of \$1,000 from the student’s merit scholarship. The maximum reduction of a student’s merit scholarship will be capped at \$1,000. If the student achieves the required minimum cumulative GPA after having received a reduction in his or her merit scholarship award, the original amount of the student’s merit award will be reinstated. Subsequent evaluations may result in merit award reductions if the minimum cumulative GPA is not maintained.

Evaluation results	Impact on Merit Scholarship
Meets/exceeds minimum standard	Student retains originally awarded merit scholarship amount.
Fails to meet minimum standard	Merit scholarship reduced by \$500 for subsequent semester
Fails to meet minimum standard in two (2) consecutive semesters	Merit scholarship reduced by an additional \$500 for subsequent semester*
Fails to meet minimum standard after 3rd consecutive semester	No further reduction of merit scholarship. Original award amount less \$1000 remains
Attains minimum standard at end of subsequent semester	Original merit scholarship amount reinstated for subsequent semester
Fails to meet minimum standard after regaining original award eligibility	Merit scholarship reduced by \$500 for subsequent semester
<b>*Merit scholarship will not be reduced by more than \$1,000 for not meeting standards</b>	

*In addition to Merit Scholarships/Awards, students may be eligible for one of the following:*

### **Athletic Awards**

Institution-based scholarships may be awarded for a student’s participation with a designated athletic team. Athletes should contact the Athletic Director or the appropriate coach for forms and information. Athletic awards are available for men in football, soccer, basketball, baseball, lacrosse, wrestling, track, and cross-country, marching band, and cheer/dance team; and for women in volleyball, soccer, basketball, softball, lacrosse, track, cross-country, marching band, and cheer/dance team. The scholarships are renewable provided the student continues to be an active participant of the team’s competition activities and is meeting Satisfactory Academic Progress (SAP) requirements.

Effective for the 2019–2020 academic year, student-athletes electively choosing to discontinue participation in the varsity athletic program for which they are receiving an athletic scholarship will forfeit \$2,000 of the athletic award. The remaining award amount will be reclassified to a non-athletic award, administered by the Financial Aid Office, in conjunction with the Athletics Department.

Student-athletes unable to continue participation in the varsity sport for which they are receiving an athletic scholarship due to injury will be allowed to retain the full athletic scholarship amount. The award will be reclassified to a non-athletic award, administered by the Financial Aid Office, in conjunction with the Athletics Department.

### **Music/Theatre Awards**

Institution-based scholarships may be awarded to students involved in instrumental band, orchestra, or vocal music. An audition, either in person or by tape, is recommended. Interested

students should contact the chairperson of the Music Department. Students interested in theatre awards should contact the chairperson of the Theatre and Dance Department for details. The scholarships are renewable provided the student continues to be an active participant of the program and is meeting Satisfactory Academic Progress (SAP) requirements. Discontinued participation in the specified program for which the student is receiving an award will result in the student forfeiting access to that award.

### **U.S. Army/Air Force ROTC Scholarships**

Two-, three-, and four-year scholarships are available each year to selected students enrolled, or will enroll in the Army ROTC program. The scholarships provide payment of all tuition, fees, a monthly tax-free payment of \$250–\$400 for the duration of the scholarship, not to exceed ten months for each year of the scholarship, and a flat-rate book allowance of up to \$450 each semester. Additionally, the Professor of Military Science awards fee waiver scholarships to selected students.

ROTC students are furnished free textbooks for military science courses. Students enrolled in the last two years of military science receive a book stipend per month during the school year, not to exceed ten months per year.

A limited number of tuition/fee waiver scholarships are awarded each semester to freshman and sophomore students who demonstrate the leadership ability to progress toward the advanced ROTC program. Interested students should see the Department Enrollment Officer for information.

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## **State/Federal Government Financial Aid**

All students applying for assistance from Benedictine College or federal or state sources must submit a Free Application for Federal Student Aid (FAFSA). It is important that the student list Benedictine College as a school to receive the information when submitting the FAFSA. Our school code is 010256. Results from the FAFSA are used by the College Financial Aid Office to determine eligibility for Need-based aid programs, such as the following:

**Kansas Comprehensive Grant:** Only Kansas residents attending an in-state college are eligible to receive the Kansas Comprehensive Grant. Qualified Benedictine College students may receive up to \$3,500 per year, based upon fund availability, as determined annually by the Kansas Board of Regents. Students must meet state-established eligibility criteria, along with the institution's awarding policies. Kansas Comprehensive Grant funds may be used to supplement/replace institutional aid that has been awarded to a student, at the discretion of the Financial Aid Office. The FAFSA must be processed prior to April 1 to be eligible for state aid. Eligible students may receive the Kansas Comprehensive Grant for a maximum of four (4) years. Eligibility is determined annually.

Kansas residency for the Kansas Comprehensive Grant is defined as having resided in the State of Kansas for a minimum of 12 consecutive months, while not having attended any college during the most recent 12-month period.

**Federal Pell Grant:** Federal gift aid entitled to students filing the FAFSA and meeting federally established eligibility requirements, with awards up to \$6,195 for the 2019–2020 academic year. Eligibility is based upon Need, as defined by the US Dept. of ED. Eligibility is determined annually.

**Federal Supplemental Educational Opportunity Grant:** Federal gift aid available to students filing the FAFSA and meeting federally established eligibility requirements, with awards up to \$4,000 for the 2019–2020 academic year. Eligibility is based upon Need, as defined by the US Dept. of ED, with priority given to Pell eligible students. The FAFSA is the only application required to apply for this aid.

**Federal Direct Subsidized Loan:** This Need-based loan program allows freshmen-level students to borrow up to \$3,500; sophomores up to \$4,500; juniors and seniors up to \$5,500. These loans are available to students at a fixed annual interest rate established by the U.S. Dept. of ED for loans disbursed after July 1, 2013. A loan origination fee (determined by the U.S. Department of Education) is withheld from the loan proceeds at the time of disbursement to the student’s billing account, as per US Dept. of ED guidelines. Repayment (standard ten years) begins six months after graduation/separation from the College. The FAFSA and only one Master Promissory Note identifying Benedictine College as the designated school are the required applications for this aid. Loan Counseling and signing the Master Promissory Note (MPN) is required and are accessible via the web at [www.StudentLoans.gov](http://www.StudentLoans.gov). Interest will not accrue to the student as the government pays the interest while the student is enrolled at least half-time. Eligibility is based on Need, as defined by the US Dept. of ED.

**Federal Direct Unsubsidized Loan:** Effective July 1, 2009, dependent and independent students are eligible for a \$2,000 unsubsidized loan as part of their initial base student loan eligibility. These loans are available to students at a fixed annual interest rate established by the U.S. Department of Education for loans disbursed after July 1, 2013. A loan origination fee (determined by the U.S. Department of Education) is withheld from the loan proceeds at the time of disbursement to the student’s billing account, as per US Dept. of ED guidelines. Independent students, as determined by the student’s FAFSA submission, are eligible to borrow additional unsubsidized loan amounts as follows: freshmen and sophomores up to \$4,000; juniors and seniors up to \$5,000. Interest will accrue immediately upon disbursement to the student’s billing account. Repayment of this loan is deferred while the student is enrolled at least half-time. Eligibility is NOT based on Need, as defined by the US Dept. of ED.

**Federal Direct Parent Loan for Undergraduate Students (PLUS):** A federal loan program for parents of dependent undergraduate students (as defined by US Dept. of ED), offered through the Federal Direct Lending Program, offers a fixed annual interest rate established by the US Dept. of ED for loans disbursed after July 1, 2013. Parents may borrow up to the student’s Cost of Attendance budget, minus all other aid accepted by the student. A loan origination fee (determined by the US Dept. of ED) is withheld from the loan proceeds at the time of disbursement to the student’s billing account, as per US Dept. of ED guidelines. For PLUS loans disbursed after July 1, 2013, principal repayments may be deferred to six (6) months following the student’s leaving school on a full-time basis. Interest will accrue immediately upon disbursement to the student’s billing account. Eligibility is NOT based on Need, as defined by the US Dept. of ED. The PLUS loan application is the only application for this aid and is accessible online at [www.StudentLoans.gov](http://www.StudentLoans.gov).

**Work Study Programs:** Students who have demonstrated financial need may work several hours a week in college facilities, e.g., library, dining hall, or in the assistance of administrative, faculty, or maintenance personnel.

Students may work part-time, typically five to twenty hours per week. Student earnings are disbursed directly to the student according to the established payroll schedule, and will not be applied directly toward the student’s tuition billing account, unless allowed by the Student

Billing Office. If the student wishes to have the funds applied to his or her student billing account, arrangements must be made with, and agreed to by the Student Billing Office. The Financial Aid Office coordinates with the Student Success Center regarding job placement. Priority is given based on Need, as defined by the US Dept. of ED, though students without Need are eligible for certain employment opportunities.

**ROTC – Army:** Interested students should contact the Military Science Department at Missouri Western State College, 4525 Downs Drive, St. Joseph, Missouri 64507. (816) 271-4541 / (800)-647-2881.

**ROTC – Air Force:** Interested students should contact the AFROTC Detachment 280 at the University of Kansas, Lawrence, Kansas 66045, (785) 864-4676.

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## **Benedictine College Scholarship and Award Guidelines**

The following guidelines apply to Benedictine College Merit Scholarships. All guidelines apply to each scholarship or award unless specifically stated otherwise.

- 1. Terms of Enrollment:** Scholarships are disbursed in equal amounts for the fall and spring terms. These scholarships are not applicable toward summer term costs. Each scholarship is renewable for up to four (4) consecutive years of full-time enrollment (five (5) years if student is enrolled in a five-year degree program). Benedictine College is not obligated to provide institutional financial aid to students who attend beyond eight semesters. The merit-based scholarship component of the student's financial aid package for their first year at Benedictine College will be guaranteed for four (4) years of full-time enrollment (based upon meeting renewal requirements), as long as the student maintains Satisfactory Academic Progress (SAP) toward their intended degree program. Student requests for extension of financial aid beyond eight semesters for a four-year degree (10 semesters for a five-year degree) must submit a written appeal to the Financial Aid Appeals Committee for consideration prior to enrollment in extended semesters. (See section on Appeals.)
- 2. Enrollment Status:** Recipients of these scholarships must maintain full-time enrollment status (at least 12 hours per term). If there is a break in enrollment, the returning student may have his or her original package reinstated based upon review by the Director of Financial Aid.
- 3. Off-Campus Programs:** Overseas/Abroad Programs: Students enrolling to spend a semester or a year studying in an overseas program (except for the Benedictine College Florence program, and the exchange programs listed in the Study Abroad section of this Catalog) will have their institutional scholarship suspended until such time as they are full-time students on the Benedictine campus. Students must contact the Financial Aid Office at least one full semester prior to the semester of their intended study abroad program to address all documentation requirements needed to access financial aid for the designated term of the study abroad program.
- 4. Grade Point Average:** Students must maintain a minimum cumulative grade point average at the end of each academic year to be eligible for renewal. Review of cumulative grades occurs at the end of each term during the academic year. For a copy of the renewal grade point average schedule, contact the Financial Aid Office.
- 5. Suspension and Appeal Process:** Students failing to comply with these guidelines are notified of the suspension of their scholarship. Reinstatement is available once the student is again in good standing according to Satisfactory Academic Progress (SAP) guidelines. Any student whose scholarship has been suspended will have the right to appeal. Please see "SAP Appeals."

6. **Probationary Status:** Students who are accepted to the College on a conditional basis are not eligible for academic scholarship aid. Once the probation is lifted, the student's financial aid will be re-evaluated.
7. **Federal State and Outside Aid:** Awards from state, federal, or any outside sources are subject to the conditions set by the source of renewal. The student must present official notification of non-federal or non-state awards to the Financial Aid Office in a timely manner for processing.
8. **Institutional Need-based Aid:** Benedictine College may provide, at its discretion, institutional aid to students on a Need-based basis, as defined by the US Dept. of ED using the student's FAFSA submission. Students are required to file the FAFSA yearly in order to determine retention eligibility for institutional Need-based aid. Recipients of Need-based institutional aid in previous years will lose access to institutional Need-based aid for the current academic year if the student no longer has Need, as defined by the US Dept. of ED using the student's FAFSA submission. Benedictine College reserves the right to replace institutional need-based aid with other forms of gift-aid, at the discretion of the Financial Aid Office.
9. **Athletic Awards:** Students interested in varsity sports will need to contact the coach of the specific sport. Athletic scholarship amounts are determined by the coaches, and communicated to the Financial Aid Office. These scholarship amounts are awarded in addition to the student's academic merit award (determined at the time of admission to the College). Recipients of athletic awards are NOT eligible to receive additional institutional Need-based aid. Athletic awards may be adjusted/replaced with other federal/state/institutional funding sources at the discretion of the Financial Aid Office. Athletic awards are renewable, based upon the student's continued participation with the applicable athletic team. Discontinued participation (by student choice or due to dismissal from the team) in the specified athletic program in which the student is receiving an athletic award, will result in the student's athletic award being reduced by \$2,000. Students unable to continue active participation in their designated sport due to injury during active participation will NOT forfeit their athletic scholarship award amount. The equivalent award amount will be assigned to another form of institutional award, to be determined by the Financial Aid Office.

## **Endowment Scholarships**

Benedictine College administers many scholarship funds, including those established earlier at St. Benedict's and Mount St. Scholastica Colleges. Awards are made by the Financial Aid Office based on scholastic achievement, financial need, and the awarding criteria set by the donor. Awarding will be limited to fund availability, as established annually by the Benedictine College Board of Directors, and communicated to the Financial Aid Office, in conjunction with the Benedictine College Office of Advancement and Business Office.

For endowment scholarships, the principal is retained in the endowment fund and the income generated is used to fund the individual scholarship each student has been awarded for that academic year. Available funding is awarded on an annual basis. While it is the intent of the Financial Aid Office to maintain consistency in annual awarding amounts of endowment scholarships, awards made to students from the endowment are not guaranteed from year to year.

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# Satisfactory Academic Progress Requirements (SAP)

## General Requirements

U.S. Department of Education regulations require that Benedictine College establish Satisfactory Academic Progress standards for federal and state financial aid recipients. Students receiving Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Work Study, Federal Perkins Loans, any Direct Loan Programs, and/or other federal or state aid must meet the following standards to ensure that only those students demonstrating Satisfactory Academic Progress (SAP) towards the completion of their educational programs continue to receive financial aid.

Students are required to remain in good standing in accordance with the academic standards stipulated in the College's requirements for graduation, which are published in the College Course Catalog. Students disqualified by the college are ineligible for financial aid and subject to automatic cancellation of financial aid awards. Students are not eligible for financial aid until after an official re-admittance to the College (via Registrar). Re-admitted students who previously failed to meet SAP must follow the SAP Appeal Process outlined below.

The standards of Satisfactory Academic Progress (SAP) measure a student's performance in three key areas:

- Qualitative Evaluation (cumulative grade point average),
- Quantitative Evaluation (cumulative completion rate), and
- Maximum Time Frame.

Satisfactory Academic Progress (SAP) is evaluated at the conclusion of each academic term (payment period). Notification of failure to maintain Satisfactory Academic Progress will be mailed to the student's primary address following the posting of grades by the Registrar's Office.

## Qualitative Evaluation (Cumulative GPA)

The Financial Aid Office evaluates grade point average as the measure of Qualitative Satisfactory Academic Progress (SAP) assessed by the Registrar's Office. Qualitative evaluation of SAP occurs at the conclusion of each academic term (payment period). A student who is a recipient of Federal Title IV program funds during the applicable term (payment period) will be evaluated. If the student meets cumulative GPA standards established by the Registrar, the student is considered to meet Financial Aid SAP for the Qualitative Evaluation component. The GPA standards utilized by the Registrar are as follows:

At end of Academic Term	Cumulative GPA
1	1.3
2	1.8
3	1.9
4	2.0
4+	2.0

## Quantitative Evaluation (Completion Rate/Pace)

The Financial Aid Office evaluates the Quantitative Satisfactory Academic Progress (SAP) by reviewing the cumulative rate of credit hours successfully completed as a percentage of total hours attempted. A student receiving Federal Title IV program funds must be progressing toward a degree or certificate. Transfer credit hours that apply to any degree at Benedictine

College will be included in the evaluation formula. Students must complete a minimum of 68% of the cumulative credit hours attempted. Grades that qualify toward successful cumulative completion are A, B, C, D, and P. Grades that do not qualify are F (failed), W (withdrawn), and I (incomplete). For courses with a grade of “I”, consideration will be given in the evaluation of progress once the course is completed, and the Registrar has posted final grades.

**Maximum Timeframe**

Federal regulations limit a student’s eligibility for federal financial aid to no more than 150% of the published length of the educational program. All attempted, withdrawn, and/or transferred credits that apply to a student’s program will be counted toward this maximum time limit. If a student changes majors or degrees, the student may request that the timeframe be reevaluated for the new program.

Examples of maximum timeframe:

Degree Program	Required Credits	Maximum Years	Maximum Attempted Credits
4-year	128	6-years	192
5-year	152	7.5-years	228

**Transfer Hours:** All transfer students applying for financial aid must meet the minimum standards described above. Disbursement of financial aid will be held until transcripts from all schools attended by the student have been received and reviewed. Federal regulations require that all periods of enrollment be reviewed, regardless of whether or not aid was previously received by the student.

**Financial Aid Warning**

At the conclusion of each term (payment period), all students receiving Title IV aid will be evaluated to determine whether or not they are maintaining Satisfactory Academic Progress (SAP). If the student is failing to meet SAP standards, the student will be placed on Financial Aid Warning for the subsequent enrollment term (payment period). Warning status will not prevent the student from receiving financial aid. If the student meets the minimum SAP standards during the warning period, the warning is then resolved with no further action. Students placed on Financial Aid Warning will receive written notification via email to the student’s campus email address from the Financial Aid Office of their status.

**Financial Aid Suspension**

Students failing to meet the minimum SAP standards at the conclusion of the student’s warning period are placed on Financial Aid Suspension. These students cannot receive the assistance of federal or state financial aid. Students placed on Financial Aid Suspension (with the exception of placed on Financial Aid Suspension for maximum timeframe) may have their aid reinstated when all Satisfactory Academic Progress deficiencies have been corrected. A request of reinstatement will need to be made in writing. Students placed on Financial Aid Suspension will receive written notification via email to the student’s campus email address from the Financial Aid Office, regarding their status.

**SAP Appeal Process**

Students on Financial Aid Suspension may submit an appeal of the suspension if there are extenuating circumstances affecting the student’s performance. Appeals will be evaluated on a case-by-case basis. Extenuating circumstances include (but are not limited to) illness, severe injury, or death in the family.

Appeal forms are available in the Financial Aid Office and are included with the notification of Financial Aid Suspension. Appeal forms must be submitted a minimum of two weeks prior the next term of enrollment or by the deadline specified within the notification. Appeals received after the specified due date for the Financial Aid Appeals Committee will not be considered.

Student is required to submit, as part of the appeal process, a signed, typed personal statement explanation of why the student failed to meet SAP standards, and any relevant changes in the student's situation that would allow the student to demonstrate satisfactory academic progress at the next evaluation. Supporting documentation for such explanation is required. If appealing due to Maximum Timeframe Suspension, a Degree Plan will be required. The Degree Plan must be completed with the assistance of and signature of the student's advisor. The Degree Plan will be in addition to the items listed above.

The Financial Aid Appeals Committee will review appeals. If an appeal is approved, and the student will be able to meet SAP standards by the end of the next enrollment period, the student will be placed on Financial Aid Probation. Students who are attending on Financial Aid Probation must successfully meet the minimum SAP standards by the end of the probation period to ensure continuation of financial aid eligibility.

Appeal decisions will be e-mailed to the student following the Financial Aid Appeals Committee meeting. **Federal/State aid awarding will be based on available funding at the time of reinstatement.**

All decisions of the Financial Aid Appeals Committee are **FINAL**. In the case of Financial Aid Suspension due to Maximum Time Frame, aid eligibility cannot be reinstated by student performance if the committee denies the student's appeal.

### **Re-establishing Eligibility**

Failure to meet the academic plan standards will result in loss of financial aid eligibility until the student can re-establish SAP eligibility on his or her own (without the use of federal and/or state aid).

This can be accomplished by successfully completing units to meet the minimum Pace of Progression percentage, and raising the cumulative GPA to the minimum requirement. It will be the student's responsibility to present documentation to the Financial Aid office with a written request to reinstate aid.

**Appeals:** Students who have completed four (4) years of study (5 years for Engineering), but have not completed their degree requirements, may appeal to have their academic merit scholarship extended for an additional semester/year to assist with their education costs. This appeal should be made to the Appeals Committee, c/o the Financial Aid Office, explaining the circumstances for which the student is requesting an extension.

Appeals must be made in writing to the Financial Aid Office. The Financial Aid Office will provide a notification to the student no later than two weeks prior to the beginning of the requested academic term. **Send appeals to:** Financial Aid Office, Benedictine College, 1020 North Second Street, Atchison, Kansas 66002-1499.



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# Academic Regulations and Procedures

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## Academic Year

The academic year is divided into two semesters, approximately fifteen weeks in length, and an optional summer session. Summer sessions include classes of varying lengths in several disciplines. Most summer undergraduate classes are offered online.

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## Degrees Conferred

The college confers the following degrees:

Bachelor of Arts	Master of Arts in School Leadership
Bachelor of Science	Master of Business Administration
Bachelor of Science in Nursing	Master of Arts in Education
Bachelor of Art Education	
Bachelor of Music Education	

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## Undergraduate Programs

### Major and Minor Programs

Students should file a petition for acceptance into a major or minor program of study as soon as a major/minor is decided upon. Students who fail to declare a major before they reach 80 hours will be placed on hold and not allowed to register until a major is declared. Students may petition the Registrar for an extension to this 80-hour rule in cases of extenuating circumstances.

Students must fulfill all degree requirements (major(s), minor(s), and general education) based on one catalog—usually the catalog in effect the year they enter Benedictine College. If a student desires to complete a major or minor that was approved and is included in a later catalog than the one in effect when he or she started, he or she will be allowed to follow the requirements for that major or minor in the later catalog. The degree petition forms are available online through Student Self-Service on RavenZone. A maximum of nine hours of graduate credit may be counted towards the completion of an undergraduate degree.

Any student may petition for approval of a program not accommodated by any existing majors. Please refer to the “Liberal Studies” section of this catalog for further information.

### Majors are offered in the following disciplines:

Accounting	Economics	International Studies
Architecture	Electrical Engineering	Journalism & Mass
Art	Elementary Education	Communications
Art Education	Engineering Physics	Liberal Studies
Astronomy	English	Management
Athletic Health Care	Evangelization &	Marketing
Biochemistry	Catechesis	Mathematics
Biology	Exercise Science	Mechanical Engineering
Chemical Engineering	Finance	Music
Chemistry	Foreign Languages	Music Education
Civil Engineering	French	Natural Science
Computer Science	History	Nursing
Criminology	International Business	Philosophy

Physics	Sociology	Theatre Arts Management
Political Science	Spanish	Theology
Psychology	Special Education	
Secondary Education	Strength and Conditioning	
Social Science	Theatre Arts	

**Minors are offered in the following disciplines:**

Accounting	Education	Music
Art	English	Philosophy
Biology	Entrepreneurship	Physics
Business Administration	Exercise Science	Political Science
Chemistry	Finance	Psychology
Classics	French	Sociology
Computer Science	History	Spanish
Criminology	International Studies	Teaching Physical Education
Dance	Journalism & Mass Communications	Theatre Arts
Economics	Latin	Theology
Economics & Politics	Mathematics	Writing

**Multiple Majors**

A student may earn multiple majors by fulfilling the general education requirements of the college and the requirements of two or more major programs including a comprehensive or standardized examination in all major fields. **Multiple majors may require one or more extra semesters of study to meet all requirements.**

**Interdisciplinary Majors**

The following interdisciplinary majors are offered: biochemistry, international studies, liberal studies, natural science, social science, and theatre arts management.

**Academic Minors**

The college does not require an academic minor. Except when licensure or agency requirements dictate otherwise, minors require a minimum of fifteen credit hours, and should be pursued outside a student’s major field of study. A student may not graduate with a minor if she or he fails to achieve a final grade point average of at least a 2.0 in the minor.

**Earning Multiple Undergraduate Degrees**

An individual who has earned a bachelor’s degree may enroll in Benedictine College to pursue an additional undergraduate degree. He or she may not pursue the same degree with the same major(s) as previously earned at Benedictine College or elsewhere. Such students are required to earn a minimum of 30 new hours in residence even if fewer hours are needed to complete their new major. (None of these 30 hours can be transferred from other colleges or universities, earned by CLEP, or through experiential learning.)

Students who have earned a bachelor’s degree from another institution will also need to complete the same general education requirements as do all students who transfer to Benedictine College with 60 or more hours.

If the student is a graduate of Benedictine College, the cumulative GPA from all courses taken after graduation will be calculated separately because the student’s GPA is “frozen” at the time of graduation.

Latin honors are only awarded to students for their first bachelor’s degree.

Students may not receive any gift aid (e.g. Pell grants). They may only make use of federal loan programs as long as they are degree-seeking with a realistic anticipated degree date. No internal scholarship funding is available and tuition-remission aid is available only if the student has not used this for his or her first bachelor's degree. This should be clarified with the Human Resources Department before the student starts the additional degree.

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## Classification of Courses and Students

The lower division of the college comprises the freshman and sophomore years; the upper division, the junior and senior years. Lower-division courses are numbered from 1000–2999; upper-division courses, from 3000-4999. Courses numbered below 1000 do not satisfy graduation requirements.

Matriculated students with satisfactory entrance requirements are classified as freshmen. Other students are classified as follows:

Sophomore standing—30 credits

Junior standing—62 credits

Senior standing—94 credits

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## Degree Requirements

To earn a bachelor's degree from Benedictine College a student is required to:

1. Successfully complete the equivalent of 128 semester credit hours of courses numbered 1000 and above. These courses must include:
  - a. Those courses specified by the student's major department.
  - b. A total of at least 40 credit hours in courses numbered 3000 or above. Transfer students who transfer in 60 or more hours or have an associate's degree are required to complete a minimum of 30 credit hours in courses numbered 3000 or above.
  - c. The **general education** requirements of the college (listed later in this section).
2. Achieve a final grade point average of at least a 2.0 in *both* the major and overall coursework at Benedictine. Some departments require a higher GPA in the major and/or require that individual courses in the major must meet a certain minimum grade. If such requirements exist, they are specified in the section describing the major.
3. Successfully complete a comprehensive or standardized examination in his or her major at a level designated by the department (with "number" COMP).
4. Finish a minimum of 16 of the last 30 credit hours with Benedictine College credit. Students who transfer in the last of their coursework are responsible for contacting the Office of Academic Records and Registration when they send in their final transcript to notify them that they believe they have completed all their degree requirements. Failure to do so may result in a lack of posting the student's degree in a timely manner.
5. File an application for a degree prior to the start of the semester during which all requirements will be completed or prior to the semester of commencement.

**Students are responsible for meeting all their requirements for graduation.**

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## Course Load

The normal course load is 15 to 18 credit hours each semester. This semester hour load enables students to graduate after eight semesters. Any student who wishes to take more than 18 credit hours must secure the permission of the Registrar or the Assistant Registrar. Permission

for more than 18 credit hours is given only if the student has obtained an academic average of at least 3.0 in the previous semester and a cumulative average of at least 2.75. If the attainment of this average is uncertain, the student must file a request with the Associate Dean and the decision will be made after the semester grades are finalized. The credit hour limitation is to allow the student sufficient time to be adequately prepared for all classes. **There is an additional per credit hour tuition overload charge if a student is given permission to take more than 18 credit hours in a semester.** Exceptions to this rule will be when the overload results from any of the following: ensemble, chorus, band, orchestra, theatre arts productions, applied music, yearbook and news practicums, athletic health practicums, *Loomings* practicum, Cray Entrepreneurship Lab, CAW Fund, varsity sport credit, science research, ART-4901, EDUC-3326, EDUC-4469, FINC-4991-4994, GNST-1000, HONR-4950, and military science.

The limits for the number of credit hours that can be taken per summer session at Benedictine College are as follows: Six credits for a four-week session, nine credits for a six-week session, and twelve credits for an eight-week session. If classes of different lengths are being taken concurrently, then the following rule shall apply: for each class, compute the ratio of the number of credit hours the class is worth, divided by the number of weeks for which the class meets. The sum of these ratios for all classes being taken at the same time shall not exceed 1.5. For example, a student would be permitted to take one three-credit class that lasts four weeks and two three-credit classes that last eight weeks at the same time, since  $3/4 + 3/8 + 3/8 = 1.5$ . Appeals to this policy can be made to the Associate Dean.

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## Academic Misconduct

Benedictine College endorses the principles of academic honesty. Any academic misconduct is contradictory to the purposes and welfare of both the student and the college. Academic misconduct includes, but is not limited to, cheating on examinations; plagiarizing; failing to properly document sources either intentionally or unintentionally; turning in work prepared by another person, falsifying data and documents; or gaining or giving unauthorized access to assessment materials.

It is expected that the student will behave in a manner consistent with the values of Benedictine College in interactions in an academic context both inside and outside of the classroom. Should a student engage in inappropriate or aggressive language or behavior in relationship with faculty, or disruptive behavior in or out of the classroom, a faculty member may document the incident with the Associate Dean and the student may be subject to appropriate sanctions.

### *Consequences*

A first offense of academic misconduct, whether intentional or unintentional, generally will result in an “F” or a zero grade for the assignment, examination, or project connected to the academic misconduct and will be reported by the instructor to the Associate Dean who then will report to the student’s advisor. Additionally, depending upon the magnitude of the academic misconduct, the student may receive a failing grade for the course and the student may be suspended or be subject to dismissal from the college. If the penalty is the assignment of a final grade of “F,” the student will no longer be permitted to attend the class and will not be permitted to withdraw from the class, regardless of when the offense occurs. The “F” will then become part of the student’s permanent record.

A second offense for a given student, over his or her entire time as a student at Benedictine College, will result in a meeting with a review panel consisting of the Associate Dean, a

member of the Student Affairs Committee, and another faculty member of the student's choice. This panel will decide on a course of action based on all reported instances of the student's academic misconduct, which generally results in a failing grade in the class. Additionally, depending upon the magnitude of the academic misconduct, the student may be suspended or be subject to dismissal from the college. A third or later offense will result in a meeting with a panel consisting of the Dean of the College, the Associate Dean, and a faculty member of the student's choice. This panel will decide on a course of action based on all reported instances of the student's academic misconduct with a maximum penalty of dismissal from the college.

### ***Due Process***

In any allegation of academic misconduct, students have the right to appeal the allegation if they believe they are not guilty or to appeal the punishment if they believe it to be excessive. This process is coordinated by the Associate Dean. In an appeal, an ad hoc committee consisting of three full-time faculty members, one nominated by the student, independently considers the evidence, and each makes a recommendation regarding the appeal. The Dean of the College considers the evidence, the recommendations of the ad hoc committee, and makes the decision regarding the appeal. The student may appeal the decision of the Dean of the College to the President. A detailed description of this process is available from the Associate Dean.

Due to the importance of dispositions and accreditation requirements, the due process procedure for Education graduate programs contains additional steps. Please consult the Graduate Education Program Handbook.

## **Grading**

Grade		Point Value
A	Superior work demonstrating high competency	4.0
A-		3.7
B+		3.3
B	Good work evidencing a better than average competency with the subject	3.0
B-		2.7
C+		2.3
C	Satisfactory work	2.0
C-		1.7
D	Less than satisfactory work	1.0
F	Unacceptable work	0
P	Designates a pass in a course taken on a pass/no pass option	0
NP	Designates a failure in a course taken on a pass/no pass option	0
NR	Not reported	0
CR	Credit	0
NC	No credit	0
W	Withdrawn	0
AU	Audit	0
I	Incomplete	0

**W**—A student may drop a course up through the 20th day of classes and the course will not appear on the official transcript. A student may withdraw from a course from the 21st class day through the 54th class day. The Registrar will assign a 'W.'

A student who wishes to withdraw from a course must get a Drop/Add form from the Office of Academic Records and Registration, secure the written approval of the faculty advisor and instructor concerned, and file the form with the Registrar. **A student is not officially withdrawn**

**until this procedure is completed.** A student who does not complete the appropriate withdrawal process will receive an ‘F’ grade for the course. An instructor may, after notice to the student, initiate the withdrawal of a student from a course because of non-attendance. The grade of ‘W’ will be recorded if this occurs on or before the 54<sup>th</sup> day of classes. After this date, an ‘F’ will be recorded.

**I—Incomplete:** the grade of ‘I’ is given only when a student whose record in a course is otherwise satisfactory has, for reasons acceptable to the instructor, been unable to complete the work of the course. A student who so requests an extension of time must request that his or her instructor file a contract for the Incomplete. The form for this procedure is available in the Office of Academic Records and Registration. The last day to request an Incomplete in a course is study day, the day before final exams begin. The grade of ‘I’ must be removed by the end of the semester (e.g., the last day of final exams) following the granting of the incomplete. An incomplete not removed as specified will be converted to grade of ‘F.’

**P/NP—**Sophomores, juniors, and seniors may choose to take certain courses on a pass/no pass basis, with the permission of the student’s advisor. These courses may be selected from courses not included in the general education requirements or major or minor field courses. Such a course will be entered on the student’s transcript as either ‘P’ or ‘NP.’ A form signed by the student’s advisor must be filed with the Registrar by the end of the third week of class (15 days of classes) for a course to convert to the traditional grade. Forms are available in the Office of Academic Records and Registration. Professors will submit a grade normally designated for the course on RavenZone and the grades will be converted as follows: ‘A’ to ‘D’ as ‘P,’ or ‘F’ as ‘NP.’ Eligible students are limited to one pass/no pass course per semester.

Benedictine College uses the credit hour system to measure progress towards graduation and honor points to measure the quality of the work. Letter grades are given for each course. Letter grades are converted into a point system for determining grade-point averages (see above). A ‘P’ grade will not enter into calculations for grade point averages but will be credited to total credits completed. A grade of ‘NP’ will not enter into the calculation of grade point average; nor will notations of ‘W’ enter into grade-point calculations, nor will credit be earned.

In determining a student’s scholastic average, his or her total grade points are divided by the total number of credit hours completed. Thus academic averages of 1.0, 2.0, 3.0, and 4.0, respectively, indicate ‘D,’ ‘C,’ ‘B,’ or ‘A’ averages. For satisfactory progress towards a bachelor’s degree, the student must maintain an average of ‘C’ (2.0) or better.

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## Academic Honors

Full-time, degree-seeking students who have achieved a grade point average of 4.0 are named to the President’s Honor List at the end of each semester; those with an average of 3.5 to 3.999 for the semester are named to the Dean’s Honor List. Students must have a minimum of 12 graded hours (no P/NP grades). Students who take an incomplete in any class are not eligible for academic honors that semester. Students enrolled in dual-degree programs are considered for academic honors based on coursework at both institutions.

Full-time, degree-seeking students who have maintained a cumulative grade point average of 3.5 or higher are recognized at a special event in the spring of the year. Other scholastic honors and achievements are also awarded or acknowledged at this time. The awarding of Latin honors and the designation of the college’s valedictorian(s) take place at the senior brunch during commencement weekend.

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## Academic Warning, Probation, and Dismissal

Any student whose semester grade point average falls below 2.0 is placed on academic probation or issued a letter of warning according to the following schedule:

	Warning	Probation
Freshmen and Sophomores	1.99-1.80	Below 1.80
Juniors and Seniors	1.99-1.90	Below 1.90

Any student whose cumulative grade point average falls below the following schedule will be dismissed:

at the end of one semester	1.3
at the end of two semesters	1.8
at the end of three semesters	1.9
at the end of four semesters and beyond	2.0

Each student appealing dismissal will be evaluated individually at the discretion of the Dean of the College.

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## Administrative Withdrawal

Benedictine College reserves the right to administratively withdraw students who stop attending classes. Administratively withdrawn students are responsible for all financial obligations incurred for the entire semester and will not be permitted to remain in campus housing.

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## Readmission After Academic Dismissal

The Dean of the College will evaluate each case in which a student who has been dismissed for academic reasons petitions for continuation or readmission. Exceptions to the dismissal regulations may or may not be made. A student may appeal the decision to dismiss him or her.

A student who has been refused enrollment for a semester on academic grounds may apply for re-enrollment after one semester. If readmitted, the student must maintain a 'C' average in a minimum full load to continue enrollment.

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## Examinations and Grade Reports

Examinations are held from time to time at the discretion of the instructor, with or without notice. The grades on final exams are combined with other types of evaluations to determine the semester grade, the official record of scholastic achievement for the course. All undergraduate students are given grades at mid-semester so they have an indication of the progress they are making in their coursework. Midterm and final grades are available on RavenZone.

In general, final exams will not be moved for reasons of travel or convenience. In exceptional circumstances, a student may appeal to the Director of the Student Success Center to have a final exam changed. This appeal should be lodged with the Director of the Student Success Center no later than two weeks prior to the beginning of final exams. The Director, after consultation with the professor(s) involved, will inform the student of the outcome of the appeal within one week of receipt of the appeal. There is a \$25 fee for rescheduling exams.

If a student has three or more final examinations scheduled for one day, he or she may contact the Director of the Student Success Center to request permission to have one of the

exams moved. This request must be made no later than two weeks prior to the beginning of final exams. If none of the instructors is willing to move an exam, the Director of the Student Success Center will determine the course in which a change of date for a final must be made. There is no charge to reschedule an exam for a student who has three or more finals on one day.

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## **Grade Appeals**

A student who believes he or she has evidence that he or she has been assigned an inaccurate or unjust final grade must first consult with the instructor who assigned the grade. If a satisfactory resolution does not result from this consultation, the student has the right to a formal appeal process initiated through the office of the Associate Dean of the College. The appeal must be made within three months of the date that grades are made available for student viewing. An example of an unjust final grade might be the result of bias, lack of uniformity in grading practices, and/or arbitrary change in course requirements.

It is the responsibility of the student to prove that the grade is incorrect or unjustified. The grade appeal process is not appropriate for students who believe the course was poorly designed or the student received poor instruction. These may be legitimate concerns, but they are more appropriately addressed by the department chairperson. A claim that the instructor graded too severely is also not reason to appeal a grade, provided that all students in the class were graded in the same fashion as stated in the syllabus.

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## **Course Changes**

Students may add semester-long classes through the sixth class day of the semester. Continuing students may make changes to their schedule using RavenZone through the third class day of the semester; after that students must complete a drop-add form in the registrar's office. First-time students at Benedictine College are not able to make changes to their schedule themselves, but must request that their advisor or the Director of the Student Success Center do so for them.

Course additions after the calendar date for late registration may be made only with the permission of the Associate Dean.

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## **Auditing Courses**

An auditor has all the privileges of a student taking a course for credit except that he or she will not receive credit for the course. An auditor pays less than regular tuition. An auditor who decides to receive credit for a course may switch from audit to credit within the first ten weeks of the semester or the first half of a summer session if the course instructor gives permission and the auditor pays the additional tuition at the Business Office.

A student may switch from credit to audit within the same time period if the student is passing the course at the time the change is requested and the course instructor approves. No refund of tuition will be made when switching from credit to audit on or after the first day of classes.

For students withdrawing from the College, a refund of tuition for auditing a class is done at the same rate as a refund for a full tuition course.

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## **Repeating a Course**

A student may repeat a course at Benedictine for which a grade of C– or lower is received. The higher grade earned will be used in calculating the grade point average. Both the original



grade and the repeat grade are recorded on the official transcript. A course taken at Benedictine College may not be repeated at another college or university.

In order to be eligible for Title IV financial aid when repeating a course, the following applies:

- A failed course may be repeated as many times as needed until passed;
  - A previously passed course may only be repeated once:
    - This includes even those courses where a higher grade is required for the major (e.g., minimum of C– for a course in a major, etc.)
    - This does not include courses designated as repeatable (e.g. ensembles, workshops, science research, etc.) as these are not restricted nor limited (unless designated otherwise) and, therefore, a student may repeat these courses as often as needed
  - If a student finally passes a failed course with a passing grade, he/she may repeat the course one more time to try and achieve a higher grade.
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## **Class Attendance**

It is presumed that students attend every session of courses in which they are registered in order that mastery of subject matter may be assisted by the instructor's leadership, class discussion and/or class projects, and so that they may contribute to the intellectual exchange that is appropriate to the class. The college's mission of education within a **community** of faith and scholarship makes class attendance a particular priority. However, it is recognized that in some cases absence is unavoidable. Sickness excuses are received by the individual instructors. The Director of the Student Success Center will forward information to faculty about long-term absences or absences that may be considered unavoidable.

Individual instructors have the right to limit absence in their courses and impose penalties for absenteeism, providing the professor's policy and attached penalties are identified in the course syllabus. In no case, however, may a student be withdrawn from a course whose absences are less than or equal to two times the number of weekly meeting days assigned to the course. A grade of an "F" will be recorded if a withdrawal occurs after the official withdrawal period.

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## **Reasonable Learning Accommodations**

Benedictine College complies with federal law requiring reasonable accommodations for individuals with documented disabilities that may affect their performance in a class or otherwise affect the individual's ability to enjoy the programs and services offered by the College. If a student requests an accommodation from a faculty member, the faculty member should direct the student to contact The Director of the Academic Assistance Center is located in the Student Success Center.

The Reasonable Learning Accommodations Committee, composed of faculty and support staff, reviews student documentation, suggests or recommends accommodations, mobilizes learning resources, and advises and supports students with learning disabilities on campus. As part of the admission process, it is important that the student and parents provide current documentation (psychoeducational assessment results, individual educational plans, and other diagnostic materials no more than three years old) prior to enrollment, such that any reasonable accommodations deemed possible and available can be provided.

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## Summer Study at Other Colleges and Universities

Students are urged to consult with their advisor or major professors about studies to be taken in other colleges and universities during the summer. *Benedictine College usually will accept credits earned at other regionally accredited institutions through summer study but does not include these in the calculation of the student's cumulative grade point average.* Refer to [transferology.com](http://transferology.com) to see if and how courses will transfer to Benedictine College. The Registrar's approval is sometimes a prerequisite for admission to summer programs at other colleges and universities. An exception to this is courses taken through the College Consortium, in which case grades, as well as credits, are transferred in to Benedictine College. A course taken at Benedictine College may not be repeated at another college or university.

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## Application for Degree

A student who plans to receive a degree must file an application for the degree with the Registrar during the semester preceding his or her last semester in college or the semester before participating in commencement. The application for degree is to be completed by the candidate on RavenZone. Any student who fails to make application by the published deadline will be assessed a \$100 late filing fee. After the degree audit is completed, any student who wishes to drop or change a major will be assessed a \$50 fee.

**The student bears the responsibility for fulfilling graduation requirements.** Any student who has completed a minimum of 110 credit hours and can clearly outline a plan of study, approved by the major department chair and Associate Dean, that indicates with reasonable certainty the student's ability to complete all degree requirements by the end of the next fall semester, may be allowed to participate in commencement exercises in May. Final approval will be left to the discretion of the Dean of the College.

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## Graduation Honors

Graduation with honor is considered a privilege and is subject in every case to the approval of the college. Graduation honors are awarded by the faculty in recognition of superior scholarship based on the following grade point average:

4.00–3.85	<i>Summa cum laude</i>
3.84–3.75	<i>Magna cum laude</i>
3.74–3.50	<i>Cum laude</i>

Graduation honors are computed on the basis of hours completed at Benedictine College.

The valedictorian will be chosen on the basis of a minimum of 90 credits earned through Benedictine College or will have attended Benedictine College as a full-time student for a minimum of three years. The Dean of the College will have authority to make the final selection.

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## Finalizing the Academic Record

Once the degree is conferred at the date of graduation, the academic record is considered complete and final. No further changes will be made unless there is a documented clerical error. It is the responsibility of the student to notify the Office of the Registrar of a clerical error within 30 days of the graduation date.

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## Transcript of Credits

**Transcripts of a student's academic record will be issued only upon written request signed by the student.** A student whose account has not been paid in full is not eligible for a transcript.

Benedictine College has authorized the National Student Clearinghouse to provide transcript ordering via the web. Current and former students can order transcripts using any major credit card. The card will only be charged after the order has been completed. To order an official transcript(s), login to the Clearinghouse secure site: <http://www.getmytranscript.com>. The site walks the student through placing an order, including delivery options and fees. (There is a \$5 Benedictine College fee plus a service charge.) A person can order as many transcripts as needed in a single session. A processing fee will be charged per recipient.

Transfer credits are not added to a Benedictine College record unless they are applicable toward a degree in progress at Benedictine College.

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## Obtaining Documents Originating From Another Agency or Institution

In accordance with record release standards, we do not release documents that have become the property of Benedictine College through a legal release to a third party (Benedictine). We are not the official, legal custodian of record for any documents that did not originate at Benedictine College and therefore do not have the legal authority to release them. This includes documents such as high school records, ACT/SAT scores, AP/IB scores or college transcripts from other institutions. These records are the property of the College and are for our internal college purposes only. Please contact the originating agency, organization or institution that produced the original records to obtain a legal copy.

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## Study Abroad

Benedictine College encourages students to engage in educational experiences abroad as part of their academic plan. The Center for International Education administers the college's study abroad programs. Applications and requests for program approval are processed by the Center for International Education in advance of the student's enrollment in a program of study abroad, except for participation in foreign language schools abroad and short-term faculty-led trips. Financial aid guidelines for off-campus programs are specified in the proper sections of this catalog. Specific costs for tuition, room, board, and fees are published annually and are available from the college's Business Office or from the Admission Office. Students are required to consult their major advisor and a study abroad advisor at the Center for International Education while making plans for study abroad. Application deadlines and eligibility requirements depend on the specific program. Students on probation of any kind may not study abroad. Students who have been on probation must maintain good standing for a semester before being eligible to apply for study abroad. The amount of credit Benedictine College students can earn on study abroad programs toward their bachelor's degree is limited to two full-time semesters plus a summer term. This restriction does not apply to the Florence Campus and to faculty-led short-term trips. All prospective study abroad students, particularly those who intend to study abroad during their junior or senior year, should carefully plan their course programs both in Atchison and abroad in order to satisfy general education and major/minor requirements for their degree. Students should be aware that due to enrollment constraints, they may not be able

to study abroad in the semester of their choice. Benedictine College reserves the right to preclude students from earning credit for study abroad undertaken in any country for which a U.S. State Department Travel Warning was issued prior to program departure. Students planning to study abroad are required to submit a Study Abroad Application Form available online or at the Center for International Education as well as the Department of World and Classical Languages and Cultures.

**Florence Campus.** Benedictine College offers an opportunity for students to spend a semester or a summer in Florence, Italy. The Florence Campus is fully sponsored by Benedictine College. Courses offered in Florence may vary each term and amount to 15 credit hours for the semester and up to nine credit hours in the summer. The program is under the supervision of a Benedictine College faculty member and a residence director. Students are normally eligible to take part in this program after they spend a semester on the main campus in Atchison. Admission requirements include payment of the study abroad fee, participation in the orientation meetings, arrangement for adequate travel medical insurance coverage, and the ability of Benedictine College to reasonably meet special needs. Application deadlines and procedures are announced at the beginning of the term prior to the one students apply for studying abroad. Special student applications are individually assessed and the final decision is subject to the consent of the Dean of the College.

**Benedictine College-Sponsored Foreign-Language Schools.** Benedictine College offers an opportunity for students to study French and Spanish language and culture at affiliated institutions. Currently, students can study French at the Université Catholique in Lyon, France, during fall, spring, or summer. Students can also study Spanish at the CLIC language institute in Seville, Spain, during the academic year, or at the University of Valladolid during summer. To apply, students should contact the chair of the Department of World and Classical Languages and Cultures. Admission requirements include the payment of the study abroad fee, participation in the orientation meetings, arrangement for adequate travel medical insurance coverage, and the ability of Benedictine College to reasonably meet special needs. Application deadlines vary. Special student applications are individually assessed and the final decision will be subject to the consent of the chair of the Department of World and Classical Languages and Cultures.

**Exchange Programs.** Approved exchange programs for Benedictine College students include ISEP (International Student Exchange Program), and a number of bilateral agreements. The complete list of approved exchange programs is maintained by the Center for International Education. After a year of coursework at Benedictine College, students can apply for a semester or a year exchange. The GPA requirement is 2.75 for most institutions. Some locations may require foreign language skills. Admission requirements include the payment of the study abroad fee, participation in the orientation meetings, arrangement for adequate travel medical insurance coverage, and the ability of the hosting institution to reasonably meet special needs. The application deadlines depend on the partnering institutions; specific information about the application process is available at the Center for International Education.

**Other Study Programs Abroad.** For programs not administered or sponsored by Benedictine College, the approval process must start at the beginning of the semester prior to the one the student plans to study abroad. Students are required to make an appointment with the Registrar to verify their enrollment status while abroad and make sure that the courses taken abroad will transfer to Benedictine. Without prior approval, credit may not be transferable to Benedictine College. Students are also required to make an appointment with the Financial Aid office to

verify what financial aid applies to their specific program and make sure that all the relevant paperwork is taken care of well in advance of making final plans.

**Short-term faculty-led trips.** Faculty-led programs may be developed by faculty members and offered during Christmas, Spring, or Summer breaks. Short-term faculty-led trips usually consist of a mix of lectures, exercises, excursions, and group time. All credit-bearing programs must be approved by the Dean of the College before advertising the program. Prerequisite courses may be required depending on the faculty member and/or the course designation. Admission requirements include participation in orientation meetings, arrangement for adequate travel medical insurance coverage, and the ability of Benedictine College to reasonably meet special needs.

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## General Education

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As a liberal arts college, Benedictine College is dedicated to providing a liberal arts education by means of academic programs based on a core of studies in the arts and sciences. Through these programs, the college guides students to refine their capacity for the pursuit and acquisition of truth, to appreciate the major achievements in thought and culture, and to understand the principles that sound theoretical and practical judgment require.

Our general education program seeks to achieve these goals by dividing the general education requirements into three categories: Core, Foundations, and Skills/Perspectives.

### The Core

The Core courses are classes that all students take. They are courses designed both to lay the foundation for a successful academic career and to clearly and explicitly communicate the mission of the College.

ENGL-1000, English Composition With Review  
or ENGL-1010, English Composition  
or ENGL-1030, Honors English Research Seminar\*  
Foreign Language 1\*\*  
Foreign Language 2\*\*  
THEO-1100, Introduction to Theology  
PHIL-1750 Principles of Nature\*\*\*  
GNST-1000, BC Experience  
EXSC-1115, Wellness for Life ^

Approved EXSC Fitness Courses:  
EXSC-1100, Physical Fitness  
EXSC-1101, Aerobics  
EXSC-1105, Beginning Gymnastics  
and Body Mechanics  
EXSC-1106, Beginning Swimming  
EXSC-1107, Beginning Weight and  
Circuit Training  
EXSC-1108, Intermediate Swimming  
EXSC-1111, Varsity Sport  
EXSC-1116, Lifestyle FIT  
EXSC-1117, Brazilian Jiu-Jitsu  
EXSC-1126, Zumba Fitness  
EXSC-1128, Fitness Swimming

### Foundations

The Foundations are where Benedictine College most explicitly focuses on transmitting the specific purposes of the general education program: to refine students' capacity to pursue and acquire truth; to help them to appreciate the great achievements of thought and culture; and to

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\*Honors Scholars are required to complete Honors English Research Seminar in place of English Composition.

\*\*Students are required to have competency through the second semester of the same foreign language. Students who are non-native English speakers should refer to the catalog section on "English as a Second or Foreign Language." American Sign Language 1 and 2 may be transferred to complete the Foreign Language requirement.

\*\*\*PHIL-2310, Philosophy of Nature also satisfies the college's core requirement in philosophy.

^ NURS-3200, Foundations of Nursing Practice, for Nursing Majors.

develop their capacity to understand the principles of sound practical and theoretical judgment. The College does not require courses to be from specific departments (for example, history), but rather looks at the subject of the course (for example, art history or economic history also provide students with an “historical inquiry” and thus fulfill the foundation). Benedictine College believes that it is essential that students are exposed to a wide variety of perspectives, thus even though a course may be listed in two different Foundations, each course can only be applied to one Foundation.

Students must take courses that meet the following foundations:

Aesthetic Experience – 6 credit hours

Faith – 6 credit hours

Historical Inquiry – 6 credit hours

Mathematical Reasoning—3 credit hours

Person and Community in the Contemporary World – 3 credit hours

Philosophical Inquiry – 6 credit hours

Understanding the Natural World – 7 credit hours (including one lab) (must be taken in two different disciplines)

### **Skills and Perspectives**

The Skills and Perspectives courses are designed to ensure that the students are exposed to a variety of perspectives and learn the essential skills they will need for a successful life after college. Because the College believes that these things can be accomplished in a variety of ways and in almost any discipline, the intention is that they can be met through the general education program or the major, without any additional required hours. Students can be credited with up to three Skills and Perspectives (and one Foundation) in one course.

The Skills and Perspectives are the following:

Global Perspective – 1 course

Oral Communication – 1 course

Scientific Method – 1 course

Visual Communication – 1 course

Western Perspective – 1 course

Written Communication – 2 courses

### **Transfer Students**

Transfer students who have an Associate of Arts degree, an Associate of Science degree, or who transfer in 60 or more hours can complete the general education requirements as follows.

Beginning freshmen who matriculate first to Benedictine College after high school graduation, even if they have an associate’s degree or transfer in 60 or more hours, are responsible for completing the entire general education program.

### ***General Education requirements for transfer students with Associate’s degree or who transfer in 60 or more hours***

#### **Core Requirements**

ENGL-1010, English Composition (3 hours)

or ENGL-1000, English Composition With Review (4 hours)

or ENGL-1030, Honors English Research Seminar (3 hours)

PHIL-1750, Principles of Nature (3 hours) or PHIL-2310, Philosophy of Nature (3 hours)

THEO-1100, Introduction to Theology (3 hours)

EXSC-1115, Wellness for Life (1 hour)

#### **Foundations: Each course may meet one requirement**

Historical Inquiry (3 hours)

Aesthetic Experience (3 hours)

Mathematical Reasoning (3 hours)  
 Person and Community (3 hours)  
 Understanding the Natural World (3 hours)  
 Faith (3 hours) or Philosophical Inquiry (3 hours)

**Perspectives**

Global Perspectives (1 course) or Foreign Language (3–4 hours)

Courses in the above areas taken for college credit prior to transferring to Benedictine College will usually be accepted and will reduce the general education hours required for graduation accordingly.

## Courses Fulfilling General Education Requirements

### Foundation Courses

**Aesthetic Experience:** The following courses satisfy the Aesthetic Experience foundation.

ARCH-2300	ENGL-1020	ENGL-3040	ENGL-4110	FREN-3700	MCOM-1030	MUSC-2001
ART-1000	ENGL-1500	ENGL-3060	ENGL-4130	GNST-1750	MCOM-1040	MUSC-2002
ART-1010	ENGL-1550	ENGL-3110	ENGL-4140	GNST-2750	MCOM-1610	MUSC-3004
ART-1030	ENGL-1600	ENGL-3120	ENGL-4200	HIST-3542	MCOM-2600	MUSC-4100
ART-2110	ENGL-1650	ENGL-3140	FIAR-1100	HIST-3660	MCOM-2610	MUSC-4101
ART-2300	ENGL-1700	ENGL-3150	FREN-3040	ITAL-3000	MCOM-3600	SPAN-3040
ART-2410	ENGL-1750	ENGL-4010	FREN-3620	LATN-3110	MCOM-3610	SPAN-3650
ART-2600	ENGL-3010	ENGL-4020	FREN-3630	LATN-3120	MUSC-1100	SPAN-3660
ART-2800	ENGL-3020	ENGL-4050	FREN-3640	LATN-4110	MUSC-1101	THTR-1010
DANC-3800	ENGL-3030	ENGL-4060	FREN-3650	LATN-4120	MUSC-1102	

**Faith:** The following courses satisfy the Faith foundation.

ECON-3260	THEO-2150	THEO-3200	THEO-3420	THEO-3680	THEO-3940
ENGL-4130	THEO-3100	THEO-3220	THEO-3430	THEO-3690	THEO-3960
HIST-3544	THEO-3110	THEO-3240	THEO-3450	THEO-3820	THEO-4000
THEO-2000	THEO-3150	THEO-3260	THEO-3620	THEO-3840	
THEO-2100	THEO-3160	THEO-3280	THEO-3640	THEO-3920	

**Historical Inquiry:** The following courses satisfy the Historical Inquiry foundation.

ARCH-2300	ENGL-1750	HIST-1380	HIST-3541	HIST-3684	MUSC-4101	THEO-3430
ART-3411	FINC-4940	HIST-3100	HIST-3542	HIST-3686	POLS-1500	THTR-3810
ART-3412	FREN-3610	HIST-3140	HIST-3660	HIST-3687	POLS-3750	THTR-3820
ART-3413	HIST-1100	HIST-3380	HIST-3661	ITAL-3000	SPAN-3710	THTR-3830
ENGL-1550	HIST-1101	HIST-3522	HIST-3681	MUSC-1102	SPAN-3720	
ENGL-1700	HIST-1300	HIST-3540	HIST-3682	MUSC-4100	THEO-3420	

**Mathematical Reasoning:** The following courses satisfy the Mathematical Reasoning foundation.

BUSI-2650	MATH-1120	MATH-1300	MATH-1220
MATH-1020	MATH-1250	MATH-1350	MATH-2550

**Person and Community in the Contemporary World:** The following courses satisfy the Person and Community in the Modern World foundation.

BUSI-3710	ECON-1010	GNST-2850	POLS-1500	POLS-3700	POLS-4010	SOCI-2300
BUSI-4550	ECON-2090	MCOM-1000	POLS-1750	POLS-3750	POLS-4600	SOCI-2350
CRIM-1000	ECON-2100	MGMT-2250	POLS-2010	POLS-3800	PSYC-1000	
ECON-1000	ENGR-3170	POLS-1000	POLS-3250	POLS-3850	SOCI-1000	

**Philosophical Inquiry:** The following courses satisfy the Philosophical Inquiry foundation.

BUSI-4550	NURS-4700	PHIL-3550	PHIL-3740	PHIL-4020	PHIL-4060	POLS-3850
EDUC-4451	PHIL-2010	PHIL-3670	PHIL-3800	PHIL-4030	PHIL-4800	
ENGL-4110	PHIL-2550	PHIL-3690	PHIL-3820	PHIL-4040	PHIL-4860	
GNST-2850	PHIL-3250	PHIL-3730	PHIL-4010	PHIL-4050	POLS-3800	

**Understanding the Natural World:** The following courses satisfy the Understanding the Natural World foundation.

ASTR-1300	BIOL-1121	CHEM-1200/1201	PHYS-1300	PHYS-2000/2001	PSYC-4050
ASTR-1400	BIOL-1122	CHEM-1210/1211	PHYS-1400	PHYS-2100/2101	SOCI-2300
BIOL-1105	BIOL-2243	PHYS-1100	PHYS-1500	PHYS-2110/2111	
BIOL-1107	CHEM-1010/1011	PHYS-1200	PHYS-1600	PHYS-3100	

### Skills and Perspectives Courses

**Global Perspective:** The following courses satisfy the Global Perspective skills and perspectives. A full semester in a study abroad program satisfies this requirement.

ART-3411	HIST-1100	HIST-3541	MUSC-1101	SOCI-2350	THEO-2150
ECON-4010	HIST-1101	HIST-3684	POLS-2010	SOCI-3305	THEO-3150
FREN-3500	HIST-3140	HIST-3720	POLS-4010	SPAN-3500	THEO-3820
FREN-3650	HIST-3280	ITAL-3000	SOCI-2300	THEO-2100	

**Oral Communication:** The following courses satisfy the Oral Communication skills and perspectives.

ARCH-4116	CENG-4610	EDUC-4496	GNST-1750	MKTG-3100	PSYC-4850	THTR-2240
ART-4900	CHEM-4900	EDUC-4497	HIST-4000	MUSC-2200	SPCH-1100	
ASTR-4200	CIVL-4700	ENGL-4910	MATH-4930	NURS-4300	THTR-1150	
BIOL-3305	CSCI-4930	ESLG-2930	MCOM-3310	POLS-1750	THTR-2230	
BUSI-2230	EDUC-4492	EXSC-4457	MENG-4700	POLS-4600		

**Scientific Method:** The following courses satisfy the Scientific Method skills and perspectives.

ASTR-1300	BIOL-1107	CHEM-1200	PHYS-1400	PHYS-2000	PHYS-3100	SOCI-3155
ASTR-1400	BIOL-1121	PHYS-1100	PHYS-1500	PHYS-2100	POLS-2500	SOCI-4175
BIOL-1105	CHEM-1010	PHYS-1200	PHYS-1600	PHYS-2110	PSYC-2900	

**Visual Communication:** The following courses satisfy the Visual Communication skills and perspectives.

ART-1000	BUSI-2230	ENGL-3150	MCOM-1030	MCOM-3610	SPAN-3710	THTR-4150
ART-1010	BUSI-2650	ENGR-1100	MCOM-1610	MUSC-3201	SPAN-3720	
ART-1030	CENG-4610	EXSC-3380	MCOM-2500	NURS-3640	THTR-1150	
ART-2110	CHEM-4900	EXSC-4457	MCOM-2600	PHYS-3100	THTR-2150	
ART-2410	CRIM-3200	FREN-3700	MCOM-2610	POLS-3700	THTR-3520	
ART-2800	CSCI-4930	HIST-3385	MCOM-3320	PSYC-4850	THTR-3560	
BIOL-3305	EDUC-2220	MATH-4930	MCOM-3600	SOCI-3165	THTR-3580	

**Western Perspective:** The following courses fulfill the Western Perspective skills and perspectives.

ARCH-2300	ENGL-1700	FREN-3610	HIST-1380	HIST-3544	PHIL-2550	PSYC-4910
ART-2410	ENGL-1750	FREN-3620	HIST-3100	HIST-3660	PHIL-3250	SOCI-3105
ART-3412	ENGL-3010	FREN-3630	HIST-3520	HIST-3661	PHIL-4010	SPAN-3040
ENGL-1020	ENGL-3020	FREN-3640	HIST-3521	HIST-3681	PHIL-4020	THEO-3420
ENGL-1500	ENGL-3040	GNST-2750	HIST-3522	HIST-3682	PHIL-4040	THEO-3640
ENGL-1550	ENGL-3120	HIST-1100	HIST-3540	HIST-3684	PHIL-4050	THEO-3820
ENGL-1600	ENGL-3140	HIST-1101	HIST-3541	HIST-3686	PHIL-4060	
ENGL-1650	ENGL-4110	HIST-1300	HIST-3542	ITAL-3000	PHIL-4860	



**Written Communication:** The following courses satisfy the Written Communication skills and perspectives.

ART-3411	CHEM-3511	ENGL-1500	ENGL-3120	ENGR-3400	JOUR-3300	PSYC-2731
ART-3412	CIVL-3010	ENGL-1550	ENGL-3140	ENGR-3410	MATH-4457	PSYC-2900
ASTR-4100	CIVL-3020	ENGL-1600	ENGL-3150	ESLG-2220	MATH-4930	SPAN-3040
ASTR-4200	CRIM-2100	ENGL-1650	ENGL-3250	EXSC-4457	MGMT-2250	SPAN-3400
ASTR-4300	CRIM-2300	ENGL-1700	ENGL-3270	FREN-3510	MUSC-4100	THTR-3810
BIOL-3305	CSCI-4930	ENGL-1750	ENGL-4010	FREN-3610	NURS-3000	THTR-3820
BUSI-1050	ECON-3000	ENGL-3010	ENGL-4020	FREN-3700	PHIL-4920	THTR-3830
BUSI-2230	EDUC-3317	ENGL-3020	ENGL-4060	GNST-1750	POLS-1750	
BUSI-4850	EDUC-4451	ENGL-3030	ENGL-4140	GNST-2750	POLS-2500	
CENG-4600	EDUC-4470	ENGL-3040	ENGL-4200	HIST-4000	POLS-2750	
CHEM-3301	ENGL-1020	ENGL-3110	ENGL-4250	JOUR-2620	POLS-3700	

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## Graduate Programs

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While Benedictine College has a strong emphasis on undergraduate liberal arts education, the College has developed a limited number of graduate programs in accordance with the long-standing tradition of responding to the needs of the times.

The graduate programs are accredited by the Higher Learning Commission. Additionally, programs leading to certification in education-related fields meet professional standards and are accredited by the Kansas State Board of Education (KSBE). Full-time status for students enrolled in graduate programs is a minimum of six credit hours per semester. A maximum of nine hours of graduate credit may be counted towards the completion of an undergraduate degree. The student will be allowed six years to complete the program counting from the first term he or she takes a graduate course.

The Graduate Studies Committee, appointed by the Dean of the College, approves all graduate offerings and policies for graduate studies. For further information on courses, fees, policies, and procedures, contact the Program Director of the appropriate graduate program.

For policies that differ from the undergraduate policies specified elsewhere in this catalog, consult the Program Director of the appropriate graduate program or the Graduate Studies Committee *Policies and Procedures Manual*.

### Master of Business Administration (MBA)

The MBA is the generally accepted degree for professional managers of business and non-profit organizations. The purpose and goals of the program, along with the policies and procedures, follow the School of Business section of this catalog.

### Master of Arts in School Leadership (MASL)

Through this program, approved by the Kansas State Department of Education, certified teachers may complete a 33-hour M.A. to be eligible for certification for building-level administration. For individuals who already hold an M.A. in Education and do not want to pursue a second masters degree, it is also possible to complete a 24-credit licensure program in Educational Administration. Information on the M.A. in educational administration, admission, and degree requirements, follow the Department of Education section of this catalog.

### Master of Arts in Education (M.Ed.)

Through this program, approved by the Kansas State Department of Education, certified teachers may complete a 32-hour program to help them master the knowledge, skills and

dispositions of effective teachers who contribute to continuous school improvement and the professional development of all teachers. Information on the M.Ed., admission, and degree requirements, follow the Department of Education section of this catalog.

### Grading for Graduate Programs

Grade		Point Value
A	Excellent performance	4.0
A-		3.7
B+		3.3
B	Above average performance	3.0
B-		2.7
C		2.0
F	Unacceptable performance	0
AU	Audit	0
I	Incomplete	
W	Withdrawal	

### Repeating a Course

A student may repeat a graduate course at Benedictine College for which a grade of B- or lower is received. The last grade earned will be used in calculating the grade point average. Both the original grade and the repeat grade are recorded on the official transcript. **This policy does not apply to the graduate education courses.**

### Withdrawal

A student may withdraw from a course before the completion of the first half of the course and the course will not appear on the official transcript. Withdrawal after that time will be recorded as a “W” on the student’s permanent record. In either case, the withdrawal is processed through a written notification to the Registrar. MASL students who do not complete practicum requirements in the final practicum semester (usually EDUC-6623) or who have unsatisfactory dispositional ratings will be withdrawn from the practicum by the director of the program. These students must re-enroll in the last semester of their practicum after remediation to complete their program of study or they will be dismissed from the program.

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## Courses of Instruction

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The following pages contain the list of course offerings of the various departments of the college. Immediately following the course title is the number of semester credit hours (in parentheses) that the course carries.

### Pilot Testing of New Courses

All departments of the college are authorized to pilot test a new course they are considering offering on a regular basis as a catalog course. These courses are offered under the number 1770, if a freshman course; 2770, if a sophomore course; 3770, if a junior course; or 4770 if a senior-level course.

### Special Topics Courses

Special topics courses are courses that are offered occasionally by the department based on the needs and interests of the faculty and students. There is no intention they will be offered on a regular basis and become a catalog course. Any department may offer a special topics course that carries a number of 1980, 2980, 3980, or 4980.

## Independent Studies

An independent study course, numbered 4990, is a clearly innovative, experimental, exploratory, or involved with advanced research. Normally, regular catalog courses will not be taught through independent study. Independent study courses are normally only open to juniors and seniors. Only students with a minimum 2.5 cumulative GPA may register for an independent study. No more than four independent study courses with a maximum of 12 credit hours will be counted toward degree requirements. The faculty member needs to complete the necessary paperwork and the student must register for the independent study course by the last date to enroll in a given semester or summer session.

Graduate students are limited to taking two courses through independent study, unless otherwise approved by the Graduate Studies Committee.

## Internships

Departments may provide internships as work and learning experiences under the 4790 course number.

Internships are only open to full-time students of at least junior standing who are making satisfactory academic progress. A maximum of four hours may be counted toward the 128 hours required for graduation although more hours may be recorded on the transcript. The necessary paperwork is available from the faculty member supervising the internship and must be submitted to the Registrar for approval and registration within two weeks of the start of the internship.

## Senior Comprehensive Examinations

All academic departments administer a senior comprehensive examination for each major they offer, usually taken during a student's eighth semester of enrollment, under the "COMP" course number. This is a requirement for graduation.

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The designations below denote the semester a course will be offered. These designations appear after the course credit hours in the courses of instruction.

F: generally in the fall

S: generally in the spring

B: generally both fall and spring semesters

D: at the discretion of the department

I: infrequently offered

After each course description that fulfills a general education requirement an abbreviated list of the requirements it fulfills is provided. Below is the list of those abbreviations and their meanings.

C = Core

### *Foundations*

AE = Aesthetic Experience

F = Faith

HI = Historical Inquiry

MR = Mathematical Reasoning

PC = Person and Community

PI = Philosophical Inquiry

NW = Understanding the Natural World

### *Skills and Perspectives*

GP = Global Perspective

OC = Oral Communication

SM = Scientific Method

VC = Visual Communication

WP = Western Perspective

WC = Written Communication

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# Architecture

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The Architecture major prepares students for employment and graduate study in architecture and in related fields. Alongside the curricular stream of architectural design studios are foundational courses in art, complementary architectural drawing and watercolor studios, and essential courses in Engineering. Connecting this curriculum to the College's liberal arts education are architecture and art history/theory courses explaining the meaning of works of art, buildings, and places in the past as a means of instruction for the present. Pivotal is the required summer study abroad.

The requirements for a degree in Architecture consist of Architecture courses supplemented with a combination of courses in Art and Engineering. Continuation as a declared major to the sophomore year requires a 'C' (2.0) or better accumulative GPA at the end of freshman year as well as a minimum grade of a 'C' in each freshman ART and ARCH course. Thereafter, a grade of 'C-' or better is required in each Art and Architecture course in the sophomore, junior, and senior years.

Transfer students pursuing a major in Architecture must take a minimum of 60% of the coursework required for the major at Benedictine College with course equivalencies and placements determined by the Program Director and provided to the prospective transfer student.

## Major requirements for a B.A. in Architecture: (88 hours)

The curricular requirements demonstrate that the education of an architect requires knowledge and the capacity for practice in studio-based art and architecture, in physics-based practical engineering, and in the history of humankind collecting wisdom for making our home in the world.

### Architecture Courses

- ARCH-1300, Introduction to Architecture (3)
- ARCH-XXXX, Freshman Studio (3)
- ARCH-XXXX, Architectural Drawing (3)
- ARCH-2111, Sophomore Studio 1 (4)
- ARCH-2112, Sophomore Studio 2 (4)
- ARCH-2200, Plein Air Drawing and Watercolor Studio (2)
- ARCH-2300, Theory & History of Architecture 1 (3)
- ARCH-XXXX, Theory & History of Architecture 2 (3)
- ARCH-XXXX, Theory & History in Italy (2)
- ARCH-XXXX, Architecture of Cities (3)
- ARCH-3113, Junior Studio 3 (5)
- ARCH-3114, Junior Studio 4 (5)
- ARCH-4115, Senior Studio 5 (6)
- ARCH-4116, Capstone Studio 6 (6)
- ARCH-4400, Environmental Systems & Sustainability (4)
- ARCH-COMP, Senior Comprehensive Exam (cr)

### Required courses in Art and Engineering

- ART-1000, Drawing 1 (3)
- ART-1010, 2-D Design (3)
- ART-3121, Watercolor 1 (3)
- ART-3411, Art History 1 (3)
- ART-3412, Art History 2 (3)
- CIVL-3550, Building Component & System Design (3)
- ENGR-2300, Statics (3)
- ENGR-2320, Mechanics of Materials (3)

### Supporting courses

- MATH-1300, Calculus 1 (4)
- PHYS-2100, Classical Physics I (3)
- PHYS-2101, Classical Physics I Lab (1)

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## Suggested sequence of courses for a Bachelor of Arts degree in Architecture

### Freshman Year

ARCH-1300, Intro. to Architecture [+ lab]	3	ARCH-XXX, Freshman Studio	3
ART-1000, Drawing 1	3	ARCH-XXX, Architectural Drawing	3
ART-1010, 2-D Design	3	ENGL-1010, English Composition	3
EXSC-1115, Wellness for Life	1	EXSC Activity Course [or EXSC-1115]	1
GNST-1000, BC Experience	1	MATH-1300, Calculus 1	4
MATH-1250, Pre-Calculus/Gen Ed	4-3	PHIL-1750, Principles of Nature	3
THEO-1100, Introduction to Theology	3		
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	17-18		17

### Sophomore Year

ARCH-2111, Sophomore Studio 1	4	ARCH-2112, Sophomore Studio 2	4
ARCH-2300, Theory & History of Arch. 1	3	ARCH-XXXX, Theory & History 2	3
ART-3121, Watercolor 1	3	ART-3412, Art History 2	3
PHYS-2100, Classical Physics	4	Natural World Gen Ed	3
THEO/PHIL Foundation	3	PHIL/THEO Foundation	3
	<hr/>		<hr/>
	17		16

### Summer Study Abroad (in Italy):

ARCH-XXXX, Theory & History	2 credits
ARCH-2200, Plein Air Drawing and Watercolor Studio	2 credits

### Junior Year

ARCH-3113, Junior Studio 3	5	ARCH-3114, Junior Studio 4	5
ARCH-XXXX, Architecture of Cities	3	ENGR-2320, Mechanics of Materials	3
ENGR-2300, Statics	3	Elective	3
Foreign Language	4	Foreign Language	4
	<hr/>		<hr/>
	15		15

### Senior Year

ARCH-4115, Senior Studio 5	6	ARCH-4116, Capstone Studio 6	6
ARCH-4400, Environ Sys & Sustain.	4	ARCH-COMP, Senior Comprehensive Exam	cr
ART-3411, Art History 1	3	CIVL-3550, Bldg Component & Sys. Design	3
PHIL/THEO Foundation	3	THEO/PHIL Foundation	3
		Elective	3
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	16		15

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## Art

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The objectives of the department are to explore the nature and function of art and to become proficient in this special field of communication to a practical end: to become a practicing artist; to teach art in grades PK–12; to enter the commercial fields of advertising, graphic design, or photography; to continue with graduate study in studio art or art therapy; or to go into museum work.

Coursework serves to develop students' aesthetic, conceptual, and technical abilities while exploring the creative aspect of the human spirit.

### **The requirements for a B.A. Degree in Art:**

#### **Studio foundations** (18 hours)

ART-1000, Drawing I (3 hours)

ART-1010, Foundations of 2-D Design:

Composition and Color (3 hours)

ART-1030, Foundations of 3-D Design: Form and Space (3 hours)

ART-2110, Painting (3 hours)

ART-2200, Sculpture I (3 hours)

ART-2300, Graphic Design I (3 hours)

#### **Studio exploration** (21 hours)

Seven Studio Courses in Art. Any Studio Course in Art not used to meet studio foundations requirements may be counted towards this requirement.

#### **Art History component** (9 hours)

ART-3411, Art History I (3 hours)

ART-3412, Art History II (3 hours)

One additional Art history course, 3000 or above (3 hours)

#### **Capstone sequence** (6 hours)

ART-3900, Junior Seminar (3 hours)

ART-4900, Professional Practices (2 hours)

ART-4901, Senior Exhibition Seminar (1 hour)

Senior portfolio submitted prior to graduation (credit)

Each art major or minor will create a degree plan with his or her Art academic advisor, based on interests, abilities, and projected

career path. Students in art are encouraged to design the most intensive art program possible. This is especially important for students with future plans for studying at the graduate level and those who plan to be practicing artists.

A “C–” or better with an overall GPA of 2.0 or higher must be earned in each Art Department course to count toward completion of the art degree.

Transfer students pursuing a major or minor in Art must take a minimum of 60% of the coursework required for the major or minor at Benedictine College.

### **The requirements for a minor in Art:**

ART-1000, Drawing I

ART-1010, Foundations of 2-D Design:

Composition and Color OR

ART-1030, Foundations of 3-D Design: Form and Space

ART-3411, Art History I

OR ART-3412, Art History II

*plus* five additional Studio Courses in Art

### **The requirements for a degree in Art Education:**

#### **Art Course Requirements:**

ART-1000, Drawing I (3 hours)

ART-1010, Foundations of 2-D Design:

Composition and Color (3 hours)

ART-1030, Foundations of 3-D Design: Form and Space (3 hours)

ART-2110, Painting I (3 hours)

ART-2200, Sculpture I (3 hours)

ART-2300, Graphic Design I (3 hours)

ART-2500, Printmaking I (3 hours)

ART-2600, Ceramics I (3 hours)

ART-2800, Basic Photography (3 hours)

ART-3411, Art History I (3 hours)

ART-3412, Art History II (3 hours)

ART-3413, 20th Century Art History (3 hours)

ART-3900, Junior Seminar (3 hours)

ART-4457, Methods of Teaching Art Education (2 hours)

ART-4900, Professional Practices (2 hours)  
 ART-4901, Senior Exhibition Seminar (1 hour)  
 ART Portfolio Review (cr)  
 Students must also complete a major in Secondary Education.

**The requirements for a specialization in Art Therapy:**

**Course Requirements in addition to the requirements for a BA in Art:**

ART-4460, Principles of Art Therapy (3 hours)  
 ART-4461, Clinical Methods in Art Therapy (3 hours)  
 ART-4462, Experience and Research in Art Therapy (3 hours)  
 EDUC-2222, Psychology of Individuals With Exceptionalities (3 hours)  
 MATH-1220, Introductory Statistics (4 hours)

PSYC-1000, General Psychology (3 hours)  
 PSYC-2631, Developmental Psychology I (3 hours), or PSYC-2641, Developmental Psychology II (3 hours), or PSYC-2503, Lifespan Development (3 hours)  
 PSYC-2731, Theories of Personality (3 hours)  
 PSYC-3901, Abnormal Psychology (3 hours)

**Recommended courses:**

PSYC-2900, Research Methods (3 hours)  
 PSYC-3710, Learning and Cognition (3 hours)

This specialization prepares students for admission into graduate school for Art Therapy. This specialization results in a major in Art with a minor in Psychology. (Students need to declare a minor in Psychology to have it appear on their transcript.)

**Suggested sequence of courses for a Bachelor of Arts degree in Art**

**Freshman Year**

ENGL-1010, English Composition	3	ART-1030, Foundations of 3-D Design	3
THEO-1100, Introduction to Theology	3	Foreign Language	4
GNST-1000, BC Experience	1	PHIL-1750, Principles of Nature	3
Foreign Language	4	ART-2110, Painting I	3
ART-1000, Drawing I	3	ART-2200, Sculpture I	3
ART-1010, Foundations of 2-D Design	3		
EXSC-1115, Wellness for Life	1		
	18		16

**Sophomore Year**

Person and Community	3	Natural World Foundation (with lab)	4
Elective	3	Faith Foundation	3
Art Studio	3	Art Studios	6
ART-2800, Basic Photography	3	Elective	3
Art History	3		
Math Reasoning Foundation	3		
	18		16

**Junior Year**

Faith Foundation	3	Philosophical Inquiry Foundation	3
Art History	3	ART-3900, Junior Seminar	3
Art Studios	6	Art Studios	6
EXSC Fitness course	1	Elective	3
Natural World Foundation	4		
	17		15

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**Suggested sequence of courses for a Bachelor of Arts degree in Art  
(Continued)**

<b>Senior Year</b>			
Art History	3	Art Studios	6
Art Studios	6	Electives	9
Philosophical Inquiry Foundation	3	ART-4901, Senior Exhibition Seminar	1
ART-4900, Professional Practices	2	Portfolio Review	cr
Elective	2		
	16		16

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**Suggested sequence of courses for a Bachelor of Arts degree in Art with Art  
Therapy Specialization**

<b>Freshman Year</b>			
ENGL-1010, English Composition	3	EDUC-2222, Psych of Ind. W. Except.	3
THEO-1100, Introduction to Theology	3	PSYC-2503, Lifespan Development	3
GNST-1000, BC Experience	1	PHIL-1750, Principles of Nature	3
EXSC-1115, Wellness for Life	1	ART-2100, Painting I	3
ART-1000, Drawing I	3	ART-1030, Foundations of 3-D Design	3
ART-1010, Foundations of 2-D Design	3	EXSC Fitness course	1
PSYC-1000, General Psychology	3		
	17		16

<b>Sophomore Year</b>			
Faith Foundation	3	Natural World Foundation (with lab)	4
Art Studios	6	Art Studio	3
Art History	3	Art History	3
Foreign Language	4	Theories of Personality	3
		Foreign Language	4
	16		17

<b>Junior Year</b>			
Philosophical Inquiry Foundation	3	Philosophical Inquiry Foundation	3
PSYC-3901, Abnormal Psychology	3	ART-3900, Junior Seminar	3
Art Studios	3	Art Studio	3
ART-4460, Principles of Art Therapy	3	ART-4461, Art Therapy Clinical Methods	3
Natural World Foundation	4	MATH-1220, Introductory Statistics	4
	16		16

<b>Senior Year</b>			
Art History	3	Art Studios	6
Art Studios	6	Electives	9
Faith Foundation	3	Senior Exhibition Seminar	1
ART-4900, Professional Practices	2	Portfolio Review	cr
ART-4462, Exper & Research in Art Therapy	3		
	17		16



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## Suggested sequence of courses for a Bachelor of Arts degree in Art Education

### Freshman Year

ENGL-1010, English Composition	3	ART-1030, Foundations of 3-D Design	3
THEO-1100, Introduction to Theology	3	Foreign Language	4
GNST-1000, BC Experience	1	PHIL-1750, Principles of Nature	3
EDUC-2200, Intro to Education	2	ART-2110, Painting I	3
EDUC-2201, Intro to Education Research and Field Experience	1	ART-2200, Sculpture I	3
ART-1000, Drawing I	3	EXSC Fitness course	1
Foreign Language	4	EXSC-1115, Wellness for Life	1
ART-1010, Foundations of 2-D Design	3		
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	20		18

### Sophomore Year

Person and Community	3	Natural World Foundation (with lab)	4
EDUC-2222, Psych of Ind With Except	3	Faith Foundation	3
Art Studio (Printmaking)	3	Art Studio (Ceramics)	3
ART-2800, Basic Photography	3	EDUC-2220, Psychoed Development	3
Art History	3	HIST-1100 or HIST-1101, World Civ	3
SOCI-2300, World Regional Geography	3		
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	18		16

### Junior Year

Philosophical Inquiry Foundation	3	EDUC-3332, Reading in the Content Area	3
Art History	3	ART-3900, Junior Seminar	3
Art Studio (Graphic Design)	3	Art Studios	6
ART-4457, Methods of Teaching Art	2	EDUC-3357/3358, Gen Secondary Methods	4
EDUC-3312, School as Community	3		
EDUC-3313, School As Community Diversity Field Experience	1		
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	15		16

### Senior Year

Twentieth Century Art History	3	EDUC-4455, Differentiated Instruction	3
Art Studio	3	EDUC-4462, Classroom Management	2
MATH-1220, Introductory Statistics	4	EDUC-4470, Student Teaching Seminar	1
ART-4900, Professional Practices	2	EDUC-4492, Supervised Student Teaching	5
EDUC-4451, Philosophy of Education	3	EDUC-4496, Supervised Student Teaching	5
		EDUC-COMP, Senior Comprehensive	cr
		ART-4901, Senior Exhibition Seminar	1
		ART Portfolio Review	cr
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## Astronomy

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Astronomers seek to understand the structure and evolution of planets, stars, galaxies, and the universe. The astronomy major at Benedictine College provides excellent preparation for further study toward advanced degrees in astronomy or in such closely related fields as physics, mathematics, or computer science. Immediate employment opportunities for astronomy majors include public education related positions at planetariums and museums, data analyst positions in science and industry, and laboratory work.

The major course work provides a thorough foundation in all of the principal areas of astronomy and astrophysics, an introduction to advanced topics, and the solid background in physics and mathematics that is needed to pursue graduate study. Students also learn the fundamentals of astronomical observing, data collection, and analysis, including hands-on experience at Benedictine's Daglen Observatory.

Transfer students pursuing a major in Astronomy must take a minimum of 40% of the coursework required for the major at Benedictine College.

### Requirements for a B.S. degree in Astronomy: (62–65 hours)

ASTR-1300, The Sun and Solar System (4)  
ASTR-1400, Stars and Stellar Systems (4)  
ASTR-3000, Observational Astronomy (3)  
ASTR-4100, Introduction to Astrophysics (3)  
ASTR-4200, Solar System Astrophysics (3)  
ASTR-4300, Galaxies and Cosmology (3)  
PHYS-2100/2101, Classical Physics I with lab (4)  
PHYS-2110/2111, Classical Physics II with lab (4)  
PHYS-3200, Relativity and Atomic Physics (3)  
PHYS-3201, Modern Physics Laboratory I (1)  
PHYS-3210, Nuclear and Elementary Particle Physics (2)  
PHYS-3211, Modern Physics Laboratory II (1)  
PHYS-4100, Mechanics I (3)

PHYS-4110, Mechanics II (3)  
PHYS-4600, Electricity and Magnetism I (3)  
PHYS-4610, Electricity and Magnetism II (3)  
PHYS-4400, Thermodynamics (4)  
PHYS-4800, Quantum Mechanics (3)  
PHYS-4620, Plasma Physics (3)  
PHYS-4300, Optics (3)  
PHYS-4301, Optics Laboratory (1)  
ASTR-COMP, Senior Comprehensive (cr)  
ASTR-4990, Independent Study/Research (1–3)  
*plus* four semesters of PHYS-4900–4903,  
Physics Colloquium (cr)

*Required supporting courses:* (26–27 hours)

CHEM-1200, General Chemistry I (3)  
CHEM-1210, General Chemistry II (3)  
CHEM-1201, General Chemistry Laboratory I (1)  
CHEM-1211, General Chemistry Laboratory II (1)  
CSCI-2300, Programming for Scientists and Engineers (3) or CSCI-1140, Introduction to Computer Science I (4)  
MATH-1300, Calculus I (4)  
MATH-1350, Calculus II (4)  
MATH-2300, Calculus III (4)  
MATH-3100, Differential Equations (3)

*Recommended supporting courses:*

MATH-2500, Linear Algebra (3)  
MATH-2550, Discrete Mathematical Structures (3)  
MATH-3200, Probability and Statistics (3)  
MATH-3300, Numerical Computation (3)



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## Suggested sequence of courses for a Bachelor of Science degree in Astronomy

### Freshman Year

PHYS-2100, Classical Physics I	4	PHYS-2110, Classical Physics II	4
ASTR-1300, Sun & Solar System	4	ASTR-1400, Stars & Stellar Systems	4
MATH-1300, Calculus I	4	MATH-1350, Calculus II	4
CHEM-1200, General Chemistry I	3	CHEM-1210, General Chemistry II	3
CHEM-1201, General Chemistry I Lab	1	CHEM-1211, General Chemistry II, Lab	1
GNST-1000, BC Experience	1		
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	17		16

### Sophomore Year

ASTR-3000, Observational Astronomy	3	PHIL-1750, Principles of Nature	3
EXSC-1115, Wellness for Life	1	THEO-1100, Introduction to Theology	3
MATH-2300, Calculus III	4	MATH-3100, Differential Equations	3
Foreign Language	4	Foreign Language	4
PHYS-3200, Relativity & Atomic Physics	3	PHYS-3210, Nuc. & Elem. Particle Physics	2
PHYS-3201, Modern Physics Lab I	1	PHYS-3211, Modern Physics Lab II	1
EXSC Fitness course	1		
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	17		16

### Junior Year

ASTR-4100, Introduction to Astrophysics	3	ASTR-4300, Galaxies & Cosmology	3
PHYS-4100, Mechanics I	3	CSCI-2300, Progr for Sci & Engrs	3
Person and Community	3	Aesthetic Experience	3
PHYS-4900, Physics Colloquium	cr	PHYS-4110, Mechanics II	3
Faith Foundation	3	PHYS-4300, Optics	3
ENGL-1010, English Composition	3	PHYS-4301, Optics Lab	1
Philosophical Inquiry	3	PHYS-4901, Physics Colloquium	cr
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	18		16

### Senior Year

ASTR-4200 Solar System Astrophysics	3	PHYS-4610, Electricity & Magnetism II	3
Historical Inquiry Foundation	3	Philosophical Inquiry	3
PHYS-4600, Electricity & Magnetism I	3	PHYS-4620, Plasma Physics	3
PHYS-4800, Quantum Mechanics	3	PHYS-4903, Physics Colloquium	cr
PHYS-4400, Thermodynamics	4	Faith Foundation	3
PHYS-4902, Physics Colloquium	cr	Aesthetic Experience	3
ASTR-4990, Independent Study	1	Historical Inquiry Foundation	3
		ASTR-COMP, Senior Comprehensive	cr
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## Athletic Health Care

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The Health, Wellness, and Exercise Science Department offers a major in Athletic Health Care to prepare students for a career in sports medicine. The following list of courses are required for this major: EXSC-2209, EXSC-2210, EXSC-2260, EXSC-2263, ATHC-2212, ATHC-2213, ATHC-2325, EXSC-3303, ATHC-3312, ATHC-3313, EXSC-3357, ATHC-3361, ATHC-3362, ATHC-3364, ATHC-3374, EXSC-3366, EXSC-3380, ATHC-4406, ATHC-4407, ATHC-4412, ATHC-4413, ATHC-COMP and auxiliary requirements BIOL-2242, BIOL-2243. With advance approval students may take four of the six required Clinical Practicum courses needed for graduation.

A grade of 'C' or better is required in all courses counting toward the major. In addition, the student must complete the courses necessary for general education requirements. Athletic Health Care majors must also complete an appropriate swimming course, or pass the proficiency test.

Students must be formally accepted into the Athletic Health Care (AHC) major. This includes receiving a Hepatitis B immunization, a physical examination, and acceptance of specific Technical Standards. Applications and other supporting documents are available from the director of the Athletic Health Care major or Department Chair. Applicants must satisfy the following entrance requirements before the deadline (April 1 every spring) to be accepted into the major. Only those students who have been accepted are allowed to enroll in practicum courses (ATHC-2212, ATHC-2213, ATHC-3312, ATHC-3313, ATHC-4412, ATHC-4413).

### Entrance Requirements:

1. Formal acceptance to Benedictine College; declare Athletic Health Care as an academic major.
2. Successful completion of EXSC-2210 and EXSC-2263.

3. Current CPR and First Aid certificate. A separate fee may be required.
4. A cumulative GPA of 2.75.
5. Completion of at least 30 hours of athletic health care observation and a written recommendation for admission to the AHC major from a current Benedictine College certified/licensed athletic trainer or other health care provider.
6. Completed application to the AHC major plus two academic letters of recommendation.
7. A completed health history and physical exam must be on file with the school nurse. This health history must include a current MMR, tuberculosis screening, and hepatitis B immunization. The physical exam must be conducted by a MD/DO/NP/PA and must include his or her signature, his or her printed name, and the date. A fee may be required for a physical exam.
8. Students are responsible to have malpractice insurance. Laboratory fees from the clinical practicum courses will be used to pay for this insurance.
9. Acceptance of the technical standards. Students with disabilities or those who do not meet these standards can request reasonable accommodations to these technical standards.
10. Students must have their own reliable source of transportation to travel to off-campus clinical rotations. Students are also responsible for any travel expenses or insurance needs for their source of transportation.

In addition to the above-mentioned requirements for admission, students must meet requirements for continued enrollment.

Transfer students must complete at least 40% of their major course work at Benedictine College to receive a B.A. in Athletic Health Care.

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## Suggested sequence of courses for a Bachelor of Arts degree in Athletic Health Care

### Freshman Year

GNST-1000, BC Experience	1	Historical Foundation	3
Electives	2	Aesthetic Foundation	3
EXSC-2210, First Aid & Personal Safety	2	EXSC-1115, Wellness for Life	1
ENGL-1010, English Composition	3	Natural World Foundation	4
Person and Community Foundation	3	Oral Communication	3
EXSC-2260, Muscular Involvement in Resistance	2	EXSC-2209, Personal & Community Health	2
EXSC-2263, Care & Prev. of Athl. Injuries	3		
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	16		16

### Sophomore Year

ATHC-3374, Recog & Eval of L.E. Athl Inj	3	ATHC-3364, Recog & Eval of U.E. Athl Inj.	3
ATHC -2212, Beginning Clinical Practicum I	3	ATHC-3362, Therapeutic Modalities	4
BIOL-2242, Human Anatomy & Phys I	4	ATHC-2213, Clinical Practicum II	3
THEO-1100, Introduction to Theology	3	BIOL-2243, Human Anatomy & Phys II	4
EXSC-3303, Basic Nutrition	3	ATHC-2325, Medical Terminology & Conditions	2
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	16		16

### Junior Year

EXSC-3357, Tests & Measurements in HWES	3	ATHC-3361, Therapeutic Exercise	3
PHIL-1750, Principles of Nature	3	EXSC-3366, Physiology of Exercise	3
ATHC-3312, Clinical Practicum I	3	ATHC-3313, Clinical Practicum II	3
Foreign Language	4	Faith Foundation	3
Fitness Activity or Swimming Course	1	Foreign Language	4
EXSC-3380, Kinesiology and Biomechanics	3		
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	17		16

### Senior Year

ATHC-4407, Pharmacology	2	Faith Foundation	3
Philosophical Inquiry Foundation	3	Philosophical Foundation	3
Historical Foundation	3	Electives	3
ATHC-4412, Clinical Practicum I	3	ATHC-4413, Adv. Clinical Practicum II	3
Mathematical Reasoning	3	ATHC-COMP, Senior Comprehensive	cr
ATHC-4406, Admin. of Athletic Health Care	2	Aesthetic Foundation	3
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	16		15

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## Biochemistry

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The objectives of the biochemistry program are to prepare students 1) for graduate studies in biochemical sciences, or 2) professional studies in medicine, law, or the allied health sciences. The recommended sequence of courses for the baccalaureate degree in biochemistry also fulfills all requirements for pre-professional preparation in medicine, dentistry, medical technology, pharmacy, veterinary medicine, and other health-related programs.

Benedictine College offers majors leading to the bachelor of science (B.S.) and the bachelor of arts (B.A.) degree in biochemistry. Biochemistry majors will not be awarded a minor in biology or chemistry.

A grade of "C-" or better is required in all courses counting toward the major with a cumulative GPA of at least 2.0 required in all courses in the major. A grade of 'C' or better is required for all prerequisites.

All upper-division major requirements counting toward the biochemistry major must be completed at Benedictine College.

### Requirements for a B.S. Degree in Biochemistry:

BIOL-1121, General Biology I  
BIOL-1122, General Biology II  
BIOL-4475, Molecular and Cell Biology  
CHEM-1200, General Chemistry I  
CHEM-1210, General Chemistry II  
CHEM-1201, General Chemistry Laboratory I  
CHEM-1211, General Chemistry Laboratory II  
CHEM-2200/2201, Organic Chemistry I/  
Laboratory  
CHEM-2210/2211, Organic Chemistry II/  
Laboratory  
CHEM-3300/3301, Quantitative Analysis/  
Laboratory  
CHEM-3500, Biochemistry I  
CHEM-3501, Biochemistry I Laboratory  
CHEM-3510, Biochemistry II  
CHEM-3800/3801, Physical Chemistry I/  
Laboratory

CHEM-3511, Biochemical Methods and  
Analysis Laboratory  
CHEM-4550, Mechanisms of Catalysis  
CHEM-4801/4811, Research (2 credits total)  
CHEM-4900, 4901, 4902, 4903, Chemistry/  
Biochemistry Colloquium

*plus* one advanced course chosen from the list below:

CHEM-3150, Computational Chemistry  
CHEM-3250, Environmental Chemistry  
CHEM-3400, Inorganic Chemistry  
CHEM-3650, Polymer Chemistry  
CHEM-3980/4980, Special Topics  
CHEM-4350, Advanced Organic Chemistry  
CHEM-4650, Organometallic Chemistry

*plus* one advanced lab course chosen from the list below:

CHEM-3851, Synthesis, Purification and  
Analysis Laboratory  
CHEM-3901, Spectroscopy and Separations  
Laboratory  
CHEM-4801/4811, Research (2 credits total)

### Required supporting courses are as follows:

MATH-1300, Calculus I  
MATH-1350, Calculus II  
PHYS-2100, Classical Physics I  
PHYS-2110, Classical Physics II

### Recommended supporting courses are the following:

BIOL-3310, Biology III  
BIOL-3360, Microbiology  
BIOL-3370, Genetics  
BIOL-4476, Immunology  
CHEM-4200/4201, Physical Chemistry II/  
Laboratory

### Requirements for a B.A. Degree in Biochemistry:

BIOL-1121, General Biology I  
BIOL-1122, General Biology II  
BIOL-4475, Molecular and Cell Biology  
CHEM-1200, General Chemistry I  
CHEM-1210, General Chemistry II

CHEM-1201, General Chemistry Laboratory I  
 CHEM-1211, General Chemistry Laboratory II  
 CHEM-2200/2201, Organic Chemistry I/  
 Laboratory  
 CHEM-2210/2211, Organic Chemistry II/  
 Laboratory  
 CHEM-3300/3301, Quantitative Analysis/  
 Laboratory  
 CHEM-3500, Biochemistry I  
 CHEM-3501, Biochemistry I Laboratory  
 CHEM-3510, Biochemistry II  
 CHEM-3511, Biochemical Methods and  
 Analysis Laboratory  
 CHEM-4550, Mechanisms of Catalysis  
 CHEM-4900, 4901, 4902, 4903, Chemistry/  
 Biochemistry Colloquium  
*plus* one advanced course chosen from the list  
 below:  
 CHEM-3150, Computational Chemistry  
 CHEM-3250, Environmental Chemistry  
 CHEM-3400/3401, Inorganic Chemistry/Lab

CHEM-3650, Polymer Chemistry  
 CHEM-3800/3801, Physical Chemistry I/  
 Laboratory  
 CHEM-3980/4980, Special Topics  
 CHEM-4350, Advanced Organic Chemistry  
 CHEM-4650, Organometallic Chemistry

**Required supporting courses are as follows:**

MATH-1300, Calculus I  
 MATH-1350, Calculus II  
 PHYS-2100, Classical Physics I  
 PHYS-2110, Classical Physics II

**Recommended supporting courses are the following:**

BIOL-3310, Biology III  
 BIOL-3360, Microbiology  
 BIOL-3370, Genetics  
 BIOL-4476, Immunology  
 CHEM-3800/3801, Physical Chemistry I/  
 Laboratory

**Suggested sequence of courses for a Bachelor of Science degree in Biochemistry**

**Freshman Year**

BIOL-1121, General Biology I	5	BIOL-1122, General Biology II	4
CHEM-1200, General Chemistry I	3	CHEM-1210, General Chemistry II	3
CHEM-1201, General Chemistry I Lab	1	CHEM-1211, General Chemistry II Lab	1
MATH-1300, Calculus I	4	MATH-1350, Calculus II	4
ENGL-1010, English Composition	3	THEO-1100, Introduction to Theology	3
GNST-1000, BC Experience	1	EXSC Fitness course	1
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	17		16

**Sophomore Year**

CHEM-2200, Organic Chemistry I	3	CHEM-2210, Organic Chemistry II	3
CHEM-2201, Organic Chem I Lab	1	CHEM-2211, Organic Chem II Lab	1
PHYS-2100, Classical Physics I	4	CHEM-3300, Quantitative Analysis	3
Historical Foundation	3	CHEM-3301, Quant Analysis Laboratory	2
Aesthetic Foundation	3	PHYS-2110, Classical Physics II	4
PHIL-1750, Principles of Nature	3	EXSC-1115, Wellness for Life	1
		Historical Foundation	3
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	17		17

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## Suggested sequence of courses for a Bachelor of Science degree in Biochemistry (Continued)

<b>Junior Year</b>			
Philosophical Inquiry Foundation	3	CHEM-3510, Biochemistry II	3
CHEM-3500, Biochemistry I	3	CHEM-3511, Biochem Methods Lab	2
CHEM-3501, Biochemistry I Lab	1	CHEM-4901, Chem/Biochem Colloq.	1
CHEM-4900, Chem/Biochem Colloq.	1	BIOL-4475, Molecular and Cell Biology	4
Foreign Language	3	Foreign Language	4
Person and Community Foundation	3	Faith Foundation	3
Elective	3		
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	17		17
<b>Senior Year</b>			
CHEM-3400, Inorganic Chemistry	3	CHEM-3800, Physical Chem I	3
CHEM-3401, Inorganic Chemistry Lab	1	CHEM-3801, Physical Chem Lab	1
CHEM-4550, Mechanisms of Catalysis	3	CHEM-4811, Research	1
CHEM-4801, Research	1	CHEM-4903, Chem/Biochem Colloq.	1
CHEM-4902, Chem/Biochem Colloq.	1	with Senior Seminar Presentation	
Aesthetic Foundation	3	Electives	6
Faith Foundation	3	BIOC-COMP, Senior Comprehensive	cr
EXSC Fitness course	1	Philosophical Inquiry Foundation	3
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	16		15

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## Biology

The mission of the Biology program is to prepare students to appreciate the complexity of living systems, understand biological principles, use the scientific method, and be critical thinkers and problem solvers. Students will acquire the ability to generate hypotheses, design experiments, analyze data, and contextualize their results within the broader body of knowledge. By the end of their senior year, students will have acquired the ability to engage in collaborative and creative projects and to communicate the results of their work. They will be prepared to enter career paths that include: medicine, healthcare, research, veterinary medicine, pharmacy, science education, and biotechnology.

A grade of 'C' or better is required in all courses counting toward the major. A.P. and dual credit biology taken in high school will

transfer to Benedictine College as BIOL-1107, Principles of Biology (a course for non-biology majors) unless it is comparable to our BIOL-1121, General Biology I, course. If a student plans to major in Biology, Biochemistry, or Nursing, he or she needs to take BIOL-1121, General Biology I, here. All upper-division major and minor requirements for Biology must be completed at Benedictine College unless approved by the Department Chair.

A transfer student planning on pursuing a major or minor in Biology must complete 60% of their Biology major at Benedictine College. She or he needs to consult with the chair of the department regarding biology courses that will transfer to Benedictine College and apply toward his or her major or minor.



## **Requirements for a major with a B.A. in Biology:**

BIOL-1121, General Biology I  
BIOL-1122, General Biology II  
BIOL-3305, Biological Statistics  
BIOL-3310, Mechanisms of Evolutionary Change

*plus* five 4-credit-hour “BIOL” prefixed laboratory courses numbered above BIOL-3311, with BIOL-1121 and BIOL-1122 prerequisite to all other 3300- and 4400-level courses.  
BIOL-COMP, Senior Comprehensive.

## **Required supporting courses that should be taken before all biology courses numbered above 3311 are as follows:**

CHEM-1200, General Chemistry I  
CHEM-1201, General Chemistry I Laboratory  
CHEM-1210, General Chemistry II  
CHEM-1211, General Chemistry II Laboratory  
CHEM-2200, Organic Chemistry I  
CHEM-2201, Organic Chemistry I Laboratory  
CHEM-2210, Organic Chemistry II  
CHEM-2211, Organic Chemistry II Laboratory

Math — one course from the following:  
MATH-1300, Calculus I (recommended), or  
MATH-1250, Pre-Calculus

PHYS-2000/2001, College Physics I (recommended) or  
PHYS-2100/2101, Classical Physics I  
PHYS-2010/2011, College Physics II (recommended) or  
PHYS-2110/2111, Classical Physics II

## **Recommendations:**

Four to six semesters of research are recommended. A minor in chemistry is recommended.

## **Requirements for a major with a B.S. in Biology:**

BIOL-1121, General Biology I  
BIOL-1122, General Biology II  
BIOL-3305, Biological Statistics  
BIOL-3310, Mechanisms of Evolutionary Change

*plus* six 4-credit-hour “BIOL” prefixed laboratory courses numbered above BIOL-3311, with BIOL-1121 and BIOL-1122

prerequisite to all other 3300- and 4400-level courses.

BIOL-COMP, Senior Comprehensive.

## **Required supporting courses that should be taken before all Biology courses numbered above 3311 are as follows:**

CHEM-1200, General Chemistry I  
CHEM-1201, General Chemistry I Laboratory  
CHEM-1210, General Chemistry II  
CHEM-1211, General Chemistry II Laboratory  
CHEM-2200, Organic Chemistry I  
CHEM-2201, Organic Chemistry I Laboratory  
Math — one course from the following:  
MATH-1300, Calculus I (recommended), or  
MATH-1250, Pre-Calculus

PHYS-1100, Concepts in Physics (recommended), or  
PHYS-2000/2001, College Physics I, or  
PHYS-2100/2101, Classical Physics I

## **Prospective Middle School and High School teachers of Biology will take:**

BIOL-1121, General Biology I  
BIOL-1122, General Biology II  
BIOL-3305, Biological Statistics  
BIOL-3310, Mechanisms of Evolutionary Change  
BIOL-3355, Ecology  
BIOL-3370, Genetics  
BIOL-4457, Methods of Teaching Secondary Science  
BIOL-4482, Animal Physiology

*plus* one 4-credit-hour “BIOL” prefixed laboratory courses numbered above BIOL-3311, with BIOL-1121 and BIOL-1122 prerequisite to all other 3000- and 4000-level courses, and double major in Secondary Education.

## **Required supporting courses that should be taken before all Biology courses numbered above 3311 are as follows:**

CHEM-1200, General Chemistry I  
CHEM-1201, General Chemistry I Laboratory  
CHEM-1210, General Chemistry II  
CHEM-1211, General Chemistry II Laboratory  
CHEM-2200, Organic Chemistry I  
CHEM-2201, Organic Chemistry I Laboratory  
MATH-1220, Introductory Statistics  
PHYS-1100, Concepts in Physics

**The requirements for a minor in**

**Biology:**

BIOL-1121, General Biology I  
 BIOL-1122, General Biology II  
 BIOL-3305, Biological Statistics  
 BIOL-3310, Mechanisms of Evolutionary  
 Change

*plus* two 4-credit-hour “BIOL” prefixed laboratory courses numbered above BIOL-3311, with BIOL-1121 and BIOL-1122 prerequisite to all other 3000- and 4000-level courses.

**Suggested sequence of courses for a Bachelor of Arts degree in Biology**

**Freshman Year**

CHEM-1200, General Chemistry I	3	CHEM-1210, General Chemistry II	3
CHEM-1201, General Chemistry I Lab	1	CHEM-1211, General Chemistry II Lab	1
BIOL-1121, General Biology I	5	BIOL-1122, General Biology II	4
ENGL-1010, English Composition	3	Aesthetic Foundation	3
MATH-1250, Pre-Calculus or	4	Person and Community Foundation	3
MATH-1300, Calculus I		EXSC-1115, Wellness for Life	1
GNST-1000, BC Experience	1	EXSC Fitness course	1
	17		16

**Sophomore Year**

CHEM-2200/2201, Organic Chemistry I	3	CHEM-2210/2211, Organic Chemistry II	3
PHYS-2000, College Physics I	4	PHYS-2010, College Physics II	4
PHIL-1750, Principles of Nature	3	Faith Foundation	3
BIOL-3310, Mech Evolutionary Change	3	BIOL-3305, Biological Statistics	4
THEO-1100, Introduction to Theology	3	*BIOL-4486, Biology Research	1
	16		15

**Junior Year**

Historical Foundation	3	Historical Foundation	3
Foreign Language	4	Foreign Language	4
Advanced Biology	4	Advanced Biology	4
Aesthetic Foundation	3	Faith Foundation	3
Elective	3	Philosophical Inquiry Foundation	3
*BIOL-4486, Biology Research	1	*BIOL-4486, Biology Research	1
	18		18

**Senior Year**

Advanced Biology	4	Advanced Biology	4
Advanced Biology	4	Advanced Biology	4
Global Perspective	3	Philosophical Inquiry Foundation	3
*CHEM-3500, Biochemistry I	4	Elective	3
*BIOL-4486, Biology Research	1	*BIOL-4486, Biology Research	2
BIOL-COMP, Senior Comp.	cr		
	16		16

\*Denotes courses that are recommended courses, but not required for the major.

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## Suggested sequence of courses for a Bachelor of Science degree in Biology

### Freshman Year

CHEM-1200, General Chemistry I	3	CHEM-1210, General Chemistry II	3
CHEM-1201, General Chemistry I Lab	1	CHEM-1211, General Chemistry II Lab	1
BIOL-1121, General Biology I	5	BIOL-1122, General Biology II	4
ENGL-1010, English Composition	3	Aesthetic Foundation	3
MATH-1250, Pre-Calculus or MATH-1300, Calculus I	4	THEO-1100, Introduction to Theology	3
GNST-1000, BC Experience	1		
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	17		14

### Sophomore Year

CHEM-2200, Organic Chemistry I	3	*CHEM-2210, Organic Chemistry II	3
CHEM-2201, Organic Chemistry I Lab	1	*CHEM-2211, Organic Chemistry II Lab	1
PHYS-1100, Physical Concepts	4	Global Perspective	3
PHIL-1750, Principles of Nature	3	Faith Foundation	3
BIOL-3310, Mech of Evolutionary Change	3	BIOL-3305, Biological Statistics	4
		EXSC-1115, Wellness for Life	1
		EXSC Fitness course	1
		*BIOL-4486, Biology Research	1
	<hr/>		<hr/>
	14		17

### Junior Year

Historical Foundation	3	Historical Foundation	3
Foreign Language	4	Foreign Language	4
Advanced Biology	4	Advanced Biology	4
Aesthetic Foundation	3	Faith Foundation	3
Elective	3	Philosophical Inquiry Foundation	3
*BIOL-4486, Biology Research	1	*BIOL-4486, Biology Research	1
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	18		18

### Senior Year

Advanced Biology	4	Advanced Biology	4
Advanced Biology	4	Advanced Biology	4
Person and Community	3	Philosophical Inquiry Foundation	3
*CHEM-3500, Biochemistry I	4	Elective	3
*BIOL-4486, Biology Research	1	*BIOL-4486, Biology Research	2
BIOL-COMP, Senior Comp.	cr		
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	16		16

\*Denotes courses that are recommended courses, but not required for the major.

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## School of Business

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The primary objective of the School of Business is to prepare students for successful and rewarding careers in traditional business occupations establishing a strong foundation for professional, managerial, and executive roles and responsibilities. The core business curriculum focuses on the four main functional areas of a business enterprise (accounting, finance, management, and marketing), important supporting competencies (quantitative methods, statistical analysis, economics, law, international issues, and communication), and character formation (ethics). The business degree programs reflect a belief that professionals require technical and leadership skills that are balanced with the perspective, critical thinking, and communication skills produced by a combined business and liberal arts education.

At the undergraduate level, the secondary objective of the program is to prepare students for entrance into graduate or professional schools.

At the graduate level, the department offers a Master of Business Administration (MBA). The MBA is the generally accepted degree for professional managers of business and non-profit organizations.

The Cray Center for Entrepreneurial Services' stated mission of "integrating entrepreneurship across the curriculum" also extends educational services to other programs on campus and to the surrounding community.

Students should confer as early as possible with the department chair or program chair to establish a program of study. Students preparing for graduate school are encouraged to include as many courses in mathematics as their schedules allow.

### **Procedures for Acceptance as a Major in the School of Business**

The School of Business offers five degrees (all Bachelor of Arts): Accounting, Finance,

International Business, Management, and Marketing.

A student may declare a major in the School of Business at any time. A student will not be allowed to enroll in a 4000-level course offered by the School of Business unless the student has petitioned for and has been accepted as a major.

Students who transfer into Benedictine College will be accepted as a major in the School of Business based on the same standards set forth above. In such cases, courses previously taken by the student that are comparable to those listed above and are accepted for transfer by the College will be applied toward satisfying the requirement, up to 40% of the coursework required for the major.

Transfer students pursuing a minor offered by the School of Business must take a minimum of 25% of the coursework required for the minor at Benedictine College.

### **Graduation Requirements for a Bachelor of Arts (B.A.)**

#### **Requirements Common to all Majors in the School of Business: Accounting, Finance, International Business, Management, and Marketing**

All B.A. candidates in Accounting, Finance, International Business, Management, and Marketing must satisfy the following requirements:

1. The candidate must complete the General Education requirements of the College. (See Academic Regulations and Procedures in the Course Catalog.)
2. The candidate must complete all courses required for the degree from the School of Business with a grade of C- or better in each course with an overall GPA of 2.0 or higher. Courses required for the degree are grouped in three categories known as the Common Body of Knowledge (common to all Business majors), the Major Requirements

(specific to each degree), and the Capstone Curriculum (common to all Business majors). The list of courses in each category is as follows:

- a. The ten Common Body of Knowledge courses:  
BUSI-1650, Quantitative Methods for Business  
(A course waiver is allowed for students who have previously taken College Algebra with a grade of C– or better. Additionally, students who have a 24 or higher on the Math portion of the ACT may waive this requirement.)  
BUSI-2650, Business Statistics (or MATH-1220, Introductory Statistics)  
MGMT-2250, Principles of Business Management  
ACCT-2090, Principles of Financial Accounting  
ACCT-2100, Principles of Managerial Accounting  
ECON-2090, Principles of Macroeconomics  
ECON-2100, Principles of Microeconomics  
BUSI-3710, Legal Environment of Business  
MKTG-3100, Principles of Marketing  
FINC-3100, Principles of Finance
- b. The Major Requirements for Accounting, Finance, International Business, Management, or Marketing. (See below.)
- c. The four components of the Capstone Curriculum:  
BUSI-4900, Strategic Management Experiential Learning Activity, ACCT-, FINC-, MGMT- or MKTG-4780  
(The Experiential Learning Activity (ELA) is required of all School of Business majors. Students must consult with their advisor and the Director of the Experiential Learning Program to determine activities and conditions that will satisfy this requirement.)  
or  
Internship, ACCT-, FINC-, MGMT- or MKTG-4790

BUSI-4850, Seminar on Executive Writing and Communication, 1 credit  
BUSI-4860, Seminar on Ethics and Morality for Business Professionals, 1 credit  
(It is important for students and advisors to note that THEO-2000 and PHIL-3250 are prerequisites for this Seminar.)

### 3. Policy Statements:

- a. Students may petition for more than one major in the School of Business (e.g., a student may double major in Accounting and Finance, or double major in Finance and Marketing, etc.). Students who petition for the International Business major **must** declare a co-major within the School of Business (e.g. Accounting, Finance, Management, or Marketing).
- b. The minor in Business Administration is not available to majors in the School of Business. However, the minors in Accounting, Finance, and Entrepreneurship are available to majors in the School of Business.
- c. For students who transfer to Benedictine College and are accepted as a major, the School of Business reserves the right to determine which transferred courses will satisfy the requirements of a major. This determination will be based on a careful review of previous course content and rigor.

## Major Requirements in Accounting

Students will not be allowed to take the accounting major courses listed below unless they receive a C or better in both ACCT-2090 and ACCT-2100 (the two accounting courses required in the School of Business' Common Body of Knowledge). Students who have declared an accounting major but fail to meet these requirements will be removed as accounting majors and must declare a different major.

Students who plan to take the Certified Public Accountant examination should be aware that the completion of at least 150 semester hours is required to take the CPA exam. An

accounting faculty advisor should be consulted before making final decisions relative to this degree program.

Many career choices are available in the profession of accounting. The three principle areas of employment are in public practice, corporate accounting, and with governmental agencies. In addition to the ten Common Body of Knowledge courses and the four components of the Capstone Curriculum, the major requirements for a B.A. in Accounting are as follows:

ACCT-3270, Intermediate Financial Accounting Theory I  
ACCT-3280, Intermediate Financial Accounting Theory II  
ACCT-3630, Federal Income Tax Accounting  
ACCT-3730, Cost Accounting I  
ACCT-4010, Advanced Financial Accounting Theory I  
ACCT-4020, Advanced Financial Accounting Theory II  
ACCT-4200, Financial Statement Analysis & Business Valuation  
ACCT-4930, Auditing Theory  
ACCT-COMP Comprehensive Senior Examination  
ACCT Elective (3-credit-hour, upper-division)  
ECON-3060, Money and Banking

### **Major Requirements in Finance**

Many career choices are available in finance. The three principle areas of employment are in corporate finance, banking, and investments. This major requires development of a specific plan and input from a finance advisor.

In addition to the ten Common Body of Knowledge courses and the four components of the Capstone Curriculum, the major requirements for a B.A. in Finance are as follows:

ACCT-4200, Financial Statement Analysis & Business Valuation  
FINC-4100, Corporate Finance  
FINC-4650, Financial Spreadsheet Modeling  
FINC-4900, International Finance  
FINC-4910, Investment & Portfolio Management

FINC-4950, Advanced Corporate Finance  
ECON-3060, Money and Banking  
ECON or ACCT elective (3-credit-hour, upper-division)  
FINC elective (3-credit-hour, upper-division)  
FINC-COMP, Senior Comprehensive Examination

### **Major Requirements in International Business**

Career choices in International Business include working in foreign countries for businesses, non-profit organizations, or government agencies, or working within the US for organizations that operate internationally. All functional areas of business are relevant to International Business. In addition to the ten Common Body of Knowledge courses and the four components of the Capstone Curriculum, the major requirements for a B.A. in International Business are as follows:

MGMT-3250, International Management & Culture  
MGMT-4660, Operations & Logistics Management  
MGMT-4710, International Business Law  
FINC-4900, International Finance  
MKTG-4810, International Marketing  
ECON-3150, International Economics  
POLS-4010, International Relations  
INTB-COMP, Senior Comprehensive Examination

A declared co-major within the School of Business (e.g. Accounting, Finance, Management, or Marketing).

The student must gain exposure to the culture of another country through completion of a for-credit study abroad program of at least 60 days or a similar immersion experience in another country approved by the Director of the School of Business, or attain proficiency in a Foreign Language to include three courses (or 12 hours) beyond 2040. Proficiency requires a C- or better grade in each course. For French, these courses should include FREN-3040 and two additional upper-level courses. For Spanish, these courses should include SPAN-3040, SPAN-3400, and one additional

upper-level course. For ESLG, these courses should include ESLG-2220, ESLG-2930, and one additional course above 2040. International students who seek the major already fluent in two or more languages (including English) may obtain approval from the Director of the School of Business for waiver of all or part of the language proficiency requirement.

Students who have previously resided in a country other than the United States for more than two consecutive years will be exempt from this requirement.

## **Major Requirements in Management**

Career opportunities for Management graduates include managerial and professional positions in businesses, startups, not-for-profit agencies, and other organizational types where problem solving and decision making involve both people and processes. In addition to the ten Common Body of Knowledge courses and the four components of the Capstone Curriculum, the major requirements for a B.A. in Management are as follows:

MGMT-3250, International Management and Culture  
MGMT-3500, Organizational Behavior and Theory  
MGMT-3660, Information and Decision Management  
MGMT-4500, Human Resource Management  
MGMT-4560, Ethics, Compliance, and Social Responsibility  
MGMT-4660, Operations & Logistics Management  
ECON-3200, Managerial Econ & Pricing Theory  
Two upper-division 3-credit-hour electives (including 3980 or 4980) from ACCT, FINC, ECON, MGMT, MTKG  
MGMT-COMP, Senior Comprehensive Examination

## **Major Requirements in Marketing**

The marketing major is designed to build competency in researching, segmenting and choosing customer markets, as well as

acquiring and growing consumers by delivering superior value. Career fields in marketing include advertising agency environments, corporate marketing, sales, research, brand management, and publicity. In addition to the ten Common Body of Knowledge courses and the four components of the Capstone Curriculum, the major requirements for a B.A. in Marketing are as follows:

MGMT-3250, International Management and Culture  
MKTG-3880, Integrated Marketing Communication  
MKTG-4850, Marketing Strategy  
MKTG-3810, Consumer Behavior  
MKTG-4830, Marketing Research  
MKTG-4810, International Marketing  
ECON-3100, Intermediate Microeconomic Theory,  
or ECON-3200, Managerial Economics and Pricing Theory  
MKTG Elective  
MKTG Elective  
MKTG-COMP, Senior Comprehensive Examination

## **Minor in Accounting**

The minor in Accounting is for the student who wishes to build a limited base of accounting knowledge while improving his or her financial and analytical skills. ACCT-2090, ACCT-2100, ACCT-3270, and ACCT-3280 should be taken in sequence; ACCT-2090 and ACCT-2100 are prerequisites for the remaining courses, and a grade of C or higher must be earned in these two prerequisite courses. A grade of C or higher must be earned in each of the remaining courses counting toward the minor.

The courses required to satisfy the minor are as follows:

ACCT-2090, Principles of Financial Accounting  
ACCT-2100, Principles of Managerial Accounting  
ACCT-3270, Intermediate Financial Accounting Theory I  
ACCT-3280, Intermediate Financial Accounting Theory II

ACCT-3730, Cost Accounting I  
ACCT-3630, Federal Income Tax Accounting  
or ACCT-3820, Accounting Information  
Systems

### **Minor in Business Administration**

This minor provides a broad exposure to business knowledge that can be successfully coupled with other majors to enhance career options or to better prepare the student for success in a chosen field. The minor is not available to students already majoring in the School of Business. A grade of C– or higher must be earned in each course counting toward the minor.

The courses required to satisfy the minor are as follows:

ACCT-2090, Principles of Financial  
Accounting  
ACCT-2100, Principles of Managerial  
Accounting  
ECON-2090, Principles of Macroeconomics  
ECON-2100, Principles of Microeconomics  
MGMT-2250, Principles of Business  
Management  
MKTG-3100, Principles of Marketing  
FINC-3100, Principles of Finance

### **Minor in Entrepreneurship**

This minor provides a broad exposure to entrepreneurship that can be successfully coupled with other majors. A grade of C– or higher must be earned in each course counting toward the minor.

The courses required to satisfy the minor are as follows:

ACCT-2090, Principles of Financial  
Accounting  
ECON-2100, Principles of Microeconomics  
MGMT-2250, Principles of Business  
Management  
MGMT-4440, New Venture Business Planning  
MKTG-3100, Principles of Marketing  
FINC-3920, Entrepreneurial Finance

### **Minor in Finance**

This minor provides a broad exposure to corporate finance that can be successfully coupled with other majors (particularly majors in Accounting, International Business, Management, Marketing, and Economics). A grade of C– or higher must be earned in each course counting toward the minor.

The courses required to satisfy the minor are as follows:

ACCT-2090, Principles of Financial  
Accounting  
ECON-2100, Principles of Microeconomics  
FINC-3100, Principles of Finance  
FINC-4100, Corporate Finance  
FINC-4650, Financial Spreadsheet Modeling  
FINC-4910, Investment and Portfolio Analysis  
One of the following:  
ACCT-4200, Financial Statement Analysis &  
Business Valuation  
FINC-4950, Advanced Corporate Finance





## Suggested sequence of courses for a Bachelor of Arts degree in Accounting

### Freshman Year

Liberal Arts Core (e.g. ENGL-1010)	3	Liberal Arts Core (e.g. PHIL-1750)	3
Liberal Arts Core (e.g. THEO-1100)	3	Lib. Arts Found. (e.g. Nat. World w/ Lab)	4
Liberal Arts Core (e.g. Foreign Lang.)	4	Liberal Arts Core (e.g. Foreign Lang. 2)	4
GNST-1000, BC Experience	1	BUSI-2650, Business Statistics	3
BUSI-1650, Quantitative Methods in Bus.	3	ACCT-2100, Princ. of Managerial Acctg.	3
ACCT-2090, Princ. of Financial Accounting	3		
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### Sophomore Year

Liberal Arts Core (e.g. EXSC-1115, Wellness)	1	Liberal Arts Foundation (e.g. Philosophy)	3
Liberal Arts Foundation (e.g. History)	3	Liberal Arts Foundation (e.g. Aesthetic)	3
ACCT-3270, Intermediate Financial Acctg. I	3	ACCT-3280, Intermediate Finan. Acctg. II	3
ACCT-3730, Cost Accounting	3	ACCT-3630, Federal Income Tax Acctg.	3
ECON-2100, Microeconomics	3	MGMT-2250, Principles of Management	3
FINC-3100, Principles of Finance	3	ECON-2090, Macroeconomics	3
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### Junior Year

Liberal Arts Foundation (e.g. Nat. World)	3	Liberal Arts Foundation (e.g. History)	3
ACCT-4020, Adv. Financial Accounting II	3	Liberal Arts Foundation (e.g. THEO-2000) *	3
BUSI-3710, Legal Environment of Business	3	ACCT-4010, Adv. Financial Accounting I	3
MKTG-3100, Principles of Marketing	3	ACCT-3xxx, Accounting Elective	3
General Elective (or second major class)	3	ECON-3060, Money and Banking	3
	15		15

Experiential Learning Activity (ACCT-4780): Junior–Senior Year

### Senior Year

Liberal Arts Foundation (e.g. Aesthetic)	3	Liberal Arts Core (e.g. EXSC Activity)	1
Liberal Arts Foundation (e.g. PHIL-3250) *	3	Liberal Arts Foundation (e.g. Faith)	3
ACCT-4200, Finan. Stmt Analy. & Bus Val.	3	ACCT-COMP, Senior Comp Exam	cr
ACCT-4930, Auditing Theory	3	BUSI-4900, Strategic Management	3
BUSI-4850, Executive Writing Seminar	1	BUSI-4860, Ethics Seminar	1
General Elective (or second major class)	3	General Elective (or second major class)	4
		General Elective (or second major class)	3
	16		15

\* A Liberal Arts Foundation course that is required for all majors in the School of Business as a prerequisite for the Capstone Curriculum BUSI-4860, Seminar on Ethics and Morality for Business Professionals

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## Suggested sequence of courses for a Bachelor of Arts degree in Finance

### Freshman Year

Liberal Arts Core (e.g., ENGL-1010)	3	Liberal Arts Core (e.g., PHIL-1750)	3
Liberal Arts Core (e.g., THEO-1100)	3	Liberal Arts Core (Foreign Language)	4
Liberal Arts Core (Foreign Language)	4	Liberal Arts Foundation (e.g., Nat. World)	4
GNST-1000, BC Experience	1	BUSI-2650, Business Statistics	3
BUSI-1650, Quantitative Methods for Bus	3	ACCT-2010, Prin. of Managerial Accounting	3
ACCT-2090, Prin. of Financial Accounting	3		

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### Sophomore Year

Liberal Arts Core (EXSC-1115, Wellness)	1	Liberal Arts Foundation (e.g., Philosophy)	3
Liberal Arts Foundation (e.g., History)	3	Liberal Arts Foundation (e.g., Aesthetic)	3
Liberal Arts Foundation (e.g., Nat. World)	3	General Elective	3
General Elective	3	General Elective	3
ECON-2090, Macroeconomics	3	ECON-2100, Principles of Microeconomics	3
MGMT-2250, Princ of Bus. Management	3	FINC-3100, Principles of Finance	3

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### Junior Year

Liberal Arts Foundation (THEO-2000)*	3	Liberal Arts Foundation (e.g., History)	3
General Elective	3	General Elective	3
MKTG-3100, Principles of Marketing	3	ECON-3060, Money and Banking	3
BUSI-3710, Legal Environment of Business	3	FINC-4650, Finan Spreadsheet Modeling	3
FINC-4100, Corporate Finance	3	FINC-4910, Investments	3

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Experiential Learning Requirement (FINC-4780): Junior–Senior Year

### Senior Year

Liberal Arts Foundation (e.g., Aesthetic)	3	Liberal Arts Core (EXSC Fitness course)	1
Liberal Arts Foundation (PHIL-3250)*	3	Liberal Arts Foundation (e.g., Faith)	3
BUSI-4850, Executive Writing Seminar	2	BUSI-4900, Strategic Management	3
ACCT-4200, Finan. Stmt Analy. & Bus Val	3	BUSI-4860, Ethics Seminar	1
FINC-4900, International Finance	3	FINC-4950, Advanced Corp. Finance	3
ACCT or ECON Elective	3	FINC Elective	3
		FINC-COMP, Senior Comprehensive	cr

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\*A Liberal Arts Foundation course that is required for all majors in the School of Business as a prerequisite for the Capstone Curriculum BUSI-4860, Seminar on Ethics and Morality for Business Professionals.

**Suggested sequence of courses for a Bachelor of Arts degree in International Business (The International Business co-major must be paired with a second business major. This sample 4-year plan uses the Management major as an illustration.)**

**Freshman Year**

Liberal Arts Core (e.g., THEO-1100)	3	Liberal Arts Core (PHIL-1750)	3
Liberal Arts Core (e.g., ENGL-1010)	3	Liberal Arts Foundation (e.g., Aesthetic)	3
Liberal Arts Core (EXSC-1115, Wellness)	1	General Elective	3
GNST-1000, BC Experience	1	BUSI-2650, Business Statistics	3
General Elective	3	ACCT-2100, Prin. of Managerial Accounting	3
BUSI-1650, Quant Methods for Business	3	Liberal Arts Core (e.g. EXSC Fitness course)	1
ACCT-2090, Prin. of Financial Accounting	3		
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	17		16

**Sophomore Year**

Liberal Arts Foundation (e.g., History)	3	Liberal Arts Foundation (e.g., Philosophy)	3
Liberal Arts Foundation (e.g., Nat. World)	4	Liberal Arts Foundation (e.g., History)	3
ECON-2100, Principles of Microeconomics	3	ECON-2090, Macroeconomics	3
MGMT-2250, Princ. of Bus. Management	3	MKTG-3100, Principles of Marketing	3
BUSI-3710, Legal Environment of Bus.	3	FINC-3100, Principles of Finance	3
		BUSI-3850, Executive Writing Seminar	1
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	16		16

**Junior Year**

<i>Study Abroad Immersion</i>		Liberal Arts Foundation (PHIL-3250)*	3
Liberal Arts Foundation (e.g., Aesthetic)	3	Liberal Arts Foundation (THEO-2000)	3
Liberal Arts Foundation (Faith)	3	Liberal Arts Foundation (e.g., Nat. World)	3
Liberal Arts Core (Foreign Language)	4	MGMT-3250, International Management	3
Liberal Arts Core (Foreign Language)	4	Co-Major Required Course	3
GNST-3000, International Study Reflection	1	POLS-4010, International Relations	3
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	15		18

Experiential Learning Requirement (INTB-4780): Junior–Senior Year

**Senior Year**

Co-Major Required Course	3	Co-Major Required Course	3
Co-Major Required Course	3	Co-Major Required Course	3
Co-Major Required Course	3	BUSI-4900, Strategic Management	3
MKTG-4810, International Marketing	3	BUSI-4860, Ethics Seminar	1
FINC-4900, International Finance	3	MGMT-4710, International Business Law	3
MGMT-4660, Operations & Logistics Mgt.	3	ECON-3150, International Economics	3
		INTB-COMP, Senior Comprehensive	cr
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	18		16

\*A Liberal Arts Foundation course that is required for all majors in the School of Business as a prerequisite for the Capstone Curriculum BUSI-4860, Seminar on Ethics and Morality for Business Professionals.

## Suggested sequence of courses for a Bachelor of Arts degree in Management

### Freshman Year

Liberal Arts Core (e.g., ENGL-1010)	3	Liberal Arts Core (e.g., PHIL-1750)	3
Liberal Arts Core (e.g., THEO-1100)	3	Liberal Arts Foundation (e.g., Nat. World)	4
Liberal Arts Foundation (History)	3	ACCT-2100, Prin. of Managerial Acctg.	3
GNST-1000, BC Experience	1	BUSI-2650, Business Statistics	3
ACCT-2090, Prin. of Finan. Accounting	3	MGMT-2250, Prin. of Business Mgt.	3
BUSI-1650, Quant. Methods for Bus.	3		
EXSC-1115, Wellness for Life	1		
	17		16

### Sophomore Year

Liberal Arts Core (EXSC Fitness course)	1	MGMT-3500, Org. Behavior & Theory	3
MGMT-3250, Int'l. Mgt. & Culture	3	Liberal Arts Foundation (e.g., Nat. World)	4
Liberal Arts Foundation (e.g., History)	3	MGMT-3660, Information & Dec. Analy.	3
BUSI-3710, Legal Env. of Business	3	ECON-2090, Principles of Macroeconomics	3
ECON-2010, Principles of Microeconomics	3	FINC-3100, Principles of Finance	3
MKTG-3100, Principles of Marketing	3		
	16		16

### Junior Year

Liberal Arts Foundation (e.g., Aesthetic)	3	Liberal Arts Foundation (PHIL-3250)*	3
Liberal Arts Foundation (THEO-2000)*	3	MGMT-4500, Human Resource Mgt.	3
General Elective	3	Liberal Arts Foundation (e.g., Aesthetics)	3
Foreign Language	4	Foreign Language	4
BUSI-4850, Seminar on Writing & Comm.	1	Elective (ACCT, FINC, MGMT, MKTG)	3
MGMT-4660, Operations & Logistics Mgmt.	3		
	17		16

Experiential Learning Requirement (MGMT-4780): Junior–Senior Year

### Senior Year

Liberal Arts Foundation (e.g., PHIL)	3	General Electives	9
Liberal Arts Foundation (THEO)	3	BUSI-4900, Strategic Management	3
ECON-3200, Mgrl. Econ. & Pricing Theory	3	BUSI-4860, Ethics Seminar	1
MGMT-4560, Ethics, Comp., & Soc. Respon.	3	Elective (ACCT, FINC, MGMT, MKTG)	3
General Elective	3	MGMT-COMP, Senior Comprehensive	cr
	15		16

\*A Liberal Arts Foundation course that is required for all majors in the School of Business as a prerequisite for the Capstone Curriculum BUSI-4860, Seminar on Ethics and Morality for Business Professionals.

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## Suggested sequence of courses for a Bachelor of Arts degree in Marketing

### Freshman Year

Liberal Arts Core (e.g., ENGL-1010)	3	Liberal Arts Core (e.g., PHIL-1750)	3
Liberal Arts Core (e.g., THEO-1100)	3	Liberal Arts Core (Foreign Language)	4
Liberal Arts Core (Foreign Language)	4	Liberal Arts Foundation (e.g., Nat. World)	4
GNST-1000, BC Experience	1	General Elective	3
General Elective	3	BUSI-2650, Business Statistics	3
BUSI-1650, Quantitative Methods for Bus	3		
	<hr/>		<hr/>
	17		17

### Sophomore Year

Liberal Arts Core (EXSC-1115, Wellness)	1	Liberal Arts Foundation (e.g., Philosophy)	3
Liberal Arts Foundation (e.g., History)	3	Liberal Arts Foundation (e.g., Nat. World)	3
Liberal Arts Foundation (e.g., Aesthetic)	3	General Elective	3
ACCT-2090, Prin. of Financial Accounting	3	ACCT-2100, Prin. of Managerial Acctg.	3
ECON-2090, Principles of Macroeconomics	3	ECON-2100, Principles of Microeconomics	3
MGMT-2250, Principles of Bus. Mgmt.	3	MKTG-3100, Principles of Marketing	3
	<hr/>		<hr/>
	16		18

### Junior Year

Liberal Arts Foundation (e.g., History)	3	Liberal Arts Foundation (THEO-2000)*	3
General Elective	3	General Elective	3
FINC-3100, Principles of Finance	3	MGMT-3710, Legal Environ. of Business	3
MKTG-3880, Integrated Marketing Comm.	3	MKTG-3810, Consumer Behavior	3
MGMT-3250, International Management	3	BUSI Elective	3
	<hr/>		<hr/>
	15		15

Experiential Learning Requirement (MKTG-4780): Junior–Senior Year

### Senior Year

Liberal Arts Foundation (e.g., Aesthetic)	3	Liberal Arts Core (EXSC Fitness course)	1
Liberal Arts Foundation (PHIL-3250)*	3	Liberal Arts Foundation (e.g., Faith)	3
BUSI-4850, Executive Writing Seminar	2	BUSI-4900, Strategic Management	3
MKTG-4810, International Marketing	3	BUSI-4860, Ethics Seminar	1
ECON-3200, Price Theory	3	MKTG-4850, Marketing Strategy	3
MKTG-4830, Marketing Research	3	MKTG Elective	3
		MKTG-COMP, Senior Comprehensive	cr
	<hr/>		<hr/>
	17		14

\*A Liberal Arts Foundation course that is required for all majors in the School of Business as a prerequisite for the Capstone Curriculum BUSI-4860, Seminar on Ethics and Morality for Business Professionals.

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# Master of Business Administration (MBA)

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## Admission Process

Applications are accepted at any time. Every effort is made to ensure that qualified students are admitted for classes in the term of their choice. Admission requirements are summarized here and explained in the following section.

- Official copies of transcripts of all undergraduate and graduate work;
- A completed application form including application essay;
- Official GMAT test scores (if required); and
- TOEFL or PTE-A test scores (if required).

## Admission to the MBA Program

To be considered for admission to the MBA program, applicants must meet the following requirements:

1. A bachelor's degree in any major from an accredited institution.
2. An indication of the capability to perform graduate course work based on the following criteria:
  - A.) No GMAT is required of applicants who meet any one of the following:
    - a.) those who earned an undergraduate GPA of 3.25 or higher.
    - b.) those who have already earned a postgraduate degree in another discipline,
    - c.) those who scored 480 or higher on the GRE, or
    - d.) those who have at least three years of professional work experience that demonstrates either advancement within a particular competency or management responsibilities for budgets, projects, or personnel.
  - B.) If the GMAT is required, the applicant must achieve a minimum score of 440 to earn regular admission status.
3. A demonstration of ability to communicate effectively in writing, evidenced by an essay in which the applicant communicates his/her motivation for pursuing the MBA.

4. A meeting or phone interview with the Director or Assistant Director of Graduate Business Programs.
5. Successful completion of undergraduate courses (or their equivalent) in the following subjects:
  - a. Financial Accounting
  - b. Economics
  - c. Finance

Applicants who have not successfully completed the above courses will be required to do so prior to full admission to the program. The Director or Assistant Director of Graduate Business Programs will advise applicants as to the courses needed and the opportunity to complete them.

6. Applicants classified as permanent residents of the United States holding a resident alien card must submit a completed copy (both sides) of the card with the completed application form.
7. International applicants, or applicants whose first language is not English, must submit official scores for the Test of English as a Foreign Language (TOEFL) exam or the Pearson Test of English Academic (PTE-A), unless the bachelor's degree was earned in a residence at an accredited US institution of higher education. Scores of 550/80 for TOEFL or 53 for PTE-A are acceptable.

Non-degree-seeking students may be allowed to enroll in MBA courses with permission from the Director of Graduate Business Programs. These students are subject to the same policies that apply to degree-seeking students.

## Provisional Admission in Lieu of Regular Admission

Applicants with scores of less than 440 on the GMAT or 480 on the GRE may be admitted on a provisional basis. The status of provisional students will be assessed after the student has completed four courses in the program. Those provisional students who achieve a minimum overall GPA of 3.0 in the first four courses will be granted regular admission. Those

provisional students who do not achieve a minimum GPA of 3.0 in the first four courses will receive notice from the Director of Graduate Business Programs that they have been dismissed from the program.

### **Provisional Admission for Benedictine Undergraduate College Students — Fifth Year MBA**

Students who are currently enrolled at Benedictine College and have successfully completed at least 92 credits and whose major GPA is 3.0 or higher may apply and be provisionally admitted to the MBA program prior to their graduation based upon a review of academic progress to date. The Director of Graduate Business Programs and the Assistant Director of Graduate Business Programs will advise applicants as to the graduate courses available for enrollment prior to their graduation from Benedictine College and as to procedures involved in the application process. Upon provisional admission to the MBA program:

- A. Undergraduates may take up to three graduate courses (for a total of 9 credits) as dual credit and substitute them for undergraduate courses in the student's degree program. The dual credit courses are to be determined and approved by the chair of the student's major department.
- B. An undergraduate student will be allowed to take no more than two graduate courses per semester solely for graduate credit.
- C. The maximum number of graduate credits taken by undergraduates will be set by the Graduate Studies Committee. Please consult the graduate business program for current policies.
- D. An undergraduate student who has enrolled in any graduate course must complete his/her undergraduate degree within nine months of starting graduate classes.

Students must meet the Admission requirements to the MBA program as outlined above in order to attain full admission to the program.

Students must complete the GMAT test with a score that will permit admission to the MBA program, as outlined above, during the first semester of provisional admission in order to attain full admission to the program.

Students who are interested in the Fifth Year MBA should discuss their interest with their advisor, the Director, or the Assistant Director of the Graduate Business Programs as early as possible to determine whether appropriate dual-credit courses are available and to develop a course plan for completing both degrees.

### **Degree requirements**

1. Completion of all required course work within six (6) years from the date of initial enrollment;
2. A cumulative GPA of 3.0 or greater must be attained in all graduate work;
3. A maximum of six (6) hours of C will be accepted. If a student receives C grades in more than six hours, he or she will not be allowed to take any additional MBA class(es) until after he or she has repeated one or more of the C courses and has successfully raised one or more of the C grades;
4. Any grade below C will not be accepted. If a student receives a grade below C in any course, he or she will not be allowed to take any additional MBA class(es) until after he or she has repeated the course for which the grade below a C was earned and has successfully raised that grade;
5. Transfer credits must meet the requirements of the program and of the Registrar of the college;
6. Candidates must demonstrate work experience within the first academic year of the MBA degree. The work experience requirement can be achieved via prior work experience, current work experience, undergraduate internship, graduate internship or at the discretion of the Director of Graduate Business Programs; and
7. Students are required to successfully complete 33 credits of graduate course work as approved by the Graduate Studies Committee in order to receive their MBA degree.

## Probation

A student who receives more than three hours of 'C' and/or whose cumulative GPA falls below 3.0 is placed on *probation*. The Director of Graduate Business Programs will notify the student of his or her probationary status. Benedictine College strives to assist in dealing with academic problems and student concerns. The student should make every effort to determine the circumstances that led to inadequate performance and consult the program director and any faculty for advice and feedback. The student will be removed from probationary status after raising his or her cumulative grade point average to a 3.0 or above. All previously acquired grades, including 'Cs' or lower, remain on the student's academic record and may contribute to dismissal status.

## Dismissal from the Program

A student who has been excluded from further study because of grades will be dismissed from the program if no action is taken within one year by the student to repeat courses with low grades as provided in the graduate policies.

## Reinstatement Following Dismissal

A student who has been dismissed may send a written appeal for reinstatement to the Director of Graduate Business Programs. This appeal must be made within one year following the dismissal. In the appeal letter, the student should indicate any extenuating circumstances that affected his or her performance relevant to all course grades that led to the dismissal. The director will review the appeal with the faculty involved and rule on the appeal. If the appeal is denied, the student can submit an appeal to the Committee on Graduate Studies through the Director of Graduate Business Programs. If denied reinstatement by the Graduate Studies Committee, the student may submit a final appeal to the dean of the college whose decision is final.

## Transfer of Credit

A maximum of nine credit hours taken at another institution may be applied to degree requirements. (This number is reduced by the number of dual credit hours earned at Benedictine College, (e.g., if a student has earned 6 hours of dual credit at Benedictine College, that student may only transfer in another 3 credit hours from another institution).) Transfer hours, with a grade of 'B' or better from a regionally accredited institution, may be accepted. Only courses comparable to those required for the MBA will be accepted for transfer. Students seeking approval of transfer credit shall contact the Academic Committee for Graduate Business Programs. To be considered, requests for transfer of credit must be made in writing with appropriate documentation. Official transcripts are necessary for final approval of transfer credits.

Approved transfer of credits will be recorded officially after the student is fully accepted into the degree program. If the approved courses to be transferred have not been completed at the time of full acceptance, the student may request the transfer of credit at a later time. This transfer of credit should be requested before the student has completed eighteen semester hours with Benedictine College.





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# Chemistry

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The objectives of the chemistry program are to prepare students 1) for professional careers in the chemical sciences, 2) for graduate studies in the chemical sciences, or 3) for professional studies in medicine, law, or the allied health sciences. Students are strongly advised to consult with faculty members of the department, not only for assistance in formulating their programs of study, but also for information relative to the many career opportunities afforded a chemistry major.

Benedictine College offers majors leading to the Bachelor of Science (B.S.) and the Bachelor of Arts (B.A.) degrees in chemistry. A grade of "C-" or better is required in all courses counting toward the major with a cumulative GPA of at least 2.0 required in all courses in the major. A grade of 'C' or better is required for all prerequisites.

All upper-division major requirements counting toward the chemistry major/minor must be completed at Benedictine College.

## Requirements for a major in Chemistry leading to a B.S. degree:

CHEM-1200, General Chemistry I  
CHEM-1210, General Chemistry II  
CHEM-1201, General Chemistry Laboratory I  
CHEM-1211, General Chemistry Laboratory II  
CHEM-2200/2201, Organic Chemistry I/  
Laboratory  
CHEM-2210/2211, Organic Chemistry II/  
Laboratory  
CHEM-3300/3301, Quantitative Analysis/  
Laboratory  
CHEM-3400/3401, Inorganic Chemistry/  
Laboratory  
CHEM-3500/3501, Biochemistry I/Laboratory  
CHEM-3800/3801, Physical Chemistry I/  
Laboratory  
CHEM-4200/4201, Physical Chemistry II/  
Laboratory  
CHEM-4801/4811, Research (2 credits total)  
CHEM-4900, 4901, 4902, 4903, Chemistry/  
Biochemistry Colloquium

*plus* two advanced courses chosen from the list below:

CHEM-3150, Computational Chemistry  
CHEM-3250, Environmental Chemistry  
CHEM-3510, Biochemistry II  
CHEM-3650, Polymer Chemistry  
CHEM-3980, Special Topics  
CHEM-4350, Advanced Organic Chemistry  
CHEM-4550, Mechanisms of Catalysis  
CHEM-4650, Organometallic Chemistry

## Required supporting courses:

MATH-1300, Calculus I  
MATH-1350, Calculus II  
PHYS-2100, Classical Physics I  
PHYS-2110, Classical Physics II

## Recommended supporting courses:

MATH-2300, Calculus III  
MATH-3100, Differential Equations  
PHYS-3200/3201, Relativity and Atomic  
Physics

## Requirements for a major in Chemistry leading to a B.A. degree:

CHEM-1200, General Chemistry I  
CHEM-1210, General Chemistry II  
CHEM-1201, General Chemistry Laboratory I  
CHEM-1211, General Chemistry Laboratory II  
CHEM-2200/2201, Organic Chemistry I/  
Laboratory  
CHEM-2210/2211, Organic Chemistry II/  
Laboratory  
CHEM-3300/3301, Quantitative Analysis/  
Laboratory  
CHEM-3400/3401, Inorganic Chemistry/  
Laboratory  
CHEM-3500/3501, Biochemistry I/Laboratory  
CHEM-3800/3801, Physical Chemistry I/  
Laboratory  
CHEM-4900, 4901, 4902, 4903, Chemistry/  
Biochemistry Colloquium  
*plus* two advanced courses chosen from the list below:  
CHEM-3150, Computational Chemistry  
CHEM-3250, Environmental Chemistry  
CHEM-3510, Biochemistry II  
CHEM-3650, Polymer Chemistry

CHEM-3980/4980, Special Topics  
 CHEM-4350, Advanced Organic Chemistry  
 CHEM-4550, Mechanisms of Catalysis  
 CHEM-4650, Organometallic Chemistry  
 CHEM-4200/4201, Physical Chemistry II/  
 Laboratory

**Required supporting courses:**

MATH-1300, Calculus I  
 MATH-1350, Calculus II  
 PHYS-2100, Classical Physics I  
 PHYS-2110, Classical Physics II

**Recommended supporting courses:**

MATH-2300, Calculus III  
 MATH-3100, Differential Equations  
 PHYS-3200/3201, Relativity and Atomic  
 Physics

**Requirements for a minor in  
 Chemistry:**

CHEM-1200, General Chemistry I  
 CHEM-1210, General Chemistry II  
 CHEM-1201, General Chemistry Laboratory I  
 CHEM-1211, General Chemistry Laboratory II  
 CHEM-2200/2201, Organic Chemistry I/  
 Laboratory

*plus* two additional chemistry lecture courses  
 and two chemistry laboratory courses beyond  
 CHEM-2200/2201.

**Requirements for prospective high  
 school teachers of Chemistry:**

CHEM-1200, General Chemistry I  
 CHEM-1210, General Chemistry II  
 CHEM-1201, General Chemistry Laboratory I  
 CHEM-1211, General Chemistry Laboratory II  
 CHEM-2200/2201, Organic Chemistry I/  
 Laboratory  
 CHEM-2210/2211, Organic Chemistry II/  
 Laboratory  
 CHEM-3300/3301, Quantitative Analysis/  
 Laboratory  
 CHEM-3500/3501, Biochemistry I/Laboratory  
 CHEM-3800/3801, Physical Chemistry I/  
 Laboratory  
 CHEM-4457, Methods of Teaching Secondary  
 Science  
 CHEM-4900, 4901, 4902, Chemistry/  
 Biochemistry Colloquium

**Required supporting courses are as  
 follows:**

MATH-1300, Calculus I  
 MATH-1350, Calculus II  
 PHYS-2100, Classical Physics I  
 PHYS-2110, Classical Physics II

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**Suggested sequence of courses for a Bachelor of Science degree in Chemistry**

**Freshman Year**

CHEM-1200, General Chemistry I	3	CHEM-1210, General Chemistry II	3
CHEM-1201, General Chemistry I Lab	1	CHEM-1211, General Chemistry II Lab	1
MATH-1300, Calculus I	4	MATH-1350, Calculus II	4
ENGL-1010, English Composition	3	THEO-1100, Introduction to Theology	3
GNST-1000, BC Experience	1	Foreign Language	3
Foreign Language	4	EXSC-1115, Wellness for Life	1
	16		15

**Sophomore Year**

CHEM-2200, Organic Chemistry I	3	CHEM-2210, Organic Chemistry II	3
CHEM-2201, Organic Chemistry I Lab	1	CHEM-2211, Organic Chemistry II Lab	1
PHYS-2100, Classical Physics I	4	CHEM-3300, Quantitative Analysis	3
Historical Foundation	3	CHEM-3301, Quantitative Analysis Lab	2
Aesthetic Foundation	3	PHYS-2110, Classical Physics II	4
PHIL-1750, Principles of Nature	3	Historical Foundation	3
	17		16

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## Suggested sequence of courses for a Bachelor of Science degree in Chemistry (Continued)

<b>Junior Year</b>			
CHEM-3500, Biochemistry I	3	CHEM-3800, Physical Chemistry I	3
CHEM-3501, Biochemistry I Lab	1	CHEM-3801, Physical Chemistry I Lab	1
CHEM-3400, Inorganic Chemistry	3	CHEM-4901, Chem/Biochem Colloq.	1
CHEM-3401, Inorganic Chemistry Lab	1	Advanced Chemistry Elective	3
CHEM-4900, Chem/Biochem Colloq.	1	Faith Foundation	3
Philosophical Inquiry Foundation	3	Electives	6
Person and Community Foundation	3		
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	15		17
<b>Senior Year</b>			
Advanced Chemistry Elective	3	CHEM-4811, Research	1
CHEM-4801, Research	1	Faith Foundation	3
CHEM-4200, Physical Chemistry II	3	CHEM-COMP, Senior Comprehensive	cr
CHEM-4201, Physical Chemistry II Lab	1	Philosophical Inquiry Foundation	3
CHEM-4902, Chem/Biochem Colloq.	1	Electives	9
Aesthetic Foundation	3	CHEM-4903, Chem/Biochem Colloquium with Senior Seminar Presentation	1
Elective	3		
EXSC Fitness course	1		
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	16		17

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## Computer Science

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The Mathematics and Computer Science Department at Benedictine College is committed to maintaining a curriculum that provides students with the necessary tools to enter a career in their field with a broad, solid knowledge of computer science. Our students are provided with the knowledge, analytical, and problem solving skills necessary to function as computer scientists in our world today.

Computer Science is a rapidly growing area of study—one that is important in the technological age in which we live. The Computer Science major at Benedictine College provides a balanced approach to the discipline, treating computing both as an art and as a tool for varied use. The major

prepares students for graduate study in the field of computer science or for employment in an ever-expanding spectrum of occupations dependent upon computing. Most of our graduates obtain jobs in computer programming or software engineering. Benedictine College offers majors leading to the Bachelor of Science (B.S.) and the Bachelor of Arts (B.A.) degrees in computer science. The B.S. provides additional depth in the field, while the B.A. provides more flexibility, including opportunities for double majors with a wide variety of other disciplines. The computer science minor provides a useful addition to many areas of study, including mathematics, science, business, and mass communications.

## **Requirements for a major in Computer Science leading to a B.S.**

### **degree:**

CSCI-1140, Introduction to Computer Science I

CSCI-2150, Introduction to Computer  
Science II

MATH-2550, Discrete Mathematical  
Structures I

CSCI-2560, Discrete Mathematical  
Structures II

CSCI-3100, Database Systems

CSCI-3500, Algorithm Design and Analysis

CSCI-3570, Theory of Automata

CSCI-3600, Concepts of Programming  
Languages

CSCI-4200, Computer Architecture

CSCI-4400, Operating Systems and  
Networking

CSCI-4920, Software Engineering

CSCI-4930, Senior Capstone

CSCI-COMP, Senior Comprehensive Exam

6 hours of CSCI electives above CSCI-2000  
(3 or more hours of which must be above  
CSCI-3000)

MATH-1220, Introductory Statistics

MATH-3400, Cryptography

## **Requirements for a major in Computer Science leading to a B.A.**

### **degree:**

CSCI-1140, Introduction to Computer Science I

CSCI-2150, Introduction to Computer  
Science II

MATH-2550, Discrete Mathematical  
Structures I

CSCI-2560, Discrete Mathematical  
Structures II

CSCI-3100, Database Systems

CSCI-3500, Algorithm Design and Analysis

CSCI-4200, Computer Architecture

CSCI-4400, Operating Systems and  
Networking

CSCI-4920, Software Engineering

CSCI-4930, Senior Capstone

CSCI-COMP, Senior Comprehensive Exam

And one course in mathematics selected from  
MATH-1220 or MATH-1300.

## **The requirements for a minor in Computer Science:**

CSCI-1140, Introduction to Computer Science I

CSCI-2150, Introduction to Computer  
Science II

MATH-2550, Discrete Mathematical  
Structures I

and two courses selected from CSCI-2560,  
CSCI-3100, CSCI-3500, CSCI-3570, CSCI-  
3600, CSCI-3800, CSCI-4200, or CSCI-4400.

Transfer students majoring in Computer  
Science must take a minimum of 40% of the  
coursework required for the major at Benedic-  
tine College.

Transfer students pursuing a minor in Com-  
puter Science must take a minimum of 25%  
of the coursework required for the minor at  
Benedictine College.

**Recommendations:** A student should not  
attempt a computer science course unless he  
or she received at least a 'C' in its prerequi-  
site.



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## Suggested sequence of courses for a Bachelor of Science degree in Computer Science

### Freshman Year

CSCI-1010, Comp Sci Fund (suggested)	3	CSCI-1050, Web Programming (option)	3
Natural World Foundation (with lab)	4	MATH-1220, Introductory Statistics	4
Foreign Language	4	Foreign Language	4
ENGL-1010, English Composition	3	THEO-1100, Introduction to Theology	3
EXSC-1115, Wellness for Life	1	PHIL-1750, Principles of Nature	3
EXSC Fitness course	1		
GNST-1000, BC Experience	1		
	17		17

### Sophomore Year

CSCI-1140, Intro to Computer Science I	4	CSCI-2150, Intro to Computer Science II	4
MATH-2550, Discrete Math. Structures I	3	CSCI-2560, Discrete Math. Structures II	3
Historical Foundation	3	Aesthetic Foundation	3
Philosophical Inquiry Foundation	3	Faith Foundation	3
Natural World Foundation	4	Historical Foundation	3
	17		16

### Junior Year

CSCI-3100, Database Systems	4	CSCI-3500, Algorithm Design & Analysis	4
CSCI-3570, Theory of Automata	3-4	MATH-3400, Cryptography or	3
or CSCI-3600, Concepts of Prog. Lang.		Philosophical Inquiry Foundation	
Aesthetic Foundation	3	CSCI Elective	3
Faith Foundation	3	Person and Community Foundation Elective	3
Elective	3	Elective	3
	16-17		16

### Senior Year

CSCI-3570, Theory of Automata	3-4	CSCI-4400, Operating Syst. & Networking	4
or CSCI-3600, Concepts of Prog. Lang.		CSCI-4930, Senior Capstone	2
CSCI-4200, Computer Architecture	4	MATH-3400, Cryptography or	3
CSCI-4920, Software Engineering	3	Philosophical Inquiry Foundation	
CSCI elective	3	CSCI-COMP, Senior Comprehensive	cr
Electives	3	Electives	3
	16-17		12

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## Suggested sequence of courses for a Bachelor of Arts degree in Computer Science

### Freshman Year

CSCI-1010, Comp Sci Fund (suggested)	3	CSCI-1050, Web Programming (optional)	3
MATH-1300, Calculus I (optional) or Natural World Foundation (with lab)	4	MATH-1220, Intro. Statistics (optional) or Natural World Foundation (with lab)	4
Foreign Language	4	Foreign Language	4
ENGL-1010, English Composition	3	THEO-1100, Introduction to Theology	3
EXSC-1115, Wellness for Life	1	PHIL 1750, Principles of Nature	3
EXSC Fitness course	1		
GNST-1000, BC Experience	1		
	17		17

### Sophomore Year

CSCI-1140, Intro to Computer Science I	4	CSCI-2150, Intro to Computer Science II	4
MATH-2550, Discrete Math. Structures I	3	CSCI-2560, Discrete Math. Structures II	3
Historical Foundation	3	Aesthetic Foundation	3
Philosophical Inquiry Foundation	3	Faith Foundation	3
Natural World Foundation	4	Historical Foundation	3
	17		16

### Junior Year

CSCI-3100, Database Systems or CSCI-4200, Computer Architecture	4	CSCI-3500, Algorithm Design & Analysis or CSCI-4400, Op Syst. & Networking	4
Elective	3	Person and Community Foundation	3
Aesthetic Foundation	3	Electives	9
Faith Foundation	3		
Philosophical Inquiry Foundation	3		
	16		16

### Senior Year

CSCI-4200, Computer Architecture or CSCI-3100, Info. & Knowledge Mgt.	4	CSCI-4400, Op. Systems & Networking or CSCI-3500, Algorithm Design & Anal.	4
CSCI-4920, Software Engineering	3	CSCI-4930, Senior Capstone	2
Electives	9	CSCI-COMP, Senior Comprehensive	cr
		Electives	9
	16		15

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# Criminology

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**C**riminology is an interdisciplinary social science that studies the causes of crime and delinquency, analyzes crime patterns, and critically examines the origins and functions of criminal law and the criminal justice system. The criminology program at Benedictine College, contained in the Department of Sociology and Criminology, provides students with a rigorous introduction to the methods and materials of contemporary criminological inquiry, including classical and contemporary theories of crime and criminality, methods of theory testing and data analysis, and public policy issues related to crime prevention, control, and punishment. Students who successfully complete the program requirements will be well prepared for graduate and professional school, and will have the critical thinking and communication skills necessary for postbaccalaureate training as criminal justice practitioners.

Although the criminology program at Benedictine College is more aligned with the liberal arts pillar of the college than it is with training students for careers in criminal justice, direct contact and experience with criminal justice agencies is available through internship placements.

## Requirements for a major in Criminology

### Core Requirements

CRIM-1000, Introduction to Crime and Justice  
CRIM-3100, Theories of Crime and Deviance  
SOC1-3155, Research Design for Sociology and Criminology  
SOC1-3165, Data Analysis and Visualization  
CRIM-4790, Internship (minimum of 3 credit hours)\*  
CRIM-COMP, Senior Comprehensive Exam  
MATH-1220, Introductory Statistics  
THEO-2000, Christian Moral Life or  
PHIL-3250, Ethics

**Criminology Electives** (15 credit hours are required)

CRIM-3220, Religion and Crime  
CRIM-3200, Crime Analysis  
CRIM-3225, Criminal Investigation  
CRIM-3250, Policing in America  
CRIM-3300, Juvenile Delinquency  
CRIM-3400, The Corrections System  
CRIM-3500, Homeland Security  
CRIM-3550, White Collar & Corporate Crime  
CRIM-4200, Crime and Place

**Allied and Skills Electives** (15 Credit Hours)

Allied and skills electives are defined as (1) selected upper-division courses from sociology, psychology, political science, and other allied fields and (2) skills-related coursework in modern foreign language, business, mass communication, and the sciences. Course substitutions (Option 1 only) are at the discretion of the department chair.

Students majoring in Criminology must select ONE of the following options:

**OPTION 1: Complete five courses from the following list:**

MGMT-3500, Organizational Behavior  
PHIL-4410, Social Ethics  
PHIL-4550, Advanced Logic  
PHIL-4860, Philosophy of Law  
PSYC-3901, Abnormal Psychology  
PSYC-4502, Psychology and the Law  
PSYC-4820, Social Psychology  
POLS-3750, American Constitutional Development  
POLS-3760, Fundamental Freedoms: The First Amendment  
POLS-3765, Civil Rights: The Fourteenth Amendment  
POLS-4600, Public Administration  
SOC1-3205, Marriage and the Family

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\* CRIM-4780, a not-for-credit option is available as an alternative to the for-credit version.

SOCI-3225, Complex Organizations  
 SOCI-3250, Sociology of Race and Ethnic  
 Relations  
 SOCI-3270, Social Stratification  
 SOCI-4305, Cities and Social Change

**OPTION 2: Complete one of the following minors:**

Accounting  
 Computer Science  
 Journalism and Mass Communications  
 Mathematics  
 Philosophy  
 Political Science  
 Psychology  
 Spanish

**Requirements for a Minor in Criminology**

CRIM-1000, Introduction to Crime and Justice  
 CRIM-3100, Theories of Crime and Deviance  
 CRIM-3300, Juvenile Delinquency  
 and 9 additional credit hours of CRIM-prefix courses.

**Additional Requirements:**

1. No grade lower than C- in a Core Requirement course may be used toward the Criminology major.

2. No grade lower than C- can be used toward the Criminology minor.
3. Transfer students majoring in Criminology must take a minimum of 40% of the coursework required for the major at Benedictine College.
4. Transfer students pursuing a minor in Criminology must take a minimum 50% of the coursework required for the minor at Benedictine College.

**Careers in Criminology:**

Possible careers in criminal justice include the following: Criminal justice administration (law enforcement or corrections), crime analysis, law enforcement at the local, state, or federal level, community corrections, juvenile justice, homeland security, private security (including corporate security, private police and private prisons), fraud investigation, counseling (alcohol, corrections, delinquency, drug, employment, guidance, mental health, rehabilitation), policy analysis, planning and coordination, and others.

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**Suggested sequence of courses for a Bachelor of Arts degree in Criminology**

This eight-semester plan includes only the broad outlines within which programming can be arranged and adapted to the student's individualized needs and plans. It is expected that a major program will be planned by the student with his or her advisor and/or the department chair and that of the electives; several will be in the field of sociology.

**Freshman Year**

ENGL-1010, English Composition	3	PHIL-1750, Principles of Nature	3
Foreign Language	4	Foreign Language	4
THEO-1100, Introduction to Theology	3	Aesthetic Foundation	3
GNST-1000, BC Experience	0	Understanding Nat World Foundation	4
EXSC-1115, Wellness for Life	1	Historical Foundation	3
CRIM-1000, Intro to Crime and Justice	3		
Historical Inquiry Foundation	3		
	17		17



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## Suggested sequence of courses for a Bachelor of Arts degree in Criminology (Continued)

### Sophomore Year

CRIM Elective	3	CRIM-3100, Theories of Crime & Deviance	3
Aesthetic Experience	3	SOCI-2300, World Regional Geography	3
Faith Foundation	3	Skills and Perspectives or Electives	6
Skills and Perspectives or Electives	6	MATH-1220, Introductory Statistics	4
EXSC Fitness course	1		
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	16		16

### Junior Year

Faith Foundation	3	PHIL-3250, Ethics	3
Philosophical Inquiry Foundation	3	SOCI-3165, Data Analysis	3
SOCI-3155, Research Design	3	CRIM Elective	3
CRIM Elective	3	CRIM Allied and Skills Electives	3
CRIM Allied and Skills Electives	3	Skills and Perspectives or Electives	6
Skills and Perspectives or Electives	3		
	<hr/>		<hr/>
	18		18

### Senior Year

CRIM-COMP, Senior Comp. Exam	cr	CRIM Elective	3
CRIM-4790, Criminology Internship	3	CRIM Allied and Skills Electives	6
CRIM Elective	6	Skills and Perspectives or Electives	6
CRIM Allied and Skills Electives	3		
Skills and Perspectives or Electives	3		
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	15		15

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## Dance

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Dance is offered as a minor through the Department of Theatre & Dance. Individuals pursuing a dance minor are required to complete a minimum of eighteen hours of designated courses.

Some dance courses are offered on an alternating semester schedule. The student who wishes to minor in dance is advised to check with the department chair regarding the scheduled course offering.

Transfer students pursuing a minor in Dance must take a minimum of 25% of the coursework required for the minor at Benedictine College.

### The requirements for a minor in Dance: (18–21 hours)

DANC-1010, Introduction to Dance

*(Note: Students with significant dance experience may schedule an audition with the Dance program coordinator to test out of this requirement.)*

DANC-1500, Dance Wellness

DANC-2040/2050, Ballet I/II

DANC-2055/2065, Jazz I/II

DANC-2080/2085, Tap I/II

DANC-3800, History of Dance

DANC-3500, Dance Pedagogy

THTR-2250, Movement for the Performing

Artist

### Suggested Electives:

THTR-1010, Introduction to Theatre  
THTR-1150, Fundamentals of Acting  
DANC-2020, Music Theatre Dance  
THTR-4790, Internship or Practicum

DANC-3010, Advanced Tap/Jazz/Ballet/  
Modern  
MUSC-1000, Fundamentals of Music Theory  
MUSC-1003, Functional Keyboard I

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## Economics

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The objectives of the department are 1) to provide students with a fundamental understanding of our present-day economic system; 2) to prepare students for immediate entry into professional careers in the business, banking and finance, and governmental communities; 3) to prepare students for graduate school, especially in economics, business and public administration, and law; and 4) to prepare students for teaching in the social science areas of the secondary school system.

The major in economics provides a program of study for the liberal arts student that allows for an investigation of the essential area of economics and introduces the student specializing in economics to problem solving and analytical research. As an outgrowth of the dialogue between the faculty and students, both inside and outside the classroom, we encourage economic research.

### Requirements for a major in Economics:

ACCT-2090, Principles of Financial Accounting  
ECON-2090, Principles of Macroeconomics  
ECON-2100, Principles of Microeconomics  
ECON-3000, Contemporary Economic Thinking  
ECON-3090, Macroeconomic Activity  
ECON-3100, Intermediate Microeconomic Theory  
ECON-4130, Introduction to Econometrics  
ECON-4110, History of Economic Thought  
ECON-COMP, Senior Comprehensive Exam  
MATH-1220, Introductory Statistics  
*plus* any three additional courses chosen from the following:  
(substitutions are possible for special needs and interests)  
ECON-3060, Money and Banking

ECON-3120, Public Finance and Fiscal Policy  
ECON-3150, International Economics  
ECON-3200, Managerial Economics and Pricing Theory  
ECON-3260, Catholic Social Teaching  
ECON-3980, Special Topics  
ECON-4000, Seminar In Economic Growth  
ECON-4010, Seminar In Economic Development  
ECON-4030, Seminar In Economic Policy  
ECON-4160, Labor and Manpower Economics  
ECON-4990, Independent Study In Economics

For those going on to graduate school in economics, we recommend further courses in mathematics including:

MATH-1300, Calculus I  
MATH-1350, Calculus II  
MATH-2300, Calculus III  
MATH-2500, Linear Algebra  
MATH-3200, Probability and Statistics

### Requirements for a minor in Economics:

ECON-2090, Principles of Macroeconomics  
ECON-2100, Principles of Microeconomics  
ECON-3100, Intermediate Microeconomic Theory

*plus* one of the following:

ECON-3090, Macroeconomic Activity or  
ECON-3060, Money and Banking

*and* one of the following:

ECON-3120, Public Finance and Fiscal Policy  
ECON-4130, Introduction to Econometrics  
ECON-3150, International Economics  
ECON-4160, Labor and Manpower Economics

*plus* any economics elective numbered ECON-3000 or higher

In addition, the department strongly recommends MATH-1220, Introductory Statistics. (Substitutions are possible for special needs and interests.)

## Requirements for a minor in Economics and Politics:

ECON-2090, Principles of Macroeconomics

ECON-2100, Principles of Microeconomics

ECON-3000, Contemporary Economic Thinking

POLS-1000, American Government

or POLS-1500, American 20th Century

Political History

POLS-2750, Public Policy Analysis

POLS-4010, International Relations

or POLS-2010, Comparative World

Government & Politics

The Department of Economics considers essential that a student maintain a minimum grade of 'C' in the introductory and intermediate courses in the major. Exceptions may be made on a case-by-case basis and will be evaluated based in part on student performance on the ECON-COMP, the economics senior exam.

Transfer students majoring in Economics must take a minimum of 60% of the coursework required for the major at Benedictine College including ECON-3090, ECON-3100, and ECON-4110.

Transfer students pursuing a minor in Economics must take a minimum of 50% of the

coursework required for the minor at Benedictine College including ECON-3100.

In addition to the major and minor programs outlined above, the Department of Economics offers its students the opportunity to pursue specialized topics of study. These may include professions in the business community, the area of banking or finance, or simply better preparation for graduate studies in such diverse areas as law, political science, history, business administration, or economics itself. Specialized topic areas may include:

1. Macroeconomic orientation with forecasting and model building, as well as other areas of income determination;
2. Microeconomic orientation with emphasis on the firm with its maximizing/optimizing procedures and factor strength and rewards through income distribution;
3. Finance and banking orientation wherein the effective roles and use of financial resources are analyzed.

The course offerings for these topic areas are offered through independent studies, seminars, and special topic courses.

For further information contact the chair of the Economics Department.

## Suggested sequence of courses for a Bachelor of Arts degree in Economics

### Freshman Year

GNST-1000, BC Experience	1	PHIL-1750, Principles of Nature	3
ENGL-1010, English Composition	3	Historical Foundation	3
Mathematics	4	ENGL-1020, Introduction to Literature	3
Foreign Language	4	Foreign Language	4
Historical Foundation	3	Elective	3
THEO-1100, Introduction to Theology	3	EXSC-1115, Wellness for Life	1
	18		17

### Sophomore Year

ECON-2100, Principles of Microeconomics	3	ECON-2090, Principles of Macroeconomics	3
Natural World Foundation (with lab)	4	Faith Foundation	3
Aesthetic Foundation	3	Philosophical Inquiry Foundation	3
Suggested elective: Psych or Soc	3	Aesthetic Foundation	3
ACCT-2090, Principles of Financial Acctg.	3	Natural World Foundation	4
		EXSC Fitness course	1
	16		17

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## Suggested sequence of courses for a Bachelor of Arts degree in Economics (Continued)

### Junior Year

ECON-3100, Intermed Microecon Theory	3	ECON-3090, Macroeconomic Activity	3
ECON-3000, Contemp Economic Thinking	3	Faith Foundation	3
Philosophical Inquiry Foundation (PHIL-3250 Ethics)	3	Econ elective (Catholic Social Teaching)	3
Elective: Secondary Orientation	3	Elective: Secondary Orientation (Ethics)	3
MATH-1220, Introductory Statistics	4	Elective	3-4
	16		15-16

### Senior Year

Economics elective (International Trade)	3	Economics elective	3
ECON-4130, Introduction to Econometrics	3	ECON-4110, History of Econ Thought	3
Suggested elective: Financial Management	3	Suggested elective: Investments	3
Elective: Secondary Orientation	3	Elective: Secondary Orientation	3
Elective	3	Elective	3
		ECON-COMP, Senior Comprehensive	cr
	15		15

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## Education

The Education Department programs are built upon the framework of “Educators as Builders of Community.” The programs call for future teachers and administrators to perceive their roles in education as developers of community. The learning community is within classrooms and schools, as well as outside their walls. Not only do education graduates work toward building community with students, families, and members of the local community, but they see a purpose of education to be the development of individuals who assume responsibility for building a healthy community locally, nationally, and globally. Grounded in a Benedictine, liberal arts tradition, the program advocates that the goals and means of the educative process are complementary and seek the pursuit of human dignity and social responsibility.

### Teacher Education Program

In preparing teachers, the Education Department identifies three overarching goals for its programs, faculty, and students: 1) to build learning communities where students and teachers make meaningful choices, communicate and collaborate with others, think critically and conceptually, and act justly; 2) to model decision-making processes that are inquiry-based, equitable, and reflect the values of Benedictine communities; and 3) to actively involve the community as a partner in the educational process.

Guided by the goals, the program defines performance-based outcomes for future teachers as they become builders of community by developing knowledge, skills, and dispositions to:

1. Use practices that nurture the whole child/ adolescent within the learning community.
2. Use their understanding of communication and human behavior to create a classroom community that fosters positive social interaction, collaboration, and active inquiry.
3. Respect and promote diversity while creating instructional opportunities that meet the needs of students from diverse cultural backgrounds and those with exceptionalities.
4. Build partnerships with students, colleagues, families, and community groups to enhance communication and learning.
5. Plan and assess instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
6. Reflectively build community while continually evaluating the effects of their actions on others and to actively seek out opportunities to grow professionally.

An integrated course of study that includes a professional education core, a methods core, and a research and field experience core for teacher education majors enables students to develop the knowledge, skills, and critical understanding necessary for action and reflection. Through curriculum content, instructional modeling, and performance applications, students and faculty investigate and interact with multicultural and global perspectives and use technology as a medium for discovery-based teaching and learning. The course of study requires students to demonstrate mastery of concepts through developmentally sequenced performance outcomes. These are monitored through completion of prerequisites, demonstration of required proficiencies, application to the Teacher Education Program and student teaching, and comprehensive and integrative assessments.

The Education Department offers the Bachelor of Arts degree for a major in elementary education, leading to K–6 licensure; a major in special education, leading to K–6 and 6–12 licensure; and a major in secondary education, leading to 6–12 licensure. Special education majors must double major in elementary

education. Secondary education majors must meet licensure requirements in a content area that leads to a double major. Licensure (6–12) for secondary education majors is available in the following content areas: biology, chemistry, English, mathematics, physics, and history and government. PK–12 licensure in programs in art, health, physical education, French, Spanish, and music are available to students by completing the secondary education major and a major in Art, Health and Physical Education, French, Spanish, or a Bachelor of Music Education degree, respectively. Licensed education majors can qualify for a 5–8 Science, Math, English Language Arts, or History endorsement by passing the required content area test.

A minor in education is offered to students majoring in another field and interested in working with children and youth. An education minor is not part of any approved teacher education program, and as such, does not lead to admittance into the Teacher Education Program or to licensure. Students must declare education as a minor, develop a program plan for the minor in collaboration with their major and minor advisors, and have approval from their education advisor to enroll in courses higher than EDUC-2226.

The Kansas State Department of Education (KSDE) has approved the education programs leading to licensure in Kansas. Students should understand that recommendation for teacher licensure is separate from awarding a degree. Consequently, the mere declaration of education as a major or minor does not guarantee a student admission to a teacher licensure program, or eventual recommendation for state licensure. Such admission and recommendation is part of the responsibility of the Education Department and the Committee on Teacher Education (CTE). Recommendation for licensure in other states is subject to the laws and requirements of that state. It is the responsibility of students to obtain information regarding licensure in other states.

Kansas State Department of Education (KSDE) has implemented new licensure standards that became effective July 2005. The licensure areas and levels described above represent the new standards. *Changes in KSDE licensure requirements preclude requirements established by Benedictine's Department of Education.*

### **Progressing Through the Teacher Education Program/Professional Portfolios**

Progress through the Teacher Education Program is determined by whether or not candidates meet standards adopted by the Committee on Teacher Education at three benchmark points. These points are as follows:

1. Admission into the Teacher Education Program;
2. Admission to Student Teaching; and
3. Completion of the Teacher Education Program.

At the three benchmark points, candidates must complete and submit a professional portfolio. Detailed descriptions of the requirements for the professional portfolio are available in the *Teacher Education Handbook*, the *Professional Portfolio Guide*, and in other documents published periodically by the Education Department. It should be noted that program requirements are updated on a regular basis and that candidates in the Teacher Education Program are responsible for becoming aware of and meeting these requirements. Because of frequent modifications in regulations promulgated by the Kansas State Department of Education and the Council for the Accreditation of Educator Preparation, the Education Department reserves the right, without notice, to change the requirements for student progression through the Teacher Education Program, the Master of Arts in School Leadership Program, and the Master of Arts in Education Program, and to change, without notice, the arrangement and contents of courses in said program.

### **Admission to Teacher Education and Student Teaching**

Requirements for admission to Teacher Education and Student Teaching include, but are not limited to, the criteria below. Because of frequent modifications in regulations promulgated by the Kansas State Department of Education and the Council for the Accreditation of Educator Preparation, the Education Department reserves the right, without notice, to change Teacher Education Program requirements.

Students must be formally accepted into the Teacher Education Program, which is required for enrollment in education courses higher than EDUC-2226. This application process should be initiated in the sophomore year and includes the following for consideration:

1. Complete the "Application to the Teacher Education Program" form.
2. Submit a typewritten autobiography that includes an introduction, an explanation of career choice, any experiences working with children, and a list of pertinent interests and accomplishments.
3. Satisfactory recommendations from three faculty members outside the Education Department indicating a belief that the applicant possesses the knowledge, skills, and dispositions to do well as a member of the teaching profession. Transfer students may request two recommendations from faculty members at the institution from which they have transferred.
4. Satisfactory group interview with a subcommittee of the Committee on Teacher Education.
5. Have a minimum cumulative GPA of 2.75.
6. Minimum composite ACT score of 23 or satisfactory performance on the Praxis Core Academic Skills for Educator tests in Reading, Writing, and Mathematics. Minimum acceptable scores are 156 in Reading, 162 in Writing, and 150 in Math. The student is responsible for the cost of these tests.

Final approval for admission to the Teacher Education Program is determined by the Committee on Teacher Education. Students should understand that completion of the above requirements does not in and of itself necessarily qualify them for admission to the Teacher Education Program. Students shall be admitted to the Teacher Education Program only if the above requirements are met; and if, in the judgment of a majority of the members of the Committee on Teacher Education, the student has the knowledge, skills, and dispositions necessary to be successful as a teacher. Occasionally when students are not able to meet the requirements of the Teacher Education Program, they will elect to pursue a non-licensure elementary education degree. This requires the same curriculum as an elementary education major with the exception of the final practicum, which is a modified teaching experience.

Prior to March of the junior year, the student should make application for student teaching placement for the senior year. Application is made by completing an application form and submitting it to the director of student teaching. The Committee on Teacher Education will formally consider all student teacher applicants, based on the following:

1. Maintaining satisfactory performance on all Teacher Education Program requirements.
2. Meeting all criteria for student teaching as described in the *Professional Portfolio Guide*, *Teacher Education Handbook*, K.S.A. 72-5213 Certification of Health for School Personnel requirements, and other Education Department publications.

Students shall be admitted to student teaching only if the above requirements are met; and if, in the judgment of a majority of the members of the Committee on Teacher Education, the student has the knowledge, skills, and dispositions necessary to be successful as a teacher. Following Committee on Teacher Education approval of a student's admittance into student teaching, the candidate must maintain satisfactory performance on all program requirements.

Application forms and materials may be obtained from the education advisor or the Education Department office. Students who do not fulfill the qualifications for admission to the Teacher Education Program, admission to student teaching or completion of the Teacher Education Program are extended the right of a due process hearing before the Committee on Teacher Education. Following this, if necessary, an appeal may be made to the dean of the college.

Successful completion of the professional education examinations approved by the Kansas State Department of Education is a requirement for licensure in Kansas. The student is responsible for the costs of these tests.

Students completing a licensure program at Benedictine College may request follow-up assistance from college personnel during their first year of teaching. Administrators may also request this assistance for first-year teachers from Benedictine. The assistance will be by phone or by mail for all students and may include on-site assistance for those graduates who teach within a fifty-mile radius of Atchison.

Transfer students must take a minimum of 50% of pre-student teaching education coursework at Benedictine College.

### **Due Process Procedures**

Admission to the Teacher Education Program, admission to student teaching, and approval for completion of the Teacher Education Program are decisions made by the Committee on Teacher Education (CTE). If a student wishes to contest a CTE decision, the following procedure is followed:

1. The student consults with the Chair of the CTE.
2. The student writes a letter of appeal to the CTE explaining his or her reasons for the appeal.
3. The CTE reviews the case and communicates its decision in writing to the student.
4. If still unsatisfied, the student may appeal the decision to the Dean of the College.

Additional due process procedures for resolving other student grievances are described in

detail in the *Education Department Policies and Procedures*. These include termination of field experience/student teaching decisions and general complaints.

### **Area of Concentration**

Elementary education majors must complete a concentration in one of the following areas: Classical Education, English for Speakers of Other Languages (ESOL), fine arts, foreign language, English, mathematics, health/physical education, psychology, special education, science, social science, or theology. A concentration consists of either a minimum of 15 hours in that area, as specified by the Department of Education, or a minor in that area, if it is offered.

### **Technology Proficiency**

Education majors must demonstrate proficiency in educational technology. Performance standards for demonstrating proficiency are available from the Education Department and are generally met within education course requirements and through presentation of a professional portfolio or successful completion of an approved technology course. The department chair approves satisfactory demonstration of proficiency.

### **Diversity Proficiency and Diverse Field Experiences**

Education majors must also demonstrate proficiency in understanding, accepting and supporting students from diverse backgrounds. Although all education courses emphasize this, one particular course, EDUC-3312/3313, is specifically devoted to the development of this competency. Performance standards for demonstrating diversity proficiency are available from the Education Department and are met within education course requirements as well as through presentation of a professional portfolio. The department chair approves satisfactory demonstration of proficiency.

### **Dispositions**

To complete the teacher education program at Benedictine College, all candidates must demonstrate appropriate “dispositions.” This

term means the values and professional ethics the college student brings to becoming a teacher. The dispositions we expect candidates to demonstrate may be summarized in the phrase, “Professionally Responsible Builder of Community.” (See the *Education Student Handbook* for a full description of these dispositions.)

### **Governance Including Committee on Teacher Education**

The chair of the Education Department is a member of the faculty appointed by the Dean of the College to administer the affairs of the department. An important responsibility of the chair is maintaining program and unit accreditation with the Kansas State Department of Education (KSDE). Primary responsibility for maintaining accreditation with KSDE resides with the chair; it may not be delegated to other faculty members.

The Department of Education is the governing unit that has primary responsibility for the Teacher Education Program (TEP) and the Master of Arts in School Leadership (MASL) and Master of Arts in Education (M.Ed.) programs at Benedictine College. The department operates within the governance structure of the college that includes the Board of Directors, Dean’s Council, Faculty Committees, and Faculty Meeting (undergraduate programs), and the Graduate Studies Committee (graduate programs).

### **Educational Advisory Committee**

The Department of Education solicits guidance for program improvement from its Education Advisory Committee, comprised of undergraduate and graduate candidates and graduates, and PK–12 partnership school administrators and teachers. Members of this advisory group are committed to the concept of preparing “Educators as Builders of Community” and know and understand goals and policies of both the TEP and graduate programs. The committee meets regularly each semester to review data and make recommendations for program improvement.



## **Assessment System**

The Education Department's assessment system provides regular and comprehensive data on program quality, unit operations, and candidate performance at each stage of its programs, extending into the first year of actual teaching. These data are regularly and systematically compiled, aggregated, summarized, and analyzed. In addition to regular monthly discussions of anecdotal data, the unit conducts—at a minimum—two data retreats/ extended meetings each semester at which time all relevant quantitative and qualitative data bearing on unit, program, and candidate performance are reviewed. The chair of the Education Department also meets at least annually with representatives of other Benedictine College departments with programs leading to teacher licensure to consider data specific to these licensure areas. Assessment data bearing on program quality, unit operations, and candidate performance are shared with the larger professional community and general public by being posted annually on the Benedictine College website.

## **Waivers**

Under exceptional circumstances, and after conferring with their advisor, students may request a waiver to Education Department policy. Students obtain a waiver request from the department office or their advisors. Waiver requests require the advisor's recommendation and approval of a committee of departmental faculty and signature of the department chair.

## **Teaching Block**

Students preparing for elementary and/or secondary teaching enroll in a special professional block for one semester. The semester is directed toward completion of the professional education requirements. Enrollment in other academic courses is not permitted. Students preparing for special education enroll in a second semester block of courses that permits them to engage in student teaching for an additional semester. Placement for student teaching is ordinarily in partnership schools

within a thirty-mile radius of Benedictine College. Partnership schools are established in the following ways: 1) formal partnership agreements between Benedictine College and a school/school district are signed, 2) partnership agreements for the duration of student teaching are signed by the president of Benedictine College and the respective school district. Students are responsible for transportation to partnership schools. The Education Department and its school partners jointly determine the selection of cooperating teachers and other specifics regarding the placement of student teachers. Student teachers are supervised by cooperating teachers, clinical supervisors, and higher education faculty. In addition, each student teacher is observed and evaluated at least once by an Education Department faculty member.

## **Licensure Program**

Students who have completed a bachelor's degree at an accredited institution and are seeking teacher licensure are eligible to apply for admission to the Teacher Education Program. Students pursuing this option must provide evidence of fulfilling state requirements for the licensure area, fulfill Education Department requirements, take the majority of their pre-student teaching education coursework at Benedictine College, be admitted into teacher education and student teaching, and successfully complete the teaching block. In exceptional cases where the student has had a full-time teaching contract in an accredited school, the student teaching experience may be modified.

Section 207 of Title II of the Higher Education Act (HEA) requires teacher preparation programs enrolling students who receive federal assistance under Title IV of the HEA to make available the following basic information about program performance. During the 2015–2016 academic year, 98 students had been formally accepted into the Benedictine College teacher preparation program; 49 of these students completed program graduation requirements in 2015–2016. One hundred

percent of these teacher preparation program graduates who took all tests required for Kansas licensure passed all the assessments, including professional knowledge tests. In 2015–2016, the Kansas statewide aggregate pass rate on various professional knowledge examinations ranged from 82% to 100%. The total number of hours required of students participating in supervised student teaching in these programs is 496. Questions regarding the teacher preparation program should be directed to the chair of the Benedictine College Education Department.

**Requirements for a B.A. Degree in Elementary Education:**

Changes in Kansas State Department licensure requirements will *preclude* requirements established by Benedictine’s Education Department. Students will complete the college’s general education requirements in addition to the following courses:

**General Education\*:**

- Scientific Method^ ..... 6 hours
- Mathematical Reasoning^^ ..... 3–4 hours
- World Civilization\*\* ..... 3 hours
- American History\*\* ..... 3 hours
- Sociology (SOCI-1000, SOCI-2300, ... 3 hours or SOCI-2350)
- General Psychology ..... 3 hours

**An area of concentration:**

- Classical Education, English for Speakers of Other Languages (ESOL), fine arts, foreign language, health and physical education, English, mathematics, natural and/or biological science, psychology, theology, social science or
- Special Education ..... 15 hours

**Teacher Education Program\*\*\*:**

- Professional Education Core .... 22 hours**
- EDUC-2200, Introduction to Education
- EDUC-2220, Psychoeducational Development
- EDUC-2222, Psychology of Individuals With Exceptionalities
- EDUC-3312, School as Community

- EDUC-3365, Effective Instructional Technology
- EDUC-4451, Philosophy of Education\*\*\*\*
- EDUC-4455, Differentiated Instruction
- EDUC-4462, Classroom Management
- EDUC-4470, Student Teaching Seminar

**Methods Core ..... 17 hours**

- EDUC-2214, Integrated Art & Music Methods
- EXSC-3302, Elementary PE Curriculum
- EDUC-3301, Social Studies Methods
- EDUC-3303, Science and Health Methods
- EDUC-3314, Mathematics Methods and Assessment
- EDUC-3319, Integrated Language Arts Methods

**Research and Field Experience**

**Core ..... 14 hours**

- EDUC-2201, Introduction to Education Field Experience
- EDUC-3313, School as Community Diversity Field Experiences
- EDUC-3307, Building Community through Integrated Social Studies and Science
- EDUC-3317, Integrated Language Arts Practicum
- EDUC-4469, Practicum for ESL (if ESOL area of concentration)
- EDUC-4492, Supervised Student Teaching, Elementary

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^ One course in life science and one in physical science required.

^^ Elementary Education majors must take MATH-1110 and MATH-1120, Mathematics for Elementary Teachers I & II, and pass with a grade of ‘C-’ or higher.

\* A grade of ‘D’ will not be accepted in Education courses or the General Education courses that are specifically required for Elementary and Special Education majors.

\*\* Elementary Education majors satisfy the college six credit hour requirement in the Historical Foundation by taking one American History course and one World Civilization course.

\*\*\* A grade of ‘D’ will not be accepted in Education, content area courses, or the General Education courses that are specifically required for secondary or PK–12 majors.

\*\*\*\* One general education Philosophical Inquiry requirement may be met by EDUC-4451, Philosophy of Education.

Changes in Kansas State Department of Education licensure requirements will preclude requirements established by Benedictine's Education Department.

### Requirements for a B.A. Degree in Special Education:

Changes in Kansas State Department licensure requirements will *preclude* requirements established by Benedictine's Education Department.

Special Education majors fulfill all the general education and teacher education requirements for the elementary education major, plus

<b>General Competencies for Teachers of Special Education</b> .....	8 hours
EDUC-2222, Psychology of Individuals With Exceptionalities	
EDUC-3322, Building School, Family and Community Partnerships for Individuals With Exceptionalities	
EDUC-3326, Assessment of Individuals With Exceptionalities	

### Special Competencies for Teachers:

<b>Adaptive</b> .....	20 hours
EDUC-2226, Characteristics of Individuals With Exceptionalities	
EDUC-3320, Curriculum for Individuals With Exceptionalities	
EDUC-3324, Methods and Materials for Individuals with Exceptionalities	
EDUC-4471, Special Education Student Teaching Seminar	
EDUC-4491, Supervised Student Teaching of Individuals with Exceptionalities	

### Requirements for a B.A. Degree in Secondary Education:

#### Licensure Program Requirements

Students majoring in secondary education must also complete the licensure program requirements in any of the following content areas: art education, biology, chemistry, English, French, mathematics, physical

education, health, music education, physics, Spanish, and social science. Students must provide documentation from the Office of Academic Records and Registration that they have filed a formal declaration to pursue a double major in a content area and secondary education. (Refer to major or content area in this catalog for licensure requirements.)

Changes in Kansas State Department Licensure requirements will *preclude* requirements established by Benedictine's Education Department. Students will complete the college's general education requirements in addition to the following courses:

#### General Education\*:

Science .....	7-8 hours
Introductory Statistics .....	4 hours
World Civilization** .....	3 hours
Sociology (SOC1-1000, SOCI-2300, ... or SOCI-2350)	3 hours
General Psychology .....	3 hours

#### Teacher Education Program\*\*\*:

<b>Professional Education Core</b> ....	22 hours
EDUC-2200, Introduction to Education	
EDUC-2220, Psychoeducational Development	
EDUC-2222, Psychology of Individuals With Exceptionalities	
EDUC-3312, School as Community	
EDUC-4451, Philosophy of Education****	
EDUC-4455, Differentiated Instruction	
EDUC-4462, Classroom Management	
EDUC-4470, Student Teaching Seminar	

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\* A grade of 'D' will not be accepted in Education courses or the General Education courses that are specifically required for Elementary and Special Education majors.

\*\* Elementary Education majors satisfy the college six credit hour requirement in the Historical Foundation by taking one American History course and one World Civilization course.

\*\*\* A grade of 'D' will not be accepted in Education, content area courses, or the General Education courses that are specifically required for secondary or PK-12 majors.

\*\*\*\* One general education Philosophical Inquiry requirement may be met by EDUC-4451, Philosophy of Education.

**Methods Core** ..... 7 hours  
 EDUC-3332, Teaching Reading in the Content Areas  
 EDUC-3357, General Secondary Methods and Media  
 \_\_\_4457, Content Area Methods (offered in major department)

**Research and Field Experience**

**Core** ..... 13 hours  
 EDUC-2201, Introduction to Education Field Experience  
 EDUC-3313, School as Community Diversity Field Experiences  
 EDUC-3332, Teaching Reading in the Content Areas Field Experience  
 EDUC-3358, Gen Secondary Methods Field Experience  
 \_\_\_4457, Content Area Methods Field Experience  
 EDUC-4496 and/or EDUC-4492, Supervised Student Teaching

**Requirements for a Minor in Education:**

An education minor is offered to students interested in working with children and youth, but does not lead to licensure. Students must declare education as a minor, develop a program plan for the 18-credit minor in collaboration with their major and minor advisors, and have approval from their education advisor to enroll in courses higher than EDUC-2226.

**Required Core** ..... 9 hours  
 EDUC-2200, Introduction to Education  
 EDUC-2201, Introduction to Education Field Experience  
 EDUC-2220, Psychoeducational Development  
 EDUC-2222, Psychology of Individuals With Exceptionalities

**Electives** ..... 9 hours  
 Selected and approved in collaboration with education advisor and major advisor.



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## Suggested sequence of courses for a Bachelor of Arts degree in Elementary Education

### Freshman Year

ENGL-1010, English Composition	3	ENGL-1020, Introduction to Literature	3
THEO-1100, Introduction to Theology	3	(Aesthetic Foundation)	
Foreign Language	4	PHIL-1750, Principles of Nature	3
PSYC-1000, General Psychology	3	Foreign Language	4
(Person and Community)		EDUC-2200, Introduction to Education	2
Fine Arts (Aesthetic Foundation)	3	EDUC-2201, Intro to Ed Field Experience	1
GNST-1000, BC Experience	1	Faith Foundation	3
		EXSC Fitness course (Health)	1
	<hr/>		<hr/>
	17		17

### Sophomore Year

EDUC-2214, Integrated Art & Music Methods	3	Life Science (Natural World)	4
HIST-1100, World Civilization to 1500	3	Area of Concentration	3
(Historical Foundation)		Philosophical Inquiry Foundation	3
EDUC-2220, Psychoed. Development	3	HIST-1300, U.S. History to 1865	3
Physical Science (Natural World)	4	(Historical Foundation)	
EDUC-2222, Psychology of Individuals	3	Area of Concentration	3
With Exceptionalities		EXSC-1115, Wellness for Life (Health)	1
	<hr/>		<hr/>
	16		17

### Junior Year

MATH-1110, Math for Elem Teachers I*	4	EDUC-3319, Integrated Language Arts Methods	5
SOCI-3250, Soc. of Race & Ethnic Relations	3	EDUC-3317, Integ. Language Arts Practicum	1
(Global Perspective)		EDUC-3314, Math Methods & Assessment	3
Area of Concentration	3	EDUC-4451, Philosophy of Education	3
EXSC-3302, Physical Education Curriculum	2	MATH-1120, Math for Elem Teachers II	3
Area of Concentration	3	(Mathematical Reasoning)	
	<hr/>		<hr/>
	15		15

### Senior Year

Area of Concentration	3	EDUC-4455, Differentiated Instruction	3
Faith Foundation	3	EDUC-4462, Classroom Management	2
EDUC-3312, School as Community	3	EDUC-4470, Seminar for Student Teaching	1
EDUC-3313, School as Community	1	EDUC-4492, Supervised Student Teaching	10
Diversity Field Experience		EDUC-COMP, Senior Comprehensive Exam	cr
EDUC-3301, Social Studies Methods/Media	2	EDUC-CNTX, Core Content Area Test	cr
EDUC-3303, Science & Health Methods/Media	2	EDUC-PTLX, PLT Licensure Exam	cr
EDUC-3307, Building Community Through	1		
Integrated Social Studies & Sciences			
	<hr/>		<hr/>
	15		16

\*MATH-1110 may be waived for students entering Benedictine College with previously acquired college math credits.

## Suggested sequence of courses for a Bachelor of Arts degree in Elementary Education and Special Education

### Freshman Year

ENGL-1010, English Composition	3	ENGL-1020, Introduction to Literature	3
THEO-1100, Introduction to Theology	3	(Aesthetic Foundation)	
Foreign Language	4	PHIL-1750, Principles of Nature	3
PSYC-1000 Gen. Psychology (Person and Comm)	3	Foreign Language	4
EDUC-2200, Introduction to Education	2	Faith Foundation	3
EDUC-2201, Intro to Ed Field Experience	1	Life Science (Natural World)	4
GNST-1000, BC Experience	1		
EXSC Fitness course (Health)	1		
	18		17

### Sophomore Year

EDUC-2220, Psychoed. Development	3	Faith Foundation	3
EDUC-2222, Psychology of Indiv With Excep	3	Fine Arts (Aesthetic Foundation)	3
HIST-1100, World Civilization to 1500	3	Physical Science (Natural World)	4
(Historical Foundation)		HIST-1300, U.S. History to 1865	3
Philosophical Inquiry Foundation	3	(Historical Foundation)	
EDUC-2214, Integrated Art & Music Methods	3	SOCI-1000, General Sociology or	3
EDUC-2226, Characteristics of Indv With Excep	3	SOCI-3250, Soc. of Race & Ethnic Relations	
	18		16

### Junior Year

EDUC-3320, Curriculum for Indv With Excep	3	MATH-1120, Math for Elem. Teachers II	3
EDUC-3301, Social Studies Methods	2	(Mathematical Reasoning)	
EDUC-3303, Science & Health Methods/Media	2	EDUC-3319, Integrated Language Arts Methods	5
EDUC-3307, Building Community Through	1	EDUC-3317, Integrated Language Arts Practicum	1
Integrated Social Studies & Sciences		EDUC-4451, Philosophy of Education	3
EDUC-3312, School as Community	3	EDUC-3314, Math Methods & Assessment	3
EDUC-3313, School as Community	1	EXSC-1115, Wellness for Life	1
Diversity Field Experience			
MATH-1110, Math for Elem. Teachers I	4		
(Mathematical Reasoning)			
EXSC-3302, Elem Physical Ed Curriculum	2		
	18		16

### Senior Year

EDUC-4455, Differentiated Instruction	3	EDUC-3322, Bldg. School, Family & Community	2
EDUC-4462, Classroom Management	2	Partnerships for Indiv. With Exceptionalities	
EDUC-4470, Seminar for Student Teaching	1	EDUC-3324, Methods/Materials for Individuals	3
EDUC-4492, Supervised Student Teaching	10	With Exceptionalities	
EDUC-CNTX, Core Cont Area Exam, Elem.	cr	EDUC-3326, Assessment of Indv With Excep	3
EDUC-PLTX, PLT Licensure Exam	cr	EDUC-4491, Supervised Student Teaching	10
		of Individuals with Exceptionalities	
		EDUC-4471, Special Ed. Student Teach Seminar	1
		EDUC-SPEDX, Core Knowledge & Adaptive	cr
		Content Exam	
		EDUC-COMP, Senior Comprehensive	cr
	16		19

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## Suggested sequence of courses for a Bachelor of Arts degree in Secondary Education

### Freshman Year

ENGL-1010, English Composition	3	ENGL-1020, Introduction to Literature (Aesthetic Foundation)	3
THEO-1100, Introduction to Theology	3	PHIL-1750, Principles of Nature	3
Foreign Language	4	Foreign Language	4
PSYC-1000, General Psychology (Person and Community)	3	EDUC-2200, Introduction to Education	2
GNST-1000, BC Experience	1	EDUC-2201, Intro to Ed Field Experience	1
HIST-1100, World Civilization to 1500 (Historical Foundation)	3	Fine Arts (Aesthetic Foundation)	3
		EXSC Fitness course (Health)	1
	<hr/>		<hr/>
	17		17

### Sophomore Year

Major/Licensure Program Requirement	6	Major/Licensure Prog Requirement	9
EDUC-2220, Psychoed. Development	3	Philosophical Inquiry Foundation	3
EDUC-2222, Psychology of Individuals With Exceptionalities	3	Historical Foundation	3
Natural World Foundation	3-4	EXSC-1115, Wellness for Life (Health)	1
	<hr/>		<hr/>
	15-16		16

### Junior Year

Major/Licensure Program Requirement	6	Major/Licensure Prog Requirement	6
MATH-1220, Introductory Statistics (Mathematical Reasoning)	4	EDUC-4451, Philosophy of Education Faith Foundation	3
EDUC-3357, General Sec. Methods and Media	3	EDUC-4457, Content Area Methods (MATH-4457 fall only)	2
EDUC-3358, General Sec. Methods Field Exp	1	EDUC-3332, Teaching Reading in the Content Areas	2
Natural World with lab	4		
	<hr/>		<hr/>
	18		16

### Senior Year

Major/Licensure Prog Requirement	6	EDUC-4462, Classroom Management	2
Faith Foundation	3	EDUC-4470, Seminar for Student Teaching	1
SOCI-3250, Sociology Race/Ethnicity	3	EDUC-4455, Differentiated Instruction	3
EDUC-3312, School as Community	3	EDUC-4496, Supervised Student Teaching	10
EDUC-3313, School as Community Diversity Field Experience	1	EDUC-COMP, Senior Comp	cr
		EDUC-CNTX, Core Content Area	cr
		EDUC-PLTX, PLT Licensure Exam	cr
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	16		16

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# Graduate Programs in Education

## Master of Arts in School Leadership (MASL)

## Master of Arts in Education (M.Ed.)

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All Education Department programs at Benedictine College are built upon the framework of educators as builders of community. In preparing educational administrators and developing teacher leaders, this framework is served by three overarching goals and six program outcomes:

### Goals:

1. Graduates will be “teachers of teachers” who lead instructors in creating communities in each individual learning environment;
2. Graduates will be ethical teachers and leaders who build their respective schools into unified learning communities;
3. Graduates will actively involve members of the community outside their school (families, business, outside agencies, and other stakeholders).

### Outcomes:

- A) Ensure successful communication between administrators, teachers and parents to help nurture the whole child;
- B) Demonstrate leadership by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development;
- C) Promote the success of all students by acting with integrity, fairness, and in an ethical manner that demonstrates respect for all cultures, ethnicities, gender, socioeconomic status, and exceptionalities;
- D) Create a community of caring relationships that unify all educational participants (students, teachers, families, community members, other stakeholders) in the education process;
- E) Incorporate sound research and information (including action research generated by the school community) into the perpetual process of educational improvement;

- F) Promote the success of all students by understanding and influencing the larger political, social, economic, and legal institutions which impact education.

These goals and outcomes of the programs foster professional competence in educational leadership and effective instruction by requiring students to complete a curriculum of study, a comprehensive examination over the core curriculum, and practicum in educational leadership (MASL) or directed study (M.Ed.). Candidates in the MASL program are expected to master educational leadership and administration knowledge and skills, to apply educational administration methods, and to be prepared to make an original contribution to the field of educational leadership. Candidates in the M.Ed. program are expected to master the knowledge, skills, and dispositions of effective teachers who contribute to continuous school improvement and the professional development of all teachers.

### Cohort Structure

The notion of “Educators as Builders of Community” is embodied in the cohort structure of the program. Students are admitted to a group that progresses through the program as a community rather than as individuals. The sense of community—with peers, professors, and college personnel—intensifies as students move forward in the program. By the time the degree is completed, students have developed powerful relationships that become a support network throughout their educational career.

### Accreditation and Approval

Accreditation from the Higher Learning Commission has been granted for the awarding of the Master of Arts in School Leadership and the Master of Arts in Education. Approval for a graduate program leading to



endorsement as a building level administrator has been granted by the Kansas State Board of Education (KSBE) for the MASL program and for English for Speakers of Other Languages (ESOL) and Teacher Leader for the M.Ed. programs. The state-approved programs are included within the degree programs.

### **Governance**

The Graduate Studies Committee is the policy-making body for the graduate programs in education. Management and oversight of the programs reside within the Education Department.

### **Educational Administration Advisory Committee**

The Educational Administration Advisory Committee is composed of:

1. adjunct faculty;
2. graduates of the programs;
3. practicing school administrators; and
4. graduate student members representing each active cohort.

Members of the committee are appointed by the director of the programs. The purpose of the committee is to participate in the ongoing process of improvement and to provide advice relative to all aspects of the program, including curricular design and the program's conceptual framework. The Educational Administration Advisory Committee meets regularly once each semester.

### **Dual Credit Policy for Education Graduate Courses**

Students who are currently enrolled at Benedictine College and have been accepted into the Education Department may take coursework for graduate credit under the following criteria:

- Students in their last three semesters of undergraduate work with at least 96 credit hours
- A minimum 3.0 cumulative GPA
- A maximum of two graduate courses
- Limited to common core courses (EDUC-5510, EDUC-5515, EDUC-5529, EDUC-5532)

- Permission of program director (undergraduate students must meet with the program director for an interview and permission)
- Seat availability

### **Degree Requirements**

1. All course work must be completed within six (6) years from the date of the initial enrollment;
2. A cumulative GPA of 3.25 must be attained in all graduate work;
3. A maximum of six (6) semester hours of 'C' credit will be accepted. If a student receives a grade of 'C' in more than six (6) semester hours he or she will be excluded from further study;
4. Any grade below 'C' will not be accepted and will result in exclusion from further study;
5. Degree candidates must pass a written comprehensive examination;
6. Degree candidates must complete the online graduation application by the appropriate date.

### **Academic Dishonesty**

*Policy Statement on Academic Dishonesty:* Benedictine College endorses the principle of academic honesty. Any academic dishonesty is contradictory to the purpose and welfare of both the student and the College. Verified instances of academic dishonesty will result in an "F" or a zero grade for the academically dishonest exam or plagiarized paper, and will be returned to the dean of the college and the student's advisor. Additionally, depending upon the magnitude of the academic dishonesty, the student may receive a failing grade for the course and the student may even be suspended or dismissed from the College.

### **Due Processes Procedures**

#### *In Cases of Dishonesty*

If an instructor judges that a student has cheated or plagiarized, he/she shall notify the student in writing of the charge and the penalty. This written notification must be issued on a form designed for this purpose, which is available from the office of the dean of the college. A copy of the written notice and the student's material in question will be sent to

the dean of the college. The dean of the college will advise the student in writing of the right to appeal. Within ten days of notification, the student may appeal the charge and/or the penalty by submitting a letter to the dean of the college requesting that he/she appoint an *ad hoc* committee consisting of three faculty members, one of whom may be nominated by the student. The recommendation of the *ad hoc* committee will be advisory and the committee will send its recommendation to the dean of the college for his/her decision. The dean of the college will notify the student of the decision within ten days of receiving the *ad hoc* committee's report. The student may appeal the dean's decision to the president of the college.

### **General Grievances**

A student seeking assistance with a grievance should first consult with the class instructor. If a satisfactory resolution does not result, the following procedure shall be used: 1) The student meets with the director of the graduate programs and verbally explains his or her complaint. 2) The director informally attempts to solve the problem or explains the department's position to the affected student. 3) If still unsatisfied, the student drafts a letter to the Education Department and Graduate Studies Committee explaining his or her complaint. 4) At its next meeting, the Education Department forwards a recommendation to the Graduate Studies Committee, which then determines an appropriate course of action and provides a written explanation to the student. 5) If still unsatisfied, the student may appeal the decision to the dean of the college.

### **Grade Appeal**

A student who has evidence that he or she has been assigned an inaccurate or unjust grade must first consult with the instructor who assigned the grade and then the appropriate program director. If a satisfactory resolution does not result from these consultations, the student has the right of formal appeal initiated through the office of the dean of the college. The appeal must be made in writing within

one year of the date the grade was officially recorded.

### **Graduation Application**

During the semester preceding the final semester before anticipated graduation, students must make application for graduation by completing the online graduation application.

### **Withdrawal**

A student may withdraw from a course before completion of the first half of the course and the course will not appear on the official transcript. Withdrawal after that time will be recorded as a "W" on the student's permanent record. In either case, the withdrawal is processed through a written notification to the Registrar. MASL students who do not complete practicum requirements in the final semester (usually, EDUC-6623, Practicum in Legal, Ethical, and Community Issues) will be withdrawn from the practicum by the director of the program and must re-enroll in the last semester of the practicum at a later date to complete their program of study.

### **Admission Requirements for the Programs**

The admissions policy for the MASL and the M.Ed. at Benedictine College are designed to select students who have demonstrated the ability to be successful in academic, teaching, and leadership vocations. The Education Department carefully considers each application during department meetings and makes one of the following decisions: a) regular admission, b) probational admission, or c) denial of admission. The decisions of the department with regards to admission are subsequently brought to the Committee on Graduate Studies for confirmation. The Director of the respective program will notify the applicant of the admission decision in writing. The applicant may appeal any adverse decision by submitting a written petition. Unless formal approval is received from the Director, a maximum of two courses taken as a special graduate student may be applied to degree requirements.

The requirements for formal admission are as follows:

### **Regular Admission**

Applicants to either the MASL or M.Ed. programs must have a minimum 3.0 grade point average in their last two years (60 hours) of college course work from accredited institutions.

Applicants for the MASL program must achieve a score of 152 on the two General Tests of the GRE (verbal and quantitative analysis) or a score of 400 or above on the Miller Analogies Test. In cases where the applicant already has a master's degree in education with at least a 3.0 cumulative grade point average, the graduate entrance test is waived. In addition to the completed application form, applicants of both programs must submit:

1. Official transcripts of all applicable college-level work completed and indication of a bachelor's degree from an accredited college or university;
2. Evidence of certification for a role in the public/private schools and at least one year of professional experience;
3. At least three letters of recommendation from supervisors and/or professional peers of which at least one must be from a supervisor. For MASL candidates, the letter from their supervisor needs to attest to the applicant's potential as a building administrator;
4. A résumé or curriculum vitae of educational and professional experience;
5. A written essay on the applicant's K–12 school experiences related to their respective program (MASL or the M.Ed.) outcomes "Educators as Builders of Community."

### **Probational Admission**

Applicants with less than the required GPA or scores on nationally recognized GRE or MAT examinations may be admitted on a probationary status. The status of students under this provision will be re-evaluated after the completion of the first six hours of graduate work at Benedictine College in the prescribed curriculum of the program as follows:

1. Those students who achieve a minimum GPA of 3.0 in the first six hours of the prescribed curricula will be granted regular admission status.
2. Those students who do not achieve a minimum GPA of 3.0 in the first six hours of the prescribed curricula will be dismissed from the program.

### **Transfer Credit**

A maximum of nine (9) credit hours taken at another institution may be applied to degree requirements. Transfer hours, with a grade of "B" or better from an accredited institution, may be accepted subject to the approval of the Director of the program and the Chair of the Department of Education. Students seeking approval of transfer credit shall contact the Director of the program. The Director shall consider the request and make a recommendation to the Chair of the Department of Education. Authority for acceptance/rejection of such requests resides within the unit, which is the Department of Education. Official Transcripts are necessary for final approval of transfer credits.

### **Guidelines for the MASL Professional Portfolio and Program Benchmarks**

The Master of Arts in School Leadership program features three (3) program benchmarks when assessments are made of a candidate's progress toward meeting the MASL program knowledge, skills, and dispositions, and professional standards. Upon entrance and throughout the program, candidates submit artifacts at each benchmark to their Professional Portfolio. The Portfolio is then evaluated at each benchmark point on required knowledge, skills, and dispositions aligned with Educators as Builders of Community and professional standards. The completed professional portfolio will become the property of the Education Department with the understanding that candidates will be allowed to borrow the portfolio, or parts of the portfolio, for use in contacts with possible future employers.

## **School Leadership Practicum for the MASL Program**

The program includes a 180-hour practicum in educational leadership and administration during specific courses, with activities aligned to standards addressed by the course. Practicum experiences are designed in collaboration between the director of the program, the student, and the supervisor at the proposed practicum location. MASL students who do not complete practicum requirements in the final semester (usually, EDUC-6623, Practicum in Legal, Ethical, and Community Issues) will be withdrawn from the practicum by the director of the program and must re-enroll in the last semester of the practicum at a later date to complete their program of study.

## **Master's in Education Professional Portfolio and Program Benchmarks**

The M.Ed. program features three (3) program benchmarks when assessments are made of a candidate's progress toward meeting the program's knowledge, skill, and dispositional outcomes, and professional standards articulated by the KSDE Teacher Leader Standards. Upon entrance, and throughout the program, candidates submit artifacts at each benchmark to their Professional Portfolio. The Portfolio is then evaluated at each benchmark point on required knowledge, skills, and dispositions aligned with Educators as Builders of Community and professional standards.

## **Comprehensive Examination**

All graduate students must successfully complete a comprehensive exam over the course of study for the degree. Each graduate faculty member is asked to submit to the Director of the program questions related to his/her area of course instruction. The Director then prepares multiple forms of the comprehensive exam. The exam contains six (6) scenario-based essay questions covering the material presented during the degree program. Graduate students are supervised during the comprehensive exam by the Director of the program or an appropriate designee. A six (6) hour time period is allowed for completion of the exam.

## **Dispositions**

To complete either the MASL or the M.Ed. program at Benedictine College, all candidates must demonstrate appropriate "dispositions" for school leadership. This term means the values and professional ethics the graduate student brings to becoming a principal. We are required by the State of Kansas to evaluate candidates on their dispositions. The dispositions we expect candidates to demonstrate may be summarized in the phrase, "Professionally Responsible Builders of Community." These are divided into two areas: 1) "Professional Responsibilities" and 2) "Building Community." Dispositions are reviewed each semester and are scored at each of the three (3) benchmark points in the program.

## **Program of Study for the MASL (33 credit hours)**

EDUC-5510, Introduction to School Leadership (2)  
EDUC-5515, Models and Strategies in Instructional Leadership (3)  
EDUC-5516, Practicum in Instructional Leadership (1)  
EDUC-5529, Instructional Technology and Applications (2)  
EDUC-5532, Foundations of Curriculum Development (3)  
EDUC-5534, Assessment and School Improvement (3)  
EDUC-6606, School Leadership, Management, and Finance (4)  
EDUC-6612, Supervision in Education (3)  
EDUC-6613, Practicum in Supervision (1)  
EDUC-6622, Educational Law (3)  
EDUC-6623, Practicum in Legal Ethical and Community Issues (1)  
EDUC-6640, Partnering with Parents and the Community (3)  
EDUC-6642, Educational Leadership (3)  
EDUC-6643, Practicum in the Principalship (1)  
EDUC-6688, Master's Comprehensive Exams (cr)

### **Program of Study for the M.Ed. (32 credit hours)**

EDUC-5510, Introduction to School Leadership (2)  
EDUC-5512, Introduction to Educational Research (3)  
EDUC-5515, Models and Strategies in Instructional Leadership (3)  
EDUC-5518, Building Community in the Classroom (3) or EDUC-5519, The Catholic School Teacher (3)  
EDUC-5529, Instructional Technology and Applications (2)  
EDUC-5532, Foundations of Curriculum Development (3)  
EDUC-5534, Assessment and School Improvement (3)  
EDUC-5540, Mentoring and Teacher Leadership (3)  
EDUC-5542, Current Trends & Practices in Teaching (3)  
EDUC-5546, Directed Study (4)  
EDUC-5552, Effective Instructional Strategies (3)  
EDUC-6688, Master's Comprehensive Exams (cr)

### **Program of Study for the M.Ed. With ESOL (32 credit hours)**

EDUC-5510, Introduction to School Leadership (2)  
EDUC-5512, Introduction to Educational Research (3)  
EDUC-5515, Models and Strategies in Instructional Leadership (3)  
EDUC-5518, Building Community in the Classroom (3) or EDUC-5519, The Catholic School Teacher (3)  
EDUC-5532, Foundations of Curriculum Development (3)  
EDUC-5534, Assessment and School Improvement (3)  
EDUC-5546, Directed Study (3)  
EDUC-5563, Linguistics for ESL Teachers (3)  
EDUC-5564, Assessment & Evaluation ESL Students (3)  
EDUC-5565, Instructional Strategies and Materials for Teaching ESL Students (3)  
EDUC-5569, Practicum for Teaching ESL Students (3)  
EDUC-6688, Master's Comprehensive Exams (cr)

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## **School of Engineering**

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The mission of the Benedictine College School of Engineering is to provide a multidisciplinary engineering undergraduate education built on an authentically Catholic liberal arts foundation. Graduates of the program will be professionals who are excellent problem solvers, committed to the highest ethical standards, and proficient communicators. They will understand the role of engineering as a profession and their duty, as engineers, to promote the common good of society.

The School of Engineering offers a Bachelor of Science degree in Chemical Engineering, Civil Engineering, Electrical Engineering, and Mechanical Engineering. A fee of \$150 per semester is charged to each student to help support the continued improvement of the Engineering program.

Transfer students pursuing a major in any of these areas must take a minimum of 40% of the coursework for their major at Benedictine College.

### **B.S. Degree in Chemical Engineering**

*Required general education courses*

PHIL-3250, Ethics

THEO-2000, Christian Moral Life

*Science and Mathematics*

CHEM-1200/1201, General Chemistry I/Lab\*

CHEM-1210/1211, General Chemistry II/Lab\*

CHEM-2200/2201, Organic Chemistry I/Lab\*

CHEM-2210, Organic Chemistry II\*

CHEM-3500/3501, Biochemistry I/Lab

CHEM-3800, Physical Chemistry I:

Thermodynamics

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\* These courses must be completed with a "C-" or better.

MATH-1300, Calculus I\*  
 MATH-1350, Calculus II\*  
 MATH-2300, Calculus III\*  
 MATH-3100, Differential Equations  
 PHYS-2100/2101, Classical Physics I/Lab  
 PHYS-2110/2111, Classical Physics II/Lab

### *Engineering Courses*

CENG-2010, Chemical Engineering Fundamentals\*<sup>^</sup>  
 CENG-3050, Separations  
 CENG-3350, Chemical Engineering Laboratory I  
 CENG-4080, Chemical Process Dynamics and Control  
 CENG-4210, Reactor Design  
 CENG-4350, Chemical Engineering Laboratory II  
 CENG-4600, Plant Design I  
 CENG-4610, Plant Design II  
 CENG-COMP, Senior Comprehensive Exam  
 EENG-2060, Circuit Analysis  
 ENGR-1200, Introduction to Engineering  
 ENGR-3150, Statistical Analysis of Data  
 ENGR-3170, Engineering Economy and Society  
 ENGR-3250, Thermodynamics  
 ENGR-3300, Fluid Mechanics  
 ENGR-3410, Thermofluids Laboratory  
 ENGR-3500, Materials Science  
 ENGR-3600, Heat and Mass Transfer  
 ENGR 4840, Quality Engineering  
 Technical Electives (8 credits)

GPA of 2.00 must be maintained in all engineering courses taken to date.

### **Technical Electives**

At least five credits must be taken from the engineering department. The following courses will fulfill the technical elective requirement:

- Any CHEM-3000+ course not already utilized for the chemical engineering major (each course must be at least 3 credits)
- Any CENG-3000+ course not already utilized for the chemical engineering major (each course must be at least 2 credits)
- Either, but not both, of the following: CSCI-2300, Computer Programming for Scientists and Engineers or ENGR-2000, Computer Applications in Engineering
- Other courses approved by the engineering department

## **B.S. Degree in Civil Engineering**

### *Required general education courses*

PHIL-3250, Ethics  
 THEO-2000, Christian Moral Life

### *Science and Mathematics*

CHEM-1200/1201, General Chemistry I/Lab  
 CHEM-1210/1211, General Chemistry II/Lab  
 Basic Science Elective  
 MATH-1300, Calculus I  
 MATH-1350, Calculus II  
 MATH-2300, Calculus III  
 MATH-3100, Differential Equations  
 PHYS-2100/2101, Classical Physics I/Lab  
 PHYS-2110/2111, Classical Physics II/Lab

### *Engineering Courses*

CIVL-2000, Computing in Civil Engineering  
 CIVL-2150, Geomatics Laboratory  
 CIVL-3010, Soil Mechanics and Civil Materials Laboratory  
 CIVL-3020, Environmental and Hydraulic Engineering Laboratory  
 CIVL-3510, Structural Mechanics  
 CIVL-3120, Soil Mechanics  
 CIVL-3230, Hydraulic Engineering  
 CIVL-3310, Environmental Engineering  
 CIVL-4600, Civil Engineering Design  
 CIVL-4700, Civil Engineering Seminar  
 CIVL-COMP, Senior Comprehensive Exam  
 ENGR-1200, Introduction to Engineering  
 ENGR-1100, Technical Drawing  
 ENGR-2300, Statics  
 ENGR-2310, Dynamics  
 ENGR-2320, Mechanics of Materials  
 ENGR-3150, Statistical Analysis of Data  
 ENGR-3170, Engineering Economy and Society  
 ENGR-3300, Fluid Mechanics  
 Engineering Elective (3 credits)  
 Civil Engineering Technical Electives (18 credits)

Basic Science Elective (3–5 credits): Choose from:

ASTR-3000, Observational Astronomy

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\* These courses must be completed with a “C–” or better.

<sup>^</sup> These courses must be completed with a “C–” or better to proceed to the next class in Chemical Engineering.

ASTR-4200 Solar System Astrophysics  
BIOL-1107, Principles of Biology  
BIOL-1121, General Biology I  
BIOL-3355, Ecology  
CHEM-2200/2201 Organic Chemistry I/Lab  
PHYS-1400, Earth Science  
PHYS-1500, Physical Geography  
or other basic science course as approved by  
the school

Engineering Elective: Choose from CENG-2010, EENG-2060/3060, any ENGR-3000+, or any MENG-3000+ course not already utilized for the civil engineering major.

Civil Engineering Technical Elective (18 credits). Choose from:

CIVL-3550, Building Component and System Design  
CIVL-4140, Foundation Engineering  
CIVL-4160, Transportation Engineering  
CIVL-4210, Hydrology  
CIVL-4320, Environmental Engineering II  
CIVL-4440, Contracts and Specifications  
CIVL-4510, Steel Design  
CIVL-4530, Reinforced Concrete or any CIVL-3000+ course

GPA of 2.00 must be maintained in all engineering courses taken to date.

## **B.S. Degree in Electrical Engineering**

### *Required general education courses*

PHIL-3250, Ethics  
THEO-2000, Christian Moral Life

### *Science and Mathematics*

CHEM-1200/1201, General Chemistry I/Lab\*  
Mathematics or Science Elective (3 credits)  
CSCI-2300 Programming for Scientists and Engineers

MATH-1300, Calculus I\*  
MATH-1350, Calculus II\*  
MATH-2300, Calculus III  
MATH-2500, Linear Algebra  
MATH-3100, Differential Equations  
PHYS-2100/2101, Classical Physics I/Lab\*  
PHYS-2110/2111, Classical Physics II/Lab\*

### *Engineering Courses*

EENG-2010, Introduction to Digital Electronics  
EENG-2020, Introduction to Digital Electronics Laboratory

EENG-2060, Circuit Analysis\*<sup>^</sup>  
EENG-3060, Circuits Laboratory I  
EENG-3070, Circuits Laboratory II  
EENG-3080, Electronics Laboratory I  
EENG-3090, Electronics Laboratory II  
EENG-3130, Linear Electric Circuits  
EENG-3140, Signals and Systems  
EENG-3160, Electric and Magnetic Fields or  
PHYS 4600, Electricity & Magnetism  
EENG-3210, Electronics I  
EENG-4050, Control Systems I or  
MENG-4240, System Dynamics & Control  
EENG-4090, Distributed Networks  
EENG-3210, Electronics I  
EENG-4210, Electronics II  
EENG 4010, Electric Drives or EENG-4510,  
Computer Hardware Organization  
EENG-4520, Embedded Systems  
EENG-4600, Electrical Engineering Design I  
EENG-4610, Electrical Engineering Design II  
ENGR-1200, Introduction to Engineering  
ENGR-3150, Statistical Analysis of Data  
ENGR-3170, Engineering Economy & Society  
ENGR-COMP, Senior Comprehensive Exam  
Technical Electives (12 credits)

The following courses will count as Technical Electives (other courses may be approved by the School of Engineering):

Any CSCI-3000+ course  
Any EENG-3000+ course not already required for the degree.

CSCI-2150, Introduction to Computer Sci II  
CSCI 2560, Discrete Mathematical Structures II  
ENGR-2300, Statics  
ENGR 2310, Dynamics  
ENGR-2320, Mechanics of Materials  
ENGR-3250, Thermodynamics  
ENGR-3300, Fluid Mechanics  
ENGR-3400, Materials Laboratory  
MENG-4730, Mechanical Measurements Lab  
The following courses will count as a  
Mathematics or Science Elective:  
CHEM-1210/1211, General Chemistry II/Lab  
CSCI-1140, Intro Comp Sci I

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\* These courses must be completed with a "C-" or better.

<sup>^</sup> These courses must be completed with a "C-" or better to proceed to the next class in Electrical Engineering.

MATH-2550, Discrete Mathematical Structures I  
Any PHYS 3000+ course not already utilized for other degree requirements

## **B.S. Degree in Mechanical Engineering**

### *Required general education courses*

PHIL-3250, Ethics  
THEO-2000, Christian Moral Life

### *Science and Mathematics*

CHEM-1200/1201, General Chemistry I/Lab  
MATH-1300, Calculus I  
MATH-1350, Calculus II  
MATH-2300, Calculus III  
MATH-3100, Differential Equations  
PHYS-2100/2101, Classical Physics I/Lab  
PHYS-2110/2111, Classical Physics II/Lab

### *Engineering Courses*

EENG-2060, Circuit Analysis  
EENG-3060, Circuits Laboratory I  
ENGR-1100, Technical Drawing  
ENGR-1200, Introduction to Engineering  
ENGR-1220, Introduction to Engineering Design Laboratory  
ENGR-2000, Computer Applications in Engineering  
ENGR-2300, Statics  
ENGR-2310, Dynamics  
ENGR-2320, Mechanics of Materials  
ENGR-3150, Statistical Analysis of Data  
ENGR-3170, Engineering Economy and Society  
ENGR-3250, Thermodynamics  
ENGR-3300, Fluid Mechanics  
ENGR-3400, Materials Laboratory  
ENGR-3410, Thermofluids Laboratory  
ENGR-3500, Materials Science  
ENGR-3600, Heat and Mass Transfer  
MENG-3180, Manufacturing Processes Lab  
MENG-3220, Design of Machinery  
MENG-3240, Junior Design  
MENG-4240, System Dynamics & Controls  
MENG-4600, Mechanical Engineering Design I  
MENG-4610, Mechanical Engineering Design II

MENG-4700, Senior Seminar  
MENG-4730, Mechanical Measurements Laboratory  
Mechanical Engineering (ME) Electives (15 credits)  
MENG-COMP, Senior Comprehensive Exam

At least 9 credits of ME electives must be primary ME electives, which are generally MENG courses numbered 3000 or above (that are not MENG degree requirements).

### **Primary ME Electives:**

MENG-4820, Introduction to Finite Element Analysis  
MENG-4840, Introduction to Robotics  
MENG-4850, Heating, Air Conditioning, and Ventilation  
MENG-4860, Intermediate Thermodynamics  
MENG-4910, Intermediate Fluid Dynamics  
MENG-4920, Nonlinear Dynamics and Chaos  
MATH-3300, Numerical Computation  
MENG-3820, Ergonomics  
MENG-4810, Vibration and Structural Dynamics

Up to six hours of ME electives can come from an approved list of secondary ME electives, which includes specific courses from other engineering disciplines.

### **Secondary ME Electives:**

CIVL-3510, Structural Mechanics  
CIVL-4120, Soil Mechanics  
CIVL-4140, Foundation Engineering  
CIVL-4310, Environmental Engineering I  
EENG-3130, Linear Electric Circuits  
ENGR-3901 and ENGR-3902, Engineering for Human Development  
ENGR-4840, Quality Engineering  
PHYS-4300, Optics

GPA of 2.00 must be maintained in all engineering courses taken to date.



## Suggested sequence of courses for a Bachelor of Science degree in Chemical Engineering

### Freshman Year

ENGR-1200, Introduction to Engineering	2	CHEM-1210, General Chemistry II	3
CHEM-1200, General Chemistry I	3	CHEM-1211, General Chemistry II Lab	1
CHEM-1201, General Chemistry I Lab	1	MATH-1350, Calculus II	4
MATH-1300, Calculus I	4	PHYS-2110, Classical Physics II	4
PHYS-2100, Classical Physics I	4	PHYS-2111, Classical Physics II Lab	0
PHYS-2101, Classical Physics I Lab	0	ENGL-1010, English Composition	3
EXSC-1115, Wellness for Life	1	THEO-1100, Introduction to Theology	3
GNST-1000, BC Experience	1		
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	16		18

### Sophomore Year

CENG-2010, ChE Fundamentals	3	CENG-3350, Chemical Engineering Lab I	3
CHEM-2200, Organic Chemistry I	3	ENGR-3150, Statistical Data Analysis	4
CHEM-2201, Organic Chemistry I Lab	1	CHEM-2210, Organic Chemistry II	3
MATH-2300, Calculus III	4	CHEM-3800, Physical Chemistry I	3
Historical Foundation	3	MATH-3100, Differential Equations	3
PHIL-1750, Principles of Nature	3	EXSC Fitness Course	1
	<hr/>		<hr/>
	17		17

### Junior Year

CENG-3250, Thermodynamics	4	CENG-3050, Separations	3
ENGR-3300, Fluid Mechanics	3	ENGR-3410, Thermofluids Lab	2
ENGR-3500, Materials Science	3	ENGR-3600, Heat and Mass Transfer	3
CHEM-3500, Biochemistry I	3	ENGR-3170, Engineering Economy & Society	3
CHEM-3501, Biochemistry I Lab	1	Aesthetic Foundation	3
THEO-2000, Christian Moral Life	3	PHIL-3250, Ethics	3
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	17		17

### Senior Year

CENG-4600, Plant Design I	3	CENG-4610, Plant Design II	3
CENG-4080, Chem Process Dynam. & Control	3	Faith Foundation	3
CENG-4210, Reactor Design	3	Technical Elective	3
Foreign Language	4	Technical Elective	3
Historical Foundation	3	Foreign Language	4
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	16		16

### Final Semester

CENG-COMP, Senior Comprehensive Exam	cr
CENG-4350, Chemical Engineering Lab II	3
ENGR-4840 Quality Engineering	3
Technical Elective	3
EENG-2060, Circuit Analysis	3
Philosophical Inquiry	3
Aesthetic Foundation	3
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	18

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## Suggested sequence of courses for a Bachelor of Science degree in Civil Engineering

### Freshman Year

ENGR-1200, Introduction to Engineering	2	ENGR-1100, Technical Drawing	2
PHYS-2100, Classical Physics I	4	PHYS-2110, Classical Physics II	4
CHEM-1200, General Chemistry I	3	CHEM-1210, General Chemistry II	3
CHEM-1201, General Chemistry Lab	1	CHEM-1211, General Chemistry Lab	1
MATH-1300, Calculus I	4	MATH-1350, Calculus II	4
EXSC-1115, Wellness for Life	1	ENGL-1010, English Composition	3
GNST-1000, BC Experience	1		
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	16		17

### Sophomore Year

CIVL-2000, Computing in Civil Engineering	1	ENGR-2310, Dynamics	3
ENGR-2300, Statics	3	ENGR-2320, Mechanics of Materials	3
CIVL-2150, Geomatics Laboratory	2	MATH-3100, Differential Equations	3
MATH-2300, Calculus III	4	Aesthetic Experience	3
PHIL-1750, Principles of Nature	3	Basic Science Elective	4
THEO-1100, Introduction to Theology	3		
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	16		16

### Junior Year

CIVL-3510, Structural Analysis	3	CIVL-3310, Environmental Engineering	3
ENGR-3150, Statistical Data Analysis	3	CIVL-3230, Hydraulic Engineering	3
ENGR-3300, Fluid Mechanics	3	CIVL Technical Elective I	3
THEO-2000, Christian Moral Life	3	CIVL Technical Elective II	3
CIVL-3120, Soil Mechanics	3	PHIL-3250, Ethics	3
EXSC Activity Course	1		
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	16		15

### Senior Year

CIVL-3020, Env. & Hyd. Engineering Lab	2	CIVL-4600, Civil Engineering Design	3
CIVL Technical Elective III	3	CIVL-3010, Soil Mech. & Civil Materials Lab	2
CIVL Technical Elective IV	3	CIVL Technical Elective V	3
ENGR-3170, Engineering Econ. & Society	3	Foreign Language	4
Faith	3	Historical Inquiry	3
Foreign Language	4		
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	18		15

### Ninth Semester

CIVL-4700, Civil Engineering Seminar	1
CIVL Technical Elective VI	3
CIVL-COMP, Senior Comp. Examination	cr
Engineering Elective	3
Philosophical Inquiry	3
Historical Inquiry	3
Aesthetic Experience	3
	<hr/>
	16

## Suggested sequence of courses for a Bachelor of Science degree in Electrical Engineering

### Freshman Year

ENGR-1200, Introduction to Engineering	2	Math/Science Elective	3
CHEM-1200, General Chemistry I	3	MATH-1350, Calculus II	4
CHEM-1201, General Chemistry Lab	1	PHYS-2110, Classical Physics II	4
MATH-1300, Calculus I	4	PHYS-2111, Classical Physics II Lab	0
PHYS-2100, Classical Physics I	4	THEO-1100, Introduction to Theology	3
PHYS-2101, Classical Physics I Lab	0	PHIL-1750, Principles of Nature	3
ENGL-1010, English Composition	3		
GNST-1000, BC Experience	1		
	18		17

### Sophomore Year

EENG-2060, Circuit Analysis	3	EENG-2010, Intro to Digital Electronics	2
EENG-3060, Circuits Laboratory I	1	EENG-2020, Digital Electronics Laboratory	1
ENGR-3150, Statistical Data Analysis	4	EENG-3130, Linear Electric Circuits	3
MATH-2300, Calculus III	4	CSCI-2300, Progr. for Engrs & Scientists	3
THEO-2000, Christian Moral Life	3	EENG-3070, Circuits Laboratory II	1
EXSC-1115, Wellness for Life	1	MATH-3100, Differential Equations	3
		MATH-2500, Linear Algebra	3
	16		16

### Junior Year

EENG-3140, Signals and Systems	3	EENG-4090, Distributed Networks	3
EENG-3160, Electric & Magnetic Fields	3	EENG-4520, Embedded Systems	3
EENG-3210, Electronics I	3	EENG-4210, Electronics II	3
EENG-3080, Electronics Laboratory I	1	EENG-3090, Electronics Laboratory II	1
PHIL-3250, Ethics	3	EENG 4050, Control Systems I	3
Technical Elective	3	Faith Foundation	3
	16		16

### Senior Year

EENG-4600, Senior Design I	3	EENG-4610, Senior Design II	3
Technical Elective	3	EENG-4010, Electric Drives	3
ENGR-3170, Engineering Economy & Society	3	Technical Elective	3
Historical Foundation	3	Aesthetic Foundation	3
EXSC Fitness course	1	Foreign Language	4
Foreign Language	4		
	17		16

### Ninth Semester

Technical Elective	3
Senior Comp. Examination	cr
Historical Foundation	3
Philosophical Inquiry	3
Aesthetic Experience	3
	12

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## Suggested sequence of courses for a Bachelor of Science degree in Mechanical Engineering

### Freshman Year

ENGR-1200, Introduction to Engineering	2	ENGR-1100, Technical Drawing	2
PHYS-2100, Classical Physics I	4	ENGR-1220, Intro. to Engr. Design Lab	1
PHYS-2101, Classical Physics I Lab	0	MATH-1350, Calculus II	4
CHEM-1200, General Chemistry I	3	PHYS-2110, Classical Physics II	4
CHEM-1201, General Chemistry Lab	1	PHYS-2111, Classical Physics II Lab	0
MATH-1300, Calculus I	4	ENGL-1010, English Composition	3
GNST-1000, BC Experience	1	THEO-1100, Introduction to Theology	3
EXSC Fitness Course	1		
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	16		17

### Sophomore Year

ENGR-2000, Computer Applications in Engr.	2	ENGR-2310, Dynamics	3
ENGR-2300, Statics	3	ENGR-2320, Mechanics of Materials	3
ENGR-3500, Materials Science	3	MATH-3100, Differential Equations	3
MATH-2300, Calculus III	4	ENGR-3250, Thermodynamics	3
PHIL-1750, Principles of Nature	3	MENG-3180, Manufacturing Processes Lab	1
EXSC-1115, Wellness for Life	1	THEO-2000, Christian Moral Life	3
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	16		16

### Junior Year

MENG-3220, Design of Machinery	3	MENG-3240, Junior Design	2
ENGR-3300, Fluid Mechanics	3	ENGR-3600, Heat and Mass Transfer	3
ENGR-3400, Materials Lab	2	ENGR-3150, Statistical Data Analysis	3
PHIL-3250, Ethics	3	MENG-4240, System Dynamics & Control	3
Historical Inquiry	3	ME Elective	3
EENG-2060, Circuit Analysis	3	ENGR-3410, Thermofluids Lab	2
EENG-3060, Circuits Laboratory I	1		
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	18		16

### Senior Year

MENG-4600, Mechanical Engr. Design I	3	MENG-4610, Mechanical Engr. Design II	3
ENGR-3170, Engr. Economy & Society	3	ME Elective	3
ME Elective	3	ME Elective	3
MENG-4730, Mechanical Measurements Lab	2	Foreign Language	4
Foreign Language	4	Aesthetic Experience	3
MENG-4700, Mechanical Engr. Seminar	1		
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	16		16

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## Suggested sequence of courses for a Bachelor of Science degree in Mechanical Engineering (Continued)

	Ninth Semester
ME Elective	3
ENGR-COMP, Senior Comp. Examination	cr
Aesthetic Experience	3
Philosophical Inquiry	3
Historical Inquiry	3
Faith	3
	15

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## Engineering Physics

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The Department of Physics and Astronomy offers a wide variety of courses and programs that examine and employ the laws of nature from both theoretical and applied perspectives.

The Engineering Physics program leads to a bachelor's degree that combines the strengths of the physics program within the unique academic, social, and spiritual atmosphere of the college.

Degree combinations in conjunction with engineering degrees offered at Benedictine College provide the graduate with an added, theoretically-oriented, liberal arts major in combination with an engineering degree.

Transfer students pursuing a major in Engineering Physics must take a minimum of 40% of the coursework required for the major at Benedictine College.

### Requirements for a B.S. degree in Engineering Physics: (69 hours)

- ENGR-1100, Technical Drawing (2)
- ENGR-1200, Introduction to Engineering (2)
- ENGR-2300, Statics (3)
- ENGR-2170, Technical Communications (3)
- ENGR-2310, Dynamics (3)
- ENGR-3170, Engineering Economy and Society (3)
- ENGR-2320, Mechanics of Materials (3)
- ENGR-3300, Fluid Mechanics (4)
- ENGR-3400, Engineering Lab I (2)

- ENGR-3410, Engineering Lab II (2)
- ENGR-3500, Properties of Materials (3)
- MENG-4240, System Dynamics & Control (3)
- ENGR-4600, Engineering Design I (3)
- ENGR-4800, Engineering Design II (3)
- PHYS-2100/2110, Classical Physics I & II (8)
- PHYS-3200, Relativity and Atomic Physics (3)
- PHYS-3201, Modern Physics Laboratory I (1)
- PHYS-3210, Nuclear and Elementary Particle Physics (2)
- PHYS-3211, Modern Physics Laboratory II (1)
- PHYS-3500, Electronics (4)
- PHYS-4400, Thermodynamics (4)
- PHYS-4300, Optics (3)
- PHYS-4301, Optics Laboratory (1)
- PHYS-4700, Condensed Matter Physics (3)
- PHYS-COMP, Senior Comprehensive (cr)
- PHYS-4900–4903, Physics Colloquium (4 semesters, cr)

### *Required supporting courses: (25 hours)*

- MATH-1300, Calculus I (4)
- MATH-1350, Calculus II (4)
- MATH-2300, Calculus III (4)
- MATH-3100, Differential Equations (3)
- CHEM-1200, General Chemistry I (3)
- CHEM-1210, General Chemistry II (3)
- CHEM-1201, General Chemistry Laboratory I (1)
- CHEM-1211, General Chemistry Laboratory II (1)
- ENGR-2000, Computer Applications in Engineering (2)

*Recommended supporting courses:*

- MATH-2500, Linear Algebra (3)  
MATH-3200, Probability and Statistics (3)  
MATH-3300, Numerical Computation (3)

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## **Suggested sequence of courses for a Bachelor of Science degree in Engineering Physics**

### **Freshman Year**

ENGL-1010, English Composition	3	ENGR-1100, Technical Drawing	2
ENGR-1200, Introduction to Engineering	2	Foreign Language	4
Foreign Language	4	Historical Inquiry Foundation	3
GNST-1000, BC Experience	1	MATH-1350, Calculus II	4
MATH-1300, Calculus I	4	PHYS-2110, Classical Physics II	4
PHYS-2100, Classical Physics I	4	EXSC-1115, Wellness for Life	1
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	18		18

### **Sophomore Year**

CHEM-1200, General Chemistry I	3	CHEM-1210, General Chemistry II	3
CHEM-1201, General Chemistry I Lab	1	CHEM-1211, General Chemistry II Lab	1
ENGR-2170, Technical Communications	3	ENGR-2310, Dynamics	3
ENGR-2300, Statics	3	ENGR-3150, Statistical Analysis of Data	4
MATH-2300, Calculus III	4	MATH-3100, Differential Equations	3
THEO-1100, Introduction to Theology	3	PHYS-3500, Electronics	4
EXSC Fitness Course	1		
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	18		18

### **Junior Year**

ENGR-3170, Engineering Economy & Society	3	ENGR-2320, Mechanics of Materials	3
ENGR-3300, Fluid Mechanics	4	Aesthetic Experience	3
ENGR-3400, Engineering Laboratory I	2	ENGR-3410, Engineering Laboratory II	2
PHYS-3200, Relativity & Atomic Physics	3	ENGR-3500, Properties of Materials	3
PHYS-3201, Modern Physics Lab I	1	PHYS-3210, Nuclear & Elem Part Physics	2
PHYS-4900, Physics Colloquium	cr	PHYS-3211, Modern Physics Laboratory II	1
ENGR-2000, Comp. Applications in Engr.	2	PHYS-4300, Optics	3
PHIL-1750, Principles of Nature	3	PHYS-4301, Optics Laboratory	1
		PHYS-4901, Physics Colloquium	cr
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	18		18

### **Senior Year**

ENGR-4600, Engineering Design I	3	Aesthetic Experience	3
Faith Foundation	3	ENGR-4800, Engineering Design II	3
Philosophical Inquiry	3	Faith Foundation	3
MENG-4240, System Dynamics & Control	3	Historical Inquiry Foundation	3
PHYS-4400, Thermodynamics	4	PHYS-4700, Condensed Matter Physics	3
PHYS-4902, Physics Colloquium	cr	PHYS-COMP, Senior Comprehensive	cr
		PHYS-4903, Physics Colloquium	cr
		Philosophical Inquiry	3
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	16		18

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## English

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Beyond the important goals of 1) helping students achieve proficiency in reading and writing, 2) acquainting students with their rich cultural and literary heritage, and 3) providing a solid foundation for the future graduate student or English teacher, the department seeks through literature to vitalize lives with the wisdom, spirit, and voices of great men and women; to move both students and teachers toward wiser and more humane relationships with themselves and others, with life's tragedy and comedy, sordidness and grandeur.

### Requirements for a major in English

1. Required Courses
  - i. ENGL-1600, British Literature to 1750
  - ii. ENGL-1650, British Literature After 1750
  - iii. ENGL-1700, American Literature to the Civil War
  - iv. ENGL-1750, American Literature After the Civil War
  - v. ENGL-3020, Shakespeare
  - vi. ENGL-4110, Literary Criticism
  - vii. ENGL-4310, Linguistics
  - viii. ENGL-4910, Seminar (may be taken more than once)
2. Choose one from
  - i. ENGL-1500, World Lit I
  - ii. ENGL-1550, World Lit II
3. At least 9 additional upper-division hours, for a total of no less than 36 hours in the major and ENGL-COMP, Senior Comprehensive. One of these upper-division elective courses will be selected from the genre courses, and one from the period courses. Genre courses are ENGL-3110, The Novel; ENGL-3120, Short Story; ENGL-3130, Poetry; ENGL-3140, Drama; ENGL-3150, Film. Literary period courses are ENGL-3010, Old and Middle English Literature; ENGL-3030, Renaissance Literature; ENGL-3040, Restoration and Eighteenth Century Literature; ENGL-3050, Colonial and Revolutionary Literature; ENGL-3070, American Literature 1820-1865; ENGL-4010,

Romantic Literature; ENGL-4020, Victorian Literature; ENGL-4040, Modern American Literature 1890-1945; ENGL-4050, Twentieth Century British Literature; ENGL-4060, American Literature from 1945 to the Present.

The department recommends that majors take additional English courses beyond the minimum and that they take at least some of their electives in related fields such as history, theatre arts, music, and upper-division foreign language.

Transfer students majoring in English must take a minimum of 50% of the coursework required for the major at Benedictine College. Transfer students pursuing a minor in English must take at least 50% of the coursework required for the minor at Benedictine College.

### Requirements for a major in English (for students who are getting a double major in Secondary Education)

Required courses as listed above with the addition of

- ix. ENGL-3357, Young Adult Literature
- x. ENGL-4457, Methods of Teaching Language Arts

and omitting ENGL-4910, Seminar

At least 9 upper-division hours, for a total of no less than 36 hours in the major of which at least 3 hours must be from a course in writing: ENGL-3250, ENGL-3260, or ENGL-3270.

Students must also complete the requirements for secondary teacher certification outlined under Education and have their schedules approved by an advisor from the English department as well as an advisor from the Education department. English courses in which the student receives a grade below a C are not accepted for fulfillment of the English education major. In addition, English education majors must maintain at least a 2.5 GPA in English courses in order to be considered

for retention in the English education program.

**Requirements for a Special Double Major in English and Theatre Arts**

Please see the section under Theatre and Dance in this catalog.

**Requirements for a Minor in Writing**

Eighteen hours total:  
 Twelve hours consisting of the following courses:  
 ENGL-3250, Creative Writing I  
 ENGL-3260, Advanced Composition

ENGL-3270, Writing Fiction  
 ENGL-4250, Creative Writing II  
 Six hours from any of the following courses:  
 THTR-3800, Playwriting  
 JOUR-4340, Feature Writing  
 JOUR-4300, Advanced Reporting  
 Various writing-intensive special topics courses in MCOM and JOUR.

**Requirements for a Minor in English**

Eighteen hours of coursework in English beyond ENGL-1010; at least twelve hours must be in literature courses, and at least six hours must be from courses numbered 3000 or above.

**Suggested sequence of courses for a Bachelor of Arts degree in English**

**Freshman Year**

ENGL-1010, English Composition	3	ENGL-1600, British Literature to 1750	3
THEO-1100, Introduction to Theology	3	Foreign Language	4
Foreign Language	4	PHIL-1750, Principles of Nature	3
Natural World Foundation	4	EXSC-1115, Wellness for Life	1
GNST-1000, BC Experience	1	Electives	6
Elective	3		
	18		17

**Sophomore Year**

ENGL-1650, British Literature after 1750	3	ENGL-1750, Amer. Lit. after the Civil War	3
ENGL-1700, Amer. Lit. to the Civil War	3	English course	3
Historical Foundation	3	Historical Foundation	3
Philosophical Inquiry Foundation	3	Natural World Foundation (with lab)	4
Faith Foundation	3	Mathematical Reasoning	3
EXSC Fitness course	1		
	16		16

**Junior Year**

English courses	6	English courses	6
Elective	3	Person and Community Foundation	3
Faith Foundation	3	Electives	7
ENGL-4310, Linguistics	3		
	15		16



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## Suggested sequence of courses for a Bachelor of Arts degree in English (Continued)

	Senior Year		
English courses	6	ENGL-COMP, Senior Comprehensive	cr
ENGL-4110, Literary Criticism	3	English courses	6
Electives	7	ENGL-4910, Seminar	3
		Electives	6
	<hr/>		<hr/>
	16		15

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## English as a Second or Foreign Language

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**B**enedictine College offers a college-level program in English as a Second or Foreign Language for international students and others whose first language is not English. The program helps students progress to the Advanced Proficiency level required to meet the academic demands of college-level classes, and offers English language support throughout students' attendance at Benedictine College.

The program offers only college-level courses for credit toward a bachelor's degree that satisfy regular requirements of the undergraduate curriculum of the college, and meet the federal definition of non-remedial college courses. For admission to the College, students must have some prior background in English and must demonstrate at least a basic proficiency in English based on standardized test scores, interviews, and academic transcripts. Benedictine College does not offer an intensive language program, and therefore does not offer preparatory or remedial coursework. Students without basic English proficiency cannot be admitted.

Upon arrival on campus, students for whom English is not a first language will take a language placement exam for proficiency in reading comprehension, written grammar, and listening. The results of the exam will determine specific courses required for each student. At each level, students will experience academic rigor comparable to other college

subjects that often require analysis, synthesis, and application of information in papers, discussions, oral presentations, and exams.

**Regular Admission with Pathway Program:** Students whose English proficiency test scores indicate that Elementary- or Intermediate-level courses are appropriate will be placed in the Pathway Program, and will take introductory and intermediate ESLG courses, along with their other college subjects. This will be reflected on the student's initial I-20. Students in the Pathway Program must demonstrate adequate academic progress toward their bachelor's degree and sufficient increase in English proficiency to move into the advanced-level courses **no later** than the start of their fourth semester at the college. The student's progression to advanced ESLG courses will be reflected as a change in educational level on an updated I-20.

**Regular Admission with Advanced ESL:** Students with a high level of English proficiency may test directly into the Advanced-level courses, based on TOEFL and placement scores at the time of admission. Students in Advanced ESL are not part of the Pathway Program, and do not require a change in educational level on the I-20. **At a minimum**, all students taking English as a Second or Foreign Language will be required to complete ESLG-2220, Advanced Composition and

Research, and ESLG-2930, Public Speaking, unless a substitution or waiver of either course is approved by the ESL Director.

While in the program, at any level, students take a combination of ESLG classes and other college subjects every semester, in accordance with federal guidelines. There will be no semester in which the student does not take ESLG classes, and no semester in which the student takes only ESLG classes, during their time in the program. All ESLG courses count for regular credit toward a Bachelor's degree. Some advanced ESLG courses also satisfy general education requirements, and count toward any major that require advanced foreign language courses.

**Completion of the Program:** Students must complete their Advanced-level ESLG classes with a 3.0 GPA or higher, and must demonstrate Advanced Proficiency in the four language skill areas. In addition, faculty may recommend students for continued ESLG coursework to ensure academic success. Students whose first language is not English **may not** enroll in ENGL-1000 or ENGL-1010 until they have completed all required ESLG courses and have demonstrated Advanced Proficiency in English with approval of the ESL Director. Non-native English language speaking students who complete the program (or who demonstrate advanced English language proficiency prior to admission) will satisfy the general education Foreign Language requirement upon approval of the ESL Director.

### **TOEFL Scores**

TOEFL scores are considered at the time of **admission**.

Students with an Internet-based TOEFL score of 115 or higher at the time of admission, test out of the requirement for ESLG classes and may enroll in ENGL-1000 or ENGL-1010.

Students with an Internet-based TOEFL score of 90–114 at the time of admission, will be placed in advanced ESLG classes, along with courses in other college subjects.

Students with an Internet-based TOEFL score of 72–89 at the time of admission will qualify for regular (non-conditional) admission to the college under the Pathway Program, and will take a combination of ESLG and other college subjects until they complete the program, up through and including the Advanced level.

Students with an Internet-based TOEFL score lower than 72 at the time of admission, may be considered for provisional admission. These students will take primarily ESLG classes and no more than two additional courses in other subjects per semester, until they reach an intermediate proficiency level. They will then take a combination of ESLG and other college subjects until they complete the program, up through and including the Advanced level.

All students entering the program will be required to take the language placement exam after arriving on campus for placement into specific ESLG classes. Once students have entered the program, they may not retake the TOEFL to eliminate specific course requirements; however, students who wish to declare **a major in Nursing are required to have a TOEFL score of at least 90**, and should retake the exam if their scores were lower at the time of admission to the college. Students who have taken the computer-based or paper version of the TOEFL should contact the ESL Director for more information.

### **Tutoring**

Individualized and small group tutoring sessions are available in the Student Success Center for students enrolled in ESLG courses to assist them with challenges related to English language skills.

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## Suggested sequence of English as a Second or Foreign Language courses for Pathway Program English as a Second or Foreign Language students

<b>Year One</b>			
<b>Fall</b>		<b>Spring</b>	
ESLG-1050 or ESLG-1055, Writing With Grammar I/II	4	ESLG-2050, Intermediate Composition	3
ESLG-1070, Reading With Vocabulary	4	ESLG-2040, Listening and Speaking ESL	3
ESLG-1090, Integrated Skills	3	ESLG-2070, Reading Across the Curriculum	3
GNST-1000 BC Experience	1		

<b>Year Two</b>			
<b>Fall</b>		<b>Spring</b>	
ESLG-1050 or ESLG-1055, Writing With Grammar I/II*	4	ESLG-2090, Advanced Integrated Skills	3
ESLG-1010, Intro to American Culture	1		
Additional Intermediate-level course	3		

<b>Year Three</b>			
<b>Fall</b>		<b>Spring</b>	
ESLG-2220, Advanced Comp & Research	3	ESLG-2930, Public Speaking	3

\*If needed. Course sequence will vary for individual student needs. Students who test into Intermediate Proficiency levels will take fewer courses than students who test at Elementary Proficiency levels.

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## Suggested sequence of English as a Second or Foreign Language courses for Advanced ESL students

<b>Year One</b>			
<b>Fall</b>		<b>Spring</b>	
ESLG-2220, Advanced Comp & Research	3	ESLG-2930, Public Speaking	3
Additional Advanced-level course*	3	ESLG-2090, Advanced Integrated Skills*	3
GNST-1000 BC Experience	1		

\*If needed by the student or required for the student's major. Course sequence will vary for individual student needs.

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## Evangelization and Catechesis

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The Evangelization and Catechesis major is designed for persons who wish to become effective instruments of Christ's mission on earth to make disciples of all nations teaching them all that He has commanded. The two tracks can aid both those who seek to make ministry their lifework as well as those who seek to bring Christ to the world in the New Evangelization through their own various occupations. A combination of major specific courses and content courses from Theology

will deepen one's understanding of the human person and his or her relation with God that he or she might be an effective missionary to the baptized and unbaptized. Ultimately, the goal is to respond to the command of Christ to "*Duc in altum* (Put out into the deep)" and become "fishers of men [and women]." The fulfillment of this mandate is one that has taken on a new character on account of the world in our day and outlined by the Magisterium since the Second Vatican Council.

## Requirements for a major in Evangelization and Catechesis:

This major is designed for persons who wish to become effective instruments of Christ's mission on earth to make disciples of all nations. Students will choose between two concentrations: The *Youth Ministry and Catechesis* track is aimed at students seeking to make ministry their lifework while the *New Evangelization Studies* track is geared toward those who seek to carry out the work of the New Evangelization through their own various occupations.

### Required Evangelization and Catechesis Courses (all EVCA majors)

EVCA-2100, Mission to the Nations (3)  
 EVCA-2150, New Evangelization (3)  
 EVCA-4500, Seminar (3)  
 Elective – 3 Credit Hours (any EVCA listed course of 3 or more credit hours or THEO-3960)

### Required Theology Courses (all EVCA majors)

THEO-1100, Introduction to Theology (3)  
 THEO-2000, Christian Moral Life (3)  
 THEO-2100, Pentateuch, or THEO-3100, Wisdom Literature or THEO-3110, Prophets (3)  
 THEO-2150, Synoptic Gospels or THEO-3160, Gospel of John (3)  
 THEO-3640, Christ and the Trinity (3)  
 THEO-3920, Theology of Vatican II (3), or THEO-3430, History of the Catholic Church II (3)  
 THEO-3280, Spiritual Theology (3)

## Additional Requirements for a Specialization in New Evangelization Studies

EVCA-4700, Missionary Practicum (1–4)  
 Choose six credit hours from the following courses:  
 EVCA-3200, Divine Pedagogy: Catechesis in Scripture (3)  
 EVCA-3300, Catechetical and Missionary Saints (3)  
 EVCA-3400, The Papacy and the New Evangelization (3)  
 THEO-3960, American Catholic History (3)

## Additional Requirements for a Specialization in Youth Ministry and Catechesis

EVCA-3100, Youth Ministry and Catechesis I (3)  
 EVCA-3150, Youth Ministry and Catechesis II (3)  
 EVAC-4790, Supervised Internship in Youth Ministry (1–4)

### Recommended Interdisciplinary Courses for Students in the Youth Ministry Specialization (not required):

CRIM-2300, Juvenile Delinquency  
 MCOM-2500, Web Design I  
 PHIL-3250, Ethics  
 PHIL-2550, Philosophical Psychology  
 PSYC-1000, General Psychology  
 PSYC-2631/2641, Developmental Psychology I & II  
 PSYC-4012, Introduction to Counseling Psychology  
 PSYC-4820, Social Psychology  
 POLS-2750, Public Policy Analysis  
 SOCI-2250, Social Problems

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## Suggested sequence of courses for a Bachelor of Arts degree in Evangelization and Catechesis

### Freshman Year

ENGL-1010, English Composition	3	Person and Community Foundation	3
GNST-1000, BC Experience	1	Foreign Language	4
THEO-1100, Introduction to Theology	3	PHIL-1750, Principles of Nature	3
Historical Foundation	3	Elective	3
Foreign Language	4	Theology – Old Testament	3
EXSC Fitness course	1		
EXSC-1115, Wellness for Life	1		

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## Suggested sequence of courses for a Bachelor of Arts degree in Evangelization and Catechesis (Continued)

<b>Sophomore Year</b>			
Aesthetic Foundation	3	Aesthetic Foundation	3
Theology – New Testament	3	THEO-3430, Hist of Catholic Church II	3
Philosophical Inquiry Foundation	3	THEO-2000, Christian Moral Life	3
Natural World Foundation	4	EVCA-2150, New Evangelization	3
EVCA-2100, Mission to the Nations	3	Electives	5
	<hr/>		<hr/>
	16		17
<b>Junior Year</b>			
EVCA-3100, YM and Catechesis I (NE Specialization: EVCA-3200, 3300, 3400, or THEO-3960)	3	EVCA-3150, YM and Catechesis II (For NE Specialization: EVCA-3200, 3300, 3400, or THEO-3960)	3
THEO-3280, Spiritual Theology	3	Philosophical Inquiry Foundation	3
Natural World Foundation	3–4	Electives	11
THEO-3920, Theology of Vatican II	3		
Elective	3		
	<hr/>		<hr/>
	15–16		17
<b>Senior Year</b>			
THEO-3640, Christ and the Trinity	3	EVCA-4500, Seminar	3
Mathematical Reasoning Foundation	3	Electives (depends on internship)	10–11
Electives	12	EVAC-4790, Youth Ministry Internship (for NE Specialization: EVCA-4700, Missionary Practicum)	1–4
		EVCA-COMP, Senior Comp	cr
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	18		14–18

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## Exercise Science

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The objectives of the Department of Health, Wellness, and Exercise Science are to provide the following; 1) The professional preparation of skilled teachers of physical education and health, as well as qualified persons in the allied areas of strength and conditioning, coaching, athletic health care, general health care, and sport management; 2) Preparation for the student to pursue graduate studies; 3) The opportunity for the student to experience both the learning of theory and the discovery of application through practical

extracurricular experiences; 4) The opportunity for certification in first aid, CPR, and strength and conditioning; and 5) Wholesome health and fitness attitudes and knowledge for all students so that they may have the opportunity to discover and to choose healthy life styles.

Prospective elementary and secondary teachers of health and physical education must be accepted into the Department of Education as a major and student teach at both levels for state certification. Education courses offered

through the Education Department for teacher certification are required. Consultation may be secured through the Education Department.

The General Health Care specialization consists of courses from the Exercise Science and Athletic Health Care majors. These required courses provide a foundation of knowledge needed to prepare the student for a career in a wide variety of allied health areas. The life science, psychology, and sociology electives will allow the student to choose courses tailored toward their career goals. An Exercise Science internship is required as a culminating educational experience and allows the student to learn firsthand in an authentic setting.

A student may receive a B.A. in Exercise Science without teacher certification.

Transfer students must complete at least 40% of their major course work at Benedictine College to receive a B.A. in Exercise Science, and at least 40% of their minor course work at Benedictine College to receive an Exercise Science minor.

A maximum of one hour of fitness credit may be acquired through varsity sport participation. This applies both to majors and to non-majors.

### **Exercise Science Major Core Curriculum (24–26)**

EXSC-1150, Foundations of Human Movement (2)	
EXSC-2209, Personal and Community Health (2)	
EXSC-2210, First Aid and Personal Safety (2)	
EXSC-2263, Care and Prevention of Athletic Injuries (3)	
EXSC-3357, Tests and Measurements in Health and Physical Education (3)	
EXSC-3366, Physiology of Exercise (3)	
EXSC-3380, Kinesiology and Biomechanical Analysis (3)	
EXSC-4402, Organization and Administration of Exercise Science and Sports (2)	

EXSC-COMP, Senior Comprehensive *plus* one swimming course (1) or swim proficiency test, and one dance course (1) chosen from EXSC-1101, Aerobics, EXSC-1123, Country Social Dance, EXSC-1126, Zumba Fitness, or EXSC-1111 (Dance Team only).

A major will choose one area of specialization.

### **Areas of Specialization**

1. Teaching Physical Education and Health: EXSC-1105, EXSC-2220, EXSC-2222, EXSC-3302, EXSC-3303 and/or EXSC-3340, EXSC-3350, EXSC-3365, and EXSC-4457, auxiliary requirement, BIOL-1107, BIOL-2242, and BIOL-2243. For teacher licensing, students must also complete the appropriate K–12 teacher licensure program courses.
2. Coaching: EXSC-2220, EXSC-2222, EXSC-2240, or BIOL-2242/2243, EXSC-3303 and/or EXSC-3340, EXSC-3350, and two Theory of Coaching courses.
3. Sports Management: EXSC core curriculum, EXSC-2240, or BIOL-2242/2243, EXSC 3303 and/or EXSC-3340, minor in business administration, and EXSC-4411.
4. General Health Care.

### **BA Exercise Science Major - General Health Care Specialization**

EXSC-1150, Foundations of Human Movement	2
EXSC-2209, Personal and Community Health	2
EXSC-2210, First Aid and Personal Safety	2
EXSC-2263, Care & Prevention of Athl. Injuries	3
EXSC-3303, Basic Nutrition	3
EXSC-3357, Tests and Measurements in Health and Physical Education	3
EXSC-3366, Physiology of Exercise	3
EXSC-3380, Kinesiology and Biomechanical Analysis	3
EXSC-4402, Organization and Administration of Exercise Science & Sports	2
ATHC-2325, Medical Terminology and Conditions	2
ATHC-4407, Pharmacology	2
EXSC-4790, Internship	1–4
EXSC-COMP, Exercise Science Senior Comp.	cr

**28–31 credits**

<b>Required Life Science Courses</b>			
BIOL-2242, Human Anatomy and Physiology I (plus Lab)	4	PHIL-3250 Ethics (PI, WP) OR THEO-3940, Christian Bioethics (F)***	3
BIOL-2243, Human Anatomy and Physiology I (plus Lab) (NW)	4		
			<b>Total 59–62</b>
<b>Life Science Electives</b>		<b>Minor in Exercise Science:</b>	
BIOL-1107, Principles of Biology (plus lab) OR BIOL-1121/1122* General Biology I & II	4	EXSC-1150, EXSC-2209, EXSC-2210, EXSC-2263, EXSC-2240, EXSC-3350, EXSC-3357, EXSC-3366 or EXSC-3380, EXSC-4402, EXSC-4404.	8
CHEM-1010/1011, Chemistry of the Biosphere (plus lab) OR CHEM-1200/1201, 1210/1211** General Chemistry I & II plus labs	4		
		<b>Teaching Minor in Physical Education:</b>	
	8	EXSC-1150, EXSC-2220, EXSC-2222, EXSC-3350, EXSC-2209, EXSC-2210, EXSC-2240, EXSC-2263, EXSC-3357, EXSC-3366 or EXSC-3380, EXSC-4402, EXSC-3302, EXSC-3365, EXSC-4457.	8
<b>Psychology Electives (two of the following)</b>			
PSYC-1000, General Psychology (PC)	3		
PSYC-2503, Lifespan Development (3) or PSYC-2852, Health Psychology (3) or PSYC-3901, Abnormal Psychology (3)	3		
	6		
<b>Sociology Electives (two of the following)</b>			
SOCI-1000, Introduction to Sociology (PC)	3		
SOCI-2250, Social Problems (3) or SOCI-3250, Sociology of Race and Ethnic Relations (3)	3		
	6		

\*BIOL-1121/1122 could fit into the schedule below if needed for graduate school prerequisites.  
BIOL-1121 = 5 credits; BIOL 1122 = 4 credits  
\*\*CHEM-1200/1201, CHEM-1210/1211 could fit into the schedule below if needed for graduate school prerequisites. CHEM-1200/1201 = 4 credits; CHEM-1210/1211 = 4 credits  
\*\*\*THEO-3940 with the possibility of another section offered.

## Suggested sequence of courses for a Bachelor of Arts degree in Exercise Science

### Freshman Year

GNST-1000, BC Experience	1	EXSC-2209, Personal & Community Health	2
EXSC-1115, Wellness for Life	1	EXSC Fitness course	1
EXSC-1150, Foundations Human Movement	2	EXSC-2210, First Aid	2
BIOL-1107, Principles of Biology	4	Historical Foundation	3
ENGL-1010, English Composition	3	Foreign Language	4
Foreign Language	4	Aesthetic Foundation	3
Electives	1	Swimming course	1
	<u>16</u>		<u>16</u>

### Sophomore Year

EXSC-2263, Care and Prevention of Ath. Inj.	3	BIOL-2243, Anatomy & Physiology II	4
BIOL-2242, Anatomy & Physiology I*	4	EXSC Concentration	3
HWES Concentration	2	THEO-1100, Introduction to Theology	3
PHIL-1750, Principles of Nature	3	Historical Foundation	3
Aesthetic Foundation	3	Mathematical Reasoning	3
Electives	1		
	<u>16</u>		<u>16</u>

\*EXSC-2240 may be taken instead of BIOL-2242/2243 for Strength & Conditioning, Coaching, and Sports Management. If this is done, an additional 4-credit Natural World would be necessary.

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## Suggested sequence of courses for a Bachelor of Arts degree in Exercise Science (Continued)

<b>Junior Year</b>			
EXSC-3357, Tests and Measurements	3	EXSC-3366, Physiology of Exercise	3
EXSC Concentration	3	EXSC Concentration	5
Historical Foundation	3	Philosophical Inquiry Foundation	3
Faith Foundation	3	Person and Community Foundation	3
Natural World Foundation	4	Electives	2
	<hr/>		<hr/>
	16		16
<b>Senior Year</b>			
EXSC-3380, Kinesiology	3	EXSC-4402, Organization & Admin of Exercise Science and Sport	2
EXSC Concentration	5	EXSC Concentration	3
Electives	4	Faith Foundation	3
Philosophical Inquiry	3	Electives	8
Dance Course	1	EXSC-COMP, Senior Comprehensive	cr
	<hr/>		<hr/>
	16		16

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## Suggested sequence of courses for a Bachelor of Arts degree in Exercise Science with General Health Care Specialization

<b>Freshman Year</b>			
GNST-1000, BC Experience	1	EXSC-2209, Personal & Community Hlth	2
EXSC-1150, Foundations of Human Mvm	2	EXSC Fitness Activity	1
EXSC-2263, Care & Prevention of Ath Inj	3	EXSC-2210, First Aid	2
BIOL-1107, Principles of Biology*	4	Aesthetic Foundation	3
ENGL-1101, English Composition	3	Historical Foundation	3
PSYC-1000, General Psychology	3	EXSC-1115, Wellness for Life	1
		Electives	4
	<hr/>		<hr/>
	16		16
<b>Sophomore Year</b>			
CHEM-1010/1011, Chemistry of the Bio**	4	BIOL-2243, Anatomy & Physiology II	4
BIOL-2242, Anat & Physiology I	4	SOCI Elective (1000, 2250, 3250)	3
EXSC-3303, Basic Nutrition	3	Faith Foundation	3
THEO-1100, Introduction to Theology	3	Historical Foundation	3
PHIL-1750, Principles of Nature	3	Electives	3
	<hr/>		<hr/>
	17		16

\* BIOL-1121(5)/1122 (4) Could be taken in place of electives if needed for graduate school prerequisites.

\*\*CHEM-1200/1201 (4), CHEM-1210/1211 (4) Could be taken in place of electives if needed for graduate school prerequisites.



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## Suggested sequence of courses for a Bachelor of Arts degree in Exercise Science with General Health Care Specialization (Continued)

<b>Junior Year</b>			
EXSC-3357, Tests and Measurements	3	EXSC-3366, Physiology of Exercise	3
Foreign Language	4	Foreign Language	4
Mathematical Reasoning	3	Philosophical Inquiry	3
EXSC-3380, Kinesiology and Biomech	3	Oral Communications	3
Ethics or Christian Bioethics	3	EXSC-3303, Basic Nutrition	3
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	16		16
<b>Senior Year</b>			
ATHC-4407, Pharmacology	2	EXSC-4402, O & A of Exercise Science	2
ATHC-2325, Med. Terminology & Conditions	2	HWES Internship	1-4
Faith Foundation	3	SOCI Elective (1000, 2250, 3250)	3
Aesthetic Foundation	3	PSYC Elective (2503, 2852, 3901)	3
Electives	6	Electives	6
		HWES-COMP, Senior Comprehensive	cr
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	16		15-18

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## French

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### Objectives

The objective of the World and Classical Languages and Cultures department is to provide students with cultural and linguistic competency in a foreign language. This includes conveying to students knowledge and understanding of a different language, people, and culture, and to give them a method of viewing the world with a broader perspective. Integral to this objective is providing students with the fundamental skills of listening, speaking, writing, and reading of another language. This objective is focused on students developing the ability to communicate on various levels in the target language and to gain an appreciation of cultural products and perspectives of speakers of other languages.

The department seeks to assist students in preparing for careers in education, business, government or the professions.

### Foreign Language Placement

Any entering student who has studied French for at least three years in high school is required to take the online foreign language exam before enrolling in any courses in the language previously studied. (For students who took two years of a language in high school in a strong program, the exam is highly recommended but not required.) The exam is administered to freshmen during SOAR weekend, registration, and pre-registration sessions. It is recommended that you take the exam during your first year at Benedictine because you may better remember your language skills from high school at this point. For more information, please contact the Department of World and Classical Languages and Cultures or the Admission Department.

## Study Abroad

The department sponsors several study abroad programs to provide students with an opportunity for immersion in French. Students majoring in French are required to have an immersion experience abroad, either through studying, completing an internship, or volunteering abroad. This requirement may be waived for students who already demonstrate advanced proficiency in the language or who have substantial immersion experience in the target language.

The department-sponsored study abroad program in France is located in Lyon. Students also have the option of participating in an exchange program through the college's affiliation with ISEP, or through the exchange program at ICES in La Roche-sur-Yon, France. These programs are administered by the International Programs office.

Some language courses are offered on an alternate semester or yearly basis. Those who choose to major or minor in a foreign language should consult with an advisor in the department and declare their course of study as early as possible so as to follow the recommended schedule of classes.

## Requirements for a major in French:

FREN-1000, Beginning French

FREN-1020, Second Semester French

FREN-2010, Intermediate French  
FREN-3040, Introduction to French Literature  
FREN-3610, French Civilization  
*and* one additional French literature course or  
FREN-3650, Introduction to Francophone Literature and Cultures; *plus* fifteen additional upper-division hours in French.

## Prospective teachers in French:

The student will complete the French major that will normally include the requirements for the major outlined above. In addition, the student will complete FORL-4457. The student will also complete the requirements for teacher certification outlined under Education.

## The requirements for a minor in French:

FREN-1000, Beginning French

FREN-1020, Second Semester French

FREN-2010, Intermediate French

*and* twelve additional upper-division hours in French.

Transfer students who intend to major or minor in French must take a minimum of 50% of the 3000-level and above courses required for the major either at Benedictine College or through one of our approved study abroad programs.

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## Suggested sequence of courses for a Bachelor of Arts degree in French\*

	Freshman Year		
ENGL-1010, English Composition	3	FREN-1020, Second Semester French	4
FREN-1000, Beginning French	4	PHIL-1750, Principles of Nature	3
GNST-1000, BC Experience	1	Two Foundations courses (see below)	6-7
THEO-1010, Introduction to Theology	3	Elective	3
Two Foundations courses (see below)	6		
	<hr/> 17		<hr/> 16-17

Student should select courses to fulfill the following Foundations during the freshman and sophomore years:

Historical Inquiry (1 course)

Natural World (1 course with or without lab)

Person and Community (1 course; recommended freshman year)

Faith (1 course; recommended sophomore or junior year)

Mathematical Reasoning (1 course)

Note there are several courses in the major that fulfill foundations.

\*Please note that students majoring in French are strongly encouraged to double major; thus courses indicated as electives would ideally fulfill another major.

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## Suggested sequence of courses for a Bachelor of Arts degree in French (Continued)

<b>Sophomore Year</b>			
FREN-2010, Intermediate French	4	Upper-level French course	3
Natural World Foundation	3–4	Faith Foundation	3
Philosophical Inquiry Foundation	3	Electives or foundation	8
Electives	6	EXSC-1115, Wellness for Life	1
		EXSC Fitness course	1
	<hr/> 16–17		<hr/> 16
<b>Junior Year</b>			
Study Abroad (to include FREN-3610, French Civilization)	18	FREN-3650, Francophone Lit & Civilization	3
		Philosophical Inquiry Foundation	3
		Electives or foundation	9
	<hr/> 18		<hr/> 15
<b>Senior Year</b>			
French Literature Course	3	FREN-COMP Senior Comprehensive	cr
Mathematical Reasoning Course	3	Electives	17
Electives	9		
	<hr/> 15		<hr/> 17

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## General Studies

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**G**eneral studies courses are courses which enhance the academic experience of students in a wide variety of major programs, but are not, themselves, part of a major program. General Studies courses fall into three categories:

**General Studies, Academic support:** These courses are structured to enhance learning skills and to equip students to succeed in courses and programs throughout the college.

Academic support courses include:  
GNST-1010, Strategies for College Success  
GNST-1100, Information Literacy

**General Studies, Interdisciplinary studies:** These courses make use of the expertise of faculty from different departments and backgrounds to examine issues and themes that transcend the boundaries of individual areas of study.

Interdisciplinary courses include:  
GNST-1650, Leadership and Organizational Change  
GNST-1700, Leadership: Visions and Values

**General Studies, Great Books:** These courses lead students to engage fundamental questions through the greatest texts from classical antiquity to modernity. The General Studies Great Books curriculum is oriented toward an historical progression through the masterworks of civilization, and is in addition to the Great Books sequences described in the following section.

Great Books courses include:  
GNST-1750, Great Books: Ancient World  
GNST-2750, Great Book: Medieval World  
GNST-2850, Great Books: Renaissance World

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## Great Books Sequences

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When the opportunity arises, faculty members may assemble two or more interdisciplinary classes based upon readings from great works in their areas. These sequences are meant to introduce students to some of the fundamental methods and principles found in the various disciplines that make up a liberal education.

What characterizes such sequences is that they aim at integrating general education in two or more disciplines through the reading and discussion of great works. Such an integration is an instance of a whole being greater than the sum of its parts, since, beyond being introduced to the disciplines, students and teachers alike come to see the connections among the works read (and consequently among the disciplines themselves).

Great books sequences are co-taught by instructors who have expertise in one of

the subject areas under consideration. For example, seminars in a sequence focusing upon philosophy and physics (and the connections between them) would be led by two instructors, one from each discipline.

Students taking such classes are expected to read the assigned texts carefully and to discuss their content in class: indeed, class participation is one of the main measures instructors use to determine student grades. The other is tests (oral or written) on the content of the works read and the in-class discussions.

A great books sequence currently consists of a three-semester sequence, "Faith and Reason," that focuses on the foundational works in philosophy and theology. See PHIL-3670, THEO-3680, PHIL-3690, and THEO-3690 for Faith and Reason, I, II, & III.

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## History

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The goals of the Department of History are to assist and enable the student: 1) to understand world history from the point of view of their own Western, Christian cultural tradition; 2) to understand and appreciate the contributions of non-Western peoples to world history and civilization; 3) to make mature judgments about contemporary public questions based upon an understanding of history; 4) to acquire habits of intellectual honesty and clarity; 5) to develop critical, analytical thinking abilities essential to professional work in government, business, law, journalism, and teaching; and 6) to do research using the tools and skills of the professional historian.

### Requirements for a major in History:

HIST-1100, World Civilization to 1500  
HIST-1101, World Civilization Since 1500  
HIST-1300, United States History to 1865  
HIST-1380, United States History Since 1865  
HIST-2000, Historical Methods and  
Historiography

HIST-COMP, Senior Comprehensive Exam  
HIST-4000, Seminar in History

One upper-division course in ancient or medieval history

One upper-division course in early modern or modern European history

One upper-division course in United States history

and one non-Western course

*plus* elective courses in history to make up a major of thirty-six hours. The department suggests that history majors should include additional courses in economics, political science, and English as part of their background. The department urges all majors to achieve proficiency in a second language, classical or modern.

Transfer students majoring in history must take a minimum of 40% of the coursework required for the major at Benedictine College. Transfer students pursuing a minor in history must take a minimum of 25% of the

coursework required for the minor at Benedictine College.

**Requirements for a minor in History:**

- HIST-2000, Historical Methods and Historiography
- One upper-division course in ancient or medieval history
- One upper-division course in early modern or modern European history
- One upper-division course in United States history

*plus* elective courses in history to make up a minor of eighteen hours. These may or may not include HIST-1100, HIST-1101, HIST-1300, and HIST-1380.

**Requirements for teaching history at the secondary level:**

For students who are interested in pursuing a career teaching secondary school history, please consult the requirements listed under the Social Science major.

**Suggested sequence of courses for a Bachelor of Arts degree in History**

**Freshman Year**

HIST-1100, World Civilization to 1500	3	Foreign Language	4
ENGL-1010, English Composition	3	HIST-1101, World Civilization Since 1500	3
Foreign Language	4	Person and Community Foundation	3
GNST-1000, BC Experience	1	Philosophical Inquiry Foundation	3
EXSC-1115, Wellness for Life	1	THEO-1100, Introduction to Theology	3
PHIL-1750, Principles of Nature	3		
	15		16

**Sophomore Year**

Natural World Foundation	4	Natural World Foundation	3
HIST-1300, U.S. History to 1865	3	HIST-1380, U.S. History Since 1865	3
HIST-2000, Hist Methods & Historiography	3	Philosophical Inquiry Foundation	3
Faith Foundation	3	Faith Foundation	3
Aesthetic Foundation	3	EXSC Fitness course	1
		Upper-division Europe	3
	16		16

**Junior Year**

Upper-division U.S.	3	Non-Western History	3
Faith Foundation	3	Upper-division ancient/medieval	3
Aesthetic Foundation	3	Electives	12
Visual Communication	3		
Written Communication	3		
Mathematical Reasoning Foundation	3		
	18		18

**Senior Year**

History Electives	6	HIST-COMP, Senior Comprehensive	cr
Electives	9	HIST-4000, Senior Seminar	3
		Electives	12
	15		15

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## Honors Program

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The Honors Program is the academic program of distinction at Benedictine College. Each year, the College matriculates up to 24 exceptional students to its Honors Program. These Honors Scholars participate in a challenging curriculum that academically distinguishes them from their peers. The Honors Program draws upon the four pillars of Benedictine College to offer a unique education to exceptionally talented and motivated students. The Honors Program provides an academically enriching experience through intensive seminar classes as part of its core experience. The main outcome its Scholars should expect of the Honors Program is personal development: greater knowledge, a greater love for learning, and a set of skills that will serve them well in graduate school and in further career development. The program aspires to create graduates who will transform the environments in which they find themselves.

Honors Scholars are given specific recognition during the commencement ceremonies. Scholars in good standing with the Program are eligible for a \$2,000 stipend for a project approved by the Honors Committee.

### Acceptance Into the Program

Typically, prospective students complete an application for admittance to the program during the year prior to their matriculation at the College. To be considered for the Honors Program, students must have a minimum 3.75 high school GPA and at least a 29 ACT (or equivalent). These applications are considered by the Honors Committee, which may decide to admit, waitlist, or deny applicants. In the event that a given cohort falls below 24 students, the Program may fill these openings by considering applications from transfer students or from exceptional students already enrolled in the College.

In order to maintain good standing in the program, students must attend an average of

75% of required Honors events, must maintain a cumulative GPA of at least 3.0, and must maintain appropriate conduct. The Program's co-chairs will review each student's performance at the end of each semester. Students who fail to maintain these standards may be placed on probation for a semester if, in the judgment of the Program's co-chairs, their academic performance, attendance record, or conduct warrants. If adequate improvement is not evident after a semester of probation, the student may be expelled from the Program at the discretion of the Honors Committee.

Students may voluntarily withdraw from the Honors Program at any time. However, students who have spent their \$2,000 stipend are required either to complete and present their project to the College, or to work with the entire Honors Committee to arrange repayment of the stipend.

### Honors Curriculum

Honors Scholars are educated from a distinct curriculum that builds upon Benedictine College's general education requirements and draws from its liberal arts heritage. The curriculum is divided into an Honors core, additional Honors courses, and an Honors capstone course. The Honors experience culminates in a final project.

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### *The Core Honors Curriculum (10)*

Honors Scholars take part in distinctive courses that fulfill specific components of Benedictine College's core requirements.

#### *GNST-1000, BC Experience*

Honors Scholars fulfill the GNST-1000, BC Experience, through a week-long academic scholars retreat prior to the beginning of classes their freshman year. They will also receive an introduction to the academic rigor of the program, as well as to the faculty who will teach in it.

### *ENGL-1030, Honors English Research Seminar*

Honors Scholars are required to complete this course in place of English Composition. This course is an advanced expository writing course with a strong emphasis on research writing.

### *THEO-2000, Christian Moral Life*

A special section of Christian Moral Life will be taken by Honors Scholars.

### *PHIL-2310, Philosophy of Nature*

Honors Scholars take this course to fulfill their philosophy core course. Honors students must also complete PHIL-2010, Logic, in preparation for Philosophy of Nature, with Logic satisfying one of their two required Philosophical Inquiry foundation courses.

### ***Additional Honors Courses (12)***

Honors Scholars will complete at least 12 hours of further coursework. These twelve hours may be completed by any combination of the three following options:

1. *The Great Books Courses.* Any course from the Great Books sequence may count towards the completion of this requirement.
2. *Honors-Approved Courses.* Each semester, the Honors Program arranges special courses for Honors Scholars. These special courses, capped at 16 students, are taught in a seminar style, are writing intensive, and focus on great works within a given discipline. Typically, they fulfill at least one general education requirement and often fulfill requirements for various majors. Each semester, the Honors scholars will be asked to suggest topics for these courses. Previous Honors-approved courses have included topics as diverse as psychology, the history of science, jazz, and political science.
3. *The Professional Track.* Students majoring in professional fields whose requirements to graduate would otherwise prohibit them from completing the Honors Program may contact the program's co-chairs to make arrangements to fulfill the "Additional Honors Courses" requirement through coursework within their

major. The co-chairs will meet with the student and the chair of the relevant department to select four courses in which the student will complete additional work. The additional work in these four classes should cohere into a particular competency within the student's chosen field and should mark the student as exceptional in that field.

### ***The Final Project***

Honors Scholars complete a year-long project. That project will be graded with either a "no pass," a "pass," or a "pass with distinction." Those who fail to pass the final project will not graduate from the honors program. Typically, planning for this project should begin during a Scholar's sophomore year, and the project should be presented to the College in a Scholar's senior year, either at a specially arranged time or at Discovery Day. Education students are asked to complete their projects prior to student teaching. The purpose of this project is to bring the educational goals of a liberal arts formation beyond the classroom, preparing the students for a future as an active participant in the life of the mind. The final project should be developed in conjunction with a faculty mentor and it should reflect the highest standards of undergraduate research in a given discipline. At an early stage, the project must be presented to and approved by the Honors Committee. After approval, the Scholar may use the \$2,000 stipend provided by the Program for the project. In approving projects, the Honors Committee will give special consideration as to whether proposals would prepare Scholars for their professional goals following graduation.

### ***Capstone Requirement (3)***

#### *HONR-4950, Capstone Course*

The capstone course is the culmination of the Honors Program. The course will focus on integrating and synthesizing the Honors experiences in which the students have participated through an exploration of works related to a specific topic or theme chosen each year.

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## International Studies

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The interdisciplinary International Studies major, housed in the Department of World and Classical Languages and Cultures, allows students to combine the in-depth study of global issues, with advanced proficiency in a second language, and a concentration in another discipline with an international focus such as history, economics, political science, or sociology. Students choosing to major in International Studies are strongly encouraged to complete an additional major. The major requires students to study abroad for a semester or summer. The Florence program does not fulfill the study abroad requirement.

### Requirements for a major in International Studies:

#### Required core courses:

HIST-1101, World Civilization Since 1500  
POLS-2010, Comparative World Government and Politics  
ECON-2090, Principles of Macroeconomics  
SOC-2300, World Regional Geography  
THEO-3820, Christianity and World Religions  
INST-COMP, Senior Comprehensive

One additional international elective, from any department, as approved by the student's international studies advisor.

#### Foreign Language Proficiency:

Proficiency in a foreign language to include three courses (or 9 hours) numbered above 2010. For Spanish these courses should include SPAN-3040, SPAN-3400, and one additional upper-level course. For ESL, these courses should include ESLG-3050, ESLG-3040, and one additional course numbered above 2010. Students who wish to study another language abroad to satisfy this requirement must obtain approval from the chair of the World and Classical Languages and Cultures Department.

International students who enter the program with native proficiency in a language other than English may obtain advisor

approval from the chair of the World and Classical Languages and Cultures Department to plan courses to substitute for the nine hours of upper-level language. Native speakers of a language other than French or Spanish may take a proficiency test (available through the Department of World and Classical Languages and Cultures) to determine whether or not their skills and knowledge are at an appropriate level to waive the foreign language requirement. These students would still be required to complete three approved upper-level courses that would give them a comparable appreciation of another culture.

#### Study Abroad:

The major requires students to study abroad for one semester or summer. Information on study abroad is available through the World and Classical Languages and Cultures Department or the Center for International Education. International students may count their time studying in the United States at Benedictine College toward fulfillment of this requirement.

#### Required concentration courses:

International Studies majors must complete a concentration by taking any four of the approved courses listed in one of the disciplines below:

#### Concentration in History:

HIST-3100, United States Diplomatic History  
HIST-3140, Medieval Travelers  
HIST-3280, Modern Asian History  
HIST-3400, History of Latin America  
HIST-3520, Ancient Greece  
HIST-3521, Ancient Rome  
HIST-3522, Greek and Roman History  
HIST-3540, Medieval History  
HIST-3541, Byzantine History  
HIST-3542, The Renaissance  
HIST-3660, The Reformation  
HIST-3661, Early Modern Europe  
HIST-3680, The French Revolution and Napoleon



HIST-3681, Nineteenth-Century Europe  
HIST-3682, Europe Since 1945  
HIST-3683, Modern Germany  
HIST-3685, World War I  
HIST-3686, World War II  
*or another approved history course with an international focus.*

**Concentration in Economics:**

ECON-2100, Principles of Microeconomics  
ECON-3000, Contemporary Economic Thinking  
ECON-3090, Macroeconomic Activity  
ECON-3100, Intermediate Microeconomic Theory  
ECON-3150, International Economics (required for the economics concentration)  
ECON-3260, Catholic Social Teaching  
ECON-4010, Seminar in Economic Development of the Third World (required for the economics concentration)  
*or another approved economics course with an international focus.*

**Concentration in Political Science:**

POLS-3010, European Politics  
POLS-4010, International Relations  
POLS-3800, Development of Political Thought  
POLS-3900, Applied Politics  
*or another approved political science course with an international focus.*

**Concentration in Sociology:**

SOCI-2250, Social Problems  
SOCI-2350, Sociology of Culture  
SOCI-3105, Sociological Theory  
SOCI-3305, Population and Society  
SOCI-3250, Sociology of Race and Ethnic Relations  
SOCI-3225, Complex Organizations  
SOCI-3245, Religion in Culture and Society  
SOCI-3270, Social Stratification  
SOCI-3305, Population and Society  
SOCI-4305, Cities and Social Change  
*or another approved sociology course with an international focus.*

**Minor in International Studies:**

The minor in international studies is accomplished through an integrated program of courses selected from the disciplines of foreign language, history, economics, sociology, political science, and geography. The program gives participants a broadened perspective of the modern world in order to prepare them for international careers in this country or abroad. Students in this program are encouraged to consider studying abroad. Information on study abroad is available through the World and Classical Languages and Cultures Department, or the Center for International Education.

**The requirements for a minor in International Studies include:**

Two upper-level (3000–4000) courses in a foreign language.

The following core courses:

POLS-2010, Comparative World Government and Politics  
SOCI-2300, World Regional Geography  
THEO-3820, Christianity and World Religions

And one elective from the following:

CRIM-3500, Homeland Security  
ECON-3150, International Economics  
ECON-4010, Seminar in Economic Development of the Third World  
HIST-3280, Modern Asia Survey  
HIST-3400, History of Latin America  
HIST-3680, Europe since 1945  
HIST-3683, Modern Germany  
INST-4090, Seminar in International Studies  
INST-4790, International Service Learning  
POL-S3010, European Politics  
POLS-4010, International Relations  
SOCI-2350, Sociology of Culture

For Foreign Language majors, the international studies minor will be arranged through the World and Classical Languages and Cultures Department. The chair of the department assists the student in planning for the minor and approves the selected schedule of courses.

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## Suggested sequence of courses for a Bachelor of Arts degree in International Studies

### Freshman Year

GNST-1000, BC Experience	1	Foreign Language	4
Foreign Language	4	Aesthetic Foundation	3
ENGL-1010, English Composition	3	PHIL-1750 Principles of Nature	3
Natural World Foundation with lab	4	HIST-1101, World Civ Since 1500	3
EXSC-1115, Wellness for Life	1	SOCI-2300, World Regional Geography	3
THEO-1100, Introduction to Theology	3		
	16		16

### Sophomore Year

International Studies Course	3	Foreign Language	3
Foreign Language	4	Faith Foundation	3
POLS-2010, Compar World Govt/Politics	3	ECON-2090, Prin of Macroeconomics	3
Philosophical Inquiry Foundation	3	Aesthetic Foundation	3
Aesthetic Foundation	3	Math Reasoning foundation	3-4
	16		15-16

### Junior Year

Concentration Area Course	3	Concentration Area Course	3
Foreign Language	3	Foreign Language	3
THEO-3820, Christianity & World Religions	3	Western Perspectives course	3
International Studies elective	3	International Studies Elective	3
Oral Communication Course	3	Elective	3
		Fitness Activity course	1
	15		16

### Senior Year

Concentration Area Course	3	Concentration Area Course	3
Philosophical Inquiry Foundation	3	Concentration Area elective	3
Faith Foundation	3	Electives	12
Electives	4	INST-COMP, Senior Comprehensive	cr
Foreign Language	3		
	16		18

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## Journalism and Mass Communications

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The major in Journalism and Mass Communications is designed to prepare students for entry-level positions in reporting, digital media production, public relations, photography, web design, and advertising. The major is also an excellent preparation for graduate study in communications or journalism.

Students become active decision-makers in producing the student-run publications *The Circuit* and *bccircuit.com* (student news), and *The Raven* (the college yearbook), as part of their practicum experiences. Internships are not required, but are strongly encouraged.

To earn a Bachelor of Arts in Journalism and Mass Communications, students must complete 42 hours of department curriculum: 24 hours of core courses; 15 hours of electives and 3 practicums. Electives may come from lower- or upper-division courses and are generally chosen based on the student's interests. All electives must be Journalism and Mass Communications classes. A C-minus or better must be earned in each Journalism and Mass Communications Department course.

### Core courses (24 hours):

MCOM-1000, Media and Society  
MCOM-2610, Digital Photography I  
MCOM-1610, Layout and Design  
JOUR-2620, News Writing I  
MCOM-2620, Video Production  
JOUR-3300, News Writing II  
MCOM-2500, Web Design I  
MCOM-4090, Senior Seminar  
MCOM-COMP, Senior Comprehensive Exam

*Plus three practicums, chosen from:*

JOUR-1200, JOUR-1210, JOUR-2200, JOUR-2210, JOUR-3200, JOUR-3210, JOUR-4200, JOUR-4210, News Practicum\*  
MCOM-1200, MCOM-1210, MCOM-2200, MCOM-2210, MCOM-3200, MCOM-3210, MCOM-4200, MCOM-4210, Yearbook Practicum\*

### Electives (15 hours):

MCOM-2600, Principles of Visual Communication  
MCOM-1030, Introduction to Cinema  
MCOM-3550, New Media  
MCOM-3310, Art of Presentation  
MCOM-3320, Advertising Principles  
MCOM-3330, Public Relations Principles  
MCOM-3680, Sports Broadcasting  
JOUR-4400, News Editing  
MCOM-3600, Signs and Symbols  
JOUR-4300, Advanced Reporting/Print  
JOUR-4340, Feature Writing  
MCOM-3610, Digital Photography II  
MCOM-3500, Web Design II  
MCOM-1980, MCOM-2980, MCOM-3980, MCOM-4980, Special Topics  
JOUR-1980, JOUR-2980, JOUR-3980, JOUR-4980, Special Topics  
MCOM-4040, Christianity in Mass Media  
MCOM-4680, Sports Broadcasting II  
JOUR-4750, Mass Media Law and Ethics  
MCOM-4990, Independent Study  
JOUR-4990, Independent Study

### Minor in Journalism and Mass Communications

A minor consists of 18 hours. Students must complete MCOM-1000 and JOUR-2620, plus 12 additional hours of any journalism and mass communications courses. A C-minus or better must be earned in each course applying to the major or minor. All classes for the minor must come from the Journalism and Mass Communications curriculum.

### International Students

The JMC department welcomes and encourages international students (students whose primary language is not English) to seek a major or minor in the department. However, because of the intensive language requirements, all International students must

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\*One practicum must be taken during senior year. A student may take a combination of yearbook or news.

submit proof of language proficiency to the department before taking writing courses or declaring a major or minor in Journalism and Mass Communications. International students are required to declare a major/minor before the start of their second semester in the program. Language proficiency is met by achieving the appropriate score as required by the

college for admission. (See section of catalog titled International Students.)

### Minimum Percentage of Credits

Students must complete a minimum of 50% of the coursework needed for the Journalism and Mass Communications major or minor from classes offered by Benedictine College.

## Suggested sequence of courses for a Bachelor of Arts degree in Journalism and Mass Communications

### Freshman Year

ENGL-1010, English Composition	3	SOCI-1000, Introduction to Sociology	3
THEO-1100, Introduction to Theology	3	Foreign Language	4
Foreign Language	4	PHIL-1750, Principles of Nature	3
GNST-1000, BC Experience	1	MCOM-1610, Layout and Design	3
MCOM-1000, Media and Society	3	MCOM-2500, Web Design I	3
MCOM-2610, Digital Photography I	4		
	18		16

### Sophomore Year

MCOM/JOUR Elective	3	General Education Elective	3–4
General Education Elective	9	Philosophical Inquiry Foundation	3
Practicum	1–2	General Education Elective	3
JOUR-2620, News Writing I	4	MCOM-2620, Video Production	3
		JOUR-3300, News Writing II	3
		EXSC Fitness Course	1
	17–18		16–17

### Junior Year

General Education Elective	3	Philosophical Inquiry Foundation	3
MCOM/JOUR electives	6–9	MCOM/JOUR electives	6
Natural World Foundation	4	Faith Foundation	3
Practicum	1–2	General Education Elective	3
		EXSC-1115, Wellness for Life	1
	14–18		16

### Senior Year

MCOM/JOUR elective	3	MCOM/JOUR electives	6–9
Faith Foundation	3	General Electives	9
General Electives	6	MCOM-4090, Senior Seminar	1
Practicum	1–2	MCOM-COMP, Senior Comp Exam	cr
Elective	3		
	16–17		16–19

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## Liberal Studies

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This major is intended to be student-designed so as to meet the personal needs and objectives of the student. Any student may petition for approval of a program not accommodated by any existing majors. Thus, a student with a liberal studies major may not have a major in any other area. The student should consult with the Associate Dean, who will, in consultation with appropriate members of the faculty, determine if the student's objective can be met with available faculty and courses.

In consultation with the departmental personnel involved and the Associate Dean, the

student must prepare both a plan of study and a detailed statement concerning the purpose of the proposed special program. The plan and statement, accompanied by a supporting statement from each department chair, must be submitted to the curriculum committee for approval. It is expected that all proposals for a Liberal Studies major will be submitted to the Associate Dean of the College and the curriculum committee by the end of the second semester of the student's junior year. In all events, no proposal will be accepted after the deadline for application for graduation.

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## Mathematics

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The Mathematics and Computer Science Department at Benedictine College is committed to maintaining a curriculum that provides students with the necessary tools to enter a career in their field with a broad, solid knowledge of mathematics or computer science. Our students are provided with the knowledge, analytical, and problem-solving skills necessary to function as mathematicians or computer scientists in our world today.

The mathematics curriculum prepares students for graduate study, for responsible positions in business, industry, and government, and for teaching positions in secondary and elementary schools. Basic skills and techniques provide for entering a career as an actuary, banker, bio-mathematician, economist, industrial researcher, lawyer, management consultant, market research analyst, mathematician, mathematics teacher, operations researcher, quality control specialist, statistician, or systems analyst.

### Requirements for a major in Mathematics:

MATH-1300, Calculus I  
MATH-1350, Calculus II

MATH-2300 Calculus III  
MATH-2500, Linear Algebra  
MATH-2550, Discrete Mathematical Structures I  
MATH-3200, Probability and Statistics  
MATH-3600, Modern Algebra I  
MATH-3610, Modern Algebra II or  
MATH-4800, Introduction to Real Analysis  
MATH-4930, Directed Research  
six hours of upper-division math electives *and*  
CSCI-1140, Introduction to Computer Science I  
or CSCI-2300, Programming for Scientists and Engineers  
MATH-COMP, Senior Comprehensive

### The requirements for a minor in Mathematics:

MATH-1300, Calculus I  
MATH-1350, Calculus II  
MATH-2500, Linear Algebra or  
MATH-2550 Discrete Mathematical Structures I  
*and* six additional hours of mathematics, three of which must be upper-division.

For each of the above curricula, the student's upper-division program is to be planned with an advisor from the department and approved by the chair of the department.

Transfer students majoring in Mathematics must take a minimum of 40% of the coursework required for the major at Benedictine College.

Transfer students pursuing a minor in Mathematics must take a minimum of 25% of the coursework required for the minor at Benedictine College.

**Admission to the Mathematics Major:**

In order to be admitted to the mathematics major, a student must have completed at Benedictine College at least one required mathematics course from the list above, and must have a grade point average of at least 2.7 in mathematics courses at Benedictine College.

**Prospective Mathematics Teachers:**

Those preparing to teach mathematics in elementary schools should choose MATH-1220, MATH-1110 and MATH-1120. In addition, those who choose mathematics as an area of concentration should take MATH-1300, MATH-2550, and CSCI-1140.

Those preparing to teach mathematics in secondary schools must complete requirements for a major in mathematics that includes

MATH-3610 and MATH-4600. In addition, they must take MATH-2900 and MATH-4457. The secondary teacher is required to complete a major in Secondary Education to receive certification and should consult with the chair of the Department of Education.

**Recommendations:** A student should not attempt a mathematics course unless he or she received at least a ‘C’ in its prerequisite. For a natural world foundation, PHYS-2100 is recommended for mathematics majors.

Those students planning to enroll in graduate school in mathematics should include both MATH-3610 and MATH-4800 in their course of study.

**Placement Procedure Information:**

The Department of Mathematics and Computer Science has set up placement procedures to help students enroll in mathematics courses in which they will more likely be successful.

For further information on placement procedures, contact the chair of the Department of Mathematics and Computer Science.

**Suggested sequence of courses for a Bachelor of Arts degree in Mathematics**

**Freshman Year**

ENGL-1010, English Composition	3	MATH-1350, Calculus II	4
MATH-1300, Calculus I	4	Foreign Language	4
Foreign Language	4	Historical Foundation	3
THEO-1100, Introduction to Theology	3	PHIL-1750, Principles of Nature or Natural World Foundation	3
EXSC-1115, Wellness for Life	1	Person and Community Foundation	3
GNST-1000, BC Experience	1		
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**Sophomore Year**

MATH-2300, Calculus III	4	MATH-2500, Linear Algebra	3
MATH-2550, Discrete Math. Structures I	3	Aesthetic Foundation	3
Natural World Foundation (with lab)	4	Faith Foundation	3
CSCI-1140, Intro to Computer Science I	4	Historical Foundation	3
EXSC Fitness course	2	Natural World Foundation	4
	17		16

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## Suggested sequence of courses for a Bachelor of Arts degree in Mathematics (Continued)

<b>Junior Year</b>			
MATH-3600, Modern Algebra I	3	MATH-3610, Modern Algebra II or	3
MATH-3200, Probability and Statistics or Mathematics elective	3	MATH-4800, Intro to Real Analysis Mathematics elective	3
Electives	4	Electives	4
Aesthetic Foundation	3	Faith Foundation	3
Philosophical Inquiry Foundation	3	Philosophical Inquiry Foundation	3
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<b>Senior Year</b>			
Mathematics elective or	3	MATH-4800 Intro to Real Analysis or	3
MATH-3200, Probability and Statistics	2	MATH-3610, Modern Algebra II	3
MATH-4930, Directed Research	11	Mathematics elective	10
Electives	11	Electives	10
		MATH-COMP, Senior Comprehensive	cr
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## Suggested sequence of courses for a Bachelor of Arts degree in Mathematics with secondary school teaching certification

<b>Freshman Year</b>			
ENGL-1010, English Composition	3	MATH-1350, Calculus II	4
MATH-1300, Calculus I	4	Foreign Language	4
Foreign Language	4	PHIL-1750, Principles of Nature	3
THEO-1100, Introduction to Theology	3	EXSC-1115, Wellness for Life	1
PSYC-1000, General Psychology	3	EDUC-2200, Introduction to Education	2
GNST-1000, BC Experience	1	EDUC-2201, Intro to Educ Field Exp	1
		HIST-1100 or HIST-1101, World Civ.	3
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<b>Sophomore Year</b>			
MATH-2300, Calculus III	4	MATH-2500, Linear Algebra	3
MATH-2550, Discrete Math. Structures I	3	EDUC-2222, Psych of Indv With Excep or	3
CSCI-1140, Intro to Computer Science I	4	Mathematics elective	3
EDUC-3357, Gen Secondary Methods/Media	2	Aesthetic Foundation	3
EDUC-3358, Gen Secondary Methods Prac	1	Faith Foundation	3
History elective	3	SOCI-1000, Intro to Sociology, SOCI-2350,	3
		Soc of Culture, SOCI-2300, World Reg Geo, or SOCI-3250, Soc of Race & Ethnic Rela	3
		Philosophical Inquiry Foundation	3
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**Suggested sequence of courses for a Bachelor of Arts degree in Mathematics with secondary school teaching certification (Continued)**

**Junior Year**

MATH-3600, Modern Algebra I	3	MATH-3610, Modern Algebra II	3
EDUC-2220, Psychoeducational Development	3	Mathematics elective (or EDUC-2222)	3
MATH-3200, Probability and Statistics or or MATH-4600, Modern Geometries	3	SOCI-3250 Soc. of Race & Ethnic Relations	3
MATH-2900, Math History or	2	EDUC-3332, Teaching Reading in the Content Areas	2
MATH-4457, Secondary Math Curriculum		EDUC-4451, Philosophy of Education	3
Natural World Foundation (with lab)	4	Faith Foundation	3
Aesthetic Foundation	3	EXSC Fitness course	1
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**Senior Year**

MATH-4930, Directed Research	2	EDUC-4455, Differentiated Instruction	3
MATH-4600, Modern Geometries or MATH-3200, Probability and Statistics	3	EDUC-4462, Classroom Management	2
MATH-4457, Secondary Math Curriculum or MATH-2900, Math History	4	EDUC-4470, Student Teaching Seminar	1
EDUC-3312, School as Community	3	EDUC-4496, Supervised Student Teaching in Secondary Schools	10
EDUC-3313, School as Community Res and Field Experience	1	EDUC-COMP, Senior Comprehensive	cr
Electives	5		
MATH-COMP, Senior Comprehensive	cr		
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**Military Science (Army Reserve Officers Training Corps)**

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College-graduate junior executive managers for the US Army are provided by the Army Reserve Officers' Training Corps (ROTC) program administered by the Department of Military Science. Traditional four-year baccalaureate degree aspirants may qualify for a commission as an officer by completing military science courses. These courses may count as elective courses or as a supplement, amounting to 10 to 15 percent of the normal college studies. With the exception of a five-week paid summer experience, all instruction is presented on campus. Various field trips are conducted to further enrich the student's appreciation of national defense in its broadest sense and to develop leadership and managerial skills.

The United States Army commissions 2nd Lieutenant rank to the individual who completes either the two-year or four-year ROTC program and obtains a baccalaureate degree from Benedictine College. Currently, a college graduate who is commissioned through ROTC is placed on active or reserve duty, depending on his or her desires and on the needs of the service at the time of graduation.

**ROTC PROGRAMS**

**Four-Year ROTC Program**

This leadership program consists of 26 credit hours of military science offerings on campus: 6 credit hours from the basic ROTC program MILS-1000- and 2000-level courses, and 20 credit hours from the advanced ROTC



program MILS-3000- and 4000-level courses. First semester sophomores who did not take military science during the freshman year may compress the basic program during their sophomore year by taking a 1000-level and a 2000-level course (for three credit hours total) each semester.

### **Two-Year ROTC Program**

This program option is designed for junior and sophomore level students who were unable to enroll in ROTC during their first two academic years. The two-year program substitutes a five-week Army leadership intern program at Fort Knox, Kentucky, for the MILS-1000- and 2000-level courses. This leadership orientation is designed for sophomores with no prior military training. Students should attend the Leadership Training Course (LTC) between their sophomore and junior years.

### **ARMY COMMISSION**

In addition to military science courses, students desiring to obtain an Army commission must take at least one course in military history. Additionally, students must demonstrate a basic swimming ability and complete the Cadet Command Enhanced Skills Training Program (ESTP).

All students seeking a commission must attend a five-week advanced training and assessment experience normally the summer between the junior and senior years. Attendance may be deferred until after the senior year at the discretion of the Chairperson of Military Science. The Leadership Development and Assessment Course (LDAC) is at Fort Lewis, Washington. Additionally, students may compete for selection to attend additional training after LDAC at the Army's Airborne or Air Assault schools or to participate in a three-week summer internship with Army field units in either the continental United States or overseas.

### **ADVANCED PLACEMENT**

Prior active duty service members, Army Reservists and National Guardsmen who have completed basic training, high school junior ROTC graduates, and nursing students are eligible for placement directly into the advanced ROTC program (last two years of military science) with the consent of the Chairperson of Military Science. Eligible students request permission from the Chairperson of Military Science to enter the advanced course.

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## **Music**

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**A**s an institutional member of the National Association of Schools of Music, Benedictine College offers majors leading to a Bachelor of Arts in Music degree and to a Bachelor of Music Education degree. An additional area of emphasis within the Bachelor of Arts in Music program includes Music Composition. Students have the opportunity to study music through the minor program.

### **Mission of the Music Department:**

The Benedictine College Music Department strives to present opportunities for

students that meet the artistic, creative, and scholarly demands of those who intend to pursue teaching, performance, or other careers in music. The Department enhances the cultural activities of the college and serves the student body with offerings in applied music and with vocal and instrumental ensembles.

There are many concerts and recitals presented on campus by students, faculty, and guest artists. These are presented as an educational experience for the students and for the cultural enrichment of the entire community.

## Goals:

1. The Music Department aims to provide for students in the liberal arts degree programs (Bachelor of Arts degree with a major in Music, Bachelor of Arts with a major in Music with Emphasis in Music Composition) educational opportunities, performance experiences, and expectation of standards on a national level to prepare them for entrance into study on the graduate level and/or preparation for a professional career in music.
2. The Music Department aims to provide professional training for those students desiring to teach PK–12 general music through the Bachelor of Music Education degree program.
3. The Music Department aims to successfully meet standards required by the appropriate accrediting agencies: National Association of Schools of Music (NASM), and the Kansas State Department of Education (KSDE).
4. The Music Department aims to provide all students the opportunity to perform in ensembles, participate in music courses and applied music, and to attend musical events for their cultural development.
5. The Music Department aims to provide an atmosphere that fosters scholarship and independent research to reflect the character of Benedictine College as America's Discovery College.

## Procedure for Acceptance into the Music Program as a Major:

1. After successful completion of MUSC-1000 the student formally applies to the department.
2. The student will be administered a Freshman Jury/Interview. The music department faculty will determine the status of the student with the following indicators:
  - Acceptance into the department without reservations
  - Acceptance into the department with reservations
  - Probationary acceptance into the department
  - Denial of acceptance into the department

3. The Sophomore Barrier Jury/Interview will determine the final status of the student as a major in the department.

## Departmental Procedures:

1. There is a concert attendance requirement for all music majors and minors.
2. Candidates for all music degrees must give either a public recital or, by special arrangement, a semi-public recital before the faculty during the senior year.
3. Piano proficiency examinations are administered at the end of every semester by the music faculty.
4. A senior comprehensive will be administered to all students majoring in music prior to graduation.
5. The music department will accept no grade below a "C–" in any music course in the curriculum for the music major or minor.
6. All students majoring in music must submit a portfolio prior to graduation for assessment by the music faculty. The portfolio will contain programs in which the student has participated, practice logs, scholarly work and other procedural, participation, and interest documents. The portfolio is a component of the Senior Comprehensive, MUSC-COMP.
7. Applied Music
  - a. Music Majors in the Bachelor of Arts degree program must enroll in 1–2 credits per semester of applied music for the primary instrument. Students may enroll in 1 credit of applied music for a secondary instrument.
  - b. Music majors in the Bachelor of Music Education degree program must enroll in 2 credits per semester of applied music for the primary instrument. Students may enroll in 1 credit per semester of applied music for a secondary instrument.
  - c. Non-music majors may enroll in only 1 credit of applied music, per instrument, per semester.
  - d. The music department requires documentation of minimum practice through practice logs for applied music. The minimum requirement is 5 hours weekly for 1 credit and 10 hours weekly for 2 credits.

- e. All applied students are assessed at the end of the semester through recital participation (non-majors) or by a jury examination (majors).
8. All departmental procedures are outlined in the *Benedictine College Music Handbook*. Majors in music education should refer to the *Education Department Policies and Procedures Handbook* regarding specific rules and procedures for the Benedictine College Department of Education.
9. Transfer students pursuing a major or minor in Music must take a minimum of 40% of the coursework required for the major/minor at Benedictine College.
8. Ensembles:  
Eight semesters (1 credit each) of the major ensemble. Wind and percussion majors must enroll in Concert Band. Vocal majors must enroll in Concert Chorale, Men's Choir, or Women's Ensemble. String majors must enroll in Orchestra.
9. Six hours of upper-division music electives (3000-level or higher).
10. Six semesters (P) of Concert Attendance (MUSC-ATT1–6).
11. General Education Requirements.
12. Electives to meet the 128 credits required for graduation (must include 40 credit hours of upper-division credit).

### **Degree Requirements:**

#### **Bachelor of Arts degree with a major in Music** (49 credit hours in music):

1. Music Theory:  
MUSC-1000, Fundamentals of Music Theory and Aural Skills (2)  
MUSC-1001, Music Theory and Aural Skills I (3)  
MUSC-1002, Music Theory and Aural Skills II (3)  
MUSC-1003, Functional Keyboard I (1)  
MUSC-1004, Functional Keyboard II (1)  
MUSC-2000, Music Theory & Aural Skills III (3)  
MUSC-3000, Music Theory & Aural Skills IV (3)
2. Music History:  
MUSC-1101, World Music Literature (3)  
MUSC-4100, Music History and Literature I (3)  
MUSC-4101, Music History and Literature II (3)
3. MUSC-3201, Introduction to Conducting (1)
4. MUSC-PIAPR, Piano Proficiency (P)
5. MUSC-4997, Senior Recital (1)
6. MUSC-COMP, Senior Comprehensive (P/F)
7. Applied Music:  
Eight semesters (1–2 credits each) of a major instrument resulting in a senior recital.

#### **Bachelor of Arts in Music with emphasis in Music Composition** (58 credits in music)

1. Music Theory:  
MUSC-1000, Fundamentals of Music Theory and Aural Skills (2)  
MUSC-1001, Music Theory & Aural Skills I (3)  
MUSC-1002, Music Theory & Aural Skills II (3)  
MUSC-1003, Functional Keyboard I (1)  
MUSC-1004, Functional Keyboard II (1)  
MUSC-2000, Music Theory & Aural Skills III (3)  
MUSC-3000, Music Theory & Aural Skills IV (3)  
MUSC-3003, Orchestration/Arranging (2)  
MUSC-3004, Seminar in Composition (3)  
MUSC-3005, Counterpoint (2)  
MUSC-2001, MUSC-2002, MUSC-3001, MUSC-3002, MUSC-4001, MUSC-4002, Music Composition (2 credits each)  
Students will enroll in six consecutive semesters of private composition study beginning in the sophomore year, resulting in the senior recital project.
2. Music History:  
MUSC-1101, World Music Literature (3)  
MUSC-4100, Music History and Literature I (3)  
MUSC-4101, Music History and Literature II (3)

3. MUSC-3201, Introduction to Conducting (1)
4. MUSC-PIAPR, Piano Proficiency (P)
5. MUSC-4997, Senior Recital (1)  
Composition recital requirement:  
The Senior Composition Recital requirement for this degree can be met in any of the four following ways:
  - a. A recital of original work with the option of a lecture/recital format.
  - b. A recital consisting of two-thirds original composition and one-third performance on the primary instrument/voice.
  - c. Five composition premiere performances on major concerts or recitals during the sophomore through senior years of study documented by score, program, and recording.
  - d. One composition for orchestra or concert band and three composition premiere performances documented by score, program, and recording.
6. MUSC-COMP, Senior Comprehensive (P/F)
7. Applied Music:  
Four semesters (1 credit each of a major instrument)
8. Ensembles:  
Eight semesters (1 credit each) of the major ensemble
9. Six semesters (P) of Concert Attendance (MUSC-ATT1–6)
10. General Education Requirements.
11. Electives to meet the 128 credits required for graduation (must include 40 credit hours of upper-division credit).

**Bachelor of Music Education degree:**

(108 required credit hours in music and professional education)

1. Music Theory:
  - MUSC-1000, Fundamentals of Music Theory and Aural Skills (2)
  - MUSC-1001, Music Theory and Aural Skills I (3)
  - MUSC-1002, Music Theory and Aural Skills II (3)
  - MUSC-1003, Functional Keyboard I (1)
  - MUSC-1004, Functional Keyboard II (1)
  - MUSC-2000, Music Theory & Aural Skills III (3)
- MUSC-3000, Music Theory & Aural Skills IV (3)
2. Music History:
  - MUSC-1101, World Music Literature (3)
  - MUSC-4100, Music History and Literature I (3)
  - MUSC-4101, Music History and Literature II (3)
3. MUSC-3201, Introduction to Conducting (1)
4. MUSC-PIAPR, Piano Proficiency (P)
5. MUSC-4997, Senior Recital (1)
6. MUSC-COMP, Senior Comprehensive (P/F)
7. Applied Music:  
Seven semesters (2 credits each of a major instrument resulting in a senior recital).
8. Ensembles (total of 12 ensemble credits following guidelines below for major, secondary and chamber ensembles):  
Seven semesters (1 credit each) of the major ensemble and 3 semesters of Concert Chorale, Men’s Choir, or Women’s Ensemble. Vocal majors must take 7 semesters concert chorale, 3 semesters band.) If the major ensemble is orchestra, an additional 3 total hours of choir and band, combined, are required. Two semesters (1 credit each) of chamber ensemble.
9. MUSC-1350, Opera Workshop (1 credit)
10. Music Education
  - MUSC-1005, Class Voice (2)
  - MUSC-1200, Stringed Instruments (2)
  - MUSC-1201, Woodwind Instruments (2)
  - MUSC-1202, Brass & Percussion Instruments (2)
  - MUSC-2200, Vocal Communication and Technique (2)
  - MUSC-3003, Orchestration/Arranging (2)
  - MUSC-3200, Music Methods PK–12 (3)
  - MUSC-4200, Instrumental Conducting (1)
  - MUSC-4201, Choral Conducting (1)
11. Concert Attendance  
Six semesters (P) of Concert Attendance (MUSC-ATT1–6)
12. Teacher Education  
Professional Education Core:
  - EDUC-2200, Introduction to Education (2)
  - EDUC-2220, Psychoed Development (3)
  - EDUC-2222, Psych of Indiv With Excep (3)

- EDUC-3312, School as Community (3)
- EDUC-4451, Philosophy of Education (3)
- EDUC-4455, Differentiated Instruction (3)
- EDUC-4462, Classroom Management (2)
- EDUC-4470, Student Teaching Seminar (1)
- 13. Methods
  - EDUC-3357, General Secondary Methods and Media (3) (Must enroll in MUSC-3200 concurrently. Music education majors do not enroll in EDUC-3358.)
  - EDUC-3332, Teaching Reading in the Content Area (2)
- 14. Research and Field Experience
  - EDUC-2201, Introduction to Education Field Experience (1)
  - EDUC-3313, School as Community Diversity Experiences (1)
  - EDUC-4492, Supervised Student Teaching in Elementary School (5)
  - EDUC-4496, Supervised Student Teaching in Secondary School (5)
- 15. Tests and Proficiencies
  - EDUC-CNTX, Core Content Area Exam (cr)
  - EDUC-COMP, Senior Comprehensive (cr)
  - EDUC-PLTX, PLT Licensure Exam (cr)
  - Online Technology Certifications
- 16. General Education Requirements:
  - English Composition (3) (ENGL-1010)
  - Understanding the Natural World (7–8). (One course must include a lab.)
  - Introductory Statistics (4) (MATH-1220)
  - World Civilization (HIST-1100 or HIST-1101)
  - Sociology (3) (SOCI-2350, SOCI-2300, SOCI-3250, SOCI-1000)
  - General Psychology (3) (PSYC-1000)

- Faith Foundation (6)
- Historical Inquiry Foundation (3)
- Principles of Nature (3) (PHIL-1750)
- Intro to Theology (3) (THEO-1100)
- Wellness for Life (1) (EXSC-1115)
- Philosophical Inquiry (3)
- 1 Physical Education Activity course
- BC Experience (1) (GNST-1000)

The foreign language requirement is waived for students seeking certification through the Bachelor of Music Education degree program.

Students receiving certification and the degree of Bachelor of Music Education are certified to teach general, instrumental, and vocal PK–12 music in Kansas.

**Music Minor (22 credit hours):**

1. Music Theory:
  - MUSC-1000, Fundamentals of Music Theory and Aural Skills (2)
  - MUSC-1001, Music Theory and Aural Skills I (3)
  - MUSC-1003, Functional Keyboard I (1)
2. Music History:
  - MUSC-1101, World Music Literature (3)
3. Applied Music:
  - Two semesters of major instrument (1 credit each)
  - Minors in the vocal area must also complete MUSC-1005, Class Voice (2)
4. Ensembles:
  - Two semesters of major ensemble.
5. Nine credit hours (seven for vocalists) of any additional music courses.
6. Two semesters (P) of Concert Attendance (MUSC-ATT1–2).



## Suggested sequence of courses for a Bachelor of Arts degree with a major in Music

<b>Freshman Year</b>			
MUSC-1000, Fund. Music & Aural Skills	2	MUSC-1001, Music Theory/Aural Skills I	3
MUSC-1003, Functional Keyboard I	1	MUSC-1004, Functional Keyboard II	1
THEO-1100, Introduction to Theology	3	Foreign Language	4
ENGL-1010, English Composition	3	MUSC-1101, World Music Literature	3
Foreign Language	4	Applied Music	1
EXSC-1115, Wellness for Life	1	Major Ensemble	1
Applied Music	1	MUSC-ATT2, Concert Attendance	P/NP
Major Ensemble	1	Music electives	4
GNST-1000, BC Experience	1		
MUSC-ATT1, Concert Attendance	P/NP		
Music elective	1		
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<b>Sophomore Year</b>			
MUSC-1002, Music Theory/Aural Skills II	3	MUSC-2000, Music Theory/Aural Skills III	3
Approved Fitness Activity course	1	Oral Communication	3
Applied Music	1	Understanding the Natural World	4
Major Ensemble	1	Aesthetic Experience	3
MUSC-ATT3, Concert Attendance	P/NP	Applied Music	1
PHIL-1750, Principles of Nature	3	Major Ensemble	1
Electives	6	MUSC-ATT4, Concert Attendance	P/NP
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<b>Junior Year</b>			
MUSC-3000, Music Theory/Aural Skills IV	3	MUSC-4100, History of Music I	3
Philosophical Inquiry	3	Mathematical Reasoning	3
Upper-division Music Electives	3	Applied Music	1
Faith Foundation	3	MUSC-PIAPR, Piano Proficiency	P/NP
Applied Music	1	Major Ensemble	1
Major Ensemble	1	MUSC-ATT6, Concert Attendance	P/NP
MUSC-ATT5, Concert Attendance	P/NP	Music electives	1
Upper-division Music Elective	3	Western Perspective	3
		Electives	3
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<b>Senior Year</b>			
MUSC-3201, Introduction to Conducting	1	Person & Community	3
MUSC-4101, History of Music II	3	Philosophical Inquiry	3
Upper-division Electives	5	Understanding the Natural World	3
Major Ensemble	1	Applied Music	1
Faith Foundation	3	Major Ensemble	1
Applied Music	1	MUSC-4997, Senior Recital	1
Written Communication	3	MUSC-COMP, Senior Comprehensive	cr
		Upper-division Music Electives	3
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## Suggested sequence of courses for a Bachelor of Music Education degree

### Freshman Year

MUSC-1000 Fund of Music & Aural Skills	2	MUSC-1001, Music Theory & Aural Skills I	3
MUSC-1003, Functional Keyboard I	1	MUSC-1004, Functional Keyboard II	1
THEO-1100, Introduction to Theology	3	MUSC-1101, World Music Literature	3
Applied Music	2	MUSC-1201, Woodwind Methods	2
MUSC-1005, Class Voice	2	MUSC-1350, Opera Workshop	1
Major Ensemble	1	Major Ensemble	1
MUSC-ATT1, Concert Attendance	P/NP	MUSC-ATT2, Concert Attendance	P/NP
GNST-1000, BC Experience	1	HIST-1100 or HIST-1101, World Civ	3
EDUC-2200, Introduction to Education	2	MATH-1220, Introductory Statistics	4
EDUC-2201, Introduction to Ed Field Exp	1	Applied Music	2
ENGL-1010, English Composition	3		
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### Sophomore Year

MUSC-1002, Music Theory & Aural Skills II	3	MUSC-2000, Music Thy & Aural Skills III	3
PYSC-1000, General Psychology	3	MUSC-2200, Vocal Communication/Tech	2
Faith Foundation	3	Understanding the Natural World	4
Applied Music	2	EDUC-2222, Psych of Indiv With Excep	3
Major Ensemble	1	Applied Music	2
MUSC-ATT3, Concert Attendance	P/NP	Major Ensemble	1
EXSC-1115, Wellness for Life	1	MUSC-ATT4, Concert Attendance	P/NP
EDUC-2220, Psych Ed Development	3	Chamber Ensemble	1
SOCI-2300, World Regional Geography	3	MUSC-1200, Stringed Instruments	2
		Secondary Ensemble	1
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### Junior Year

Approved Fitness Activity Course	1	MUSC-3003, Orchestration/Arr	2
MUSC-3201, Introduction to Conducting	1	MUSC-4100, History of Music I	3
MUSC-1202, Brass & Percussion	2	Applied Music	2
EDUC-3312, School as Community	3	MUSC-4200, Instrumental Conducting	1
EDUC-3313, School as Comm/Field Ex	1	Secondary Ensemble	1
MUSC-3000, Music Theory & Analysis IV	3	EDUC-4451, Philosophy of Education	3
PHIL-1750, Principles of Nature	3	EDUC-3332, Teach Reading/Content Area	2
Applied Music	2	MUSC-PIAPR, Piano Proficiency	P/NP
Major Ensemble	1	Major Ensemble	1
MUSC-ATT5, Concert Attendance	P/NP	MUSC-ATT6, Concert Attendance	P/NP
		MUSC-3997, Junior Recital (optional)	cr
		Philosophical Inquiry	3
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**Suggested sequence of courses for a Bachelor of Music Education degree  
(Continued)**

<b>Senior Year</b>			
MUSC-4101, History of Music II	3	EDUC-4455, Differentiated Instruction	3
MUSC-3200, K–12 Music Methods	3	EDUC-4462, Classroom Management	2
EDUC-3357, General Sec Meth & Media	3	EDUC-4470, Student Teaching Seminar	1
(Music Ed majors do not take EDUC-3358)		EDUC-4492, Supervised Stud Teach/Elem	5
Applied Music	2	EDUC-4496, Supervised Stud Teaching/Sec	5
Major Ensemble	1	EDUC-CNTX, Core Content Area Exam	cr
MUSC-4997, Senior Recital	1	EDUC-COMP, Senior Comprehensive	cr
MUSC-COMP, Senior Comprehensive	cr	Online Technology Certifications	
Secondary Ensemble	1		
Chamber Ensemble	1		
Faith Foundation	3		
MUSC-4201, Choral Conducting	1		
	<hr/>		<hr/>
	19		16

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**Suggested sequence of courses for a Bachelor of Arts degree in Music with  
an emphasis in Music Composition**

<b>Freshman Year</b>			
MUSC-1000, Fund. of Music/Aural Skills	2	MUSC-1001, Music Theory & Aural Skills I	3
MUSC-1003, Functional Keyboard I	1	MUSC-1004, Functional Keyboard II	1
THEO-1100, Introduction to Theology	3	Foreign Language	4
ENGL-1010, English Composition	3	MUSC-1101, World Music Literature	3
Foreign Language	4	Applied Music	1
EXSC-1115, Wellness for Life	1	Major Ensemble	1
Applied Music	1	MUSC-ATT2, Concert Attendance	P/NP
Major Ensemble	1	Elective	3
GNST-1000, BC Experience	1		
MUSC-ATT1, Concert Attendance	P/NP		
	<hr/>		<hr/>
	17		16
<b>Sophomore Year</b>			
MUSC-2001, Music Composition	2	MUSC-2000 Music Thy & Aural Skills III	3
MUSC-1002, Music Theory/Aural Skills II	3	MUSC-2002, Music Composition	2
Approved EXSC Fitness Activity Course	1	Oral Communication	3
Applied Music	1	Understanding the Natural World	3
Major Ensemble	1	Electives	3
MUSC-ATT3, Concert Attendance	P/NP	Applied Music	1
PHIL-1750, Principles of Nature	3	Major Ensemble	1
Elective	6	MUSC-ATT4, Concert Attendance	P/NP
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	17		16



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## Suggested sequence of courses for a Bachelor of Arts degree in Music with an emphasis in Music Composition (Continued)

<b>Junior Year</b>			
MUSC-3000, Music Theory & Aural Skills	3	MUSC-3002, Music Composition	2
MUSC-3001, Music Composition	2	MUSC-3201, Introduction to Conducting	1
Philosophical Inquiry	3	MUSC-4100, History of Music I	3
Elective	3	Mathematical Reasoning	3
Faith Foundation	3	MUSC-PIAPR, Piano Proficiency	P/NP
Major Ensemble	1	Major Ensemble	1
MUSC-ATT5, Concert Attendance	P/NP	MUSC-ATT6, Concert Attendance	P/NP
MUSC-3005, Counterpoint	2	Upper-division Elective	3
		Written Communication	3
	17		16
<b>Senior Year</b>			
MUSC-4001, Music Composition	2	Person and Community	3
MUSC-3003, Orchestration/Arranging	2	MUSC-4002, Music Composition	2
MUSC-4101, History of Music II	3	Philosophical Inquiry	3
Major Ensemble	1	Understanding the Natural World	4
Faith Foundation	3	Major Ensemble	1
Elective	2	MUSC-4997, Senior Recital	1
MUSC-3004, Seminar in Composition	3	MUSC-COMP, Senior Comprehensive	cr
	16		14

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## Natural Science

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This program is designed to fit the needs of students interested in science in a broad sense. The foundation of the program consists in the general introductory courses in mathematics, chemistry, biology and physics. Intermediate and advanced courses in astronomy, chemistry, biology, or physics will be selected to meet the particular needs and interests of the individual student. The approval of the final program of study rests with a committee consisting of the chairs of the departments of biology, chemistry and biochemistry, and physics and astronomy.

### Major requirements for a Bachelor of Arts in Natural Science:

A minor in any two of the three above-mentioned science departments (biology, chemistry, physics) plus the first two courses for major students in the third science department. Required supporting courses: MATH-1300 and MATH-1350; and registration in CHEM-4900, CHEM-4901, CHEM-4902, CHEM-4903 or PHYS-4900, PHYS-4901, PHYS-4902, PHYS-4903 junior and senior years.

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# Nursing

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The Benedictine College nursing program is based on a framework of the Essentials of Baccalaureate Education for Professional Nursing Practice from the American Association of Colleges of Nursing (AACN). The professional nurse who graduates from Benedictine College is educated through a four-year degree with a major in nursing. This educational process includes preparation in the liberal arts; behavioral, biological, and natural sciences; communication; and higher-level thinking abilities. The program prepares the graduate at the entry level into professional nursing practice and facilitates the acquisition of competencies as clinician, advocate, educator, leader, manager, and colleague.

The candidate for the Bachelor of Science in Nursing degree must complete all the general education degree requirements of the college.

## Accreditation

The Bachelor of Science in Nursing program at Benedictine College is accredited by the Commission on Collegiate Nursing Education (CCNE). Information related to this accreditation may be obtained by contacting: CCNE

One Dupont Circle, NW, Suite 530  
Washington, DC 20036  
Phone: (202) 887-6791  
Fax: (202) 887-8476.

## Program Outcomes and Performance Indicators

The following program outcomes, based on the AACN Essentials of Baccalaureate Education for Professional Nursing Practice, drive the undergraduate curriculum. The graduate of the Bachelor of Science in Nursing program curriculum will demonstrate the following role dimensions of the professional nurse.

### 1. Provider of Care

Use the nursing process to provide evidence-based, culturally-competent care that

incorporates bio-psycho-social, ethical, and spiritual aspects of health.

#### *Performance Indicators*

Demonstrates use of nursing process:

- Performs assessments appropriately;
- Accurately analyzes assessment data;
- Plans appropriate interventions;
- Demonstrates appropriate interventions;
- Evaluates patient care outcomes; and
- Documents accurately.

Incorporates bio-psycho-social, ethical, and spiritual aspects of health into care:

- Incorporates evidence-based care principles;
- Provides ethical, culturally competent care; and
- Incorporates spiritual components into care.

### 2. Leader of Care

Facilitate leadership through collaboration and advocacy to design and coordinate safe, cost-effective, quality care of individuals, families, and aggregates.

#### *Performance Indicators*

Demonstrates appropriate coordination, delegation, and supervision of nursing care.

Designs and evaluates safe, effective, quality care for individuals, families, and aggregates.

Advocates for patients through collaboration with the interdisciplinary team.

### 3. Member of a Profession

Enact professional behaviors that communicate respect for own and others' values, commitment to ongoing learning, and promotion of social justice.

#### *Performance Indicators*

Demonstrates the use of professional nursing standards.

Communicates respectfully in a clear, accurate, relevant manner in oral, nonverbal, and written modes.

### Admission Information

- The Benedictine College nursing program is committed to nondiscrimination and equal opportunity in its admission process.

- Upon attainment of sophomore status (or the academic year prior to entering the nursing program), written application by the student is to be submitted no later than January 15 (or the first school day after January 15) prior to the anticipated fall clinical semester. Applications submitted after this date will be considered on a space available basis.
- Applicants **MUST** have completed all prerequisites to the major (listed below), all the Core general education requirements, **AND** have no more than nine remaining hours to complete in Foundations and/or Skills and Perspectives general education requirements prior to the beginning of the nursing program. A written plan for completing any missing Foundations and/or Skills and Perspectives requirements must be submitted with the application.
- Written notification of acceptance of admission to the nursing program will be sent to students from the Department of Nursing.
- Prior to the beginning of and continuing throughout nursing clinical courses, first-year (junior) clinical students must have on file in the Department of Nursing a current physical examination and health assessment completed by a healthcare provider, evidence of current immunizations, current certification in American Heart Association BLS CPR and AED for Healthcare Professionals, results of annual TB skin tests, evidence of their own health insurance coverage, a completed criminal background and drug screen, and any other clinical agency requirements. The Archdiocese of Kansas City in Kansas requires VIRTUS “Protecting God’s Children for Adults” training.

### Criteria for Admission Consideration

- Minimum cumulative grade point average of 3.0 with a minimum of 64 hours at the start of nursing courses and the ability to complete all academic requirements for graduation in two years. Students **MUST** have no more than nine remaining hours to complete in the Foundations and/or Skills and Perspectives requirements when starting the nursing program.
- Obtain a grade of ‘C’ or above and earn a minimum grade point average of 3.0 in all

prerequisite courses. Up to two (2) different prerequisite courses may be repeated one (1) time each;

- Complete the Benedictine College nursing program admission application;
- Submit transcripts (including any transferred credit) with the completed application; and
- Provide an official list of the classes enrolled in for the spring sophomore semester.

Additional consideration given to the following:

- Overall GPA and GPA on prerequisite courses;
- Number of credit hours taken at Benedictine College;
- Short personal essay;
- Academic history with patterns and trends indicating potential for academic success (e.g., successful completion of a full-time semester);
- Kaplan Pre-Admission Test; and
- Eligibility for licensure. Refer to the Nurse Practice Act in the state in which you anticipate licensure. In Kansas refer to KSA 65–1120 of the Nurse Practice Act at [www.ksbn.org](http://www.ksbn.org). Graduation does not ensure licensure eligibility.

### General Biology Policy

Students are strongly encouraged to take BIOL-1121, General Biology I, at Benedictine College. The nursing department **MAY** allow general biology (minimum 5 credit hours with a lab and genetics component) from another 4-year accredited college in place of Benedictine College’s BIOL-1121, General Biology I. The Director of Nursing will review the syllabus and make a decision to accept or deny the transfer class on a case-by-case basis. **AP Biology or BIOL-1107, Principles of Biology, will NOT be accepted** for this requirement.

Admission preference is given to current Benedictine College students. Transfer students will be considered on a space-available basis.

Transfer students must be admitted to the college by February 1 before their application for the nursing program will be reviewed. Transfer students who are accepted into the

nursing program must complete a minimum of 60% of the required courses at Benedictine College.

***Additional information on policies may be found in the Benedictine College Student Nursing Handbook.***

### **Prerequisites for Nursing:**

BIOL-1121, General Biology I (with lab)

BIOL-2242, Human Anatomy and

Physiology I (with lab)

BIOL-2243, Human Anatomy and

Physiology II (with lab)

CHEM-1200/1201, General Chemistry I

(with lab)

PSYC-1000, General Psychology

PSYC-2503, Lifespan Development

MATH-1220, Introductory Statistics

BIOL-2260, Principles of Microbiology

EXCS-3303, Basic Nutrition

All prerequisite courses must have been completed within 10 years.

In addition, students are required to have the following Core general education requirements completed:

ENGL-1010, English Composition

EXCS Fitness Course

Students do not need to take EXCS-1115, Wellness for Life (NURS-3200, Foundations of Nursing Practice, will fulfill this requirement)

Foreign Language requirement

(both semesters)

PHIL-1750, Principles of Nature

THEO-1100, Introduction to Theology

(Students transferring into Benedictine College their junior year may have slightly different core general education requirements and will be able to take PHIL-1750 and THEO-1100 in their junior or senior year. Please contact the Director of Transfer Enrollment for further information.)

### **Essential Functions of Student Nurses**

Reasonable accommodations for students with disabilities, either temporary or permanent, will be considered on a case-by-case basis and in consultation with Benedictine College's Disability Services and the clinical agencies as appropriate. To enter and complete

the nursing program, student nurses must be able to meet specific emotional, cognitive, and physical requirements. These requirements are outlined in the *Benedictine College Student Nursing Handbook* under "Essential Functions of Registered Student Nurses" and can be provided to applicants upon request.

### **Leave of Absence**

- A student who is maintaining a grade of at least a 'C' in theory, is earning a passing grade in the clinical component of courses within the nursing major, and has a minimum grade point average of 2.75 at the time of the leave may be granted a leave of absence from the nursing program for personal health or family health-related reasons. Students who have been admitted to the nursing program but have not yet begun the nursing courses may also be granted a leave of absence for the same reasons. This leave is not to exceed one calendar year.

Note that a student who has been absent from Benedictine College for more than one semester must apply to the Admission Office for readmission (refer to section in the *Benedictine College Course Catalog* on "Readmission").

- Students will be granted automatic readmission into the nursing program provided space is available. If changes in the curriculum have occurred, students must complete the curriculum effective at the time of readmission.

### **Withdrawal/Dismissal**

- Students who do not achieve a minimum 'C' in nursing courses (theory or clinical) are dismissed from the nursing program. In addition, if a student's cumulative nursing course grade point average is below 2.75, the student will be placed on probation for one semester. If the student's cumulative nursing course grade point average continues to be below 2.75, the student will be dismissed from the program. Professional conduct and provision of necessary documentation also is required for progression in the program.
- Students who do not progress in the nursing major may be considered for readmission to the nursing program a maximum of one

time provided space is available. Any subsequent failure to meet expectations as outlined above will result in dismissal from the nursing program without consideration for readmission.

- All courses in a given level must be completed before progressing to courses in the next level.
- Due to course sequencing, students who withdraw or are dismissed cannot continue in the nursing program the following semester. Readmission to the nursing program is required to resume nursing courses.

### **Readmission to the Nursing Program**

A student who is dismissed or withdraws from the nursing program may apply for readmission to the nursing program by the specified due date. The student seeking readmission must meet the criteria for admission and graduation that are in effect at the time of readmission to the nursing program. A student who has been denied readmission may not apply to the program again for five years at which time, if accepted to the program, all nursing coursework must be repeated. Science courses need to be current within 10 years. Subsequent failure to progress in any nursing course will result in dismissal from the nursing program without consideration for readmission.

### **Progression Policies**

Students must fulfill the requirements for theoretical and clinical components of the nursing major. Students must pass designated benchmark scores on externally-prepared standardized exams during the nursing curriculum. Students who fail these exams will be required to complete remedial activity as assigned. Students will be required to achieve a satisfactory score on a designed standardized comprehensive exam to pass the NURS-4930, Synthesis/Practicum, course during the final semester of the nursing program. A minimum grade of 'C' must be earned in all nursing courses to progress in the nursing curriculum. A minimum grade of 'C' must be earned in all supporting classes. Health reports, criminal background check, drug

screen, CPR certification, and other program requirements must be on file in the Department of Nursing prior to attendance in classes for which these requirements are needed.

### **Time Limit of Degree Completion**

Requirements for the Bachelor of Science in Nursing degree must be completed within four years of the date of the first enrollment in nursing courses.

### **Attendance Policy**

Attendance is mandatory in all scheduled classes and clinicals. In the event of absence, progress and continuation in the course may be at risk and will be considered individually. The reason for absence, academic performance of the student, past record of absenteeism, and other relevant factors will be considered. The student is required to provide prior notice to faculty of absence or tardiness. No student will be allowed to accumulate excessive absences before intervention by the faculty.

*For other policies and procedures refer to the Benedictine College Student Nursing Handbook.*

### **Criteria for Completion of the Bachelor of Science in Nursing Degree**

- Completion of at least 128 semester hours of academic work with a minimum cumulative grade point average of 2.75;
- Completion of required assessments; and
- Completion of the following nursing courses (58 hours) in addition to the prerequisite courses listed previously and the college general education requirements:  
NURS-3000, NURS-3120, NURS-3140, NURS-3200, NURS-3210, NURS-3300, NURS-3400, NURS-3410, NURS-3500, NURS-3510, NURS-3640, NURS-4200, NURS-4210, NURS-4220, NURS-4300, NURS-4310, NURS-4500, NURS-4510, NURS-4600, NURS-4700, NURS-4930, NURS-COMP, THEO-3940.

Upon completion of graduation requirements, the graduate may apply to take the National Council Licensure Examination

(NCLEX) for professional nurses. Licensure applicants must have completed the basic professional curriculum from an approved program of nursing. Graduation does not ensure licensure eligibility. Certain criminal activity, functional abilities, and other applicant information may render a graduate ineligible for licensure. The State Board of Nursing in the state in which licensure is sought will make the decision whether or not to allow the individual to take the licensure examination. For additional information, refer to Sections KSA 65-1120 of the State of Kansas Nurse Practice Act or the Nurse Practice Act of the state in which the graduate anticipates licensure.

*Students may submit a written petition with rationale to the nursing program for special exception to the above policies. The nursing faculty will have the right to accept or reject this petition.*

### Nursing Courses

Students must provide their own transportation to clinical experiences when enrolled in the nursing program.

Course fees will be charged for each semester of the nursing program as well as other costs that are outlined in the admissions packet.

### Suggested sequence of courses for a Bachelor of Science in Nursing degree

The curriculum has been developed based on the AACN Essentials of Baccalaureate Education for Professional Nursing Practice. Below is outlined a sample curriculum for the Benedictine College Bachelor of Science in Nursing degree (prerequisite courses are in bold).

#### Freshman Year

GNST-1000, BC Experience	1	<b>PSYC-1000, General Psychology</b>	3
ENGL-1010, English Composition	3	THEO-1100, Intro to Theology	3
Foreign Language	4	Foreign Language	4
PHIL-1750, Principles of Nature	3	Historical Inquiry Foundation	3
<b>BIOL-1121, General Biology I with lab</b>	5	<b>CHEM-1200/1201, General Chem I/lab</b>	4
Fitness Activity Course	1		
	17		17

#### Sophomore Year

<b>BIOL-2242, Human Anatomy &amp; Phys. I</b>	4	<b>BIOL-2243, Human Anatomy &amp; Phys. II</b>	4
<b>MATH-1220, Introductory Statistics</b>	4	<b>BIOL-2260, Principles of Microbiology</b>	4
<b>PSYC-2503, Lifespan Development</b>	3	<b>EXSC-3303, Basic Nutrition</b>	3
Aesthetic Experience	3	Aesthetic Experience	3
Historical Inquiry Foundation	3	Faith / Elective	3
	17		17

*Students apply for admission into the nursing program in their sophomore year.*

#### Junior Year

NURS-3000, Intro Healthcare Environ.	2	NURS-3400, Nursing Care of Adults	3
NURS-3120, Clinical Nursing Assessment	3	**NURS-3410, Care of Adults: Clinical	2
NURS-3140, Pathophysiology	3	NURS-3500, Maternal/Child Nursing	4
NURS-3200, Foundations of Nursing Practice	3	**NURS-3510, Maternal/Child: Clinical	2
*NURS-3210, Foundations: Clinical	3	NURS-3640, Pharmacology II	2
NURS-3300, Pharmacology I	2	Philosophical Inquiry	3
	16		16

\*Level I is 3.5 hours of clinical per credit hour each week (157.5 hours)

\*\*Level II and III is 3 hours of clinical per credit hour each week (90 total clock hours)

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## Suggested sequence of courses for a Bachelor of Science in Nursing degree (Continued)

<b>Senior Year</b>			
NURS-4200, Population-Based Health Care	3	NURS-4500, Nursing of the Patient With Complex Acute Needs	3
**NURS-4210, Population: Clinical	2	**NURS-4510, Complex: Clinical	2
NURS-4220, Research, QI, and EBP	3	NURS-4600, Leadership & Management	3
NURS-4300, Mental Health Nursing	3	NURS-4700, Prof, Legal, & Ethical Issues	3
**NURS-4310, Mental Health: Clinical	2	**NURS-4930, Synthesis/Practicum	2
THEO-3940, Christian Bioethics	3	NURS-COMP, Senior Comp. Exam	cr
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16			13

\*Level I is 3.5 hours of clinical per credit hour each week (157.5 hours)

\*\*Level II and III is 3 hours of clinical per credit hour each week (90 total clock hours)

Total clinical clock hours 697.5.

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## Philosophy

Philosophy has as its purpose to direct students' attention to fundamental but often unnoticed aspects of human experience and to uncover and analyze the hidden presuppositions of their intellectual and emotional commitments. In doing so, it seeks also to integrate the knowledge that the student has acquired in the various disciplines. Secondly, it prepares some students for further study in philosophy at the graduate level.

Courses in philosophy, then, are intended to give the student some experience in asking and answering fundamental questions, namely, those questions about God, humanity, and the world that emerge from direct human experience or from reflection on the various disciplines through which they have organized their experience.

The Philosophy Department offers a choice of two types of major: one is a nine course co-major designed to enable a student to obtain a major in philosophy in addition to a major in some other discipline; the other

is a twelve-course professional major for the student who intends to major exclusively in philosophy or who may wish to pursue graduate work in philosophy.

### Requirements for co-majors in Philosophy:

PHIL-2010, Logic  
 PHIL-2310, Philosophy of Nature\*  
 PHIL-2550, Philosophical Psychology  
 PHIL-3250, Ethics  
 PHIL-3730, Metaphysics  
 PHIL-3740, Natural Theology

*plus one course in the history of philosophy, chosen from:*

PHIL-4010, Ancient Philosophy  
 PHIL-4020, Medieval Philosophy  
 PHIL-4030, Islamic Philosophy  
 PHIL-4040, Early Modern Philosophy

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\*Philosophy majors and minors may substitute PHIL-1750, Principles of Nature, for PHIL-2310, Philosophy of Nature. PHIL-2310, Philosophy of Nature, also satisfies the college's core requirement in philosophy.

PHIL-4050, Modern Continental Philosophy  
 PHIL-4060, Modern Anglo-American  
 Philosophy  
*plus* two other Philosophy courses  
 PHIL-COMP, Senior Comprehensive  
 Examination  
*Recommended:*  
 PHIL-4900, Seminar

**Requirements for the professional major in Philosophy:**

PHIL-2010, Logic  
 PHIL-2310, Philosophy of Nature\*  
 PHIL-2550, Philosophical Psychology  
 PHIL-3250, Ethics  
 PHIL-3730, Metaphysics  
 PHIL-3740, Natural Theology  
*plus one course in early philosophy, chosen from:*  
 PHIL-4010, Ancient Philosophy  
 PHIL-4020, Medieval Philosophy  
 PHIL-4030, Islamic Philosophy

*plus one course in later philosophy, chosen from:*  
 PHIL-4040, Early Modern Philosophy  
 PHIL-4050, Modern Continental Philosophy  
 PHIL-4060, Modern Anglo-American  
 Philosophy  
 PHIL-COMP, Senior Comprehensive  
 Examination  
*plus* PHIL-4900, Seminar  
*plus* three other Philosophy courses

*Strongly Recommended:*  
 The study of Greek or Latin

**The requirements for a minor in Philosophy:**

PHIL-2010, Logic  
 PHIL-2310, Philosophy of Nature\*  
*plus* four other Philosophy courses  
 The minimum percentage of credits that must be completed at Benedictine College for both majors in philosophy is 60% and for the minor in philosophy is 50%.

**Suggested sequence of courses for a Bachelor of Arts degree with a major in Philosophy—Professional Major**

**Freshman Year**

ENGL-1010, English Composition	3	EXSC-1115, Wellness for Life	1
GNST-1000, BC Experience	1	PHIL-2010, Logic	3
Person and the Community	3	Faith I	3
Foreign Language I	4	Foreign Language II	4
Natural World I	4	Mathematical Reasoning	3–4
THEO-1100, Intro to Theology	3	Electives	3
	18		17–18

**Sophomore Year**

EXSC Fitness course	1	Natural World II	4
Historical Foundations I	3	Historical Foundations II	3
PHIL-2310, Philosophy of Nature	3	PHIL-2550, Philosophical Psychology	3
Faith II	3	Electives	6
Electives	6		
	16		16



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## Suggested sequence of courses for a Bachelor of Arts degree with a major in Philosophy—Professional Major (Continued)

<b>Junior Year</b>			
PHIL-3250, Ethics	3	PHIL-3740, Natural Theology	3
PHIL-3730, Metaphysics	3	Philosophy Elective	3
Aesthetic Experience I	3	Aesthetic Experience II	3
Natural World II	4	Electives	6
Electives	3		
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	16		15
<b>Senior Year</b>			
PHIL (Early History of Philosophy)	3	PHIL-4900, Seminar	3
Philosophy Elective	3	PHIL (Later History of Philosophy)	3
Electives	5	PHIL-4920, Senior Thesis	3
Electives (upper-division)	4	Electives (upper-division)	6
		PHIL-COMP	cr
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	15		15

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## Physics

The Department of Physics and Astronomy offers a wide variety of courses and programs that examine and employ the laws of nature from both theoretical and applied perspectives. The department emphasizes hands-on experience and laboratory work in its programs.

Our graduates have been highly successful in pursuing further study in graduate programs in a variety of scientific and engineering disciplines. Historically, about three-fourths of our graduates have successfully pursued advanced degrees. Others have accepted positions in business or industry, or at research laboratories, while some have pursued careers in law, medicine, and the religious life, for example.

A program leading to secondary education teaching certification in physics is available.

Transfer students pursuing a major in Physics must take a minimum of 40% of the coursework required for the major at Benedictine College. Transfer students pursuing

a minor in Physics must take a minimum of 25% of the coursework required for the minor at Benedictine College.

### Requirements for a B.S. degree in Physics: (46–48 hours)

- PHYS-2100/2101, Classical Physics I with lab (4)
- PHYS-2110/2111, Classical Physics II with lab (4)
- PHYS-3200, Relativity and Atomic Physics (3)
- PHYS-3201, Modern Physics Laboratory I (1)
- PHYS-3210, Nuclear and Elementary Particle Physics (2)
- PHYS-3211, Modern Physics Laboratory II (1)
- PHYS-4100, Mechanics I (3)
- PHYS-4110, Mechanics II (3)
- PHYS-3500, Electronics (4)
- PHYS-4600, Electricity and Magnetism I (3)
- PHYS-4610, Electricity and Magnetism II (3)
- PHYS-4400, Thermodynamics (4)
- PHYS-4800, Quantum Mechanics (3)
- PHYS-4300/4301, Optics with Laboratory (4)
- PHYS-4700, Condensed Matter Physics (3)

PHYS-COMP, Senior Comprehensive (cr)  
and four semesters of PHYS-4900–4903,  
Physics Colloquium (cr)  
PHYS-4990, Independent Study/Research (1–3)

*Required supporting courses:* (25–27 hours)

CHEM-1200, General Chemistry I (3)  
CHEM-1210, General Chemistry II (3)  
CHEM-1201, General Chemistry Laboratory  
I (1)  
CHEM-1211, General Chemistry Laboratory  
II (1)  
CSCI-2300, Programming for Scientists and  
Engineers (3); CSCI-1140, Introduction to  
Computer Science I (4); or ENGR-2000,  
Computer Applications in Engineering (2)  
MATH-1300, Calculus I (4)  
MATH-1350, Calculus II (4)  
MATH-2300, Calculus III (4)  
MATH-3100, Differential Equations (3)

*Recommended supporting courses:*

MATH-2500, Linear Algebra (3)  
MATH-2550, Discrete Mathematical  
Structures (3)  
MATH-3200, Probability and Statistics (3)  
MATH-3300, Numerical Computation (3)

### **Requirements for a B.A. degree in Physics:** (35–36 hours)

PHYS-2100/2101, Classical Physics I with  
lab (4)  
PHYS-2110/2111, Classical Physics II with  
lab (4)  
PHYS-3200, Relativity and Atomic Physics (3)  
PHYS-3201, Modern Physics Laboratory I (1)  
PHYS-3210, Nuclear and Elementary Particle  
Physics (2)  
PHYS-3211, Modern Physics Laboratory II (1)  
PHYS-4100, Mechanics I (3) or ENGR-2310,  
Dynamics (3)  
PHYS-3500, Electronics (4)  
PHYS-4600, Electricity and Magnetism I (3)  
PHYS-4300/4301, Optics with Laboratory (4)  
PHYS-COMP, Senior Comprehensive (cr)  
and four semesters of PHYS-4900–4903,  
Physics Colloquium (cr)  
*plus* two additional upper-division courses in  
physics or astronomy (6–7)

*Required supporting courses:* (25–27 hours)

CHEM-1200, General Chemistry I (3)  
CHEM-1210, General Chemistry II (3)  
CHEM-1201, General Chemistry Laboratory  
I (1)  
CHEM-1211, General Chemistry Laboratory  
II (1)  
CSCI-2300, Programming for Scientists and  
Engineers (3); CSCI-1140, Introduction to  
Computer Science I (4); or ENGR-2000,  
Computer Applications in Engineering (2)  
MATH-1300, Calculus I (4)  
MATH-1350, Calculus II (4)  
MATH-2300, Calculus III (4)  
MATH-3100, Differential Equations (3)

*Recommended supporting courses:*

MATH-2500, Linear Algebra (3)  
MATH-2550, Discrete Mathematical  
Structures (3)  
MATH-3300, Numerical Computation (3)

### **Requirements for a minor in Physics:**

(21–23 hours)  
PHYS-2100/2101, Classical Physics I with  
lab (4)  
PHYS-2110/2111, Classical Physics II with  
lab (4)  
PHYS-3200, Relativity and Atomic Physics (3)  
PHYS-3201, Modern Physics Laboratory I (1)  
PHYS-3210, Nuclear and Elementary Particle  
Physics (2)  
PHYS-3211, Modern Physics Laboratory II (1)  
*plus* two additional courses in the department  
3000 level or above (6–8)

### **Requirements for certification for physics teaching grades 6–12:**

ASTR-1300, Sun and Solar System (4)  
PHYS-4457, Methods of Teaching Secondary  
Physics (2)  
CHEM-1200, General Chemistry I (3)  
CHEM-1210, General Chemistry II (3)  
CHEM-1201, General Chemistry Laboratory  
I (1)  
CHEM-1211, General Chemistry Laboratory  
II (1)  
PHYS-1400, Earth Science (3)

PHYS-2100/2101, Classical Physics I with lab (4)  
 PHYS-2110/2111, Classical Physics II with lab (4)  
 PHYS-3200, Relativity and Atomic Physics (3)  
 PHYS-3201, Modern Physics Laboratory I (1)  
 PHYS-3210, Nuclear and Elementary Particle Physics (2)  
 PHYS-3211, Modern Physics Laboratory II (1)

PHYS-3500, Electronics (4)  
 PHYS-COMP, Senior Comprehensive (cr)  
 PHYS-4900, Physics Colloquium (cr)  
 The secondary teacher is required to take education courses for a B.A. in Secondary Education to receive certification and should consult with the chair of the Department of Education.

## Suggested sequence of courses for a Bachelor of Science or a Bachelor of Arts degree in Physics

### Freshman Year

PHYS-2100/2101, Classical Physics I /w Lab**	4	Foreign Language	4
CHEM-1200, General Chemistry I	3	PHYS-2110/2111, Classical Physics II /w Lab	4
CHEM-1201, General Chemistry I Lab	1	CHEM-1210, General Chemistry II	3
Foreign Language	4	CHEM-1211, General Chemistry II Lab	1
GNST-1000, BC Experience	1	MATH-1350, Calculus II	4
MATH-1300, Calculus I	4	EXSC-1115, Wellness for Life	1
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### Sophomore Year

PHYS-3200, Relativity & Atomic Physics	3	PHYS-3210, Nuclear & Elem Part Phys	2
PHYS-3201, Modern Physics Lab	1	PHYS-3211, Modern Physics Lab II	1
MATH-2300, Calculus III	4	MATH-3100, Differential Equations	3
PHIL-1750, Principles of Nature	3	CSCI-2300, Progr for Scientists & Engrs.	3
THEO-1100, Introduction to Theology	3	PHYS-3500, Electronics	4
Oral Communications	3	Historical Inquiry Foundation	3
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### Junior Year

ENGL-1010, English Composition	3	Philosophical Inquiry Foundation	3
Faith Foundation	3	PHYS-4300, Optics	3
PHYS-4100, Mechanics I	3	PHYS-4301, Optics Lab	1
PHYS-4900, Physics Colloquium	cr	PHYS-4110, Mechanics II*	3
Elective (Rec. PHYS-4200, Math Meth)	3	PHYS-4901, Physics Colloquium	cr
Historical Inquiry Foundation	3	EXSC Fitness course	1
		Visual Communication	3
		Aesthetic Experience	3
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\*Indicates a course not required for the B.A.

\*\*Students not ready for Calculus I this semester should enroll in a general education class instead of Classical Physics.

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## Suggested sequence of courses for a Bachelor of Science or a Bachelor of Arts degree in Physics (Continued)

	Senior Year		
PHYS-4600, Electricity & Magnetism I	3	PHYS-4610, Electricity & Magnetism II*	3
PHYS-4400, Thermodynamics*	4	Person and Community	3
PHYS-4800, Quantum Mechanics*	3	PHYS-4903, Physics Colloquium	cr
PHYS-4902, Physics Colloquium	cr	Aesthetic Experience	3
Faith Foundation	3	PHYS-4700, Condensed Matter Physics*	3
Philosophical Inquiry Foundation	3	Elective	3
		PHYS-4990, Independent Study	1-3
		PHYS-COMP, Senior Comprehensive	cr
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\*Indicates a course not required for the B.A.

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## Political Science

The Department of Political Science combines the energies of students and departmental faculty in active learning and honest scholarship. The goals of the department are these: 1) to employ the principles of discovery learning in developing an understanding of both the foundational concepts of systems of government and the theoretical concepts that animate contemporary public affairs; 2) to create a balanced perspective among the subdisciplines within political science; 3) to empower students to integrate lessons learned in other disciplines with those framed in political science; and 4) to prepare students for an effective transition, after graduation, to either career employment or graduate studies.

The department recommends that every major in political science completes at least one guided, practical program such as a local internship; a structured service learning experience; a semester in Washington, D.C.; an international travel program; placement with a state or local agency or an administrative, legislative or judicial assignment. The department develops these opportunities and matches students, depending on their interests

and skills. When possible, the curriculum provides academic credit for such programs.

### Requirements for a major in Political Science:

- POLS-1000, Introduction to American Government
  - or POLS-1500, American 20th Century Political History
  - or POLS-1750, Leadership Matters
- POLS-2010, Comparative World Government and Politics
- ECON-2090, Principles of Macroeconomics
- POLS-2500, Research Methods
- POLS-2750, Public Policy Analysis
- POLS-3250, The American Presidency
  - or POLS-3500, American Congress
- POLS-4010, International Relations
- Any one of the Constitutional law courses:
  - POLS-3750, American Constitutional Development; or POLS-3760, Fundamental Freedoms: The First Amendment; or POLS-3765, Civil Rights: The Fourteenth Amendment
- POLS-3800, Development of Political Thought
- POLS-4600, Public Administration
  - or POLS-4700, Policy Implementation
- POLS-4950, Capstone Senior Seminar

POLS-COMP, Senior Comprehensive Examination  
and two additional courses offered by the department.

Transfer students who seek to major in political science must complete a minimum of 50% of their credits in political science at Benedictine College.

### **Requirements for a minor in Political Science:**

POLS-1000, Introduction to American Government  
or POLS-1500, American 20th Century Political History  
or POLS-1750, Leadership Matters  
POLS-2500, Research Methods  
POLS-2750, Public Policy Analysis  
and nine additional credits in courses offered by the department.

Transfer students who seek to complete a minor in political science must complete a minimum of 50% of their credits in political science at Benedictine College.

### **Requirements for a specialization in pre-Law:**

POLS-1000, Introduction to American Government  
or POLS-1500, American 20th Century Political History  
or POLS-1750, Leadership Matters  
BUSI-3710, Legal Environment of Business or  
MGMT-4720, Business Organization Law  
POLS-3750, American Constitutional Development  
POLS-3760, Fundamental Freedoms: The First Amendment  
or POLS-3765, Civil Rights: The Fourteenth Amendment  
POLS-3800, Development of Political Thought  
or PHIL-3550, Political Philosophy  
or PHIL-4860, Philosophy of Law  
PSYC-4502, Psychology and Law

### **Requirements for a minor in Economics and Politics:**

POLS-1000, Introduction to American Government

or POLS-1500, American 20th Century Political History  
POLS-2750, Public Policy Analysis  
POLS-4010, International Relations or  
or POLS-2010, Comparative World Government and Politics  
ECON-2090, Principles of Macroeconomics  
ECON-2100, Principles of Microeconomics  
ECON-3000, Contemporary Economic Thinking

### **Travel Opportunities:**

The department conducts travel experiences that advance discovery learning. Students have attended the American Political Science Association annual meeting; presented papers at regional and national conferences; immersed themselves in presidential politics at the Iowa caucuses since 2000; taken part in familiarization trips to Washington, D.C.; toured and conducted research at presidential libraries; and attended a presidential inauguration. Departmental faculty coordinates and supervises these experiences.

### **Law School and Graduate Study:**

The political science major is an excellent preparatory course for the student seeking admission to law school. The combination of constitutional and policy studies equips students with the requisite body of theory and practice associated with success in law school.

Political science majors who plan on graduate studies in this discipline should enrich themselves with upper-division coursework in economics, sociology, languages, and the highest level of mathematics for which they are suited.

### **Career paths for the Political Science major:**

Political science is an excellent portal to many careers. These include: foreign service; public administration; law; policy advocacy for corporations and tax exempt organizations; management within industries that are highly globalized or regulated; administration in trade and professional associations.

Students who plan to earn certification to teach social sciences in elementary or secondary schools will coordinate their curricular

requirements with the college's departments of education and of political science, among others.

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## Suggested sequence of courses for a Bachelor of Arts degree in Political Science

### Freshman Year

POLS-1000, Introduction to American Gov't or POLS-1500, Amer. 20th Cent. Pol. History or POLS-1750, Leadership Matters	3	ECON-2090, Principles of Macroeconomics	3
Foreign Language	4	Foreign Language	4
THEO-1100, Introduction to Theology	3	Historical foundation	3
ENGL-1010, English Composition	3	Aesthetic experience	3
PSYC-1000, General Psychology or SOCI-1000, General Sociology	3	Skills & perspectives course	3
GNST-1000, BC Experience	1		
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### Sophomore Year

POLS-2010, Comp World Gov't & Politics	3	POLS-2750, Public Policy Analysis	3
EXSC-1115, Wellness for Life	1	POLS-2500, Research Methods	4
Faith foundation	3	EXSC Fitness course	1
PHIL-1750, Principles of Nature	3	Aesthetic experience	3
ACCT-2090, Principles of Financial Acctng	3	Faith Foundation	3
Elective, preferably in political science	3	Understanding the Natural World Foundation (with lab)	4
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	16		18

### Junior Year

POLS-3800, Development of Political Thought	3	Understanding the Natural World Foundation (without lab)	3
Elective courses (Political Science or non-departmental) upper-division	10	Constitutional law class	3
Philosophical inquiry	3	POLS-4010, International Relations	3
		POLS-4790, Internship	3
		Elective courses (Political Science or non- departmental) upper-division	3
	<hr/>		<hr/>
	16		15

### Senior Year

POLS-4950, Capstone Senior Seminar	3	POLS-4600, Public Administration	3
POLS-COMP, Senior Comprehensive Exam	cr	or POLS-4700, Policy Implementation	
Elective courses (Political Science or non-departmental) upper-division	12	Political Science elective	3
		Elective courses (Political Science or non- departmental) upper-division	10
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	15		16

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## Pre-Dentistry

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The majority of students presently entering dental schools have completed four years of college and the bachelor's degree. Prospective dental students are advised to follow a major program in the physical or biological sciences. Other college majors are possible, provided the student completes certain courses in the sciences necessary for admission to, and successful progress in, the dental college.

The academic and other requirements for dental school admission are available on the American Dental Association and American Dental Education Association websites. Information and advice concerning dental school admission requirements may be discussed with the chair of the Biology Department.

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## Pre-Law

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The goals of the pre-law program are to allow the student to become conversant with 1) the nature and function of law and legal institutions, 2) the relation of law to the broader social order, and 3) the higher law background of American legal thought.

Additionally, the pre-law program seeks to cultivate the student's reasoning, writing, and speaking skills, and to give students the opportunity to pursue practical legal experience through legal internships.

Law schools usually require a college degree for admission. Recommended majors are political science, business administration, economics, history, philosophy, and sociology. However, no specific major is required for admittance to law school. A student interested in law and legal internships should contact the pre-law advisor and include in his or her preparation for law school as many of the following courses offered at Benedictine College as possible. The courses listed here are recommendations for a student considering law school and, as such, they are exemplary of useful preparation. This list is not offered as a rigid routine, but only as a guide. Please consult the pre-law advisors for a program of

study tailored for you, your interests, and the law school(s) you hope to attend.

### **Courses in Preparation for Law School:**

POLS-1000, Introduction to American Government

PHIL-1750, Principles of Nature

ENGL-3260 Advanced Composition

SPCH-1100, Speech Communication

PHIL-3250, Ethics

MATH-1220, Introductory Statistics

ACCT-2090, Principles of Financial Accounting

ECON-2090, Principles of Macroeconomics

MGMT-4720, Business Organization Law

POLS-3760, Fundamental Freedoms: The First Amendment

POLS-3765, Civil Rights: The Fourteenth Amendment

POLS-3750, American Constitutional Development

See the Department of Political Science for further information regarding requirements for law school admittance, advice for strategic preparation for the Law School Admission Test (LSAT), and for counsel on how best to choose law schools that match your career goals.

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## Pre-Medicine

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Prospective medical students are urged by college and medical educators to pursue a degree program in college. Indeed, the majority of students entering medical college have completed four years of college work and the bachelor's degree.

College course requirements for medical school admission are purposely kept at a minimum by the medical colleges in order to allow latitude for developing individualized

undergraduate programs of study. Generally, students major in a science, but a college major in any other area is acceptable as long as certain science courses necessary for good progress in the professional school are taken.

Information regarding medical school admissions requirements may be obtained from advisors in the Department of Biology, the Department of Chemistry/Biochemistry, and the Student Success Center.

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## Pre-Occupational Therapy and Pre-Physical Therapy

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Pre-occupational therapy and pre-physical therapy students are advised to consult the admission requirements of the graduate school they plan to enter. Usually a four-year liberal arts degree program is required before admission to graduate school. A variety of academic programs including biology, biochemistry and psychology that meet all the requirements for

admission to graduate school are available. While pursuing these programs, it is possible to become a certified athletic trainer or to conduct an internship while earning college credit. Information and advice concerning graduate school admission, certification, or internships may be obtained from the chair of the Biology Department.

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## Pre-Optometry

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The college course requirements for admission to colleges of optometry are fairly uniform. All schools place emphasis on college courses in mathematics, physics, chemistry, and the biological sciences. Most students entering schools of optometry have

completed a bachelor's degree. Some schools specify additional courses, such as psychology, social science, literature, philosophy and foreign language. Students on campus desiring information should consult with the chair of the Biology Department.

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## Pre-Pharmacy

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Students seeking a Doctor of Pharmacy (Pharm. D.) degree are eligible for admission into a Pharm. D. program after satisfactory completion of college-level, pre-pharmacy requirements. Pre-pharmacy requirements vary between different pharmacy schools, but they generally include the following courses:

BIOL-1121, General Biology I  
BIOL-2242, Human Anatomy and Physiology I  
BIOL-2243, Human Anatomy and Physiology II  
BIOL-3360, Microbiology  
CHEM-1200, General Chemistry I  
CHEM-1201, General Chemistry I Laboratory  
CHEM-1210, General Chemistry II  
CHEM-1211, General Chemistry II Laboratory



CHEM-2200, Organic Chemistry I  
CHEM-2201, Organic Chemistry I Laboratory  
CHEM-2210, Organic Chemistry II  
CHEM-2211, Organic Chemistry II Laboratory  
ENGL-1010, English Composition  
MATH-1300, Calculus I  
SPCH-1100, Speech Communication

Plus eighteen credit hours in humanities/  
social sciences.

Benedictine students interested in pursuing pharmacy careers typically satisfy these requirements as part of their major requirements in Biology, Biochemistry, or Chemistry. Students may get more information on campus from the chairs of the Biology or Chemistry/Biochemistry Departments.

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## Psychological Sciences

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The psychology curriculum provides students with practical, theoretical, and scientific foundations to develop as professional scientists and practitioners of psychology. Scientific habits are acquired through core courses and research seminars. Professional skills are developed through applied courses and service experiences. These aspects of the curriculum strive to foster an integrated understanding of the principles governing human and animal behavior, a practical application of knowledge for addressing individual and social problems, an enlightened professional responsibility for the welfare of others, and respect for human diversity. Successful completion of the curriculum allows students either to pursue advanced study in psychology or assume employment in professional settings.

### **Requirements for a major in Psychology (at least 18 credit hours must be completed at Benedictine College):**

*Core Courses* (22 hours)

PSYC-1000, General Psychology (3)  
MATH-1220, Introductory Statistics (4)  
PSYC-2900, Research Methods (3)  
PSYC-3710, Learning and Cognition (3)  
PSYC-4050, Biopsychology (3)  
PSYC-4820, Social Psychology (3)  
PSYC-COMP, Senior Comprehensive Examination (cr)  
PSYC-4910, History of Psychology (3)

*Theoretical Psychology:* Choose three from this group (9 hours)

PSYC-2631, Developmental Psychology I or

PSYC-2641, Developmental Psychology II (3)

PSYC-2731, Theories of Personality (3)

PSYC-3801, Cultural Psychology (3)

PSYC-3901, Abnormal Psychology (3)

PSYC-4151, Psychology of Human Emotion (3)

PSYC-4201, Psychology of Gender (3)

*Applied Psychology:* Choose two from this group (6 hours)

PSYC-3152, Tests and Measurement (3)

PSYC-2852, Health Psychology (3)

PSYC-4012, Introduction to Counseling Psychology (3)

PSYC-4502, Psychology and Law (3)

EDUC-2220, Psychoeducational Development or EDUC-2222, Psych. of Individ. With Exceptionalities (3)

*Research or Service Experience:* Choose one (3 hours)

Students must take *either* PSYC-3500, Research Seminar (recommended for students who intend to pursue postgraduate study in psychology) or PSYC-4850, Psychology Service Experience. (Students may elect to take both.)

### **The minimum requirements for a minor in Psychology (at least 9 credit hours must be completed at Benedictine College):**

PSYC-1000, General Psychology (3)

*plus* five additional Psychology courses

(Students may substitute either EDUC-2220 or EDUC-2222 for one of these courses.)

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## Suggested sequence of courses for a Bachelor of Arts degree in Psychology

### Freshman Year

GNST-1000, BC Experience	1	PHIL-1750, Principles of Nature	3
PSYC-1000, General Psychology	3	EXSC-1115, Wellness for Life	1
THEO-1100, Introduction to Theology	3	Foreign Language II	4
ENGL-1010, English Composition	3	Aesthetic Foundation	3
Historical Foundation	3	Historical Foundation	3
Foreign Language I	4	Electives	3
	17		17

### Sophomore Year

MATH-1220, Introductory Statistics	4	PSYC-2900, Research Methods	3
Theoretical Psychology course	3	Theoretical Psychology course	3
EXSC Fitness course	1	Natural World with Lab	4
Faith Foundation	3	Philosophical Inquiry Foundation	3
Electives	4	Aesthetic Foundation	3
	15		16

### Junior Year

Theoretical Psychology course	3	Applied Psychology course	3
Philosophical Inquiry Foundation	3	Faith Foundation	3
PSYC-3500, Research Seminar	3	PSYC-3710, Learning and Cognition	3
Electives	7	PSYC-4820, Social Psychology	3
		Electives	4
	16		16

### Senior Year

Applied Psychology course	3	PSYC-4910, History and Systems	3
PSYC-4850, Psych. Service Experience	3	Electives	13
PSYC-4050, Biopsychology	3	PSYC-COMP, Sr. Comprehensive	cr
Electives	7		
	16		16

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## Social Science

The Social Science major is designed specifically for those students preparing to pursue a career in secondary school teaching. Drawing from all the social sciences, it aims at providing the student with a broad-based program meeting the requirements for certification to teach all or most of the usual social

sciences offered in secondary schools. Since the requirements of such a program are fairly precisely laid down by certifying bodies there may be less overall choice within the major as outlined; however, it is to be expected that students choosing a teaching career in social studies would find their interests lie along the

lines of the requirements. For more information regarding this program, please contact the chair of any of the departments included in this major or the chair of the Education Department.

**Major in Social Science:**

The Social Science major will consist of a minimum of 56 hours from history and the social sciences. Transfer students majoring in Social Science must take a minimum of 40% of the coursework required for the major at Benedictine College.

The required courses are as follows:

**World History (15 hours):**

HIST-1100, World Civilization to 1500  
 HIST-1101, World Civilization Since 1500  
 Three upper-division ancient, medieval, early modern, or modern world history courses

**American History (12 hours):**

HIST-1300, United States History to 1865  
 HIST-1380, United States History Since 1865  
 Two upper-division American history courses

**Kansas History (3 hours):**

HIST-3300, History of Kansas

**Political Science (9 hours):**

POLS-1000, Introduction to American Government  
 POLS-2750, Public Policy Analysis  
*and* choose one course from the following:  
 POLS-3760, Fundamental Freedoms: The First Amendment  
 POLS-3770, Civil Rights: The Fourteenth Amendment  
 POLS-3750, American Constitutional Development

**Sociology (6 hours):**

SOCI-1000, Introduction to Sociology  
 SOCI-3250, Sociology of Race and Ethnic Relations

**Economics (6 hours):**

ECON-2090, Principles of Macroeconomics  
 ECON-2100, Principles of Microeconomics

**Geography (3 hours):**

SOCI-2300, World Regional Geography

**Suggested sequence of courses for a Bachelor of Arts degree in Social Science with a double major in Secondary Education**

**Freshman Year**

ENGL-1010, English Composition	3	ENGL-1020, Introduction to Literature	3
THEO-1100, Introduction to Theology	3	Aesthetic Foundation	3
Foreign Language	4	Foreign Language	4
MATH-1220, Introductory Statistics	4	EXSC Fitness course	1
GNST-1000, BC Experience	1	Natural World Foundation	4
SOCI-1000, General Sociology	3	POLS-1000, Introduction to Am Gov't	3
	18		18

**Sophomore Year**

HIST-1300, U.S. History to 1865	3	HIST-1380, U.S. History Since 1865	3
EDUC-2200/2201, Intro to Ed & Field Exp	3	EDUC-2222, Psych of Indiv With Excep	3
EDUC-2220, Psychoeducational Devel	3	SOCI-3250, Sociology of Race & Ethn.	3
PHIL-1750, Principles of Nature	3	POLS-2750, Public Policy Analysis	3
HIST-1100, World Civilization to 1500	3	Philosophical Inquiry Foundation	3
SOCI-2300, World Regional Geography	3	HIST-1101, World Civilization Since 1500	3
Faith Foundation	3		
	21		18

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## Suggested sequence of courses for a Bachelor of Arts degree in Social Science with a double major in Secondary Education (Continued)

<b>Junior Year</b>			
Political Science Elective	3	HIST-3300, History of Kansas	3
Faith Foundation	3	Natural World Foundation	4
EDUC-3357 & 3358, Gen Sec Meth & Prac.	4	SOSC-4457, Methods for Teaching SOSC	2
EDUC-3332, Teach Reading/Content Areas	2	ECON-2090, Principles of Macroeconomics	3
PSYC-1000, General Psychology	3	EDUC-4451, Philosophy of Education	3
History Elective - US	3	History Elective – World	3
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	18		18
<b>Senior Year</b>			
History Electives – World	6	EDUC-4455, Differentiated Instruction	3
History Elective – U.S.	3	EDUC-4462, Classroom Management	2
EDUC-3312 & 3313, School as Community	4	EDUC-4470, Student Teaching Seminar	1
ECON-2100, Principles of Microeconomics	3	EDUC-4496, Supervised Student Teaching	10
EXSC-1115, Wellness for Life	1	EDUC-COMP, Senior Comprehensive	cr
SOSC-COMP, Senior Comprehensive	cr		
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	17		16

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## Sociology

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The objectives of the department are as follows: 1) to help students acquire an in-depth comprehension of the social order through study of major concepts and theories found within the discipline; 2) to develop knowledge of scientific sociology through practical experience in theory construction, methodology and field study; 3) to prepare students for graduate and professional schools with a view toward research, teaching, and public service; and 4) to prepare students for careers in applied social science, social administration, and public social services.

### Requirements for a major in Sociology:

#### Core Requirements

SOCI-1000, Introduction to Sociology  
 SOCI-3105, Sociological Theory  
 SOCI-3155, Research Design for Sociology and Criminology  
 SOCI-3165, Data Analysis and Visualization  
 SOCI-4790, Internship (minimum 3 credit hours)\*

SOCI-COMP, Senior Comprehensive Exam  
 MATH-1220, Introductory Statistics

\* SOCI-4780, a not-for-credit option is available as an alternative to the for-credit version.

#### Sociology Electives:

A total of 27 elective credit hours are required, to be selected from the following courses:

SOCI-2250, Social Problems  
 SOCI-2300, World Regional Geography  
 SOCI-2350, Sociology of Culture  
 SOCI-3205, Marriage and the Family  
 SOCI-3225, Complex Organizations  
 SOCI-3245, Religion in Culture and Society  
 SOCI-3250, Sociology of Race and Ethnic Relations  
 SOCI-3270, Social Stratification  
 SOCI-3305, Population and Society  
 SOCI-4155, Applied Sociology  
 SOCI-4175, Seminar in Social Research  
 SOCI-4305, Cities and Social Change

**Up to 9 elective credit hours may be taken from the following:**

- CRIM-3100, Theories of Crime and Deviance
- CRIM-3220, Religion and Crime
- CRIM-3300, Juvenile Delinquency
- CRIM-3550, White-Collar and Corporate Crime
- CRIM-4200, Crime and Place
- EXSC-2209, Personal and Community Health
- MGMT-3500, Organizational Behavior
- POLS-2750, Public Policy Analysis
- POLS-4600, Public Administration
- PSYC-4012, Introduction to Counseling Psychology
- PSYC-4820, Social Psychology

**Requirements for a Minor in Sociology:**

SOCI-1000, Introduction to Sociology  
SOCI-3105, Sociological Theory  
and 12 additional credit hours of SOCI-prefix courses

**Additional Requirements:**

1. No grade lower than C- in a Core Requirement course may be used toward the Sociology major.
2. No grade lower than C- can be used toward the Sociology minor.
3. Transfer students majoring in Sociology must take a minimum of 40% of the coursework required for the major at Benedictine College.

4. Transfer students pursuing a minor in Sociology must take a minimum 50% of the coursework required for the minor at Benedictine College.

**Careers in Sociology:**

Careers in sociology include the following: Administration (hospital, mental health, social agencies, voluntary services), social systems analysis, business and industry (advertising, employee relations, marketing, personnel, research), community planning, counseling (alcohol, drugs, employment, guidance, mental health, rehabilitation), environmental research and planning, government (data analysis, personnel, research), market research, minority and race relations staff, public housing staff, public opinion research, public relations, regional planning and development, research advertising, census, marketing research, public opinion research, teaching, aging (geriatric aides, area agencies on aging, planning and research services to aging), urban affairs, policy analysis, planning and coordination, human resources development, health services administration, program analysis, staff aide, management of public systems, and others.

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**Suggested sequence of courses for a Bachelor of Arts degree in Sociology**

This eight-semester plan includes only the broad outlines within which programming can be arranged and adapted to the student’s individualized needs and plans. It is expected that a major program will be planned by the student with his or her advisor and/or the department chair and that of the electives; several will be in the field of sociology.

**Freshman Year**

ENGL-1010, English Composition	3	PHIL-1750, Principles of Nature	3
Foreign Language	4	Foreign Language	4
THEO-1100, Introduction to Theology	3	Aesthetic Foundation	3
GNST-1000, BC Experience	1	Understanding Nat World Foundation	4
SOCI-1000, Introduction to Sociology	3	MATH-1220, Introductory Statistics	4
Historical Inquiry Foundation	3		

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## Suggested sequence of courses for a Bachelor of Arts degree in Sociology (Continued)

<b>Sophomore Year</b>			
Sociology Elective	3	Sociology Elective	3
Aesthetic Experience	3	SOCI-2300, World Regional Geography	3
Faith Foundation	3	Skills and Perspectives and/or Historical	6-9
Skills and Perspectives or Electives	6	EXSC Fitness course	1
EXSC-1150, Wellness for Life	1		
	16		13-16
<b>Junior Year</b>			
Sociology Electives	6	SOCI-3105, Sociological Theory	3
Philosophical Inquiry Foundation	3	Faith Foundation	3
SOCI-3155, Research Design	3	Philosophical Inquiry Foundation	3
Skills and Perspectives or Electives	6	SOCI-3165, Data Analysis	3
		Sociology Electives	6
	18		18
<b>Senior Year</b>			
SOCI-COMP, Senior Comp. Exam	cr	Sociology Elective	3
Sociology Electives	6	Skills and Perspectives or Electives	12
Skills and Perspectives or Electives	9-12	Internship in Sociology	3
	15-18		18

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## Spanish

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### Objectives

The objective of the department is to provide students with cultural and linguistic competency in a foreign language. This includes conveying to students knowledge and understanding of a different language, people and culture, and to give them a method of viewing the world with a broader perspective. Integral to this objective is providing students with the fundamental skills of listening, speaking, writing, and reading of another language. This objective is focused on students developing the ability to communicate on various levels in the target language and to gain an appreciation of cultural products and perspectives of speakers of other languages.

The department seeks to assist students in preparing for careers in education, business, government or the professions.

### Foreign Language Placement

Any entering student who has studied Spanish for at least three years in high school is required to take the online foreign language exam before enrolling in any courses in the language previously studied. (For students who took two years of a language in high school in a strong program, the exam is highly recommended but not required.) The exam is administered to freshmen during SOAR weekend, registration, and pre-registration sessions. It is recommended that you take the exam during your

first year at Benedictine because you may better remember your language skills from high school at this point. For more information, please contact the Department of World and Classical Languages and Cultures or the Admission Department.

### **Study Abroad**

The department sponsors several study abroad programs to provide students with an opportunity for immersion in Spanish. Students majoring in Spanish are required to have an immersion experience abroad, either through studying, completing an internship, or volunteering abroad. This requirement may be waived for students who already demonstrate advanced proficiency in the language or who have substantial immersion experience in the target language.

The department-sponsored study abroad affiliation in Spanish is in Valladolid and Seville, Spain. Students also have the option of participating in an exchange program through the college's affiliation with ISEP. This program is administered by the International Programs office.

Some language courses are offered on an alternate semester or yearly basis. Those who choose to major or minor in a foreign language should consult with an advisor in the department and declare their course of study as early as possible so as to follow the recommended schedule of classes.

### **Requirements for a major in Spanish:**

SPAN-1000, Beginning Spanish  
SPAN-1020, Second Semester Spanish  
SPAN-2010, Intermediate Spanish  
SPAN-2020, Intermediate Spanish II  
SPAN-3040, Introduction to Hispanic Literature and Literary Analysis  
SPAN-3400, Introduction to Hispanic Linguistics

SPAN-3750, Advanced Spanish Grammar and Composition

and 15 additional hours of upper-division Spanish courses, including:

one of the following: SPAN-3010, Spanish Phonetics and Phonology, SPAN-3020, Business Spanish, SPAN-4810, or SPAN-4790, Internship (3 hrs)

SPAN-3710, Spanish Civilization and Culture or SPAN-3720, Latin American Civilization and Culture

SPAN-3650, Survey of Latin American Literature

or SPAN-3660, Survey of Spanish Literature  
SPAN-4700, Selected Topics in Latin American Literature or SPAN-4800, Select Topics in Spanish Literature

*Note: At least 12 hours towards the major must be completed on campus at Benedictine and not through study abroad.*

### **Requirements for Prospective Teachers of Spanish:**

The student will complete the Spanish major as outlined above. In addition the student will complete FORL-4457. The student will also complete the requirements for secondary teacher certification outlined under Education.

### **The requirements for a minor in Spanish:**

SPAN-1000, Beginning Spanish  
SPAN-1020, Second Semester Spanish  
SPAN-2010, Intermediate Spanish  
SPAN-3040, Introduction to Hispanic Literature and Literary Analysis  
and nine additional hours of upper-division courses in Spanish.

Transfer students who intend to major or minor in Spanish must take a minimum of 50% of the 3000-level and above courses required for the major either at Benedictine College or through one of our approved study abroad programs.

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## Suggested sequence of courses for a Bachelor of Arts degree in Spanish\*

### Freshman Year

ENGL-1010, English Composition	3	PHIL-1750, Principles of Nature	3
SPAN-1000, Beginning Spanish	4	SPAN-1020, Second Semester Spanish	3
THEO-1100, Introduction to Theology	3	EXSC-1115, Wellness for Life	1
Two Foundations courses (see below)	6–7	EXSC Fitness course	1
GNST-1000, BC Experience	1	Two Foundations courses (see below)	6–7
		Elective or foundation	3
	<hr/> 17–18		<hr/> 17–18

Student should select courses from the following Foundations during the freshman and sophomore years:

- Historical Inquiry (1 course)
- Natural World (1 course with or without lab)
- Person and Community (1 course; recommended freshman year)
- Faith (1 course; recommended sophomore or junior year)
- Mathematical Reasoning (1 course)

### Sophomore Year

SPAN-2010, Intermediate Spanish	4	SPAN-2020, Intermediate Spanish II	3
Natural World Foundation	3–4	SPAN-3040, Intro to Hisp Lit & Lit Analy.	3
Philosophical Inquiry Foundation	3	Faith Foundation	3
Electives or foundation	6	Electives or foundation	6
	<hr/> 16–17		<hr/> 15

### Junior Year

SPAN-3040, Intro to Hispanic Literature	3	Spanish Civilization and Culture or	
SPAN-3400, Intro to Hispanic Linguistics	3	SPAN-3720, Latin Amer Civ and Culture)	
Philosophical Inquiry Foundation	3	(Study Abroad)	
Electives	6		
	<hr/> 15		<hr/> 17

### Senior Year

SPAN-3650, Survey of Latin American Lit.	3	SPAN-COMP, Senior Comprehensive	cr
or SPAN-3660, Survey of Spanish Lit.		Spanish Elective	3
SPAN-4700, Selected Topics in Latin	3	Electives	15
Amer Lit or SPAN-4800, Select Topics			
in Spanish Literature			
Mathematical Reasoning Course	3		
Electives	9		
	<hr/> 18		<hr/> 18

\*Please note that students majoring in Spanish are strongly encouraged to double major; thus courses indicated as electives would ideally fulfill another major.



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## Speech Communication

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Benedictine College offers speech communication to the general student body in fulfillment of the oral communication skills

and perspectives general education requirement. Speech Communication is offered by the Department of Theatre & Dance.

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## Spiritual Direction

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Five graduate-level classes in spiritual direction are offered as an option for students who take part in Souljourners, an ecumenical formation program for spiritual directors/companions. Souljourners is offered through Sophia Center, the spirituality

center of the Benedictine Sisters of Mount St. Scholastica, one of the co-sponsors of Benedictine College. These stand-alone classes may not be used toward any degree program offered at Benedictine College.

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## Strength and Conditioning

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The objectives of the Department of Health, Wellness, and Exercise Science are to provide the following; 1) Preparation for the student to pursue graduate studies; 2) The opportunity for the student to experience both the learning of theory and the discovery of application through practical extracurricular experiences; 3) The opportunity for certification in first aid, CPR, and strength and conditioning; and 4) Wholesome health and fitness attitudes and knowledge for all students so that they may have the opportunity to discover and to choose healthy lifestyles.

Transfer students must complete at least 40% of their major course work at Benedictine College to receive a B.A. in Strength and Conditioning.

### Strength and Conditioning Major (43)

The Strength and Conditioning major is committed to student preparation and development of skills necessary to successfully engage in a career in Strength and Conditioning or to pursue post-undergraduate education. The major does this by collaborating with the National Strength and Conditioning Association to provide the opportunity for students to become certified personal trainers and Strength and Conditioning Specialists.

EXSC-2260, Muscular Involvement for Resistance Training (2)  
EXSC-2209, Personal and Community Health (2)  
EXSC-2210, First Aid and Personal Safety (2)  
EXSC-2240, Structural Anatomy (3) or BIOL-2242/2243, Human Anatomy & Physiology I/Human Anatomy & Physiology II  
EXSC-2263, Care and Prevention of Athletic Injuries (3)  
EXSC-3303, Basic Nutrition (3) or EXSC-3340, Sports Nutrition (3)  
EXSC-3310, Introduction to Personal Training (3)  
EXSC-3320, Essentials of Strength and Conditioning (3)  
EXSC-3330, Advanced Weight Training and Plyometrics (2)  
Two Theory of Coaching Courses (EXSC-3351, EXSC-3352, EXSC-3353, EXSC-3354, EXSC-3355, EXSC-3369 —two credits each)  
EXSC-3350, Psychology and Methods of Coaching (2)  
EXSC-3357, Tests and Measurement (3)  
EXSC-3366, Exercise Physiology (3)  
EXSC-3380, Kinesiology and Biomechanical Analysis (3)  
EXSC-4402, Organization and Administration of Physical Education and Sport (2)

ATHC-4407, Pharmacology in Athletic Training (2)  
 EXSC-4422/4423, Strength and Conditioning Practicums (One credit each)

STRC-COMP, Senior Comprehensive  
 An internship in Strength and Conditioning is strongly encouraged.

## Suggested sequence of courses for a Bachelor of Arts degree in Strength and Conditioning

### Freshman Year

GNST-1000, BC Experience	1	EXSC-2210, First Aid & Personal Safety	2
ENGL-1010, English Composition	3	Aesthetic Foundation	3
EXSC-1115, Wellness for Life	1	EXSC-2240, Structural Anatomy	3
EXSC-1107, Beginning Weight Training	1	Historical Inquiry Foundation	3
EXSC-2209, Personal & Community Health	2	Swimming Course	1
BIOL-1107, Principles of Biology	4	Electives	4
Mathematical Reasoning	3		
EXSC-2260, Muscular Involvement in Resistance Training	2		
	<hr/>		<hr/>
	17		16

### Sophomore Year

Foreign Language	4	Foreign Language	4
THEO-1100, Introduction to Theology	3	PHIL-1750, Principles of Nature	3
Aesthetic Experience	3	Historical Inquiry Foundation	3
Person and Community Foundation	3	EXSC-3303, Basic Nutrition	3
EXSC-2263, Care & Prevention of Ath. Inj.	3	or EXSC-3340, Sports Nutrition	
		EXSC-3330, Advanced Weights & Plyomet.	2
		Elective	1
	<hr/>		<hr/>
	16		16

### Junior Year

EXSC-3310, Intro. to Personal Training	3	EXSC-3320, Essentials of Strength & Cond.	3
EXSC-3357, Tests & Measuremnts. of HWES	3	Faith or Philosophy	3
Faith or Philosophy	3	Theory of Coaching	2
Natural World	4	EXSC-3366, Physiology of Exercise	3
EXSC-3380, Kinesiology & Biomechanics	3	Dance Class	1
		Electives	4
	<hr/>		<hr/>
	16		16

### Senior Year

Faith or Philosophy	3	Faith or Philosophy	3
ATHC-4407, Pharmacology	2	EXSC-4402, Organization & Admin.	2
Theory of Coaching	2	EXSC-4423, Strength & Conditioning Prac.	1
EXSC-3350, Psych. & Methods of Coaching	2	Electives	10
EXSC-4422, Strength & Conditioning Pract.	1	STRC-COMP, Senior Comprehensive	cr
Electives	6		
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	16		16

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## Theatre Arts

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The Department of Theatre and Dance serves the entire college community by offering curricular and co-curricular programs in the liberal arts tradition. All departmental courses and co-curricular activities are open to the entire student body provided necessary prerequisites have been met.

The departmental curriculum in theatre is designed to meet the needs of students seeking careers in the professional theatre or entrance into graduate study. The pre-professional training is rooted in dramatic classics and coupled with fresh and exciting perspectives and interpretations of those works. The department also focuses on the best works by major contemporary dramatists providing students with a well-rounded production experience. Under the theatre arts major, students may elect to emphasize performance, technical theatre/design, or theatre arts management.

Student participation in the staging of plays, musicals, and dance performances for the public *is a required* part of the theatre major's training. Therefore, a production-oriented program provides ample opportunity for practical application of course work. Just as the departmental curriculum exposes majors to all aspects of work in theatre, so, too, are students expected to gain production experience in both performance and technical/design capacities. The combination of course work and intensive practical experience insures the development of the broad range of skills necessary for success in the field. Departmental faculty facilitates students in planning and achieving career goals. To this end, students are encouraged to seek summer employment in theatrical endeavors according to their interests, to participate in professional organizations, to attend conferences and workshops (such as the Kennedy Center American College Theatre Festival in which the department participates yearly), to work on Discovery projects, and to take on lead assignments in the mounting of departmental productions.

### Requirements for a major in Theatre Arts:

THTR-1800, Script Analysis  
THTR-1150, Fundamentals of Acting  
THTR-1550, Stagecraft  
THTR-2150, Techniques of Acting  
THTR-2250, Movement for the Performing Artist  
THTR-2210, Stage Makeup  
THTR-2240, Voice and Diction  
THTR-3150, Advanced Acting Styles  
THTR-3520, Scene Design  
THTR-3560, Lighting Design or  
THTR-3580, Costume Design  
Three theatre history courses:  
THTR-3810, Theatre History and Literature to 1640  
THTR-3820, Theatre History and Literature From 1640 Through 1918  
THTR-3830, Modern and Contemporary Theatre  
THTR-4150, Play Direction  
THTR-COMP, Senior Comprehensive Exam or THTR-4950, Senior Creative Project

*plus* six hours of Production Arts  
*and* six hours of theatre electives.

In lieu of the senior comprehensive examinations, departmental majors are provided the opportunity and privilege of culminating their undergraduate studies with a senior creative project. Students desiring this option must take THTR-4950.

Majors *must* participate in the college production program in four of the following capacities: assistant director or stage manager, box office and publicity, performance, lighting crew, scene construction crew, costuming crew, and/or properties crew.

### Requirements for a minor in Theatre Arts:

THTR-1800, Script Analysis  
THTR-1150, Fundamentals of Acting  
THTR-1550, Stagecraft

*plus* four hours of Production Arts  
*and* two courses selected from

THTR-3810, Theatre History and Literature to 1640  
THTR-3820, Theatre History and Literature From 1640 Through 1918  
THTR-3830, Modern and Contemporary Theatre

*plus* six additional hours selected from theatre arts. The minimum total hours for the minor will be twenty-one; nine hours must be in courses numbered 3000 or above.

Minors **must** participate in the college production program in two of the following capacities: assistant director or stage manager, box office and publicity, performance, technical design including costume, lighting, scenic, sound, and props design, and/or production run crew.

### **The requirements for a special double major in English and Theatre Arts:**

A full major in both English and Theatre Arts can be earned through applying interdepartmental courses in both fields and thus reducing the total number of hours that might otherwise be required.

ENGL-1600, British Literature to 1750  
ENGL-1650, British Literature After 1750  
ENGL-1700, American Literature to the Civil War  
ENGL-1750, American Literature After the Civil War  
ENGL-3020, Shakespeare  
ENGL-4110, Literary Criticism  
ENGL-4310, Introduction to Linguistics  
THTR-4950, Senior creative project  
ENGL-COMP, Senior comprehensive examination

*choose one from:*

ENGL-1500, World Literature I: Ancient to Renaissance  
ENGL-1550, World Literature II: Enlightenment to the Present

*choose two from:*

THTR-3810, Theatre History and Literature to 1640  
THTR-3820, Theatre History and Literature From 1640 Through 1918  
THTR-3830, Modern and Contemporary Theatre

*plus*

THTR-1800, Script Analysis  
THTR-1150, Fundamentals of Acting  
THTR-1550, Stagecraft  
THTR-2150, Techniques of Acting  
THTR-2210, Stage Makeup  
THTR-2240, Voice and Diction  
THTR-3520, Scene Design  
THTR-4150, Play Direction

*choose one from*

THTR-3560, Lighting Design  
THTR-3580, Costume Design

Majors must complete six semesters of Production Arts.

Majors **must** participate in the college production program in four of the following capacities: assistant director or stage manager, box office and publicity, performance, technical design including costume, lighting, scenic, sound, and props design, and/or production run crew.

### **Requirements for a major in Theatre Arts Management:**

#### **Business/Management Component**

ACCT-2090, Principles of Financial Accounting  
ECON-2100, Principles of Microeconomics  
BUSI-4850, Seminar on Executive Writing and Communication  
MGMT-3400, Enterprise Management  
MATH-1220, Introductory Statistics  
BUSI-3710, Legal Environment of Business  
MKTG-3100, Principles of Marketing  
FINC-3100, Principles of Finance  
*plus* one 3000- or 4000-level elective in ACCT, BUSI, MGMT, or MKTG.

#### **Theatre Arts Component**

THTR-1800, Script Analysis  
THTR-1150, Fundamentals of Acting  
THTR-1550, Stagecraft  
THTR-2210, Stage Makeup  
THTR-3520, Scene Design  
THTR-3560, Lighting Design  
or THTR-3580, Costume Design  
THTR-3600, Management for Theatre  
THTR-4150, Play Direction  
and

THTR-3810, Theatre History and Literature to 1640  
 THTR-3820, Theatre History and Literature From 1640 Through 1918  
 THTR-3830, Modern and Contemporary Theatre

Majors must complete three hours of Production Arts. Majors must also participate in the college production program as assistant director or stage manager, and in box office and publicity, plus two of the

following capacities: performance, technical design including costume, lighting, scenic, sound, and props design, and/or production run crew.

Transfer students majoring in Theater Arts must take a minimum of 40% of the coursework required for the major at Benedictine College. Transfer students pursuing a minor in Theater Arts must take a minimum of 25% of the coursework required for the minor at Benedictine College.

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## Suggested sequence of courses for a Bachelor of Arts degree in Theatre Arts

### Freshman Year

THTR-1110, Production Arts	1	THTR-1120, Production Arts	1
THTR-1800, Script Analysis	3	THTR-1150, Fundamentals of Acting	3
THTR-1550, Stagecraft	3	THTR-2210, Stage Makeup	3
ENGL-1010, English Composition	3	PHIL-1750, Principles of Nature	3
GNST-1000, BC Experience	1	Person and Community Foundation	3
THEO-1100, Intro to Theology	3	EXSC-1115, Wellness for Life	1
Foreign Language	4	Foreign Language	4
	18		18

### Sophomore Year

THTR-2110, Production Arts	1	THTR-2120, Production Arts	1
THTR-2250, Movement for the Performing Artist	3	THTR-2150, Techniques of Acting	3
Theatre History & Literature (1)	3	Theatre History & Literature (2)	3
Philosophical Inquiry	3	Understanding the Natural World	4
Mathematical Reasoning Foundation	3	Faith Foundation	3
Aesthetic Experience	3	EXSC Fitness course	1
	16		15

### Junior Year

THTR-3110, Production Arts	1	THTR-3120, Production Arts	1
THTR-3150, Advanced Acting Styles	3	Theatre Design Course	3
Theatre History & Literature (3)	3	THTR-2240, Voice & Diction	3
Theatre Design Course	3	Theatre Elective (Playwriting)	3
Theatre Elective (Stage Combat)	3	Global Perspective	3
Faith Foundation	3	Philosophical Inquiry	3
	16		16

### Senior Year

THTR-4150, Play Direction	3	THTR-COMP, Comprehensive Exam, or	cr
Theatre Elective (Special Topic)	3	THTR-4950, Senior Creative Project	3
Understanding the Natural World	3-4	Electives/Minor	12
Electives/Minor	6		
	15-16		15

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# Theology

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## Mission Statement

“Catholic theology, taught in a manner faithful to Scripture, Tradition, and the Church’s Magisterium, provides an awareness of the Gospel principles that will enrich the meaning of human life and give it a new dignity” (*Ex corde ecclesiae*, 20). Faithful to the Christian message as it has come to us through the Church, our mission is to introduce students to Catholic theology as an exercise in “faith seeking understanding.” Mindful of its ethical obligations to the Church and to the world, the department also seeks to foster ecumenical awareness and concern for Catholic Social Teaching and to prepare student majors for teaching, parish work, youth ministry, and graduate studies.

## Requirements for a major in Theology:

36 credit hours with the following distribution:

THEO-1100, Introduction to Theology

THEO-2000, Christian Moral Life

THEO-4500, Seminar

3 hours – Old Testament Studies. One course chosen from:

THEO-2100, Old Testament I: Pentateuch

THEO-3100, Old Testament II: Wisdom Literature

THEO-3110, Old Testament III: Prophets

3 hours – New Testament Studies. One course chosen from:

THEO-2150, New Testament I: Synoptic Gospels

THEO-3150, New Testament II: Pauline Literature

THEO-3160, Gospel of John

3 hours – Historical Studies. One course chosen from:

THEO-3420, History of the Catholic Church I

THEO-3430, History of the Catholic Church II

3 hours – Ecumenical Studies. One course chosen from:

THEO-3820, Christianity and World Religions

THEO-3840, The Protestant Tradition

3 hours – Christian Life Studies. One course chosen from:

THEO-3200, Sacraments and Liturgy

THEO-3220, Christian Marriage

THEO-3260, Catholic Social Teaching

THEO-3240, Benedictine Spirituality

THEO-3280, Spiritual Theology

3 hours – Doctrinal Studies. One course chosen from:

THEO-3680, Faith and Reason II

(Note: *Prerequisite: PHIL-3670*)

THEO-3620, Theology of the Church

THEO-3640, Christ and the Trinity

Nine hours of electives. Note: any Theology course may count as an elective; up to one Evangelization and Catechesis course may also count (but not more than one Evangelization and Catechesis course).

THEO-COMP, Senior Comprehensive (cr)

## Theology/Secondary Education Major:

The Theology/Secondary Education major is designed to prepare theology graduates to become outstanding high school theology teachers. Throughout courses, associated field experiences, and culminating with a 12-week supervised teaching internship in a Catholic high school, graduates will demonstrate a mastery of theology content as well as pedagogical competency as a beginning teacher. Although this program does not qualify for Kansas state teacher licensure, graduates will nevertheless meet the same high standards required of all teacher education program candidates.

## Theology Curriculum:

THEO-1100, Introduction to Theology (3)

THEO-2000, Christian Moral Life (3)

THEO-2100, Old Testament I: Pentateuch (3)

THEO-2150, New Testament I: Synoptic Gospels (3)

THEO-3200, Sacraments and Liturgy (3)

THEO-3220, Christian Marriage (3)

THEO-3820, Christianity and World Religions (3)

THEO-3260, Catholic Social Teaching (3)

THEO-3420, History of the Catholic Church I (3)  
 THEO-3430, History of the Catholic Church II (3)  
 THEO-4500, Seminar (3)  
 THEO-4457, Methods of Teaching Theology (2)  
 Theology Elective – 3 credit hours (any THEO or EVCA listed course of 3 or more credit hours)

**Education Curriculum: See “Requirements for a B.A. Degree in Secondary Education” (Education Department)**

**Requirements for a Minor in Theology:**  
 18 credit hours with the following distribution:

THEO-1100, Introduction to Theology  
 THEO-2000, Christian Moral Life  
 3 hours – Biblical Studies. One course chosen from:  
 THEO-2100, Old Testament I: Pentateuch  
 THEO-3100, Old Testament II: Wisdom Literature  
 THEO-3110, Old Testament III: Prophets  
 THEO-2150, New Testament I: Synoptic Gospels

THEO-3150, New Testament II: Pauline Literature  
 THEO-3160, Gospel of John  
 9 hours electives (Note: Any theology course may count as an elective.)

**Concentration in Theology for the Education Major:**

Fulfill the requirements for a Minor in Theology as listed above (18 hours).

Transfer students pursuing a major or minor in Theology or Evangelization and Catechesis must take a minimum of 50% of the coursework required for the major or minor at Benedictine College.

Note: If a student has not taken THEO-1100 that is needed as the prerequisite for many courses, please consult with the instructor concerning special permission to take the course.

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Note: The Archdiocese of Kansas City in Kansas requires all of its teachers to have at least eighteen hours of theology. High school teachers of religion must have thirty hours.

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**Suggested sequence of courses for a Bachelor of Arts degree in Theology**

**Freshman Year**

ENGL-1010, English Composition	3	Aesthetic Foundation	3
GNST-1000, BC Experience	1	Foreign Language	4
THEO-1100, Introduction to Theology	3	PHIL-1750, Principles of Nature	3
Historical Foundation	3	Historical Foundation	3
Foreign Language	4	Theology – Old Testament	3
EXSC Fitness course	1		
EXSC-1115, Wellness for Life	1		
	<hr/>		<hr/>
	16		16

**Sophomore Year**

Person and Community Foundation	3	Aesthetic Foundation	3
Theology – New Testament	3	Theology – Doctrinal	3
Philosophical Inquiry Foundation	3	THEO-2000, Christian Moral Life	3
Natural World Foundation	4	Electives	8
Elective	3		
	<hr/>		<hr/>
	16		17

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## Suggested sequence of courses for a Bachelor of Arts degree in Theology (Continued)

### Junior Year

Theology – Historical	3	Theology – Christian Life	3
Philosophical Inquiry Foundation	3	Theology elective	3
Natural World Foundation	3–4	Mathematical Reasoning Foundation	3
Electives	6	Electives	8
	15–16		17

### Senior Year

Theology electives	6	Theology elective	3
Philosophical Inquiry Foundation	3	THEO-4500, Seminar	3
Electives	7	Electives	10
		THEO-COMP, Senior Comp	cr
	16		16

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## World and Classical Languages and Cultures

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### Objectives

The objective of the department is to provide students with cultural and linguistic competency in a foreign language. This includes conveying to students knowledge and understanding of a different language, people and culture, and to give them a method of viewing the world with a broader perspective. Integral to this objective is providing students with the fundamental skills of listening, speaking, writing, and reading of another language. This objective is focused on students developing the ability to communicate on various levels in the target language and to gain an appreciation of cultural products and perspectives of speakers of other languages.

The department seeks to assist students in preparing for careers in education, business, government or the professions.

### Foreign Language Placement

Any entering student who has studied French or Spanish for at least three years in high school is required to take the online foreign language exam before enrolling in

any courses in the language previously studied. (For students who took two years of a language in high school in a strong program, the exam is highly recommended but not required.) There is also a written Latin exam available for students wishing to place out of first- or second-semester Latin. The exam is administered to freshmen during SOAR weekend, registration, and pre-registration sessions. It is recommended that you take the exam during your first year at Benedictine because you may better remember your language skills from high school at this point. For more information, please contact the Department of World and Classical Languages and Cultures or the Admission Department.

### Study Abroad

The department sponsors several study abroad programs to provide students with an opportunity for immersion in Spanish or French. Students majoring in Spanish or French are required to have an immersion experience abroad, either through studying, completing an internship, or volunteering



abroad. This requirement may be waived for students who already demonstrate advanced proficiency in the language or who have substantial immersion experience in the target language.

The department-sponsored study abroad affiliations in Spanish are in Valladolid and Seville, Spain. The program in France is located in Lyon. Students also have the option of participating in an exchange program through the college's affiliation with ISEP, or through the exchange program at ICES in La Roche-sur-Yon, France. These programs are administered by the International Programs office.

Some language courses are offered on an alternate semester or yearly basis. Those who choose to major or minor in a foreign language should consult with an advisor in the department and declare their course of study as early as possible so as to follow the recommended schedule of classes.

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## Major in Foreign Languages

The Foreign Language major allows students to acquire proficiency in two or three languages. Students pursue study in a primary language currently offered as a major (Spanish or French) and may opt to choose one or two secondary languages from the following: Spanish, French, German, Latin, or Greek. Foreign language majors are required to study abroad in an immersion program for a semester or summer; study in Florence does not fulfill the study abroad requirement.

There are two options for pursuing a major in foreign language. Both require FORL-COMP.

**Option 1:** One primary language and one secondary language.

Primary language: Spanish.

The student is required to complete 22 credit hours beyond SPAN-1020: SPAN-2010, SPAN-2020, SPAN-3040, SPAN-3400, and three additional upper-level courses that can be taken at Benedictine or through a study abroad program.

Primary language: French

The student is required to complete 22 credit hours beyond FREN-1020; FREN-2010, FREN-3040, FREN-3610, and four upper-level courses that can be taken at Benedictine or through a study abroad program.

Secondary language: French

Sixteen credit hours beyond FREN-1020, to include FREN-2010, FREN-3040, and nine additional hours to be completed at Benedictine or through a study abroad program.

Secondary language: Spanish

Sixteen credit hours beyond SPAN-1020, to include SPAN-2010, SPAN-3040, and six additional hours to be completed at Benedictine or through a study abroad program.

**Option 2:** One primary language and two secondary languages.

The requirements for the primary language are the same as Option 1 above. The requirements for the secondary languages are a combination of two languages: completing 13 hours of one language beyond the level of 1020, and two semesters of a third language.

Note: Students cannot earn a double major in Foreign Languages and either Spanish or French. Students may not get a major in Foreign Languages and a minor in any foreign language.

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## Classics

Benedictine College also offers minors in Latin, Classics, and a course of studies in Greek. Instruction in the language, literature, and history of the ancient Romans are studied. The principal objectives of the courses are as follows: 1) to give students sufficient grasp of

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Notes: Students who enter college with three or four years of high school Latin training and who score high enough on the placement examination may begin upper-division work as freshmen, with the approval of the department chair.

the languages to enable them to read literature with some degree of appreciation; 2) to introduce the students to Roman life, philosophy and political institutions, and to assist them in evaluating the Classical contribution to the development of Western Civilization; and 3) to improve students' powers of thought and expression by accurate translations.

**The requirements for a minor in Latin:**

LATN-1000, Beginning Latin I  
LATN-1020, Beginning Latin II  
LATN-3110, Latin Prose Authors  
LATN-3120, Latin Prose Authors  
LATN-4110, Latin Poets  
LATN-4120, Latin Poets

LATN-4590, LATN-4600, and/or LATN-4990 may be substituted for one or more of the above courses with permission of the chair of the department.

**The requirements for a minor in Classics:**

LATN-1000, Beginning Latin I  
LATN-1020, Beginning Latin II  
GREK-1000, Beginning Greek I  
GREK-1020, Beginning Greek II  
*and any two of the following courses:*  
LATN-3110, Latin Prose Authors (3 hours)  
LATN-3120, Latin Prose Authors (3 hours)  
LATN-4110, Latin Poets (3 hours)  
LATN-4120, Latin Poets (3 hours)  
GREK-3110, Greek Prose Authors (3 hours)  
GREK-3120, Greek Prose Authors (3 hours)

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## Course Descriptions

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### Accounting

**ACCT-2090**

**Principles of Financial Accounting (3) (B)**

This course introduces the fundamentals of accounting: recording business transactions, adjusting accounts, and preparing financial reports; accounting for cash, receivables, fixed assets, and inventories are also covered.

**ACCT-2100**

**Principles of Managerial Accounting (3) (B)**

This course introduces the fundamentals of management accounting: traditional cost systems, activity-based costing, cost-volume-profit analysis, accounting for decision-making, and budgeting. *Prerequisite: ACCT-2090.*

**ACCT-3270**

**Intermediate Financial Accounting Theory I (3) (F)**

This course reviews the preparation of the statement of financial position (balance sheet), income statement, statement of retained earnings, and statement of cash flows. In-depth study and analysis of the asset accounts including: cash, account receivable, note receivable, inventories, property, plant & equipment and intangible assets. *Prerequisite: Grade of C or better in ACCT-2090 or permission of instructor.*

**ACCT-3280**

**Intermediate Financial Accounting Theory II (3) (S)**

This course is a continuation of ACCT-3270. Content includes accounting for income tax expense, pension, capital leases, methods of revenue recognition, earnings per share, long-term debt. *Prerequisite: ACCT-3270.*

**ACCT-3630**

**Federal Income Tax Accounting (3) (S)**

Study and application of the current tax law, codes and regulations as it applies to individual federal income tax situations are covered in this course. Tax planning, preparation of tax returns, and tax research are involved. *Prerequisite: Sophomore standing.*

**ACCT-3640**

**Tax Issues in Business Decisions (3) (D)**

This course is about developing a broad based knowledge of the U.S. income taxation system. An emphasis will be placed on distinguishing between the advantages, both tax and non-tax, of each available business structure and on the tax implications of varying business decisions. *Prerequisite: FINC-3100 or permission of instructor.*

## **ACCT-3730**

### **Cost Accounting I (3) (F)**

This course is an-depth study of both traditional and advanced cost accounting techniques. The focus is on cost systems that aid managerial decision making. Emphasis is put on computational issues, modern business environments, and the integration between accounting techniques and managerial decision-making. *Prerequisite: Grade of C or better in ACCT-2100 or permission of instructor.*

## **ACCT-3820**

### **Accounting Information Systems I (3) (S)**

This course emphasizes the understanding and critique of business processes that generate data used in accounting information systems. Retail, wholesale, and service business processes will be studied, flow-charted, and analyzed, along with related information systems and key controls. Business process knowledge will be applied through learning QuickBooks™ accounting software or another leading small business accounting software platform. *Prerequisite: ACCT-3270.*

## **ACCT-4010**

### **Advanced Financial Accounting Theory I (3) (S)**

This course provides a comprehensive treatment of the preparation of consolidated financial statements for parent corporations and their subsidiaries. Accounting for stock investments using the equity method, segment and interim reporting, statement of cash flows, and partnership formation and liquidation are also included. *Prerequisite: ACCT-3280.*

## **ACCT-4020**

### **Advanced Financial Accounting Theory II (3) (F)**

This course provides in-depth study and analysis of advanced accounting topics including: foreign currency transactions and hedging, translation of foreign currency financial statements, international accounting standards, corporate reorganizations and liquidations, and government and not-for-profit accounting, which accounts for approximately 30% of the course. *Prerequisite: ACCT-3280.*

## **ACCT-4200**

### **Financial Statement Analysis & Business Valuation (3) (F)**

This course will focus on the development and application of models of business valuation in various business situations and on the analysis of

financial statements in the development of business valuation models and investment decisions. Case applications of financial theory will be emphasized. *Prerequisites: Accounting majors or Finance majors/minors with senior standing; ACCT-2090 and FINC-3100.*

## **ACCT-4780**

### **Experiential Learning Activity (cr) (B)**

Under supervision of a defined business professional and the program director, students will demonstrate skills and competencies of their major area of study, identify and propose solutions for real business challenges, recognize strategic issues, observe leadership styles and skills, and prepare a written and an oral report. *Prerequisites: Recommendation of a business department faculty member and junior or senior standing.*

## **ACCT-4930**

### **Auditing Theory (3) (F)**

The theory, practice, and current business environment in which auditing is practiced will be studied with an emphasis on preparing students to pass the Auditing section of the CPA exam. The concept of management assertions, professional ethics, legal liability, auditing planning, and auditing the numerous business cycles will be emphasized. The professional standards for auditing both public and private enterprises will be covered and knowledge will be tested in a format similar to that of the CPA exam. A CPA exam study module may be used as a supplement to the textbook. *Prerequisites: Senior standing and ACCT-3280.*

## **ACCT-4940**

### **Auditing Practice and Accounting Information Systems II (3) (S)**

The practice of auditing, documented through digital workpapers using an audit simulation, supplemented with computer-aided audit techniques will be emphasized. This includes a detailed study of auditing information systems, information security, identity protection, and specific general and application controls used to insure the accuracy of accounting data for preparation of enterprise financial statements. *Prerequisite: ACCT-4930.*

## **ACCT-5510**

### **Accounting Information for Management (3)**

This course provides an analysis of accounting information and the control function within the firm. This course focuses on the role of the corporate controller of the firm. Specifically, decisions

involving the management functions of determining and controlling relevant costs are examined and developed. This course introduces the role that budget and cost analysis play in effective operations management as well as product pricing. The course explores approaches to the development and management of planning and control functions, methods and systems for the firm.

## **ACCT-COMP**

### **Senior Comprehensive Exam (cr)**

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## **Architecture**

### **ARCH-1300**

#### **Introduction to Architecture (3) (F)**

This course presents the world of the architect and architectural drawing organized on the idea of the “Grand Tour.” It is an overview of the paradigmatic architecture of Western Civilization. Via a sequence of architectural subjects, the student will learn how architects think about, observe, and discuss—in both theoretical and practical terms—their work and its perceived suitability to the needs of human beings and their environment. In the weekly lab, students will learn the fundamentals of orthographic and parallel projection drafting as they pertain to representing architectural ideas. Examples will be drawn from and tied to the material covered in the lectures and discussions.

### **ARCH-2111**

#### **Sophomore Studio 1 (4) (F)**

This introductory studio for the architecture major presents a fundamental approach to architectural design. Students are introduced to a vocabulary of architectural forms, treatises, and practices of traditional architectural representation. A series of small projects introduce the students to the elements of the science and art of building in a logical progression. The architectural language of this studio focuses on parsing the grammar of the antique forms of architecture in order to lay the groundwork for the students to engage in centuries-old dialogues—to speak to the past—in both their precedent studies and during their subsequent summer abroad. This course is for majors only. *Prerequisite: Grade of C or better in ARCH-1300.*

### **ARCH-2112**

#### **Sophomore Studio 2 (4) (S)**

Studio 2 builds on the dialogue and lessons from Studio 1 and engages the classical language of

architecture beyond mere form and ornamental effects to visceral connections with human life. Theoretical projects develop along a logical sequence from small, dependent additions to a large, stand-alone building. The education of the future architect broadens to that of becoming a conscientious citizen, aware of the syntax of the community and city in relation to individual works of architecture. Studio 2 introduces important architectural themes such as program analysis, composition, context, construction techniques, as well as the design influence of laws and codes. *Prerequisite: Grade of C- or better in ARCH-2111.*

### **ARCH-2200**

#### **Plein Air Drawing and Watercolor (2) (SU)**

The course further develops the skills of field sketching, drawing, and painting that are useful to the architect for the conveyance of survey, contextual analysis, design intent, and their various modes of expression. Exercises are conducted on location: in piazzas, museums, churches in Florence, Vicenza, and Rome with short trips to Siena, Ravenna, and Venice—the perennial classrooms for generations of architects. *Prerequisite: Architecture major.*

### **ARCH-2300**

#### **Theory and History of Architecture I (3) (D)**

This first of a sequence of Theory and History of Architecture courses covers movements of architecture and related arts from the Bronze Age to the 14th century (northern European Gothic/Romanesque). This foundational survey of the architecture and urban design of early Western civilization will cover the masterpieces and their connections to cultural acts, such as ritual and religious sacrifice. This is intended to develop the student’s capacity for critical thought and intellectual curiosity. Although the scope of the course looks back to the great painted cave monuments of 30,000 BC, the primary focus of the course is the cultural evidence for the emergence of the Classical out of the Early Dynastic and Archaic periods via the study of religious and secular monuments, their appurtenances and settings, archeological evidence of infrastructure, and traditions of construction and composition. Students are introduced to the earliest known architectural treatise: Vitruvius’ *Ten Books on Architecture*. (AE, WP, HI)

### **ARCH-3113**

#### **Junior Studio 3 (5) (F)**

Architecture Studio 3, building on the prior year and setting the stage for this junior year, deepens

study of the contemporary practice of the Western language of architecture. At the neighborhood scale, architectural types and the relationship to urbanism, with its place types, is introduced. Featured are urban house types (i.e., row house, courtyard house, free-standing city house, stacked housing, and apartment buildings). The studio introduces the architect's responsibility to steward resources in the choice of materials and in the composition of plan and elevation. In the increasing scale of urbanism, this studio focuses on the neighborhood culture of place in which the use of types and symbolic ornament has the greatest capacity as a matrix for social identity. *Prerequisite: Grade of C- or better in both ARCH-2112 and ARCH-2300.*

#### **ARCH-3114**

##### **Junior Studio 4 (5) (S)**

Architecture Studio 4, building in the sequence, prepares for the senior studios in the contemporary practice of the Western language of architecture. The architectural types are those that are assembled in communal institutions such as a community library, chapel, or town hall. Intensifying is the attention to resources in the building materials and in the architectural composition. In the increasing scale of urbanism, this studio focuses on the culture of place in towns and in town-sized precincts of cities. Deepening is the use of types and symbolic ornament for sharing communal identity. *Prerequisite: Grade of C- or better in ARCH-3113.*

#### **ARCH-4115**

##### **Senior Studio 5 (6) (F)**

Building on the sequence in the contemporary practice of the Western language of architecture, the region and complex urban contexts are introduced. Projects range from communal housing types (such as university housing or a monastery) to civic and institutional ensembles (such as a train station, cathedral, or county courthouse). Resource stewardship looks at larger buildings, complexes, and beyond to the sustainability of places. Architectural challenges include the specific character in public facades using types and ornament that convey civic meaning and decorum. For a city comprised of neighborhoods and districts, the aim is to create iconic and beloved civic architecture. *Prerequisite: Grade of C- or better in ARCH-3114.*

#### **ARCH-4116**

##### **Capstone Studio 6 (6) (S)**

Capstone Studio 6 completes the studio sequence in the Western language of architecture. The

student brings to bear all the learned considerations of architecture and urban design. The architectural and urban types are assembled in complex ensembles. Competent judgment is exercised in the choice of appropriate building materials, components, types to communicate civic meaning and to steward resources. At this greatest scale of community identity, this studio meets the challenge of representing the culture of place in complex urban designs. *Prerequisite: Grade of C- or better in both ARCH-4115 and ARCH-4400. (OC)*

#### **ARCH-4400**

##### **Environmental Systems and Sustainability (4) (D)**

This course investigates the interrelationship of architecture, environmental systems, and human needs and/or comfort. Lectures, readings, and exercises probe topics that include climate and weather, environmental health and indoor air quality, thermal comfort, active and passive energy design, life safety systems, water conservation and usage, design strategies for heating, ventilating, and air conditioning, as well as plumbing, noise control, and overall building management. Special emphasis is placed on sustainability issues, energy conservation, and public health and safety. The lab component of this course includes independent assignments to study best options and then design the basic mechanical systems associated with the student's primary studio project.

#### **ARCH-COMP**

##### **Senior Comprehensive Exam (cr)**

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## **Art**

### **Studio Courses**

#### **ART-1000**

##### **Drawing I (3) (B)**

This course uses varied subject matter and drawing media to develop observational skills and explore form, proportion, perspective, and composition. Students will investigate concepts of form, space, line, value, and texture as they work toward developing a personal visual language. Artworks will be analyzed through discussions and group critiques. (AE, VC)

### **ART-1010**

#### **Foundations of 2-D Design: Composition and Color (3) (B)**

This course explores the fundamentals of visual communication using 2-dimensional forms of design. Students will become familiar with the elements of design and organizational principles. Studio assignments will encourage creative thinking, synthesis and analysis, and problem solving. (AE, VC)

### **ART-1030**

#### **Foundations of 3-D Design: Form and Space (3) (B)**

This course will use problems of composition and communication in three-dimensions to explore the human experience of form and space. Students will develop creative practices, organizational skills, technical proficiencies, and a familiarity with materials in pursuit of their own solutions to each of these problems. Emphasis also will be placed on critical analysis of problems and solutions. (AE, VC)

### **ART-2110**

#### **Painting I (3) (S)**

This is a beginning painting course that focuses on color theory, the mixing of colors, application of color, and its relationships to compositional success through the completion of color studies. Techniques of painting are introduced and developed through larger works: still-life, landscapes, historical study, and other subject matter. Artworks will be analyzed through discussions and group critiques. *Prerequisite: ART-1000.* (AE, VC)

### **ART-2200, 3201, 3202, 4200**

#### **Sculpture I, II, III, IV (3 ea) (B)**

In these courses, students will explore sculptural processes and materials as opportunities to express themselves and communicate ideas. The beginning class will introduce students to a range of methods, including construction, carving, modeling, mold-making, and casting, and will investigate representational as well as abstract subject matter. Upper-level courses will delve deeper into specific materials, techniques, and concepts. Artworks will be analyzed through discussions and group critiques. *Prerequisites: Taken in consecutive numerical order and ART-2200 has a prerequisite of ART-1000 or ART-1030.*

### **ART-2300**

#### **Graphic Design I (3) (S)**

This course examines the principles and theory of aesthetics applied to the design of print and digital images, layouts, branding, and typography. Students will learn fundamental concepts through analog and digital techniques that can be applied to a variety of functions from advertising, magazines, newspapers, and packaging. *Prerequisite: ART-1010.* (AE)

### **ART-2500, 3501, 3502, 4500**

#### **Printmaking I, II, (F) III, IV (S) (3 ea)**

This course provides a basic introduction to various print techniques through a variety of mediums including relief, Intaglio, and serigraphy. Through the use of line, texture, value, shape, and color, students will practice the technique of printmaking. The historic and contemporary issues of printmaking will be surveyed. *Prerequisite: ART-1000 or permission of instructor. All taken in consecutive numerical order.*

### **ART-2600, 3601, 3602, 4600**

#### **Ceramics I, II, III, IV (3 ea) (B)**

These courses explore ceramics as a creative practice that emphasizes both aesthetics and function. Students will discover the possibilities and differences of a variety of clays and glazes. Techniques introduced will emphasize design, construction, decoration, and function of ceramic works. The courses cover both hand-building and wheel-throwing techniques. *Prerequisites: All taken in consecutive numerical order.* (AE (ART-2600 only))

### **ART-2800**

#### **Basic Digital Photography (3) (D)**

This course is an introduction to photography, including optics theory, camera operation, and digital manipulation of images. Emphasis will be placed on learning use of equipment, materials, and techniques. The course develops a student's sensitivity to the language of visual communication, including elements of design. Students must provide their own DSLR camera or mirrorless digital camera with RAW file format and manual exposure mode capability, tripod, and shutter cable/remote control (or remote WiFi app). Lab fees cover some supplies. (AE, VC)

**ART-3001, 3002, 4000****Drawing II, III, IV (3 ea) (S)**

This course explores drawing using a variety of media, theories, techniques, and subject matter. The course is designed to further develop and improve perceptual and drawing skills, and to develop a personal drawing language. Artworks will be analyzed through discussions and group critiques. *Prerequisite: ART-1000. All taken in consecutive numerical order.*

**ART-3090****Figure Drawing (2) (D)**

This course is the study of drawing using as subject matter the human figure; exploring the expressive qualities of the human figure and developing an understanding of the human anatomy as used in art. *Prerequisites: ART-1000 and ART-3001.*

**ART-3111, 3112, 4110****Painting II, III, IV (3 ea) (F)**

This course introduces the student to stretched canvas construction and the problem of support. Through the act of painting, students will learn the proper use of advanced tools and new materials, develop a stronger color vocabulary, and enhance compositional and visual language abilities. A variety of formats are explored including miniature, large stretched canvas, and alternative support. Historical and contemporary trends are investigated. Artworks will be analyzed through discussions and group critiques. *Prerequisites: All taken in consecutive numerical order and ART-2110.*

**ART-3121, 3122****Watercolor I, II (3 ea) (D)**

This course studies transparent watercolor using traditional and experimental techniques. Varied appropriate subject matter is used to explore the watercolor discipline and its tools, materials, vocabulary, and color theory. Artworks will be analyzed through discussions and group critiques. *Prerequisites: All taken in consecutive numerical order and have ART-1000.*

**ART-3131, 3132****Encaustics I, II (3 ea) (D)**

This course is an exploration of encaustic (wax and damar resin) painting and its historical origins through creation of works and research. Techniques introduced will include transfers, rub ins, papers, embedding, stamps, natural elements, surface treatments including plaster, fiber composite works for textural effects, and sculptural elements. Focus

will be on compositional abilities and utilization of painting fundamentals as well as medium and technique mastery. Foundational skills in painting will support exercises and application of new techniques. Artworks will be analyzed through discussions and group critiques. *Prerequisite: Permission of instructor.*

**ART-3210****Installation Art (3) (S)**

Through readings, seminar-type discussions, an individual studio project, and a large group project, students in this course will explore the history and contemporary practice of installation art, a three-dimensional art form that changes the viewers' perceptions of a space. *Prerequisite: ART-1000 or ART-1030.*

**ART-3301, 3302, 4300****Graphic Design II, III, IV (3 ea) (F)**

This course is an advanced study of design principles and theory introduced in ART-2300, Graphic Design I. In addition to working with printed materials, students will explore multimedia and web design. Graphic design skills for branding from product inception to the hands of the consumer will be explored. *Prerequisite: ART-2300. All taken in consecutive numerical order.*

**ART-3310****Typography (3) (I)**

This course covers the typographic theory and the study of the history, anatomy, and applied aspects of type. It will revolve around the construction and adaptation of a font by each student. Students will examine the history of typefaces and their use from the Trajan Column of Rome to the current post-modern trends. *Prerequisite: ART-2300.*

**ART-3700****Calligraphy (3) (I)**

This course covers the history of calligraphy and contemporary uses of the hand-drawn letter form. Students will learn the practice of letter construction, as well as learning to choose the proper pens, inks, papers, and other tools related to calligraphic arts. Books, decorative words, and flourishes will be explored as end products.

**ART-3801, 3802, 4800****Photography II, III, IV (3 ea) (F)**

This course presents intermediate and advanced techniques in photography, digital and darkroom techniques. It explores a variety of photographic

styles and types, as well as presents some history identifying major contributions to the discipline. It continues to emphasize design as an element of visual communication. Students must provide their own DSLR camera or mirrorless digital camera with RAW file format and manual exposure mode capability, tripod, shutter cable/remote control (or remote Wifi app), and a flash hot shoe to PC adapter. Students have the opportunity to pursue black and white film photography if they have a 35mm or medium-format film camera with manual exposure capability. Lab fee covers some supplies. Open to non-majors. *Prerequisite:* ART-2800.

### **ART-3803**

#### **Traditional Darkroom Photography (3) (D)**

The purpose of this class is for students to express their fine art visual language through the practical experience of technical and aesthetic principles in traditional analog black and white photography. Working within a fine arts studio environment, students gain an understanding of photography skills necessary for proper film exposure, film development, and darkroom printing. Students will be given the opportunity to investigate conceptual and abstract elements of image making. Historical and contemporary developments in photography will also be studied. Students must provide their own 35-mm film camera with manual exposure mode.

### **Lecture/Discussion Courses**

### **ART-2410**

#### **Art Appreciation (3) (B)**

This course is a qualitative and historical analysis of art as a form of communication. It is a lecture and discussion class that explores the variety of visual art from pre-history to the 21st century and includes hands-on activities. This course is designed for the non-art major. (AE, VC, WP)

### **ART-3411**

#### **Art History I (Survey) (3) (F)**

This course studies the visual arts of the world from pre-historic times through the first half of the fourteenth century emphasizing the importance of the visual arts in the history of humanity. The meaning of style and expression in architecture, painting, and sculpture are studied in the context of the historical background of major periods of civilization. (HI, GP, WC)

### **ART-3412**

#### **Art History II (Survey) (3) (S)**

This course studies the visual arts of the world that were produced from Proto-Renaissance to the end of the 19th century. Emphasis will be placed on the significance of specific works from the Renaissance, Baroque, Rococo, and nineteenth century, including new trends that will impact 20th-century art. (HI, WP, WC)

### **ART-3413**

#### **Twentieth-Century Art (3) (S)**

This course is an in-depth study of forces and personalities producing twentieth-century art. Societal transformation and political upheaval, as well as scientific, psychological, mathematical, and philosophical developments contributed to the exploration of expression through investigations of new materials and abstractions of form, which changed the face of the art world during this time period. (HI)

### **ART-3414**

#### **History of Photography (3) (I)**

This course is a chronological account of Western photography. The course examines the changing imagery of photography and its influences. Special attention will be given to how a photographic syntax was developed and continues to evolve. Students will explore how technical aspects of photography impact the syntax, as well as how other forms of visual communication influence the language of photography.

### **ART-3415**

#### **History of Graphic Design (3) (D)**

This course involves a survey of graphic design history from late 19th century to the present day. The course will examine the interrelationship of art movements, technological developments, commercial forces, and social trends that have impacted this specialized area of art and visual communications. Students should be able to recognize historic influences in contemporary graphic design.

### **ART-3900**

#### **Junior Seminar (3) (S)**

Juniors will begin preparations for their senior Professional Practices course and Senior Show. Group critiques will be held throughout the semester preparing the students for their first Junior Portfolio review and eventually for their Senior show. Preparation of a database of art works, résumés, graduate school research, professional arts organizations,



and artist statements will be introduced as a means to seek professional growth. Students complete all tasks associated with the organization and completion of the Annual Student Art Show. Students also participate in a service learning component sharing the value and expressiveness of art with youth in the local community.

#### **ART-4457**

##### **Methods of Teaching Art Education (2) (D)**

This course is designed to prepare students to teach art at the PreK–12 level. Focus is on teaching a variety of media and application of technologies in a student-centered art classroom. In addition, the students identify suitable teaching materials to fully engage learners, and prepare tests and critiques to develop assessment skills for the different forms of media. Discussion and reflection are used to explore current trends in effective art instruction, including the purpose of art education, methodologies, teaching philosophies, standards, and curriculum. *By arrangement for Art Education majors.*

#### **ART-4460**

##### **Principles of Art Therapy (3) (D)**

This course is an introduction to the history, philosophy, theory, and professional context of art therapy. Students will explore the creative process and visual expression in relationship to therapy. Experiential exercises, readings, guest lectures, and small groups will be utilized.

#### **ART-4461**

##### **Art Therapy Clinical Methods (3) (D)**

This course is an exploration of the art media as a treatment modality, including the direct experience of the therapeutic aspects of art processes and materials and their impact on the psychological health of the client. Workshops provide basic understanding of individual and group processes in art therapy and introduction to clinical assessment tools. Service learning is a critical component of this course. This course is only for students seeking the Art Therapy specialization. *Prerequisites: ART-4460 and permission of instructor.*

#### **ART-4462**

##### **Experience and Research in Art Therapy (3) (D)**

This course explores in-depth examination of studio practices in art therapy through individual areas of interest and specialized projects. Students research, observe, and interact with the processes of art therapy and complete observations and

experiential assignments through placements. This course is only for students seeking the Art Therapy specialization. *Prerequisite: ART-4461.*

#### **ART-4900**

##### **Professional Practices (2) (F)**

This course is designed to introduce students to professional skills and practices in the visual arts in preparation for graduate school, professional advancement in the arts, and employment in art-related fields (i.e. art education, art therapy, graphic design). Instruction in the development of appropriate written and visual documentation for exhibition and grant proposals, along with oral presentation skills will be covered. Students will attend and participate in two professional arts events. Students will prepare for their senior portfolio review. (OC)

#### **ART-4901**

##### **Senior Exhibition Seminar (1) (S)**

This course is the final requirement for the Art major. Senior students who have completed ART-4900, Professional Practices, will enroll in this course for the production and assessment of the senior art exhibition. Both individual and group work will be evaluated. Students will organize and lead their own show and assist with peer shows. Weekly seminar topics will be discussed. Students will collaborate on a group service-learning project providing art enrichment to the local community.

#### **ART-COMP**

##### **Senior Comprehensive (Portfolio Review) (cr)**

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## **Astronomy**

#### **ASTR-1300**

##### **The Sun and the Solar System (4) (F)**

This course is designed primarily for students not majoring in the natural sciences or mathematics, and includes discussions of the Sun and the major constituents of the solar system (planets, comets, minor planets, meteors, etc.) as well as theories of solar system formation and the possibilities of life on other planets. Special attention will be given to the historical development of astronomical ideas and to recent developments in planetary astronomy stemming from space probe missions. Weekly laboratory experiences or telescopic observations of the Sun and planets supplement classroom work. (NW, SM)

## **ASTR-1400**

### **Stars and Stellar Systems (4) (S)**

This course is designed primarily for students not majoring in the natural sciences or mathematics who are interested in the structure and evolution of individual stars, star clusters, and galaxies. Specific topics of discussion include the endpoints of stellar evolution (white dwarfs, neutron stars, and black holes), binary star systems, x-ray astronomy, and quasars and exploding radio galaxies. A detailed investigation of the various cosmological theories describing the structure of the universe will also be made. Throughout the course careful attention will be paid to the methods used to arrive at our current level of understanding of the universe. Weekly laboratory experiences or telescopic observations of stars, star clusters, and galaxies supplement classroom work. (NW, SM)

## **ASTR-3000**

### **Observational Astronomy (3) (F)**

This lecture plus laboratory course covers the acquisition and analysis of astronomical data, and the derivation of scientific information from that data. This includes discussion and laboratory application of the principles and techniques required for celestial coordinate systems and timekeeping, telescope and equipment operation, CCD imaging and image analysis, stellar photometry, and astronomical spectroscopy. *Prerequisite: PHYS-2110.*

## **ASTR-4100**

### **Introduction to Astrophysics (3) (F)**

A calculus-based introduction to stellar structure and nucleosynthesis. This course will follow the evolution of a star from its “birth” by condensation from the interstellar medium to its “death” as a white dwarf, neutron star, or black hole. Discussions of the equations of hydrostatic equilibrium, the theory of radiative transfer, nuclear processes at the centers of stars, models of stellar interiors, mass loss from stars, and degenerate stellar configurations will be included. *Offered fall semester of even years. Prerequisite: PHYS-3200. (WC)*

## **ASTR-4200**

### **Solar System Astrophysics (3) (F)**

This course covers planetary interiors, planetary atmospheres, natural satellites, the interplanetary medium, the formation and evolution of the solar system, comets, asteroids, and other aspects of our astronomical knowledge of the solar system. *Offered fall semester of odd years. Prerequisite: PHYS-2110. (OC, WC)*

## **ASTR-4300**

### **Galaxies and Cosmology (3) (S)**

This course covers our own galaxy, other galaxies, the large-scale structure of the universe, and the evolution of the universe. Important topics on galaxies are the structure and dynamics of our galaxy, the stellar populations of our galaxy and other galaxies, the interstellar medium, the existence of dark matter, and the properties of different types of galaxies. Major topics in cosmology are galaxy clustering, the Big Bang Theory and its derivatives, the structure of space-time, and the possible futures of the universe. *Offered spring semester of odd years. Prerequisite: PHYS-3200. (WC)*

## **ASTR-COMP**

### **Senior Comprehensive Examination (cr)**

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## **Athletic Health Care**

### **ATHC-2212**

#### **Beginning Athletic Health Care Clinical Practicum I (3) (F)**

This course is designed to give the student the practical experience necessary for athletic health care. Students will be expected to demonstrate successful completion of specific clinical proficiencies and psychomotor competencies. *Prerequisites: EXSC-2210 and EXSC-2263.*

### **ATHC-2213**

#### **Beginning Athletic Health Care Clinical Practicum II (3) (S)**

This course is designed to give the student the practical experience necessary for athletic health care. *Prerequisite: ATHC-2212.*

### **ATHC-2325**

#### **Medical Terminology and Conditions (2) (S)**

This course provides a way of communicating in the medical and allied health world. It focuses on the terminology of medicine using a systems approach and an explanation of several conditions one may encounter.

### **ATHC-3312**

#### **Intermediate Athletic Health Care Clinical Practicum I (3) (F)**

This course is designed to give the student the practical experience necessary for athletic health care. *Prerequisites: EXSC-2209, ATHC-2213, ATHC-3364, ATHC-3374, or BIOL-2242 and BIOL-2243. Students must also possess a current CPR for the Professional Rescuer certificate.*

**ATHC-3313****Intermediate Athletic Health Care Clinical Practicum II (3) (S)**

This course is designed to give the student the practical experience necessary for athletic health care. *Prerequisite: ATHC-3312. Students must also possess a current CPR for the Professional Rescuer certificate.*

**ATHC-3361****Therapeutic Exercise and Rehabilitation (3) (S)**

This course is designed to provide the athletic health care, pre-physical therapy and pre-professional student with a broad theoretical knowledge base from which specific techniques of rehabilitation may be selected and practically applied in the care and treatment of athletic injuries. *Prerequisites: EXSC-2210, EXSC-2263, and EXSC-3380.*

**ATHC-3362****Therapeutic Modalities (4) (S)**

This course will examine the principles and properties associated with therapeutic modalities. Emphasis will be placed on how and why these modalities are used in the treatment of injuries. Appropriate psychomotor skills will be instructed in a laboratory setting. *Prerequisites: EXSC-2210 and EXSC-2263.*

**ATHC-3364****Recognition and Evaluation of Upper Extremity Athletic Injuries (3) (S)**

This course is designed to provide the student with the cognitive and psychomotor skills necessary for injury assessment of upper extremity injuries of the physically active. Appropriate psychomotor skills necessary for athletic injury assessment will be conducted in a laboratory setting. *Prerequisites: EXSC-2263, ATHC-3374, and/or BIOL-2243.*

**ATHC-3374****Recognition and Evaluation of Lower Extremity Athletic Injuries (3) (F)**

This course is designed to provide the student with the cognitive and psychomotor skills necessary for injury assessment of lower extremity injuries of the physically active. Appropriate psychomotor skills necessary for athletic injury assessment will be conducted in a laboratory setting. *Prerequisites: EXSC-2263 and BIOL-2242.*

**ATHC-4406****Administration of Athletic Health Care (2) (F)**

This is a junior/senior level course that will examine the administrative competencies and proficiencies associated with the profession of athletic health care. This includes health care administration, professional development and responsibilities. *Prerequisite: EXSC-2263.*

**ATHC-4407****Pharmacology in Athletic Health Care (2) (F)**

This course is designed to provide the student with the cognitive and psychomotor competencies that relate to pharmacology and athletic health care. Prescription and over-the-counter medications common in the practice of athletic health care will be discussed. *Prerequisites: EXSC-2263 and/or EXSC-3366.*

**ATHC-4412****Advanced Athletic Health Care Clinical Practicum I (3) (F)**

This course is designed to give the student the practical experience necessary for athletic health care. *Prerequisites: ATHC-3313, ATHC-3364, and ATHC-4406. In addition to these course prerequisites, students must also possess a current CPR for the Professional Rescuer certificate.*

**ATHC-4413****Advanced Athletic Health Care Clinical Practicum II (3) (S)**

This course is designed to give the students the practical experience necessary for athletic health care. Students will be expected to demonstrate successful completion of specific clinical proficiencies and psychomotor competencies *Prerequisite: ATHC-4412. Students must also possess a current CPR for the Professional Rescuer certificate.*

**ATHC-COMP****Senior Comprehensive Exam (cr)**

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**Biochemistry****BIOC-COMP****Senior Comprehensive Exam (cr)**

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## Biolog

### BIOL-1105

#### Plants and Civilization (4) (S)

This course is an introductory, non-majors, course that focuses on the complex relationships between human society and plants. Students explore scientific discoveries in agriculture, crop domestication, and medicine, as well as the aesthetic and cultural value of plants across time and geography. There are three class meetings and one lab period each week. (NW, SM)

### BIOL-1107

#### Principles of Biology (4) (B)

This course is a general introduction to the principles and foundations of life science. It is designed to meet the needs of a student not majoring in a scientific discipline. It attempts to convey the concepts and methods involved in scientific approaches to problems in the context of the world of living things. *Do not enroll in this course if your intended major is in any way related to biology or health-related fields.* There are three class meetings and one lab period each week. (NW, SM)

### BIOL-1121

#### General Biology I (5) (F)

This course is a study of the principles of the life sciences emphasizing the essential unity of basic vital phenomena of all organisms with emphasis on humans. Students learn to conduct, evaluate, and present research in a biology laboratory setting. Topics include: the scientific method, qualitative and quantitative observations, sampling techniques, collecting, recording, summarizing, graphically presenting data, and laboratory report writing. The course includes a detailed study of living structures and their functions examined at the levels of organs, cells, and molecules plus classical genetics, molecular genetics, embryogenesis, microbiology, and immunology. There are four class meetings/discussion and one lab period each week. (NW, SM)

### BIOL-1122

#### General Biology II (4) (S)

This is a continuation of BIOL-1121, covering the diversity of living organisms, ecology and animal behavior. There are three class meetings and one lab period each week. (NW)

### BIOL-2242

#### Human Anatomy and Physiology I (4) (F)

This is an integrated study of the structure and basic principles involved in the structure and functions of the human organism. There are three class meetings and one lab period each week. *Note: This course is specifically intended only for those students interested in pursuing a career in athletic health care, nursing, or other allied health professions.*

### BIOL-2243

#### Human Anatomy and Physiology II (4) (S)

This is the second half of an integrated study of the structure and basic principles involved in the functions of the human organism. There are three class meetings and one lab period each week. *Note: This course is specifically intended only for those students interested in pursuing a career in athletic health care, nursing, or other allied health professions.* (NW)

### BIOL-2260

#### Principles of Microbiology (4) (S)

This course examines viral and bacterial growth, reproduction, cell structure, function, and the basics of genetics. Measures used to control microbial growth will also be discussed, including antibiotics, disinfection, and sterilization. We will also be looking at the basics of how we interact with microorganisms with an introduction to immunology. This course includes a laboratory component. There are four class meetings/discussions and a lab period each week. *Note: This course fulfills a prerequisite for entry into the Nursing program at Benedictine College. Prerequisite: Successful completion (C or better) in BIOL-1121.*

### BIOL-3305

#### Biological Statistics (4) (S)

This course provides students with theoretical and applied knowledge to plan, conduct, statistically analyze, interpret, evaluate, and present biological research. Topics include: the scientific method; design of effective research constructs; qualitative and quantitative observations; sampling techniques; collecting, recording, summarizing, statistically analyzing, and graphically and orally presenting data; coding in statistical software; writing in the scientific style; and reading and critiquing scientific literature. Lecture: three hours. Laboratory: three hours. *Prerequisite: Successful completion (C or better) of BIOL-1121, BIOL-1122.* (OC, VC, WC)

### **BIOL-3310**

#### **Mechanisms of Evolutionary Change (3) (F)**

This course is intended to provide a scientific explanation for the change that occurred and continues to occur in the natural world. Topics include: historical and philosophical development of evolutionary thought; small-scale and large-scale processes of evolutionary change; results of the evolutionary process. *Prerequisite: Successful completion (C or better) of BIOL-1121 and BIOL-1122.*

### **BIOL-3312**

#### **Plant Biology (4) (D)**

A study of the form, structure, and function of the flowering plants, followed by a systematic survey of other plant groups with special reference to reproductive habits, evolution, and ecological relationships. There are three class meetings and a lab period each week. *Prerequisites: Successful completion (C or better) in BIOL-1121, BIOL-1122, and CHEM-1210.*

### **BIOL-3313**

#### **Taxonomy of Flowering Plants (4) (D)**

This course involves a systematic survey of plant families with an emphasis on plants of northeast Kansas and the Benedictine Bottoms. There are three class meetings and a lab period each week. *Prerequisites: Successful completion (C or better) in BIOL-1121, BIOL-1122, and CHEM-1210.*

### **BIOL-3345**

#### **Developmental Biology (4) (D)**

This course examines the major events occurring in the embryological development of animals. Recent experimental findings concerning the initiation and regulation of animal development at the molecular, cellular, and tissue level will be considered. Related topics include: human development, cancer and aging. The development of vertebrates is examined in detail in the laboratory. Students also design and conduct experiments elucidating the processes and mechanisms of development. There are three class meetings and a lab period each week. *Prerequisites: Successful completion (C or better) in BIOL-1121, BIOL-1122, and CHEM-1210.*

### **BIOL-3346**

#### **Comparative Vertebrate Anatomy (4) (D)**

This is a comparative study of the nine major organ systems found in vertebrate animals with considerations of human systems. Evolutionary and functional aspects of anatomical differences among

vertebrate groups are emphasized. The laboratory work primarily involves dissection and identification of anatomical structures found in fish and mammals. Where appropriate, amphibians, reptiles and birds are also examined. There are two class meetings and two lab periods each week. *Prerequisites: Successful completion (C or better) in BIOL-1121, BIOL-1122, and CHEM-1210.*

### **BIOL-3347**

#### **Kansas Vertebrates Natural History (4) (D)**

This course facilitates a greater awareness of and appreciation for the diversity of vertebrate species (fishes, amphibians, reptiles, birds, and mammals). The field component builds upon the broader framework established in the classroom to develop taxonomic skills, knowledge of specific life history strategies, and insight into the habitat requirements of vertebrate species within the major local physiographic provinces of Kansas. Field trip attendance is mandatory and students will work outside for extended periods of time in winter and spring conditions. There are two class meetings and two lab periods each week. *Prerequisites: Successful completion (C or better) in BIOL-1121, BIOL-1122, and CHEM-1210.*

### **BIOL-3353**

#### **Invertebrate Biology (4) (D)**

This is a broad study of the classification, structure, and natural history of invertebrates from protozoans through the lower chordates. Laboratory and field studies will closely examine the form and function of the major invertebrate groups and habitats in which they occur. Special attention will be given to those invertebrate groups that occur in central North America. There are two class meetings and two lab periods each week. *Prerequisites: Successful completion (C or better) in BIOL-1121, BIOL-1122, and CHEM-1210.*

### **BIOL-3354**

#### **Animal Behavior (4) (D)**

The study of the evolution, development, causation, and function of the behavior of animals are covered in this course. Emphasis will be given to the biological mechanisms and adaptive significance of the behavior of both invertebrates and vertebrates. There are three class meetings and a lab period each week. *Prerequisites: Successful completion (C or better) in BIOL-1121, BIOL-1122, and CHEM-1210.*

**BIOL-3355****Ecology (4) (D)**

An introduction to the principles underlying the interrelationship of organisms and their environment. Topics include: ecosystem structure, community organization, and population parameters. Field studies and analysis of data are an integral part of the course. There are three class meetings and a lab period each week. *Prerequisites: Successful completion (C or better) in BIOL-1121, BIOL-1122, and CHEM-1210.*

**BIOL-3360****Microbiology (4) (D)**

This is an introduction to microorganisms: their morphology, taxonomy, physiology and genetics, together with a survey of their pathogenicity and immunology. The fundamental principles are investigated in correlated laboratory experiments. There are three class meetings and a lab period each week. *Prerequisite: CHEM-2200. Corequisite: CHEM-2200.*

**BIOL-3370****Genetics (4) (D)**

Transmission and molecular genetics of prokaryotes and eukaryotes are presented in this course as foundational principles and lines of inquiry that span all levels of biological organization. There are three class meetings and a lab period each week. *Prerequisites: Successful completion (C or better) in BIOL-1121, BIOL-1122, and CHEM-1210.*

**BIOL-3380****Ornithology (4) (D)**

The lecture component of this course covers the evolution, ecology, physiology, and conservation of birds. Topics to be covered will include anatomy and physiology, flight and migration, behavior, reproduction and life history, current threats to populations, and conservation and management strategies. The lab component focuses on the anatomy of birds, studies of feathers, and identification of museum skin specimens. The field component of the course includes trips to nearby birding hotspots and will incorporate the use of spotting scopes, binoculars, live capture of birds using mist nets, bird banding, and collection of morphometric data in a field setting. *Prerequisites: Successful completion (C or better) of BIOL-1121 and BIOL-1122, and CHEM-1210.*

**BIOL-4457****Methods of Teaching Secondary Science (2) (B)**

This course acquaints the student with special techniques, current technologies in teaching strategies, and devices for teaching the natural sciences and evaluating student progress in the classroom and laboratory; the planning and presentation of laboratory work and material; the use and maintenance of equipment, and the selection and purchase of laboratory supplies. Some consideration will be given to the journals, handbooks, and other technical literature useful in teaching science. Lecture: two hours.

**BIOL-4475****Molecular and Cell Biology (4) (D)**

This course is a basic introduction to the molecular biology of the cell. Lectures include a brief review of fundamental cell chemistry, followed by more comprehensive discussion of membrane and organelle structure and function, protein synthesis and structure, cell movement, signaling and regulation, the cell cycle, and cancer. Some time is devoted to DNA and RNA replication and function and energy utilization. Laboratories involve various current techniques used to investigate these topics. There are three class meetings and a lab period each week. *Prerequisite or Corequisite: CHEM-2200.*

**BIOL-4476****Immunology (4) (D)**

This course involves lectures on the nature and mechanisms of natural and acquired resistance including cellular and humoral immunity. The characteristics of antigens and antibodies, their interaction, the ontogeny and cellular basis of the immune response, hypersensitivity (allergy), tolerance, and biotechnological applications will be discussed. The laboratory is designed to demonstrate immunological phenomena and give the student an opportunity to develop familiarity with immunological techniques. There are three class meetings and a lab period each week. *Prerequisite or Corequisite: CHEM-2200.*

**BIOL-4482****Animal Physiology (4) (D)**

Life processes: receptor, neuron, and muscle activities, membrane permeability and transport, hormonal control, gas exchange, metabolism, osmoregulation, excretion, secretion, and circulation studies in invertebrates, vertebrates, and humans are covered in this course. There are three

class meetings and a lab period each week. *Prerequisites: Successful completion (C or better) in BIOL-1121, BIOL-1122, and CHEM-1210.*

### **BIOL-4486**

#### **Research (1–3) (D)**

Independent investigation of a biological problem in consultation and/or collaboration with a faculty member. *Prerequisites: CHEM-1210. Consent of instructor required.*

### **BIOL-COMP**

#### **Senior Comprehensive Exam (cr)**

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## **Business Administration**

### **BUSI-1050**

#### **Principles of Business and Entrepreneurship (3) (D)**

This course focuses on the nature and challenges of business ownership. The psychological and sociological reasons why people start or own businesses will be examined as well as the role of entrepreneurial activity in society. The importance of basic accounting, marketing, finance, organizational structure, management of people and process, organizational leadership, and the roles of management in corporate as well as entrepreneurial organizations will be presented. Discussion of the integration of these business elements will be emphasized. Limited to freshman or sophomore standing. (WC)

### **BUSI-1241 (1), 1242 (2), 2241 (1), 2242 (2), 3241 (1), 3242 (2), 4241 (1), 4242 (2)**

#### **Cray Entrepreneurship Lab (1–2) (B)**

Students study social entrepreneurship and engage in “hands-on” projects in order to make a difference in the community, which can encompass personal, local, and/or global perspectives. Service learning projects serve as the heart of the Cray Lab experience. The service learning projects integrate community service with instruction and reflection to enrich the learning experience and teach civic responsibility. Students identify a community service need, investigate issues, research and evaluate possible solutions, develop and implement a plan of action, and assess their results. The course may be taken more than one time; a maximum of six hours of Cray Lab credit may apply toward graduation. This course is open to all students.

### **BUSI-1650**

#### **Quantitative Methods in Business (3) (B)**

This course addresses algebraic symbols and methods, coordinate geometry, and polynomial and exponential analytical functions necessary for business majors. Examples are oriented toward business applications, including the mathematics of finance. Credit is not given for both BUSI-1650 and MATH-1040 *Prerequisite: Freshman or sophomore standing only.*

### **BUSI-2230**

#### **Business Communication (3) (D)**

This course is designed to prepare business students to communicate more effectively, emphasizing communication through letters and written reports. Preparation of oral communication, in conjunction with presentation of oral reports, will be taught to students. (OC, VC, WC)

### **BUSI-2650**

#### **Business Statistics (3) (B)**

Business uses three languages: words, graphics, and numbers. This course focuses on the language of numbers, supplemented by graphic presentations of numeric information. Specifically, students in this course will build skills for analyzing quantitative data, deriving and interpreting statistics, applying skills to data drawn from business contexts for the purpose of deriving implications for business action. Microsoft Excel® will be used extensively in this course. Students may receive credit for only one: BUSI-2650 or MATH-1220. *Prerequisite: BUSI-1650.* (MR, VC)

### **BUSI-3710**

#### **Legal Environment of Business (3) (B)**

This course focuses on a general understanding of the legal system, the court system and alternative dispute resolution, the government regulation of business, an introduction to torts and product liability, an introduction to agency law and the forms of business organizations. *Prerequisite: MGMT-2250.* (PC)

### **BUSI-4550**

#### **Business Ethics (3) (D)**

A framework of business ethics and social responsibility based on Aristotelian virtues is developed and applied to current business problems. This course reviews the major philosophical theories of morality and ethics (egoism, utilitarianism, Kantian deontology, justice theory, and virtue ethics) in the context of the moral issues surrounding business

and work life. Upon completion, students should be able to demonstrate an understanding of the moral responsibilities and obligations of business professionals and business organizations, to employees, customers, suppliers, government, the competition, the wider society, and the environment. *Prerequisite: MGMT-2250.* (PC, PI)

#### **BUSI-4850**

##### **Seminar on Executive Writing and Communication (1) (B)**

This seminar covers internal and external, written and oral business reporting. Students will pursue individual projects resulting in a variety of professional quality reports. Students will learn best practices for creating and utilizing resumes, cover letters and LinkedIn profiles. They will practice oral personal introductions, video-resumes, and mock interviews. Included will be guest lectures from business professionals who provide students with advice for career planning through professional writing and oral communication practices and skills. *Prerequisite: For School of Business majors only.* (WC)

#### **BUSI-4860**

##### **Seminar on Ethics and Morality for Business Professionals (1) (S)**

This seminar will focus on ethical leadership and the development of students' ability to manage and/or handle ethical dilemmas or moral challenges within their chosen discipline or professional area of practice. Topics to be covered will include, but not be limited to: Professional practice and ethical leadership, Catholic social teaching and the obligations of business leaders, fiduciary duty and managerial role obligations, professional and personal codes of ethics, and ethical dilemmas and ethical decision making. *Prerequisites: THEO-2000, PHIL-3250, and senior standing.*

#### **BUSI-4900**

##### **Strategic Management (3) (B)**

This is the integrative, terminal course for all School of Business majors. The course stresses the application of all prior learning concerning major management problems through case analysis and management gaming. *Prerequisite: Senior standing.*

#### **BUSI-COMP**

##### **Senior Comprehensive Exam (cr)**

#### **BUSI-5520**

##### **Managerial Economics (3)**

This course explores the nature and role (including market forces) of decisions that determine profit-maximizing production and pricing. The course investigates pragmatic microeconomic and macroeconomic applications, including relevant costs, and the determinates of supply and demand and their role in decision-making. *Prerequisite: Completion of undergraduate economics course.*

#### **BUSI-5545**

##### **New Venture Management/Managing a Growing Business (3)**

This course explores the skills and opportunities of entrepreneurship and intrapreneurship. It incorporates a comprehensive business development program. The course provides students with two options to explore the business environment. Students may develop an expansion business plan for their own organization based on an evaluation of their company's operational and/or strategic options, or they may develop a new venture business plan based on the identification and market feasibility of a new business opportunity.

#### **BUSI-5551**

##### **Human Resource Management (3)**

This course deals with the study of the procedures required in hiring, employment testing, interview and selection process, job design, evaluation techniques, management-labor relations, wage and salary administration, and current employment regulations. Use of case analysis and class lectures will be emphasized.

#### **BUSI-5555**

##### **Business Practice and Corporate Social Responsibility (3)**

This course examines the exercise of leadership in modern organizations with a focus on ethical challenges facing corporate leaders in the rapidly changing business environment. Emphasis is placed on understanding the responsibilities corporations have toward various publics (stakeholders) and the implications of the Benedictine heritage for business practice.

#### **BUSI-5567**

##### **Information Technology/Project Management (3)**

This course addresses the work environment of today's manager that is heavily based on managing projects, especially in the area of information



technology. Emphasis will be placed on how today's executive manages projects, project managers, information technology specialists, and information systems in order to gain a competitive advantage for the firm.

### **BUSI-5571**

#### **Business Law and Ethical Decision-Making (3)**

The legal environment in which American business organizations operate is studied. Topics include rights and shareholders; director's and officer's liability; mergers, acquisitions, take over and securities regulation. Particular emphasis is given to legal issues on employment, including issues related to hiring, terminations, and discipline. Both federal and state laws will be considered. Personal ethics and issues surrounding ethical/legal dilemmas in business are explored.

### **BUSI-5575**

#### **Project Management (3)**

This course investigates the key components of the ever-increasing field of project management. It develops the managerial aspects of project management, including the topics of planning, organizing, selecting, scheduling, and controlling projects. The course is enhanced with Microsoft Project software when available. Program Evaluation Review Techniques (PERT) and Critical Path Method (CPM) is the scheduling format used to assemble project plans. The concept of earned value is also developed.

### **BUSI-6540**

#### **Integral Business Creation Practicum (3)**

This course gives students the opportunity to create and launch a viable business entity. With guidance from faculty, you will proceed from concept into strategic planning, future projections and sustainability targets, exit strategy (if appropriate), legal formation, capitalization, and initial execution. Students will propose how the business entity can operate both profitably and ethically, integrating the skills and knowledge they have acquired in the MBA program.

### **BUSI-6552**

#### **Leadership (3)**

This course emphasizes the role and practice of leadership in the successful execution of an enterprise. Both poor and excellent examples of leadership will be studied. A priority is placed on each

student developing his or her own leadership paradigm that aligns fully with his or her values and beliefs as integrity is critical to the role of leadership. Specific behavioral dynamics, accountability, trust building, and commitment will be examined as elements requiring the influence and intervention of leadership to optimize cooperation and results.

### **BUSI-6559**

#### **Global Strategy/International Ventures (3)**

This course addresses business problems, opportunities, and processes relevant to a global market economy. International business practice and communication skills are integrated into each aspect of the course. Emphases include: current issues in management, economics, finance, marketing or production, and how these operate in different countries with widely varying thought processes and cultures. *Requirement: Final semester of the MBA program.*

### **BUSI-6580**

#### **Marketing Strategy (3)**

This course takes an analytical approach to the study of marketing, focusing on the total environment in which marketing decisions are made. Emphasis is on managerial decisions, as well as the planning research and organization aspects of marketing activities. Students examine consumer and industrial products and services; profit, non-profit, public and private organizations; and the social and legal implications of marketing policies.

### **BUSI-6900**

#### **Strategic Management (3)**

This course seeks to develop a management viewpoint that integrates creative thinking, strategic perspectives and administrative ability in a global context. The course helps students develop skills and perspectives necessary to comprehend and respond to a complex, whole system phenomena. Finally, this course introduces and develops the ideas and tools of strategy and strategic analysis. Integrative cases in modern business problems are explored, alternative courses of action are appraised and strategic decision-making ability is developed. *Requirement: Final semester of the MBA program.*

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## Chemical Engineering

### CENG-2010

#### Chemical Engineering Fundamentals

(3) (F)

This course introduces students to foundational concepts in chemical engineering with the primary focus on material and energy balances. Students must earn a grade of “C–” or better to take subsequent chemical engineering courses. *Prerequisite: CHEM-1210.*

### CENG-3050

#### Separations (3) (S)

This course covers the theory and application of chemical engineering separations and the equipment design of these unit operations. The unit operations studied include the following: distillation, absorption, stripping, liquid-liquid extraction, and others. *Prerequisite: CENG-2010 (with a grade of C– or better). Corequisite: ENGR-3600.*

### CENG-3250

#### Chemical Engineering Thermodynamics (4)

(F)

This course explores the applications of thermodynamic principles to the analysis of chemical processes of interest in modern chemical engineering. Energy conservation and efficiency in chemical processes involving multiple unit operations will be analyzed using the first and second laws of thermodynamics. Models for calculating thermodynamic properties of pure compounds and mixtures are studied. Fundamentals and modeling of phase equilibrium, solution thermodynamics and chemical reaction equilibrium are used in this course. *Prerequisite: CENG-2010.*

### CENG-3350

#### Chemical Engineering Laboratory I (3) (F)

Experiments that reinforce chemical engineering principles in material and energy balances and introduce students to the following unit operations: evaporation, humidification, drying, and filtration. *Prerequisite: CENG-2010. Corequisite: ENGR-3150.*

### CENG-4080

#### Chemical Process Dynamics and Control (3)

(F)

This course explores the dynamic behavior of chemical processes in response to disturbances in

operating conditions. Students will analyze process dynamics of processes consisting of traditional chemical engineering unit operations and design suitable control systems. *Corequisites: CENG-3050 and CENG-4210.*

### CENG-4210

#### Reactor Design (3) (F)

In this course students apply mass balances, energy balances, chemical kinetics, and thermodynamics to the design of ideal tubular and tank reactors. In addition, it provides an introduction to residence time distributions, bioreactors, catalysis, and polymerization. *Prerequisites: CENG-2010 and MATH-3100. Corequisite: ENGR-3600.*

### CENG-4350

#### Chemical Engineering Laboratory II (3) (F)

An experimental investigation of chemical engineering unit operations. Topics include distillation, liquid-liquid extraction, membrane separations, adsorption, chemical kinetics and reactor design, and process dynamics and control. *Corequisite: CENG-4210.*

### CENG-4600

#### Plant Design I (3) (F)

Introduction to how projects are executed in the process industries, including an understanding of what constitutes preliminary process design, preliminary cost estimation, the fundamentals of microeconomics as applied to process economic assessment, and the typical drawings and other deliverables produced during the scoping phase of process plant design. There is a particular emphasis on safety considerations in design. *Corequisites: CENG-4080 and ENGR-3170. (WC)*

### CENG-4610

#### Plant Design II (3) (S)

Students gain proficiency in the development of the preliminary design for a major chemical process. In addition, this course provides an introduction to the second stage of process design—the conceptual design process including an introduction to piping and instrument-level design development, process control design and facility layout. *Prerequisite: CENG-4600. (OC, VC)*

### CENG-4810

#### Non-ideal Reactor Design and Catalysis (3)

(D)

This course explores the design and modeling of non-ideal tubular and tank reactors, fluidized-beds,

and other reactors. It emphasizes principles of heterogeneous catalysis, modeling catalytic reactions, and the design of catalytic reactors. *Prerequisite: CENG-4210.*

### **CENG-4820**

#### **Biochemical Engineering (3) (D)**

This course applies chemical engineering principles to the analysis of the production and recovery of products from enzymatic and fermentation reactions. Material covered includes microbial and enzyme kinetics, design and modeling of bioreactors and separation processes for the recovery of sensitive products. *Prerequisites: CHEM 3500 and CENG 4210.*

### **CENG-4830**

#### **Food Process Engineering (3) (D)**

This course examines food processing unit operations used in the commercial preparation and preservation of food products. The course will apply fluid, mass & heat transfer principles along with basic food chemistry to the design of food processes including thermal processing, drying, extrusion, membrane processing and freezing. *Prerequisites or corequisites: ENGR-3600 and CENG-3050.*

### **CENG-4850**

#### **Chemical Engineering Process Simulation (3) (D)**

A hands-on course emphasizing the solution of a broad range of realistic chemical engineering problems using process simulators. Focuses first on the selection and solution of appropriate equations of state, and testing of thermodynamic models for phase equilibria, chemical reactions, and heat and mass transfer problems. Process simulation will then be used to address problems of fluid flow, mass and heat transfer unit operations, and chemical reactors. *Prerequisite: CSCI-2300 or ENGR-2000, and CENG-3050, CENG-4210.*

### **CENG-4860**

#### **Advanced Chemical Engineering Thermodynamics (3) (D)**

Fundamentals of intermolecular forces and statistical thermodynamics with emphasis on the molecular aspects of designing chemical processes and materials. Solutions to chemical engineering problems in traditional process and manufacturing industries are analyzed based on the governing microscopic phenomena. *Prerequisites: CENG-2010, ENGR-3250, and ENGR-3500.*

### **CENG-4870**

#### **Molecular Simulation for Chemical Engineers (3) (D)**

Practical application of statistical thermodynamics concepts for understanding and predicting the behavior of collections of molecules. Introduction to algorithms and software for simulating physico-chemical processes at the molecular scale. Interactive lab training will focus on molecular-based prediction of thermodynamic properties, phase-equilibria, solubility, interfacial properties, and transport properties. *Prerequisite: CSCI-2300 or ENGR-2000, CHEM-3800, ENGR-3250.*

### **CENG-COMP**

#### **Senior Comprehensive Exam (cr)**

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## **Chemistry**

### **CHEM-1010**

#### **Chemistry of the Biosphere (3) (D)**

This course is intended for students not majoring in the natural sciences or mathematics and is designed especially for students with no previous formal experience in chemistry. Emphasis is placed on the chemistry of the environment and man's impact on it. The course includes laboratory experience. *Corequisite: CHEM-1011.* (NW, SM)

### **CHEM-1011**

#### **Chemistry of the Biosphere Lab (1) (D)**

This laboratory course is designed to develop basic laboratory techniques and principles for students not majoring in the natural sciences or mathematics. *Corequisite: CHEM-1010.* (NW, SM)

### **CHEM-1200**

#### **General Chemistry I (3) (B)**

This course is a thorough study of the fundamental principles of chemistry. Emphasis is placed on atomic structure, gas laws, energy changes, reaction stoichiometry, and electronic structure of atoms. Strong algebra skills will be necessary for successful completion of this course. *Corequisite: CHEM-1201.* (NW, SM)

### **CHEM-1201**

#### **General Chemistry Laboratory I (1) (B)**

This laboratory course is designed to develop basic laboratory techniques and to complement the material covered in CHEM-1200. *Corequisite: CHEM-1200.* (NW, SM)

## **CHEM-1210**

### **General Chemistry II (3) (S)**

This course is a continuation of CHEM-1200, with major emphasis placed on gas phase and solution equilibria, kinetics and the mechanisms of chemical reactions, thermodynamics and electrochemistry. *Prerequisite: CHEM-1201. Corequisite: CHEM-1211.* (NW)

## **CHEM-1211**

### **General Chemistry II Laboratory (1) (S)**

This laboratory course is designed to develop basic laboratory techniques and complement the material covered in CHEM-1210. *Corequisite: CHEM-1210.* (NW)

## **CHEM-2200**

### **Organic Chemistry I (3) (F)**

This course represents the first semester of a year-long course and is designed to give the student an understanding of many fundamental concepts of organic chemistry. The student will gain an understanding of how compounds are synthesized, the mechanism of reaction and the accepted nomenclature through the study of alkanes and cycloalkanes, alkenes, alkynes and alkyl halides. Stereochemistry and the use of spectroscopy to identify compounds will also be covered. *Prerequisite: CHEM-1210. Corequisite: CHEM-2201.*

## **CHEM-2201**

### **Organic Chemistry I Laboratory (1) (F)**

This laboratory course is designed to develop skills in the basic techniques of organic chemistry. Students will gain experience in the purification of compounds using basic techniques, including extraction, distillation, recrystallization, and thin-layer chromatography. Students will learn to interpret NMR and IR spectra, to identify unknown samples, and to communicate scientific results in a professional manner. *Corequisite: CHEM-2200.*

## **CHEM-2210**

### **Organic Chemistry II (3) (S)**

This is a continuation of CHEM-2200. It represents the second semester of a year-long course. The student will gain an understanding of how compounds are synthesized, the mechanism of reaction, and the accepted nomenclature as we study the following types of organic compounds: alcohols, ethers, aldehydes, ketones, aromatic compounds, amines, and carboxylic acids and their derivatives. *Prerequisite: CHEM-2200. Corequisite: CHEM-2211.*

## **CHEM-2211**

### **Organic Chemistry II Laboratory (1) (S)**

This laboratory course involves the synthesis of organic compounds, the characterization of synthetic products using spectroscopic analysis, and the development of an understanding of the techniques and design strategies applied in the field of synthetic organic chemistry. *Corequisite: CHEM-2210.*

## **CHEM-2801**

### **Introduction to Chemistry/Biochemistry Research (1) (F)**

This course provides an opportunity for students to engage in research as a freshman or sophomore. Students will be introduced to hands-on chemical or biochemical research in collaboration with a faculty member. Training in experimental laboratory technique, record keeping, data analysis, and an introduction to the use of scientific literature will be provided. This course may be taken up to four times. It does not count towards the chemistry minor. *Prerequisite: Freshman or sophomore standing.*

## **CHEM-2811**

### **Introduction to Chemistry/Biochemistry Research (1) (S)**

This course provides an opportunity for students to engage in research as a freshman or sophomore. Students will be introduced to hands-on chemical or biochemical research in collaboration with a faculty member. Training in experimental laboratory technique, record keeping, data analysis, and an introduction to the use of scientific literature will be provided. This course may be taken up to four times. It does not count towards the chemistry minor. *Prerequisite: Freshman or sophomore standing.*

## **CHEM-3050**

### **Scientific Glassblowing (2) (I)**

This course examines the principles and theory associated with glassblowing. It provides the student with a working knowledge of common glassblowing techniques, with emphasis on those appropriate to the repair and production of scientific glassware. The student will have hands-on experience with glassblowing. *Permission of instructor required. Note: This course does not fulfill any requirements for a major or minor in chemistry.*

## **CHEM-3150**

### **Computational Chemistry (3) (D)**

This course provides an introduction to the methods and applications of computational chemistry. Topics include molecular mechanics, Hartree-Fock theory, semi-empirical methods, density functional theory, basis sets, geometry optimization, transition state searches, and molecular property calculations. Hands-on exercises and projects accompany the lectures. *Prerequisites: CHEM-1210, MATH-1350, and PHYS-2110 or permission of the instructor.*

## **CHEM-3250**

### **Environmental Chemistry (3) (D)**

The goal of this course is to introduce the student to the fundamental chemical principles of the environment. Special care will be placed on important reactions that affect the atmosphere, the hydrosphere, and the lithosphere. The contribution of industrial effluents will be evaluated on the basis of their local and global impact. *Prerequisite: CHEM-2200.*

## **CHEM-3300**

### **Quantitative Analysis (3) (S)**

The student will develop an in-depth knowledge of basic statistics, gravimetric and volumetric analyses, chemical equilibrium, acid-base chemistry, and spectrophotometry. In particular, advantage will be taken of an understanding of the processes underlying chemical equilibria to achieve quantitative analysis. Emphasis will be placed on using Excel spreadsheets for data analyses, including statistics. *Prerequisite: CHEM-1210. Corequisite: CHEM-3301.*

## **CHEM-3301**

### **Quantitative Analysis Laboratory (2) (S)**

The student will learn and use the basic wet chemistry techniques of volumetric and gravimetric analysis. Hands-on introduction to spectroscopy and chromatography experimentation is included. Experiments will be conducted using UV-Vis, fluorescence, atomic absorption, gas chromatography, HPLC, mass spectroscopy, and electrochemistry instrumentation. *Corequisite: CHEM-3300. (WC)*

## **CHEM-3400**

### **Inorganic Chemistry (3) (F)**

This course involves a modern study of bonding, structure, and mechanism of reactions of inorganic compounds. Thermodynamics, kinetics, and theory of structure and bonding are unifying concepts to examine trends in reactivity, structure, and

properties of the elements and their compounds in relation to their position in the periodic table. These periodic trends will provide a foundation for an initial understanding of inorganic chemistry. The applications of inorganic chemistry to material science, the environment, biology, and medicine will be explored. *Prerequisite: CHEM-2210.*

## **CHEM-3401**

### **Inorganic Chemistry Laboratory (1) (F)**

This course will provide practical experience in the synthesis and characterization of inorganic molecules. Students will perform multi-step syntheses using modern synthetic techniques. A variety of chemical and spectroscopic characterization methods will be used.

## **CHEM-3500**

### **Biochemistry I (3) (F)**

This course is designed to meet the needs of majors and pre-health professionals through the introduction of the structure and function of the major biochemical classes, biocatalysis, biological membranes and biosignaling, metabolism, and metabolic and hormonal regulation. *Prerequisite: CHEM-2210. Corequisite: CHEM-3501.*

## **CHEM-3501**

### **Biochemistry I Laboratory (1) (F)**

In this course, students will gain experience in wet laboratory and in silico computational experimental techniques, as well as computerized data reduction and analysis. Students will become familiar with initial rate determination of Michaelis constants and characterization of reversible and irreversible inhibition. Further, students will gain hands-on experience in modeling enzyme-ligand bonding and structure-based drug design. *Corequisite: CHEM-3500.*

## **CHEM-3510**

### **Biochemistry II (3) (S)**

This course is a continuation of CHEM-3500 and introduces the fundamentals of molecular biological DNA information technologies, bioenergetics, the catabolism and anabolism of fatty acids, amino acids and nucleic acids, gene and chromosome structure, and genetic and epigenetic gene expression. *Prerequisite: CHEM-3500.*

## **CHEM-3511**

### **Biochemical Methods and Analysis Laboratory (2) (S)**

This course provides advanced skills in biochemical problem solving via scientific literature searches,

experimental design and execution, data acquisition and analysis, composition of professional scientific reports, and oral presentation. Experimental techniques may include protein and DNA purification, enzyme assay, protein characterization, chromatography, and electrophoresis. Experience operating instruments typically includes spectrophotometers, electrophoresis equipment, thermal cyclers, fraction collectors, and plate readers. *Prerequisite: CHEM-3500 and CHEM-3501.* (WC)

### **CHEM-3650**

#### **Polymer Chemistry (3) (D)**

This course deals with the design, preparation, and properties of macromolecules. Upon successful completion of this course, students will understand various methods of polymer synthesis, including step-growth polymerization and chain-growth polymerization. Students will understand the mechanism of polymer formation, reactions of polymers, and the physical properties of various polymers. *Prerequisite: CHEM-2210.*

### **CHEM-3800**

#### **Physical Chemistry I (3) (S)**

This course is an introduction to thermodynamics and chemical kinetics. Topics include gas laws, temperature, heat, work, the Laws of Thermodynamics, phase diagrams, chemical equilibria, rate laws, elementary reactions and reaction mechanisms. *Prerequisites: CHEM-1210, MATH-1350, and PHYS-2110. Corequisite: CHEM-3801.*

### **CHEM-3801**

#### **Physical Chemistry I Laboratory (1) (S)**

This course provides students with hands-on laboratory experience exploring concepts introduced in CHEM-3800. Experiments exemplify the Laws of Thermodynamics and properties of materials. Students perform professional scientific reporting and data analysis, conduct a search of the relevant scientific literature, and employ scientific instrumentation for data collection. *Corequisite: CHEM-3800.*

### **CHEM-4200**

#### **Physical Chemistry II (3) (F)**

The nature of atoms and molecules, chemical bonding, molecular structure, and the link between molecular properties and bulk thermodynamic properties of matter are investigated via the fundamental concepts of quantum mechanics and statistical mechanics. *Prerequisites: CHEM-1210, MATH-1350, and PHYS-2110, or permission of instructor. Corequisite: CHEM-4201.*

### **CHEM-4201**

#### **Physical Chemistry II Laboratory (1) (F)**

This course will provide students with hands-on laboratory experience exploring concepts introduced in CHEM-4200. Experiments involve atomic absorption spectroscopy, gas-phase rotational vibration spectroscopy, and electronic spectroscopy. Students perform professional scientific reporting and data analysis, conduct a search of the relevant scientific literature, and employ scientific instrumentation for data collection. *Corequisite: CHEM-4200.*

### **CHEM-4350**

#### **Advanced Organic Chemistry I (3) (D)**

This course (subtitled Structure and Mechanism) is intended to build on, organize, and interrelate the factual information obtained in the introductory sophomore course and serves as a basis for the study in greater depth of individual organic reactions and of the methods by which chemists obtain information about chemical processes. It includes an in-depth study of the mechanisms of major organic reactions, and focuses on substitution, addition, elimination, radical, and pericyclic mechanisms. *Prerequisite: CHEM-2210.*

### **CHEM-4457**

#### **Methods of Teaching Secondary Science (2) (S)**

This course acquaints the student with special techniques, current technologies in teaching strategies, and devices for teaching the natural sciences and evaluating student progress in the classroom and laboratory; the planning and presentation of laboratory work and material; the use and maintenance of equipment; and the selection and purchase of laboratory supplies. Some consideration will be given to the journals, handbooks, and other technical literature useful in teaching science.

### **CHEM-4550**

#### **Mechanisms of Catalysis (3) (F)**

The most efficient catalysts known are biocatalysts that accelerate reactions to the point of diffusion rate limitation. This course explores the theory and application of physical organic techniques as probes to elucidate mechanisms of catalysis. Topics include derivation of rate equations, Eyring-Polanyi experiments, Hammett analysis, primary and secondary isotope effects, pH-rate profiles, and kinetic solvent isotope effects. *Prerequisite: CHEM-3500.*

## CHEM-4650

### Organometallic Chemistry (3) (D)

This course is an examination of the basic foundations of organometallic chemistry including symmetry methods, bonding, magnetism, and reaction mechanisms. *Prerequisite: CHEM-3400.*

## CHEM-4801, 4802, 4803, 4804, 4805, 4806

### Research I (1) (F)

This course is an independent or collaborative investigation of a problem in any of the areas of chemistry or biochemistry. Minimum of five hours laboratory work and consultation per week. Students will conduct a comprehensive literature search and submit a research proposal. Recommended for all junior and senior majors. *This course is by permission of the instructor only.*

## CHEM-4811

### Research II (1) (S)

This course involves independent or collaborative investigation of a problem in any of the areas of chemistry or biochemistry with a minimum of eight hours laboratory work and consultation per week. Students will prepare a comprehensive, well-documented research report at the end of the semester. Recommended for all junior and senior majors. *Prerequisite: CHEM-4801, which must be completed in the preceding semester, and with permission of the instructor.*

## CHEM-4900, 4901, 4902, 4903

### Chemistry and Biochemistry Colloquium (1) (B)

Weekly meetings at which recent developments in chemistry and biochemistry will be presented by staff, students, and guest lecturers. Students enrolled in this course are expected to attend all presentations to receive credit. In-class training will include the topics of résumé writing, oral-visual presentations, ethics in science, and other subjects. All seniors must give an approved oral presentation to peers and faculty during the scheduled Colloquium time in order to satisfy graduation requirements for oral and visual communication. *Four semesters are required of all junior and senior chemistry and biochemistry majors.* (OC, VC)

## CHEM-COMP

### Senior Comprehensive Exam (cr)

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## Civil Engineering

### CIVL-2000

#### Computing in Civil Engineering (1) (F)

This course develops computation and numerical analysis skills for solving civil engineering problems. Students develop proficiency in iterative methods, optimization, and structured scientific programming. Discipline-specific and general-purpose computing applications are introduced for subsequent use in the civil engineering curriculum.

### CIVL-2150

#### Geomatics and Terrain Modeling

#### Laboratory (2) (F)

This is an introductory course in the collection of terrain data from the field and creation of digital terrain models. It includes field measurement of angles, distances, and elevations, as well as digital collection of terrain data using total station and GNSS equipment. The student will use field data to create digital terrain models using design software. The course provides an introduction to horizontal curves, vertical curves, site grading, and watershed delineation among other topics.

### CIVL-3010

#### Soil Mechanics and Civil Engineering

#### Materials Laboratory (2) (S)

Students explore aspects of soil mechanics and civil engineering material properties through statistically designed experimentation. Soil mechanics topics include determining soil index properties, grain size distribution, permeability, moisture density relations, shear strength, and consolidation of soils. Civil engineering material topics include engineering properties of concrete, asphalt, steel, and composites. Students perform lab work in teams and communicate results by oral presentations and written reports. *Prerequisites: ENGR-2320, ENGR-3150, and ENGL-1010. Corequisite: CIVL-4120.* (WC)

### CIVL-3020

#### Environmental and Hydraulic Engineering

#### Laboratory (2) (F)

This is a lab-based course that complements Hydraulic Engineering and Environmental Engineering courses. Hydraulics topics include fluid properties, flow measurements, open channel flow, pipe flow, and hydraulic machinery, and applications of statistical design of experiments. Water

and wastewater treatment topics include: BOD, total and suspended solids, water hardness, chlorination, alkalinity, coagulation, and jar testing. Students conduct experiments in teams and communicate experimental results by written reports and oral presentations. *Prerequisites: ENGL-1010 and ENGR-3150. Corequisite: CIVL-4310. (WC)*

### **CIVL-3120**

#### **Soil Mechanics (3) (F)**

Course topics include principles of soil mechanics including weight-volume relationships, classification, compaction, effective stress, permeability and seepage, consolidation, shear strength, site exploration, introduction to lateral earth pressure, and slope stability. *Prerequisite: ENGR-2320. Corequisite: CIVL-3010.*

### **CIVL-3230**

#### **Hydraulic Engineering (3) (S)**

This course covers topics such as fluid statics and dynamics, open channel flow, transitions and controls, hydraulic structures, hydraulic machinery, and hydraulic modeling. *Prerequisite: ENGR-3300.*

### **CIVL-3310**

#### **Environmental Engineering (3) (S)**

Course topics include environmental quality, water quality modeling, water & wastewater treatment systems, sludge processing, solid wastes, hazardous wastes, and environmental law. *Prerequisite: ENGR-3300.*

### **CIVL-3510**

#### **Structural Analysis (3) (F)**

Course topics include reactions, shear and bending moment, plane and space trusses, influence lines, deflections, virtual work, energy methods, approximate analysis, consistent deformations method, slope deflection and moment distribution methods, and an introduction to matrix methods. Students will use the computer for analysis. *Prerequisite: ENGR-2320.*

### **CIVL-3550**

#### **Building Component and System Design (3) (S)**

This course covers the design of structural components and systems commonly used in building construction including beams, columns, floors, roofs, and walls. Students explore the use of various materials such as wood, steel, reinforced concrete, masonry, and prefabricated architectural elements. *Prerequisite: ENGR-2320.*

### **CIVL-4140**

#### **Foundation Engineering (3) (S)**

This course covers the fundamentals of foundation design. It covers the following topics: soil improvements and ground modifications, soil exploration and sampling, bearing capacity, spread footings, mat foundations, settlement analysis, drilled shafts, and pile foundations. *Prerequisite: CIVL-4120.*

### **CIVL-4160**

#### **Transportation Engineering (3) (F)**

This course introduces students to the fundamentals of transportation engineering. Topics in this course include: transportation systems, transportation planning and future developments, design and analysis of transportation facilities including traffic operations, highway geometry, and pavement engineering. *Prerequisite: CIVL-4120.*

### **CIVL-4210**

#### **Hydrology (3) (F)**

This course covers watershed characterization, and how to apply probabilistic and statistical methods to conduct frequency analyses, model rainfall-runoff, analyze hydrographs, and model groundwater hydrology. Students are introduced to computer programs to conduct the analysis. *Prerequisite: ENGR-3300.*

### **CIVL-4320**

#### **Environmental Engineering II (3) (F)**

Methodologies for designing potable water and wastewater pumping systems, water supply piping systems, and wastewater collection systems are covered in this course. Additionally, methods for solving problems dealing with water supply and wastewater collection systems are also included. Topics covered include water distribution networks, mass curve analysis, wastewater collection systems, and pumping systems for water and wastewater. The course utilizes computer-aided design and includes a system design project. *Prerequisite: CIVL-4310.*

### **CIVL-4440**

#### **Contracts and Specifications (3) (S)**

In this course, students learn to develop and interpret contracts. Additionally, students develop an understanding of criteria for develop engineering specifications and drawings. Topics covered in the course include construction contracts; basic engineering estimating; construction administration, observation, safety, and warranty issues; and other related project and legal matters of concern to engineers.



## **CIVL-4510**

### **Steel Design (3) (S)**

Course topics include selection of sections, bolted and welded connections, trusses, bearings, light-gage structural members, fatigue of structural members and introduction to plastic design. *Prerequisite: CIVL-3510.*

## **CIVL-4530**

### **Reinforced Concrete (3) (F)**

Course topics include materials and specifications, axially and eccentrically loaded columns, strength beam theory, shear stresses, bond and development length, serviceability, and one-way slabs. *Prerequisite: CIVL-3510.*

## **CIVL-4600**

### **Civil Engineering Design (3) (S)**

This is a capstone course in which students integrate previous engineering design and science courses to design a project. These projects can be in the areas of environmental, geotechnical, structures, water resources, or transportation engineering. In the course, students cover the major areas of project development, such as problem definition, research, development and evaluation of design alternatives. Students also utilize project scheduling techniques and apply design standards and realistic constraints. Other topics covered include project management, effective team-working, engineering ethics, and computer aided design. Group design reports and individual oral presentations are required. *Prerequisites: Two of these four: CIVL-4120, CIVL-4230, CIVL-4310, and CIVL-4510.*

## **CIVL 4700**

### **Civil Engineering Seminar (1) (F)**

This seminar includes reports and presentations on current topics in civil engineering. Topics are related to business, public policy, leadership, and professional licensure. *Prerequisite: Senior Standing. (OC)*

## **CIVL-COMP**

### **Senior Comprehensive Exam (cr)**

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## **Criminology**

## **CRIM-1000**

### **Introduction to Crime and Justice (3) (B)**

This course is a survey of crime and criminal justice in the U.S. Topics include measurement of

crime, criminal law, and an overview of the criminal justice system (police, courts, and corrections). Emphasis is on the tension between crime control and due process concerns. (PC)

## **CRIM-3100**

### **Theories of Crime and Deviance (3) (S)**

This course is a survey of classical and contemporary theories of crime and deviance. It focuses on identifying the key social, developmental, and situational mechanisms involved in crime and deviance. *Prerequisite: Sophomore standing or above. (WC)*

## **CRIM-3200**

### **Crime Analysis (3) (D)**

This course provides an examination of the techniques used in tactical, strategic, and administrative crime analysis. Emphasis is on the application of crime pattern theory to problem-oriented and intelligence-led policing strategies. (VC)

## **CRIM-3220**

### **Religion and Crime (3) (D)**

This course is designed to introduce students to contemporary and classic research on the impact of religion on crime, deviance, and corrections. *Suggested prerequisite: CRIM-3100.*

## **CRIM-3225**

### **Criminal Investigations (3) (D)**

This course covers the fundamentals of the criminal investigation process and methods. *Prerequisite: Sophomore standing or above. Suggested prerequisite: CRIM-1000.*

## **CRIM-3250**

### **Policing in America (3) (D)**

A sociological overview of the history, organization, and functions of American policing. *Prerequisite: Sophomore standing or above. Suggested prerequisite: CRIM-1000.*

## **CRIM-3300**

### **Juvenile Delinquency (3) (F)**

This course includes the history of juvenile courts, developmental theories of delinquency, and the role of religion, the family, schools, and peers in delinquency causation and prevention. *Prerequisite: Sophomore standing or above. (WC)*

## **CRIM-3400**

### **The Corrections System (3) (D)**

A sociological overview of the history, organization, and functions of jails, intermediate sanctions, and prisons in the U.S. *Prerequisite: Sophomore standing or above. Suggested prerequisite: CRIM-1000.*

## **CRIM-3500**

### **Homeland Security (3) (D)**

This course focuses on the intelligence and counterintelligence aspects of homeland security as those aspects relate to the four central missions of a homeland security agency: domestic security, emergency preparedness, technology policy, and timely intelligence for preemptive action and improved policymaking. *Prerequisite: Sophomore standing or above. Suggested prerequisite: CRIM-1000.*

## **CRIM-3550**

### **White Collar & Corporate Crime (3) (D)**

This course examines some of the competing definitions of white-collar crime and elements of trust, respectability, and risk in relation to white-collar crime. Problems in measuring white-collar crime and assessing its cost, and problems in identifying the victims of white-collar crime are also studied. *Suggested prerequisite: CRIM-3100.*

## **CRIM-4200**

### **Crime & Place (3) (F)**

This course focuses on the analysis of locations that attract and repel crime, displacement of crime, and identifying and measuring crime concentrations. *Prerequisite: Sophomore standing or above. Suggested prerequisite: CRIM-3100.*

## **CRIM-COMP**

### **Senior Comprehensive Exam (cr.)**

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## **Computer Science**

### **CSCI-1010**

#### **Computer Science Fundamentals (3) (F)**

This course provides an introduction to computer science and programming fundamentals for students who have had no previous programming experience. Topics include hardware, networks, databases, artificial intelligence, operating systems, and the Internet. The students will use a high-level programming language to learn about

variables, conditional execution, user interaction, looping, and functions. There is an integral laboratory component.

### **CSCI-1050**

#### **Web Programming (3) (S)**

This course serves as an introductory programming course with a focus on using JavaScript to create interactive web pages. The topics covered include: virtual machines; web servers; server-side and client-side programming models; fundamental programming techniques; fundamental HTML; interactive HTML forms; cookies; and working with the browser's object models.

### **CSCI-1140**

#### **Introduction to Computer Science I (4) (F)**

This course introduces the fundamental concepts of computer programming from an object-oriented perspective. Topics covered include simple data types and some simple data structures, message passing, subclasses, inheritance, polymorphism, and conditional and iterative control structures. Through study of object design, this course also introduces the basics of software engineering. A closed lab is an integral part of this course. *Prerequisite: Ready to take Pre-calculus or higher.*

### **CSCI-2000**

#### **Programming Short Course (2) (D)**

This course is designed to provide the student with a working knowledge of a particular programming language. Students write programs of moderate complexity in the given language. May be taken more than once if the programming language is different. *Prerequisite: Permission of instructor.*

### **CSCI-2150**

#### **Introduction to Computer Science II (4) (S)**

This course continues the introduction of object-oriented programming begun in CSCI-1140, with an emphasis on algorithms, data structures, software engineering, and the social context of computing. A closed lab is an integral part of the course. *Prerequisite: CSCI-1140.*

### **CSCI-2300**

#### **Programming for Scientists and Engineers (3) (S)**

This course introduces the fundamentals of computer programming using C++. The focus of the course is programming for scientific and engineering needs. Topics include basic data types and data structures, pointers, expressions, iterative

and conditional control structures, visualization, and object-oriented programming. *Corequisite: MATH-1300. Students who have received credit for CSCI-2150 may not take this course without permission of instructor.*

### **CSCI-2560**

#### **Discrete Mathematical Structures II (3) (S)**

This course continues the discussion of discrete mathematical structures introduced in MATH-2550, focusing particularly on topics that contribute to further study of computer science as a discipline. Topics include relations, matrices, computational complexity, elementary computability, discrete probability, recurrence relations, and a continuation of the study of graph theory begun in the previous course. *Prerequisites: MATH-2550 and CSCI-1140.*

### **CSCI-3100**

#### **Database Systems (4) (F)**

This course uses the idea of information as a unifying theme to investigate a range of issues focusing on database systems design and management. Topics include ER modeling, relational algebra and calculus, SQL, functional dependency theory, normalization techniques, query processing and optimization, and other issues such as concurrency and security. A closed lab is an integral part of the course. *Prerequisites: CSCI-2150 and MATH-2550.*

### **CSCI-3500**

#### **Algorithm Design and Analysis (4) (S)**

This course introduces formal techniques to support the design and analysis of algorithms, focusing on both the underlying mathematics theory and practical considerations of efficiency. Topics include asymptotic complexity bounds, techniques of analysis, and algorithmic strategies. A closed lab is an integral part of the course. *Prerequisites: CSCI-2150 and CSCI-2560.*

### **CSCI-3570**

#### **Theory of Automata (3) (F)**

This course covers computer science theory through the study of formal languages and their corresponding automata, including: regular languages and finite-state automata, context-free languages and pushdown automata, and recursively enumerable languages and Turing Machines. The relationship between these languages/automata and the classes P, NP, and NP-complete are also studied. *Prerequisites: CSCI-2150 and CSCI-2560.*

### **CSCI-3600**

#### **Concepts of Programming Languages (4) (F)**

Syntax and semantics of programming languages. Grammars, parsing, data types, control flow, parameter passing, run-time storage management, binding times, data abstraction, scripting, concurrency, exception handling, language design and evaluation. Programming paradigms to be studied include object-oriented, imperative (procedural), functional, and logic-based. *Prerequisite: CSCI-2150.*

### **CSCI-3800**

#### **Artificial Intelligence (4) (D)**

This course provides an investigation into how to model and implement intelligent behavior using computers. Topics include search algorithms, reasoning, heuristics, game trees, knowledge representation and machine learning. A closed lab is an integral part of the course. *Prerequisite: CSCI-2150.*

### **CSCI-4200**

#### **Computer Architecture (4) (F)**

This course introduces students to the organization and architecture of computer systems, beginning with the standard von Neumann model and then moving forward to more recent architectural concepts. Topics include digital logic, data representations, as well as multiprocessors and alternate and contemporary architectures. A closed lab is an integral part of the course. *Prerequisites: CSCI-2150 and MATH-2550.*

### **CSCI-4400**

#### **Operating Systems and Networking (4) (S)**

This course introduces the fundamentals of operating systems together with the basics of networking and communications. The main topics include basic operating systems principles, concurrency, scheduling, memory management, security, and basics of networking and communications including World Wide Web technologies. A closed lab is an integral part of the course. *Prerequisites: CSCI-2150 and MATH-2550.*

### **CSCI-4920**

#### **Software Engineering (3) (F)**

This course combines a range of topics integral to the design, implementation, and testing of a medium-scale software system with the practical experience of implementing such a project as a member of a programming team. This course also treats material on professionalism and

ethical responsibilities in software development and human-computer interaction. *Prerequisites:* Senior computer science major and two upper-division computer science courses.

### **CSCI-4930**

#### **Senior Capstone (2) (S)**

This course, a continuation of CSCI-4920, provides a structured opportunity for the students to complete the software project they designed and began implementing in CSCI-4920. Formal presentations, both oral and written, of the students' work are integral components. *Prerequisite:* CSCI-4920. (OC, VC, WC)

### **CSCI-COMP**

#### **Senior Comprehensive Exam (cr)**

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## **Dance**

### **DANC-1010**

#### **Introduction to Dance (1) (D)**

This course is designed to introduce the student to basic movement theories, efficiency of movement, centering, alignment, and body awareness. It introduces the following disciplines: tap, ballet, jazz, and modern. Proper dance attire is required.

### **DANC-1500**

#### **Dance Wellness/Injury Prevention (1) (D)**

Strategies and skills required for the lifelong health of the dancer including proper stretching and techniques for avoiding common dance injuries are discussed in this course.

### **DANC-2020**

#### **Musical Theatre Dance (2) (D)**

This course acquaints the dancer with the elements of a dance within a musical production. This involves working with a musical score while keeping the style of the dance true to the production. Students will become familiar with all aspects of staging a musical production. *Prerequisites:* DANC-1010 and DANC-2055, or permission of instructor.

### **DANC-2040, 2050**

#### **Ballet I, II (2 ea) (D)**

Classical and modern approaches to the language of ballet will be covered. Barre and center work included. Proper dance attire required. *Prerequisite:* DANC-1010.

### **DANC-2055, 2065**

#### **Jazz I, II (2 ea) (D)**

This course provides an introduction and expansion of the techniques of jazz dance including, but not limited to, isolation and basic rhythmic skills and abilities characteristic of the jazz style. Proper dance attire is required. *Prerequisite:* DANC-1010.

### **DANC-2080, 2085**

#### **Tap I, II (2 ea) (D)**

Includes basic and intermediate levels, steps and methods of tap dance, and terminology and rhythm structures of various tap styles (Broadway, Jazz, Rhythm, Hoofing). Tap shoes are required. *Prerequisite:* DANC-1010.

### **DANC-3010**

#### **Advanced Tap/Jazz/Ballet/Modern (3) (D)**

Requires comprehensive competency testing as well as outside observation, rehearsal and evaluation hours. This course is a continuation and expansion of the skills and concepts involved in tap, jazz, ballet, and modern. *Prerequisites:* DANC-2040, DANC-2055, and DANC-2080.

### **DANC-3500**

#### **Dance Pedagogy (2) (D)**

This course will prepare the dancer for professional practice as an instructor with basic principles and techniques of teaching dance in schools, private studios, and agencies. The course will include lesson planning and teaching practice in selected dance activities. *Prerequisite:* DANC-3010.

### **DANC-3800**

#### **History of Dance (3) (D)**

Students will examine major topics in dance history, i.e., the meaning and function of dance in pre-industrial societies—communal and court dance, and the transformation and development of dance as a theatre art in the modern world. (AE)

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## **Economics**

### **ECON-1000**

#### **Economics of Social and Public Issues (3) (F)**

This course is intended to develop and apply elementary economic analysis to current events throughout the world. We will explore social and political issues using the framework of economic reasoning; this will include introductions to demand and supply analysis in addition to elasticity and market analysis. A series of economic applications will often accompany the course material. (PC)

## **ECON-1010**

### **Introduction to Economics (3) (I)**

This course is a general introduction to economics. The course is designed for non-business and non-economics majors who wish to learn the basics of economics. (PC)

## **ECON-2090**

### **Principles of Macroeconomics (3) (B)**

This is a beginning study of the macroeconomic relationships of the American economic system, involving the measurement and determination of national income, monetary and fiscal policy in an international context and economic growth. (PC)

## **ECON-2100**

### **Principles of Microeconomics (3) (B)**

This is a beginning study of microeconomic relationships involving the study of demand and supply and the study of costs to understand the operation of product and resource markets. We explore the conditions for competition, efficient resource allocation, the distribution of income, and topics in international trade. (PC)

## **ECON-3000**

### **Contemporary Economic Thinking (3) (F)**

This course examines the thought of modern contemporary economists (starting in the 1960s) for the alternative perspectives that they present on how our economy operates. The focus is less on the technical aspects of their thought and more on the broader visions and economically historical implications presented by the economists. No tests. Papers only. Students must turn in rough drafts of the first three papers. *Prerequisites: ECON-2090 and ECON-2100.* (WC)

## **ECON-3060**

### **Money and Banking (3) (S)**

This course is a study of money, credit and banking institutions, and the development of monetary thought in the context of contemporary economic and political influences. It is an analysis of the events after the monetary revolution of the 1970s, as this impact has been felt by the monetary and financial organizations and operations of our day. *Prerequisites: ECON-2090 and ECON-2100.*

## **ECON-3090**

### **Macroeconomic Activity (3) (S)**

This course involves theoretical discussion of income determination through the rationale and use of national income statistics coupled with the

study of monetary theory and policy. It provides a graphic and statistical approach to income determination, consumption, investment, and the role of government within the framework of monetary, as well as a real, analysis through the use of a computer. Major Concentration Course. *Prerequisites: ECON-2090 and ECON-2100, and Junior standing.*

## **ECON-3100**

### **Intermediate Microeconomic Theory (3) (F)**

This course is an approach to the problems of price theory by considering the behavior of firms and individuals acting to maximize profits and well-being. Theoretical analysis, with practical applications, of the price theory, production functions and income distribution are discussed. Major Concentration Course. *Prerequisites: ECON-2090 and ECON-2100, and Junior standing.*

## **ECON-3120**

### **Public Finance and Fiscal Policy (3) (I)**

Taxation, expenditure, and debt management are investigated and analyzed with respect to their optimal use as tools of fiscal policy and their impact on the attainment of the objective of fiscal policy. A general equilibrium analysis of federal, state, and local government economic activities is undertaken with additional considerations at the levels of macro and micro analysis. Major Concentration Course. *Prerequisites: ECON-3090 and ECON-3100*

## **ECON-3150**

### **International Economics (3) (S)**

This course deals with principles and practices of international trade, methods of payments and exchange controls, free trade and tariffs, international organizations and agencies of cooperation. *Prerequisites: ECON-2090 and ECON-2100.*

## **ECON-3200**

### **Managerial Economics and Pricing Theory (3) (F)**

This course explores the development of the specific theoretical and analytical tools of economics in managerial decision-making. Emphasis is placed on decision-making and pricing across differing market structures. The course includes reviews of empirical studies and illustrations of applications along with problems and case analysis. *Prerequisites: ECON-2090 and ECON-2100.*

## **ECON-3260**

### **Catholic Social Teaching (3) (S)**

This course examines the topics of world peace, a just world order, an equitable distribution of goods and resources, favorable terms of trade, the widening gap between the wealthy and poor nations and religious freedom in the light of major Catholic documents and papal teaching. *Cross-listed as THEO-3260.* (F)

## **ECON-4000**

### **Seminar In Economic Growth (2–3) (F)**

Discussion of sources of economic growth, growth theory, growth models, and current problems involving economic growth. *Open to economics majors and minors only. Permission of instructor.*

## **ECON-4010**

### **Seminar in Economic Development of the Third World (2–3) (S)**

This course is analysis of development patterns of developing economies. The broadest area of inquiry in economics, development economics studies economic, social, cultural, and political perspectives are discussed. *Open to economics majors and minors only. Permission of instructor.* (GP)

## **ECON-4030**

### **Seminar in Economic Policy (2–3) (I)**

This course discusses the separate and combined impact of monetary, fiscal and governmental policies upon the economy. *Open to economics majors and minors only. Permission of instructor.*

## **ECON-4110**

### **History of Economic Thought (3) (S)**

Contributions of individual thinkers and of schools of thought from Aristotle to the present are examined as they influence economic thought and the political economy. We use original sources, as well as textbook work to focus on the vision of such thinkers as Adam Smith, Karl Marx, and John Maynard Keynes, as well as on their analytical contributions. Major Concentration Course. *Prerequisites: ECON-3090 and ECON-3100, and Senior standing.*

## **ECON-4130**

### **Introduction to Econometrics (3) (F)**

The course presumes a knowledge of statistics and follows the economic reasoning developed in economics theory courses. It uses mathematical and statistical techniques to estimate, predict, and test

economic relationships. A series of economic applications will often accompany the course material. *Prerequisites: ECON-3100, and either BUSI-2650 or MATH-1220, and Senior standing.*

## **ECON-4160**

### **Labor and Manpower Economics (3) (I)**

This course is a study of labor problems and industrial relations, an examination of the history of the trade union movement, the determination of wages, hours and working conditions through collective bargaining, the role of the government, management, and labor legislations. *Prerequisite: ECON-3100.*

## **ECON-COMP**

### **Senior Comprehensive Exam (cr)**

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## **Education**

## **EDUC-2200**

### **Introduction to Education (2) (B)**

This course is designed as a comprehensive introduction to the teaching profession and includes a discussion of cultural and social issues that currently impact today's 21st century teachers. This course will provide future teachers with fundamental background material to begin formulating their own philosophy of teaching. *Corequisite: EDUC-2201.*

## **EDUC-2201**

### **Introduction to Education Field Experience (1) (B)**

This field experience is designed to inform the decision-making process of students considering a career in elementary or secondary education. Students are required to shadow two teachers in different learning environments for a minimum of twelve total hours in order to acquire a beginning understanding of the roles and responsibilities of a teacher. Students are encouraged to find observation placements outside of the Atchison school districts, typically in their hometown, over a break. A parallel tutoring experience comprising twenty hours will be arranged, with approval by the professor, for students who do not return home over college breaks. The students will complete various activities while observing and write a reflective comparison paper on their experience. *Corequisite: EDUC-2200.*

## **EDUC-2209**

### **Theology Methods for Elementary Teachers (2) (F)**

This course is designed to prepare students with methods and materials appropriate to teach the Catholic faith in the elementary classroom. The concepts emphasized include curriculum development; liturgy planning; organization of retreats; sacrament preparation; and an historical understanding and incorporation of Catholic Church traditions. The students will also be exposed to methods of cross-curricular integration of religious teachings and the use of technology, media, and religious materials in the classroom.

## **EDUC-2214**

### **Integrated Art and Music Methods (3) (B)**

Designed for the regular education classroom teacher, this course allows students to design, implement, and evaluate arts experiences, which can be integrated within the core curriculum and are developmentally appropriate, meaningful, and challenging for all students. Recognizing that students use multiple modalities for learning core concepts, this course provides strategies for nurturing the visual and musical modalities of all learners. *Corequisite: EDUC-2214F.*

## **EDUC-2214F**

### **Field Experience in Integrated Art & Music Methods (0) (B)**

*Corequisite: EDUC-2214.*

## **EDUC-2220**

### **Psychoeducational Development (3) (B)**

This course provides a basic introduction to the psychological foundations of education with a focus on the major issues of child and adolescent development, learning theories including constructivism, and the importance of self-concept and mental health to the professional helper. (VC)

## **EDUC-2222**

### **Psychology of Individuals With Exceptionalities (3) (B)**

This course is an introduction to special education. An overview of the various groupings of individuals with exceptionalities under the Individuals with Disabilities Education Act will be examined in depth with emphasis on etiology, identification, incidence, prevalence, treatment, characteristics, services available, and the impact of the disability on education. Mental, physical, behavioral, and

sensorial exceptionalities are discussed. National, state, and local law and policies impacting the education of individuals with exceptionalities will be examined. The principles of universal design, inclusion, collaboration, assistive technology, and multicultural responsiveness are embedded and emphasized throughout this course. Historical foundations and future trends in special education are discussed with emphasis on current issues including life-long learning, multicultural and bilingual education, and the impact of technology on the field.

## **EDUC-2226**

### **Characteristics of Individuals With Exceptionalities (3) (F)**

This course is an in-depth study of the characteristics, assessment, and identification process that is at the core of understanding students with high-incidence exceptionalities. Students in this course will understand major federal and state legislation, incidence, and prevalence of persons with high-incidence disabilities across the lifespan. Social, behavioral, adaptive, and learning characteristics will be examined. Contemporary issues in eligibility per IDEA, placement alternatives, education, and educational support of individuals with high-incidence disabilities will be examined. Multicultural competence and responsiveness is discussed in depth, along with various laws and legislation affecting the lives of individuals with exceptionalities across all settings. The role of technology in the daily life of individuals with exceptionalities will be reviewed. Students engage in a team-based project conducting original research on a topic related to educational, vocational, or family supports. Ten hours of supervised experience with individuals with exceptionalities in an educational or community setting is required. *Prerequisite: EDUC-2222.*

## **EDUC-3301**

### **Social Studies Methods and Media (2) (B)**

This course prepares teacher education students for teaching social studies at the elementary level (K–6) by promoting all students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. Students in this course will study theoretical and developmental processes associated with social studies learning, culturally responsive teaching pedagogy in social studies, methods for teaching social studies in a diverse society, adaptations to address multiple learning styles and abilities

and the integration of the Kansas College and Career Ready Standards for History, Government, and Social Studies. *Corequisites: EDUC-3303 and EDUC-3307. Prerequisite: Acceptance into Teacher Education Program.*

### **EDUC-3303**

#### **Science and Health Methods and Media (2) (B)**

Teaching candidates understand and use scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices to plan, implement, and assess science learning experiences that engage all elementary learners in curiosity, exploration, sense-making, conceptual development, and problem solving. Additionally, teaching candidates will learn concepts including physical, life, and earth and space sciences, as well as, concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes. They will also demonstrate knowledge, understanding, and use the major concepts of health education and encouragement of a healthy lifestyle. Through the use of interactive, multimedia resources, emphasis is placed on incorporating multiple learning styles in lesson design. Concurrent field experience in EDUC-3307 will require instructional application of science and health concepts and processes in a variety of educational settings. EDUC-3301 and EDUC-3307 must accompany this course. *Prerequisite: Acceptance into Teacher Education Program.*

### **EDUC-3307**

#### **Building Community Through Integrated Social Studies and Science (1) (B)**

This course is a supervised field experience requiring the planning, delivery, and assessment of a two-week inter-disciplinary unit. During the 30-hour field experience, students will observe K–6 classrooms, work collaboratively with a mentor teacher at the elementary level and create an instructional unit, including strategies for infusing student diversity, experiences, cultures, and community resources into the curriculum and instruction to promote all students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. Students will demonstrate the ability to make adaptations required to meet the needs of all students. At the conclusion of this experience, students will complete criteria from the Benedictine Performance,

including calculation of learning gains, disaggregation of data, interpretation of data and reflection on instruction. *Taken concurrently with EDUC-3301 and EDUC-3303. Prerequisite: Acceptance into Teacher Education Program.*

### **EDUC-3312**

#### **School as Community (3) (B)**

In examining the social, cultural, and political dimensions of schools and classrooms, this course supports two goals. The first goal is to expose and engage students in a multicultural, diversity experience. Students work with children/adolescents from different racial, ethnic, low SES, religious backgrounds, and intellectually disabled citizens. In addition, students examine and discuss multiple dimensions of diversity, with particular attention on the impact that culture, race and ethnicity, socioeconomic status, exceptionality, sex and gender, geography, religion, and language have on school-age children and adolescents. Other themes are also explored including the student's own professional development in these areas, as well as the use of educational technology. The second goal of the course to provide an in-depth experience with the conceptual framework of the education program, which is built upon the theme of preparing "Educators as Builders of Community." Students will engage in, and work to develop, reflect on, and articulate their own contributions as a Builder of Community. Students are advised to continually focus and reflect on the Conceptual Framework, i.e. "What am I doing to contribute to my classes' community?" "What contributions am I making to a school's community?" "How am I contributing to the wider community?" "What have I learned about how to build community?" Students will be held accountable to demonstrate they are a *Builder of Community*. *Prerequisite: Acceptance into Teacher Education Program. Corequisite: EDUC-3313.*

### **EDUC-3313**

#### **School as Community Diversity Field Experiences (1) (B)**

The diversity and field experiences component of the EDUC-3313 course is particularly designed to expose students to diverse individuals and educational settings and to the wide range of community resources that support the holistic needs of children and their families. The experience requires students to spend 50 hours where they engage in a variety of settings, enabling them to practice and critically



reflect on the issues addressed in EDUC-3312. *Taken concurrently with EDUC-3312. Transportation for field experience is the responsibility of the student. Prerequisite: Acceptance into Teacher Education Program. Corequisite: EDUC-3312.*

#### **EDUC-3314**

##### **Mathematics Methods and Assessment (3) (B)**

Students understand and use their knowledge of major concepts and structures of math (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability) to plan, implement, and assess problem-based instruction in diverse classroom settings to meet the needs of all students. Students learn to engage K-6th grade learners in critical thinking through real-world problem solving, selecting and utilizing appropriate tools to drive creativity and inquiry, and developing collaborative efforts to learn math by doing math. Application of concepts in twenty hours of field experience is required. *Prerequisites: To be taken concurrently or following MATH-1110 and MATH-1120, and acceptance into Teacher Education Program. Corequisite: EDUC-3314F.*

#### **EDUC-3314F**

##### **Field Experience for Mathematics Methods & Assessment (0) (B)**

*Corequisite: EDUC-3314.*

#### **EDUC-3317**

##### **Integrated Language Arts Practicum (1) (B)**

Required supervised practicum in partnership schools taken concurrently with EDUC-3319. Students will work directly with K-6 students in English/Language Arts (Reading, Writing, Speaking and Listening). Responsibilities include observation and support of classroom instruction and planning and delivery of a language arts lesson. *Prerequisite: Acceptance into Teacher Education Program. Corequisite: EDUC 3319. (WC)*

#### **EDUC-3319**

##### **Integrated Language Arts Methods (5) (B)**

Candidates demonstrate a high level of competence in combining methods of English/Language Arts, and children's literature in a balanced approach to literacy instruction. Candidates use concepts from emergency literacy, scientific based reading research, language and child development to teach reading, writing, speaking, and listening skills.

Using the understanding of the conceptual framework, educators as builders of community, candidates will evaluate instructional approaches in English/Language Arts. *Prerequisites: Acceptance into Teacher Education Program. Corequisite: EDUC-3317. (WC)*

#### **EDUC-3320**

##### **Curriculum for Individuals With Exceptionalities (3) (F)**

This course explores the critical elements of language and literacy; identifies and uses evidence-based interventions to meet the instructional needs specific to reading, writing, math and other content areas; and includes the principles of universal design for learning and the use of technology to support content area instruction and to make data-based decisions. Teacher Candidates uses Individual Education Plans (IEPs), learning environments, individual learner characteristics, assessment, teacher knowledge of subject matter, and technology for effective instructional planning and implementation. During the field experience hours, Teacher Candidates will demonstrate the use of a variety of evidence based instructional strategies including effective adaptation, learner performance, and transition to promote learning and improve learner outcomes. *Prerequisites: EDUC-2222, EDUC-2226 (or can be taken concurrently with EDUC-2226), and acceptance into the Teacher Education Program. Corequisite: EDUC-3320F.*

#### **EDUC-3320F**

##### **Field Experience for Individuals With Exceptionalities (0) (F)**

*Corequisite: EDUC-3320.*

#### **EDUC-3322**

##### **Building School, Family and Community Partnerships for Individuals With Exceptionalities (2) (S)**

This course moves beyond the classroom, providing knowledge and skills to form useful, collaborative relationships with families, school members, local communities and public and private services to best serve the needs of students. Teacher Candidates understand the importance of family and community engagement in the special education process; includes families in special education program development and implementation; understands the legal rights of families; and works to actively engage and empower families as partners in the education of a learner. Emphasis is placed

on life-long planning and the inclusion of families in decision-making and understanding legal rights regarding program development and implementation. Professional and parent speakers are integral to the class in order to gain insight into the needs of families and individuals with high incidence exceptionalities. Internet and community resources are researched towards the development of a comprehensive service guide. Ten hours of supervised experiences with individuals with exceptionalities is required. *Prerequisites: EDUC-2222, EDUC-2226, and EDUC-3320.*

### **EDUC-3324**

#### **Professional Block. Methods and Materials for Individuals With Exceptionalities (3) (S)**

Throughout this course Teacher Candidates learn to use a variety of evidence-based instructional strategies; including effective adaptations, learner performance, and transitions; to promote learning and improve learner outcomes. Issues relating to basic living skills, independent living, and vocational preparation are explored through an adaptive approach. Through practical experiences in multiple special education settings and across multiple levels of inclusion, students develop knowledge of instructional methods and materials appropriate to the adaptive needs of students served within each setting. Thirty-five hours of supervised experiences with individuals with disabilities is required. *Prerequisites: EDUC-2222, EDUC-2226, and EDUC-3320.*

### **EDUC-3324F**

#### **Methods and Materials for Individuals With Exceptionalities Field Experience (0) (S)**

*Corequisite: EDUC-3324.*

### **EDUC-3326**

#### **Assessment of Individuals With Exceptionalities (3) (S)**

This course is an introduction to assessment of individuals with exceptionalities. Teacher Candidates learn to use a variety of assessment instruments, procedures, and technologies for learning screening, evaluation, eligibility determination, instructional planning, progress monitoring, and technology considerations. Both the traditional model and Response to Intervention model of assessment will be studied. Teacher candidates will demonstrate knowledge and in skill in the use of problem solving models; including Positive Behavioral Interventions and Supports (PBIS) within the

Multi-Tier Systems of Support (MTSS); conducting Functional Behavioral Assessments (FBA) and the development of Behavior Intervention Plans (BIP) to manage behavior and facilitate appropriate behavioral responses; demonstrate cultural sensitivity in the development and use of social skills curriculum; and promotes the self-determination skills of learners. A minimum of ten hours of supervised experiences with a variety of assessments is required. *Prerequisites: EDUC-2222, EDUC-2226, and EDUC-3320.*

### **EDUC-3330**

#### **Teaching Corrective Reading Practicum (2) (I)**

This course studies reading problems, methods of diagnosis, and techniques for teaching corrective reading in the elementary schools. Practicum experiences included. *Prerequisite: Education major.*

### **EDUC-3332**

#### **Teaching Reading in the Content Areas (2) (B)**

The purpose of this course is to prepare pre-service teachers with reading strategies necessary to assist in enhancing and improving their content area. This course will prepare pre-service teachers with the skills they will need to help their students read content assignments with more understanding and to fulfill requirements for secondary school certification in teacher education programs. Practicum experiences of twenty hours required. *Prerequisite: Education major. Corequisite: EDUC-3332F.*

### **EDUC-3332F**

#### **Field Experience for Reading in the Content Area (0) (B)**

*Corequisite: EDUC-3332.*

### **EDUC-3357**

#### **General Secondary Methods and Media (3) (B)**

Using a multicultural approach, students will learn principles and processes involved in planning and organizing for instruction and evaluation in the secondary school that meets the needs of a diverse population of students. Students will explore and use a variety of methods and media. It is recommended that this course precede special methods in content fields. *Corequisite: EDUC-3358.*

## **EDUC-3358**

### **General Secondary Methods Field**

#### **Experience (1) (B)**

Taken concurrently with Ed 357, this field experience is designed for secondary education majors to complete an intensive practicum that requires design, delivery, and assessment of five lessons or one unit. Students will be expected to integrate technology, learning styles, accommodations for exceptional and multicultural students, interdisciplinary connections, project-based, and performance-based assessment throughout their teaching. Students will also be expected to participate in collaborative planning and evaluation with school faculty and spend fifty hours in the school setting. During this field experience, all students complete a modified Benedictine Performance Assessment (BPA). *Transportation for field experience is the responsibility of the student. Prerequisite: Education major. Corequisites: EDUC-3357.*

## **EDUC-4451**

### **Philosophy of Education (3) (B)**

This intensive seminar will provide students an opportunity to gain an understanding of historical and philosophical traditions that have shaped educational thought and practice in the United States. Readings from primary and secondary sources will focus on past educational practices that were deliberately exclusive. Students learn how contemporary educational practices work to be inclusive of constituents from diverse backgrounds. The course seeks to advance the students' understanding of the nature of education, particularly the notion that educators are builders of community, and to assist students in framing their beliefs about teaching and learning in PK–12 schools. The relevance of philosophy to teacher decision-making will be made evident as students construct their own educational philosophy. This course requires numerous technological competencies and features an artifact that must be included in your TEP Portfolio. *Prerequisite: Education major. (PI, WC)*

## **EDUC-4455**

### **Differentiated Instruction (3) (B)**

Professional Block. This course is a survey of instructional strategies used to differentiate instruction for all learners. Topics will include Learning Profiles, Learning Environments, Curriculum, Data-based Decision Making, and Assessment.

Teacher candidates will demonstrate skills through the practical application of concepts through projects aimed at enhancing their experience as beginning professional teachers. Candidates will develop an instructional unit that supports individual and collaborative learning and encourages positive social interactions, active engagement, differentiation strategies, focused assessment, and instruction driven by data. *Permission of instructor.*

## **EDUC-4462**

### **Classroom Management (2) (B)**

Professional Block. An intense study of student behavior; discipline techniques; and time, resource, and space management. Particular focus is given to self-monitoring strategies, teaching social skills, and balancing extrinsic and intrinsic rewards. The course is designed for regular and special education teachers. *Prerequisite: Permission of instructor.*

## **EDUC-4463**

### **Linguistics for ESL Teachers (3) (S)**

This course provides an introduction to language as a system, with a particular focus on language acquisition and linguistics that candidates need to understand in order to plan adapted instruction for English as a Second Language (ESL) students in grades K–12. Topics addressed include: first and second language acquisition processes; English phonology, morphology, syntax, and discourse; implications for teaching English language learners the four language skills — listening, speaking, reading, and writing; and implications for teaching content-specific language (math, science, social studies). *Prerequisite: Permission of department.*

## **EDUC-4464**

### **Assessment & Evaluation ESL Students (3) (F)**

This course examines the different test structures and methods used to assess English language learners. Included is a critical review of standardized tests of language proficiency, as well as alternative and informal language and assessment techniques, consideration of relationships between second language proficiency and academic achievement, and sociocultural dimensions of testing and assessment. The content of the course will include purposes for assessment, types of assessment including alternative assessment, construction of assessment instruments and administration of the assessments. *Prerequisite: Permission of department.*

**EDUC-4465****Instructional Strategies and Materials for Teaching ESL Students (3) (S)**

This course examines traditional and current approaches to teaching English to speakers of languages as well as curriculum materials, texts, and other resources. Emphasis is placed on practical methods of teaching English as a Second Language and strategies for working with speakers of other languages. The course includes a review of resource materials, lesson planning, and in-class teaching practice as well as an analysis of problems posed by conflicting cultural and language habits. *Prerequisite: Permission of department.*

**EDUC-4469****Practicum for Teaching ESL Students (3) (D)**

During the coursework for the ESL program, candidates participate in multiple clinical experiences. During this final practicum, candidates must satisfactorily complete three weeks planning, implementing, and evaluating instruction for one or more ESL students under the supervision of an ESOL endorsed educator. Candidates will administer tests, analyze data to determine needs, develop instructional plans with appropriate strategies and materials, and assess progress towards instructional goals. Candidates will communicate with parents/families and other classroom teachers as appropriate. *Prerequisite: Permission of department.*

**EDUC-4470****Student Teaching Seminar (1) (B)**

Professional Block. The purpose of this seminar is to prepare students for the professional responsibilities of student teaching and to provide a weekly forum for collaborative problem solving of situations that arise during the student teaching experience. The course also prepares teacher candidates in the development of a Teacher Work Sample (Benedictine Performance Assessment). *Permission of instructor. (WC)*

**EDUC-4471****Special Education Student Teaching Seminar (1) (S)**

This seminar prepares and supports special education teacher candidates for the professional responsibilities of student teaching and provides a weekly forum for collaborative problem solving of situations that arise during the student teaching process. The course also prepares teacher candidates in the development of the Special Education Student Teacher Case Studies. *Prerequisite: Admission to Student Teaching.*

**EDUC-4491****Supervised Student Teaching of Individuals With Exceptionalities (10) (S)**

Professional Block. Designed to meet the needs of prospective special education teachers who wish to qualify for teaching individuals with exceptionalities. Prospective special education teachers will observe, participate, and teach, as well as engage in professional activities and extracurricular activities with individuals with disabilities under the supervision of selected cooperating special education teachers. *Admission is by application only and approval of the Committee on Teacher Education.*

**EDUC-4492****Supervised Student Teaching in Elementary School (5-10) (B)**

Professional Block. Teaching experience in approved cooperating elementary schools. Prospective teachers observe, participate, teach, and engage in extra-class activities under the supervision of selected cooperating teachers and clinical supervisors. The student must have senior standing and an adequate background in the teaching field that normally will constitute the academic major. During student teaching, all candidates complete the Benedictine Performance Assessment (BPA), a teacher work sample. The BPA requires them to calculate learning gains, disaggregate data, and to demonstrate instructional adaptations required for meeting the needs of students of diversity and students with exceptionalities. *Admission is by application only and approval of Committee on Teacher Education. (OC)*

**EDUC-4496****Supervised Student Teaching in Secondary School (5-10) (B)**

Professional Block. Teaching experience in approved cooperating secondary schools. Prospective teachers observe, participate, teach, and engage in extra-class activities under the supervision of selected cooperating teachers and clinical supervisors. The student must have senior standing and an adequate background in the teaching field that normally will constitute the academic major. During student teaching, all candidates complete the Benedictine Performance Assessment (BPA), a teacher work sample. The BPA requires them to calculate learning gains, disaggregate data, and to demonstrate instructional adaptations required for meeting the needs of students of diversity and students with exceptionalities. *Admission is by application only and the approval of the Committee on Teacher Education. (OC)*

## **EDUC-4497**

### **Modified Teaching Experience (5–10) (B)**

Professional Block. This course prepares students for an educational career in positions that do not require a teaching license. This senior level course is conducted at a school, community outreach service or educational institution. The Benedictine College student enrolled in this course is required to fulfill many, but not all, of the responsibilities and requirements normally completed by student teachers. Specific requirements are individually determined based on the particular setting and the needs and abilities of the respective Benedictine College student. Completion of a Benedictine Performance Assessment is a mandatory requirement of the course. This course does not lead to teaching licensure. *Prerequisites: EDUC-4455 (can be taken concurrently) and EDUC-4462 (can be taken concurrently).* *Corequisite: EDUC-4470. (OC).*

## **EDUC-5510**

### **Introduction to School Leadership (2) (F)**

This course examines leadership theory and practice that leads to a responsive culture with shared vision, values, and responsibility in P–12 schools. Emphasis is placed on developing an understanding of collaboration, team building, and conflict resolution techniques; forming effective relationships with all stakeholders in the P–12 community; understanding the influence of local, state, and national policy decisions on instruction; multiculturalism and diversity in P–12 education; and the creation of processes that support collaborative leadership and improved practice. A primary objective for this first course in the sequence is to create a community of caring relationships in the newly formed cohort. Cooperative learning and group problem solving activities are employed for achieving this objective.

## **EDUC-5512**

### **Introduction to Educational Research (3) (D)**

This course is an introduction to educational research and descriptive statistics. Designed to assist the student in developing competencies in the various methods and strategies of educational research, including skills in the interpretation and evaluation of current research. Research that is conducted by school leaders to assess the effectiveness of the school community in achieving its desired mission (action research) will be an area of emphasis. The expected outcome of this course is that the student will apply research findings and implications in various school settings.

## **EDUC-5515**

### **Models and Strategies in Instructional Leadership (3) (S)**

This course is an advanced study of human development patterns, birth through adolescence, with an emphasis on learning and instructional theories. Candidates will examine effective instructional strategies that include pre-assessment and assessment tools to determine adequacy of instructional approaches; the components of alternate instructional models, particularly in designing the curriculum to meet the needs of students with exceptionalities, English language learners, and students from diverse backgrounds, incorporating multicultural education in the curriculum. The role of the principal in leading and supporting teachers to implement student-centered instructional strategies is emphasized.

## **EDUC-5516**

### **Practicum in Instructional Leadership (1) (S)**

This course is a structured, field-based experience in an elementary, middle or secondary school. This practicum requires a minimum of 40 clock hours designed to assist the candidate in acquiring experience and proficiency as defined by KSDE/ISLLC knowledge and performance indicators for Standard 2 (Advocating, nurturing, and sustaining a building climate and instructional programs conducive to student learning and staff professional growth) and Standard 4 (Collaborating with families and community members, responding to diverse community needs and interests, and mobilizing community resources).

## **EDUC-5518**

### **Building Community in the Classroom (3) (D)**

This course studies the teacher's role in creating and sustaining classroom communities that support student growth and development. Candidates will understand the needs and goals of all stakeholders, including the effect poverty, disadvantages, and resources have on P–12 student learning. Candidates will create an action plan that recognizes diversity, family, and student needs, and uses school and community resources to overcome barriers and build strong partnerships with the goal of student learning. Emphasis is on building candidate capacity to build and sustain positive school relationships with families, caregivers, and community partners.

**EDUC-5519****The Catholic School Teacher (3) (D)**

This course studies the role of the Catholic school teacher as indicated through post Vatican II documents on education and research. Candidates will examine the diversity in Catholic schools and doctrine that promotes knowledge and respect for all cultures, exceptionalities, and ethnicities. Emphasis is placed on the importance of the teacher in creating a Catholic community through curriculum, teacher collaboration, spiritual development, and focus on developing the whole child.

**EDUC-5529****Instructional Technology and Applications (2) (F)**

This course is designed to assist candidates with the use of current technology-based management systems and to use a variety of media and formats, including information and web-based technology to manage, communicate, interact, and collaborate with colleagues, parents, and other education stakeholders. Emphasis is on both teachers and building leaders continually improving teaching and learning, inspiring students to positively contribute to and responsibly participate in the digital world, collaboration with both colleagues and students to discover and share resources and ideas and solve problems through learner-driven activities and environments.

**EDUC-5532****Foundations of Curriculum Development (K-12) (3) (S)**

This course examines social and psychological influences upon curricular design and implementation. Instructional models, and their supporting theoretical rationale; barriers to effective implementation of innovative curricula; alignment and systematic evaluation of educational curricula and programs will be examined. Emphasis is placed on understanding, creating and evaluating comprehensive, rigorous, and coherent curricular and instructional P-12 school programs, including the study of the societal forces that affect school curriculum (particularly in designing the curriculum to meet the needs of students with exceptionalities and students from diverse backgrounds, as well as how to incorporate multicultural education in the curriculum).

**EDUC-5534****Assessment and School Improvement (3) (F)**

This course assists candidates in understanding and promoting continual school improvement. Candidates will examine the relationship between curriculum, assessment, and school improvement initiatives. Using critical thinking and problem-solving skills, candidates will learn to assess learners, examine performance levels and analyze assessment data in an effort to improve practice and meet school improvement goals.

**EDUC-5540****Mentoring and Teacher Leadership (3) (D)**

This course examines the teacher's role in mentoring and induction programs, coaching, and professional development. Participation in learning communities and the role of a teacher as mentor and peer coach is studied and practiced. Through a study of adult learning theory, teacher development, communications styles and reflection, the candidate will develop and implement mentoring and coaching strategies.

**EDUC-5542****Current Trends & Practices in Teaching (3) (D)**

This course examines recent trends in the development of school policy and practice, particularly in meeting standards, accountability, and the influence of outside stakeholders. Emphasis will be placed on research based best practice in effective instruction. Candidates will develop a personal professional development plan in this course.

**EDUC-5546****Directed Study (1-4) (D)**

An independent in-depth study of a specific educational topic and/or action research project. Candidates must enroll in two semesters for a minimum of 4 credit hours of EDUC-5546.

**EDUC-5552****Effective Instructional Strategies (3) (D)**

This course examines effective classroom instruction strategies that include: planning for effective instruction; pre-assessment and assessment tools to determine the adequacy of the instructional approach; instructional models and the appropriateness of their applications; integration of Common Core Standards and teaching for depth; data analysis to inform instructional planning; and meeting the needs of all students.

## **EDUC-5563**

### **Linguistics for ESL Teachers (3) (S)**

This course provides an introduction to language as a system, with a particular focus on language acquisition and linguistics that candidates need to understand in order to plan adapted instruction for English as a Second Language (ESL) students in grades K–12. Topics addressed include: first and second language acquisition processes; English phonology, morphology, syntax, and discourse; implications for teaching English language learners the four language skills – listening, speaking, reading, and writing; and implications for teaching content-specific language (math, science, social studies).

## **EDUC-5564**

### **Assessment and Evaluation of ESL Students (3) (F)**

This course examines the different test structures and methods used to assess English language learners. Included is a critical review of standardized tests of language proficiency, as well as alternative and informal language and assessment techniques, consideration of relationships between second language proficiency and academic achievement, and sociocultural dimensions of testing and assessment. The content of the course will include purposes for assessment, types of assessment including alternative assessment, construction of assessment instruments and administration of the assessments.

## **EDUC-5565**

### **Instructional Strategies and Materials for Teaching ESL Students (3) (S)**

This course examines traditional and current approaches to teaching English to speakers of languages as well as curriculum materials, texts, and other resources. Emphasis is placed on practical methods of teaching English as a Second Language and strategies for working with speakers of other languages. The course includes a review of resource materials, lesson planning, and in-class teaching practice as well as an analysis of problems posed by conflicting cultural and language habits.

## **EDUC-5569**

### **Practicum for Teaching ESL Students (3) (D)**

During the coursework for the ESL program, candidates participate in multiple clinical experiences. During this final practicum, candidates must satisfactorily complete three weeks planning, implementing, and evaluating instruction for one

or more ESL students under the supervision of an ESOL endorsed educator. Candidates will administer tests, analyze data to determine needs, develop instructional plans with appropriate strategies and materials, and assess progress towards instructional goals. Candidates will communicate with parents/families and other classroom teachers as appropriate.

## **EDUC-6606**

### **School Leadership, Management, and Finance (4)**

This course introduces the basic theories and concepts underlying school building administration with a focus given to cooperative practices and shared decision-making. The course emphasizes the role and responsibility of the principal in organizing, supervising, and budgeting educational funds for program needs at the building level, implementing pupil services, and managing co-curricular programs and activities. Candidates will analyze school-based policies and procedures that protect the welfare and safety of students and staff. Emphasis is on understanding, monitoring, and evaluating P-12 school management, operational, and fiscal systems.

## **EDUC-6612**

### **Supervision in Education (3) (F)**

The role and responsibility of the principal in selecting and supervising personnel at the building level are core content in this course. Leadership theory, change processes, models of evaluation and development programs are examined and analyzed. Major topics in this course include staff selection, orientation, professional development and evaluation. Legal concepts related to the selection and evaluation of personnel are reviewed. Emphasis is placed on developing and supervising the instructional and leadership capacity of personnel in the school community.

## **EDUC-6613**

### **Practicum in Supervision (1) (F)**

This is a structured, field-based experience in an elementary, middle or secondary school. This practicum requires a minimum of 40 clock hours designed to assist the candidate in acquiring experience and proficiency as defined by KSDE/ISLLC knowledge and performance indicators for Standard 1 (Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school

and community), Standard 2 (Advocating, nurturing, and sustaining a building climate and instructional programs conducive to student learning and staff professional growth), and Standard 5 (Acting with integrity, fairness, and in an ethical manner).

### **EDUC-6622**

#### **Educational Law (3) (S)**

Legal rights, duties, and responsibilities of building level leaders are studied in this course. The policies, laws, and regulations enacted by state, local, and federal authorities that affect P-12 schools are examined and candidates analyze how law and policy are applied consistently, fairly and ethically within the school. Special topics in this course include basic constitutional issues related to students and school personnel and identifying and applying legal concepts and theory to special education, student disciplines, student rights, personnel practices, professional negotiations, and other powers, duties and liability concerns of the principal and school system.

### **EDUC-6623**

#### **Practicum in Legal, Ethical, and Community Issues (1) (S)**

This is a structured, field-based experience in an elementary, middle or secondary school. This practicum requires a minimum of 20 clock hours in the candidate's home school, designed to assist the candidate in acquiring experience and proficiency as defined by KSDE/ISLLC knowledge and performance indicators for Standard 2 (Advocating, nurturing, and sustaining a building climate and instructional programs conducive to student learning and staff professional growth), Standard 4 (Collaborating with families and community members, responding to diverse community needs and interests, and mobilizing community resources), Standard 5 (Acting with integrity, fairness, and in an ethical manner), and Standard 6 (Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context). This final practicum section requires an additional 20 clock hours working with an administrator in a school that is demographically and structurally different than the candidate's home school.

### **EDUC-6640**

#### **Partnering With Parents and the Community (3)**

This course studies the principal's role in creating and sustaining school communities that support student growth and development. Candidates will understand the needs and goals of all stakeholders, including the effect poverty, disadvantages, and resources have on P-12 student learning. Candidates will create an action plan that recognizes diversity, family and student needs, and uses school and community resources to overcome barriers and build strong partnerships with the goal of student learning. Emphasis is on building candidate capacity to build and sustain positive school relationships with families, caregivers, and community partners.

### **EDUC-6642**

#### **Educational Leadership (3)**

This course analyzes the skills necessary for effective leadership in interactions with the school, the school system, and the community. Candidates will acquire knowledge and develop an understanding of the decision making process, creation of an appropriate organizational climate, personal and professional ethics, group facilitation and planning, communication skills, and the appropriate involvement of schools with the communities in which they serve. Emphasis is placed on collaboratively developing, articulating, implementing and supporting a vision for learning that is shared by all stakeholders.

### **EDUC-6643**

#### **Practicum in the Principalship (1)**

This is a structured, field-based experience in an elementary, middle or secondary school. This practicum requires a minimum of 40 clock hours designed to assist the candidate in acquiring experience and proficiency as defined by KSDE/ISLLC knowledge and performance indicators for Standard 1 (Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school and community), Standard 2 (Advocating, nurturing, and sustaining a building climate and instructional programs conducive to student learning and staff professional growth), Standard 3 (Ensuring



management of the organization, operations, and resources for a safe, efficient, and effective learning environment), Standard 4 (Collaborating with families and community members, responding to diverse community needs and interests, and mobilizing community resources), Standard 5 (Acting with integrity, fairness, and in an ethical manner), and Standard 6 (Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context).

## **EDUC-6688**

### **Master's Comprehensive Exams (cr)**

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## **Electrical Engineering**

### **EENG-2010**

#### **Introduction to Digital Electronics (2) (S)**

This course introduces to the student the fundamental principles in digital circuit design, including Boolean algebra and other mathematical operations, Karnaugh maps, logic gates, flip flops, and counters. Circuits are implemented both with integrated circuits and with programmable logic devices configured by HDL.

### **EENG-2020**

#### **Digital Electronics Laboratory (1) (S)**

This course provides a hands-on experience in digital electronic circuit design and implementation. *Corequisite: EENG-2010.*

### **EENG-2060**

#### **Circuit Analysis (3) (F)**

This is an introductory course in the electrical engineering analysis of circuits, including circuit theory, resistors, capacitors, inductors, and transformers; DC and sinusoidal steady state circuit analysis; and AC power. Students must earn a grade of "C-" or better to take subsequent electrical engineering courses at Benedictine College or from the University of North Dakota. *Prerequisite: PHYS-2110.*

### **EENG-3060**

#### **Circuits Laboratory I (1) (F)**

This laboratory course complements and reinforces the concepts taught in EENG-2060. Students will also learn how to properly use equipment to analyze circuits experimentally. *Corequisite: EENG-2060.*

### **EENG-3070**

#### **Circuits Laboratory II (1) (S)**

This laboratory course complements and reinforces the concepts taught in *EENG-3130*. Students will also learn how to use properly equipment to analyze circuits experimentally. *Corequisite: EENG-3130.*

### **EENG-3080**

#### **Electronics Laboratory I (1) (F)**

This laboratory course complements and reinforces the concepts taught in a first-year electronics course. Topics include semiconductor bias, bipolar, field effect, metal oxide semiconductor characteristics, circuit parameters; and circuit topologies such as filters and amplifiers. Circuits are constructed and measured containing diodes, transistors, and integrated circuits such as operational amplifiers. Students will also learn how to use equipment properly to analyze circuits experimentally. *Prerequisite: EENG-3070.*

### **EENG-3090**

#### **Electronics Laboratory II (1) (S)**

This laboratory course complements and reinforces the concepts taught in a second-year electronics course. Topics include printed circuit board layout and design, and systems with feedback; and circuit topologies such as oscillators, receivers, current mirrors, power amplifiers, and differential amplifiers. Circuits are constructed and measured containing diodes, transistors, and integrated circuits such as operational amplifiers. Students will also learn how to use properly equipment to analyze circuits experimentally. *Prerequisite: EENG-3080.*

### **EENG-3130**

#### **Linear Electric Circuits (3) (S)**

This course covers both transient and steady-state analyses of linear electric circuits, including two-port circuits, single and polyphase systems, operational amplifiers, Laplace and Fourier transforms, Transfer Functions, and Fourier analysis. *Prerequisite: EENG-2060. Corequisite: MATH-3100.*

### **EENG-3140**

#### **Signals and Systems (3) (F)**

This course is an introduction to signal processing that includes the following topics: passive filters; Laplace transform applications; Fourier transform; Z-transform; Nyquist sampling theorem; and other topics as time permits (possible topics include state variables; introduction to control and communications theory; discrete Fourier transform). *Prerequisite: EENG-3130. Corequisite: MATH-3100.*

### **EENG-3160**

#### **Electric and Magnetic Fields (3) (F)**

This course covers fields produced by simple distributions of electric charges and magnetic poles, field mapping, and application to engineering problems. *Prerequisite: EENG-2060. Corequisite: MATH-3100.*

### **EENG-3210**

#### **Electronics I (3) (F)**

This course covers the fundamentals of electronic circuits, modeling circuits containing Diodes, BJT and MOSFET Transistors, voltage regulators, and Integrated Circuits like Operational Amplifiers. Topics include: semiconductor physics, I-V characteristics and circuit parameters of components; circuit topologies such as filters and amplifiers. *Prerequisite: EENG-3130. Corequisite: EENG-3080.*

### **EENG-4010**

#### **Electric Drives (3) (S)**

This course covers the following topics: power electronic circuits to drive and control motor and mechanical loads, power integrated circuits, variable speed drives and their electronic controls. It also includes mathematical definition of random and deterministic signals and a study of various modulation systems. *Prerequisite: EENG-3210.*

### **EENG-4050**

#### **Control Systems I (3) (S)**

This course is an analysis of control systems and their performance. Topics include mathematic modeling and dynamic response of linear control systems; stability analysis; design of linear controllers using the root locus; and frequency response techniques. *Prerequisites: EENG-3140 and MATH-3100.*

### **EENG-4090**

#### **Distributed Networks (3) (S)**

This course provides an introduction to the design and implementation of distributed networks. Topics include time domain solution of Maxwell's Equations, electromagnetic waves in matter, and the fundamentals of transmission lines. *Prerequisites: EENG-3130 and EENG-3160.*

### **EENG-4210**

#### **Electronics II (3) (S)**

This course covers the design of electronic circuits using diodes, BJT and MOSFET Transistors,

and Integrated Circuits. Topics include: feedback, active filters, precision signal and amplifier circuits, difference amplifier, instrumentation amplifier, low noise signal and amplifier circuits, oscillators, power converters (AC/DC), current mirrors, and current steering circuits. *Prerequisite: EENG-3210. Corequisite: EENG-3090.*

### **EENG-4510**

#### **Computer Hardware (3) (D)**

This course is the study of the complete computer system including the digital hardware interconnection, organization, and the various operation and control methods necessary for realizing digital computers and analog systems. *Prerequisites: EENG-2010 and CSCI-2300.*

### **EENG-4520**

#### **Embedded Systems (3) (S)**

This course is the study of microcontroller hardware and software with an emphasis on interfacing the microcontroller with external electronic devices such as transceivers, sensors, and actuators for communications and control within an embedded system. *Prerequisites: EENG-2010, CSCI-2300, and EENG-3210.*

### **EENG-4600**

#### **Electrical Engineering Design I (3) (F)**

This is the first course in the two-semester capstone design experience for the electrical engineering undergraduate degree. It emphasizes design methodologies, communications, and teamwork. Students will select an electronic system to design, capture end-user requirements, perform component trade studies, and lead a critical design review at the end of the semester. *Prerequisite: Consent of instructor.*

### **EENG-4610**

#### **Electrical Engineering Design II (3) (S)**

This is the second course in the two-semester capstone design experience for the electrical engineering undergraduate degree, emphasizing design methodologies, communications, and teamwork. Students will be required to build and test a prototype of the electronic system designed in EENG-4610, Electrical Engineering Design I. Students will prepare written reports and deliver oral presentations on their design choices, with critique by the instructor. *Prerequisite: EENG-4600.*

## EEENG-COMP

### Senior Comprehensive Exam (cr)

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## English

*Note: If a student does not have the prerequisite for a given course, please consult with the instructor concerning special permission to take the course.*

### ENGL-1000

#### English Composition With Review (4)(B)

This is an English composition class that includes an additional hour for further work on mechanics, content, and organization. The course assists the student in developing strategies and skills necessary for college-level writing. It focuses on pre-writing, organization, revising, and editing. There is a strong emphasis on writing as a process. It is designed to meet a variety of learning styles, levels, and needs with individual attention to boost writing skills. Students enrolled in the course will normally have a verbal ACT score at or below 18. *This course meets four days a week.* Students may not get credit for both this course and ENGL-1010. (C)

### ENGL-1010

#### English Composition (3)(B)

This is an intensive course in expository writing, required of all students except those achieving exceptional scores on the College Level Examination Program tests or other tests designed by the department. Some attention is given to basic skills, but primary emphasis is on effective communication. The major modes of discourse and the fundamentals of research are covered thoroughly. Students may not get credit for both this course and ENGL-1000. (C)

### ENGL-1020

#### Introduction to Literature (3)(D)

This course provides an introduction to literature by types of genres: selected fiction, poetry, and drama. The course may also devote attention to specific plays and films presented on campus during the semester. The literature is drawn from British and American authors, as well as authors in translation, and represents various periods as well as works produced by men and women of different races and creeds. Papers of response and criticism regarding the various genres are required. (AE, WP, WC)

### ENGL-1030

#### Honors English Research Seminar (3)(F)

Honors Scholars are required to complete Honors English Research Seminar in place of English Composition. This course is an advanced expository writing course with a strong emphasis on research writing. *Requisite: Must be in the Honors Program.* (C)

### ENGL-1500

#### World Literature I: Ancient to Renaissance (3)(D)

This course is primarily an exploration of literary masterpieces of Western Civilization from Homer to Shakespeare. It may, however, include work from outside western culture. (AE, WP, WC)

### ENGL-1550

#### World Literature II: Enlightenment to the Present (3)(D)

This course studies major literary masterpieces of Western civilization from Moliere to Swift, with equal attention to literature of the East, including writing from the history of colonialism. (AE, HI, WP, WC)

### ENGL-1600

#### British Literature to 1750 (3)(B)

This course is a general survey of English literature from earliest times to 1750. Works and writers surveyed may include Beowulf, Chaucer, Malory, Spenser, Shakespeare, Milton, Dryden, Pope and Swift. (AE, WP, WC)

### ENGL-1650

#### British Literature after 1750 (3)(B)

This course is a general survey of English literature from 1750 to the present. Representative writers may include Burns and the major romantics, Austen, Dickens, Tennyson, Browning, Wilde, Conrad, Yeats, Woolfe, Joyce, Auden, and contemporary writers. (AE, WP, WC)

### ENGL-1700

#### American Literature to the Civil War (3)(B)

This course is a study of American Literature from Colonial times to the Civil War with attention given to national movements, growth of literary genres, and the works of the chief writers, especially those of the "American Renaissance": Hawthorne, Poe, Melville, Emerson, Thoreau, and Whitman. Also the canon is broadened to include Native American, black, and women writers. (AE, HI, WP, WC)

## **ENGL-1750**

### **American Literature after the Civil War (3) (B)**

This course entails a study of American Literature beginning with Twain and including such writers as James, Chopin, Freeman, Jewett, Crane, Cather, Washington, DuBois, Frost, Hurston, Eliot, Hemingway, Fitzgerald, Dunbar, Hughes, and Faulkner. Includes Native American writers, Hispanics, and other minority writers not mentioned in the description above but affecting American thought. (AE, HI, WP, WC)

## **ENGL-2200, 2210, 3200, 3201**

### **Loomings Practicum I, II, III, IV (1 ea) (B)**

This course involves laboratory work on *Loomings*, the campus literary magazine. Students engage in the practical tasks of producing a magazine from campus-wide submissions. It includes editorial tasks in selection, layout and design, copyediting, art, and photography. Students meet regularly with his or her advisor to resolve organizational and production issues and to receive professional critique. *Permission of instructor.*

## **ENGL-3010**

### **Old and Middle English Literature (3) (I)**

This course includes readings in the literature of the Old and Middle English period from Beowulf through Malory, with special emphasis on Chaucer. Related continental literature may be used to encourage a broader appreciation of medieval culture. *Prerequisite: One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.* (AE, WP, WC)

## **ENGL-3020**

### **Shakespeare (3) (S)**

This course studies Shakespeare as poet and dramatist; selections from the comedies, histories, and tragedies. Attention is given to the historical and literary background or setting; some consideration also of secondary works of major Shakespearean critics and scholars. (AE, WP, WC)

## **ENGL-3030**

### **Renaissance Literature (3) (I)**

This course emphasizes a reading of the most significant poetry and prose of the period, with particular emphasis on the major poetic forms (lyric, sonnet, and epic), representative dramatic works exclusive of Shakespeare, and concentration on Spenser, Sidney, the sonnets of Shakespeare, the

metaphysical poets, and Milton. *Prerequisite: One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.* (AE, WC)

## **ENGL-3040**

### **Restoration and Eighteenth Century Literature (3) (I)**

This course entails a study of the major writers of 1660–1790, including the study of representative works in poetry, drama, and the novel, and such writers as Dryden, Pope, Swift, Defoe, Johnson, and Goldsmith. *Prerequisite: One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.* (AE, WP, WC)

## **ENGL-3050**

### **Colonial and Revolutionary Literature, 1650-1820 (3) (D)**

This course will focus on the beginnings of American literature and follow its development through the Revolutionary War and a few decades afterwards. We will look at many genres, including Puritan and Neoclassical poetry, Native American tales, early satire, and American sketch writing. We will also read many full-length works as well as contemporary scholarship and literary criticism on works of the period. *Prerequisite: One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.*

## **ENGL-3060**

### **Classical Mythology (3) (D)**

This course includes a study of the principal myths found in classical mythology and by extension the arts and literature they influenced throughout the ages. Students will be asked to relate the stories of the myths to modern day literature and the arts. *Prerequisite: One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.* (AE)

## **ENGL-3070**

### **Romanticism and the American Renaissance, 1820–1865 (3) (D)**

This course is an in-depth examination of one of the most fruitful periods in American literature. Poetry, short stories, and full-length novels will all be represented. Possible authors include Nathaniel Hawthorne, Herman Melville, Emily Dickinson, Edgar Allan Poe, William Gilmore Simms, Catharine Maria Sedgwick, Washington Irving, Solomon Northup, Ralph Waldo Emerson, Henry David Thoreau, Walt Whitman, Frederick Douglass,

Margaret Fuller, and Harriet Beecher Stowe. Contemporary scholarship and literary criticism on works of the period will also be included. *Prerequisite: One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.*

### **ENGL-3110**

#### **The Novel (3) (D)**

Students in this course study the development of the novel through reading and discussion of a number of representative novels from the eighteenth, nineteenth, and twentieth centuries such as works by Austen, Dickens, Eliot, Dostoyevsky, Hawthorne, Paton, Faulkner, Ellison, and Morrison. This course is designed to promote an understanding of the most popular literary form in modern times. *Prerequisite: One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.* (AE, WC)

### **ENGL-3120**

#### **Short Story (3) (D)**

This course is a study of the theories, techniques, and historical developments of the short story form, from its inception to the present. Nineteenth and twentieth-century analysis of the form includes attention to allegory, sketches, Romanticism, Naturalism, Realism, Modernism, Postmodernism, and more. *Prerequisite: One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.* (AE, WP, WC)

### **ENGL-3130**

#### **Poetry (3) (D)**

This course is a study of the theories, techniques, and historical developments of the poetic form. *Prerequisite: One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.*

### **ENGL-3140**

#### **Drama (3) (D)**

This course is a study of the theories, techniques, and historical developments of the play as a literary form. Plays will be studied as they reflect aesthetic trends of their eras as well as with regard to the specifics of the play as a genre. *Prerequisite: One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.* (AE, WP, WC)

### **ENGL-3150**

#### **Film (3) (D)**

This course is a study of the theories, techniques, and some historical developments of the film genre.

This course emphasizes the similar and different ways film and literature convey meaning. *Prerequisite: One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.* (AE, WC, VC)

### **ENGL-3250**

#### **Creative Writing (3) (F)**

In this course, students receive writing instruction in one or more genres, which may include poetry, creative non-fiction, and fiction. Emphasis placed on the creative process, functions of language in creative writing, audience, and the like, facilitated through close reading of numerous published works, in-class writing exercises, and the use of a writing journal. Students give and receive peer critiques, and a portion of class time is dedicated to workshop-style discussion of student writing. *Prerequisite: One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.* (WC)

### **ENGL-3260**

#### **Advanced Composition (3) (I)**

This course is an intensive study of the various modes of discourse used in compositions and the theories of composition. Several written compositions and a research paper are assigned throughout the semester. *Prerequisite: ENGL-1010 or ENGL-1030.*

### **ENGL-3270**

#### **Writing Fiction (3) (S)**

In this course, students receive writing instruction in short fiction. Emphasis placed on the creative process, modes and motives of the short story, occasions for storytelling, functions of language and voice in creative writing, audience, and the like. These are facilitated through close reading of numerous published works, in-class writing exercises, and the use of a writing journal. Students give and receive peer critiques, and a portion of class time is dedicated to workshop-style discussion of student writing. *Prerequisite: One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.* (WC)

### **ENGL-3357**

#### **Young Adult Literature in Language Arts (2) (D)**

This course addresses issues in teaching young adult literature, multicultural literature and other issues in teaching high school English such as

grammar and dealing with censure. *Prerequisite:* One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.

#### **ENGL-4010**

##### **Romantic Literature (3) (D)**

The emphasis of this course is on six poets: Blake, Wordsworth, Coleridge, Byron, Keats, and Shelley, and on the major essays of the period. Attention is also given to representative novels of the period such as those by Mary Shelley and the Brontës. *Prerequisite:* One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750. (AE, WC)

#### **ENGL-4020**

##### **Victorian Literature (3) (D)**

The emphasis of this course is on poems by Tennyson, Browning, Arnold, and Hopkins, on novels by Dickens, Eliot, and Hardy, and essays by Newman, Ruskin, and Carlyle. Attention is given to the minor poets as time permits. *Prerequisite:* One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750. (AE, WC)

#### **ENGL-4040**

##### **Modern American Literature, 1890-1945 (3) (D)**

This course is a study of major ideas, themes, and artistic developments in early 20th-century American literature. This course will study major themes and forms of modernism by questioning the distinction between “modern” and “modernist” and examining examples of each. The course will consider how Modernism as an artistic movement developed out of the nineteenth century and then influenced the contemporary era. Authors may include Kate Chopin, Robert Frost, Edith Wharton, Willa Cather, Ezra Pound, Eugene O’Neill, T.S. Eliot, F. Scott Fitzgerald, Ernest Hemingway, William Faulkner, Langston Hughes, Zora Neale Hurston, and Nella Larsen. *Prerequisite:* One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.

#### **ENGL-4050**

##### **Twentieth Century British Literature (3) (D)**

This course includes the reading and discussion of representative poetry, drama, and the short novel, by writers such as Conrad, Yeats, Joyce, Lawrence, Auden, Thomas, Lessing, Woolf, Eliot, Beckett, and the poets of the First World War. *Prerequisite:* One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750. (AE)

#### **ENGL-4060**

##### **American Literature from 1945 to the Present (3) (D)**

This course focuses on the study of American literature from approximately 1945 to the present. Some of our central questions concern the foundations of contemporary American literature in a postmodern age as well as how the literature of the last sixty years has developed a foundation for the concerns of American writers in the 21st century. The course examines new themes and new approaches that are woven into the traditional and tried patterns and themes of the past. It also examines the contributions from authors of different American ethnicities. Authors may include O’Connor, Welty, Tennessee Williams, Angelou, Haruf, Bellow, Ellison, Kerouac, Baldwin, Walker, Sandra Cisneros, Amy Tan, Sherman Alexie, the Beat Poets, and other contemporary poets. Non-fiction, fiction, poetry and drama are all represented. *Prerequisite:* One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750. (AE, WC)

#### **ENGL-4110**

##### **Literary Criticism (3) (S)**

This course is a survey of literary criticism. Attention is given to the historical development of criticism and to the major critical approaches to literature. *Prerequisite:* One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750. (AE, PI, WP)

#### **ENGL-4130**

##### **Christianity and Literature (3) (D)**

This course is primarily designed to analyze and interpret the spiritual dimensions of various genres of literature. Class activities include the study of essays, fiction, and poetry. Possible topics include angelology; faith and science; Ignatian, Carmelite, and mystic spirituality; the contemplative tradition; and the sanctification of the ordinary. *Prerequisite:* One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750. (AE, F)

#### **ENGL-4140**

##### **The Vikings: History and Literature (3) (D)**

The Vikings is a junior/senior level course concentrating equally upon the literature and history of the Norse people from their beginning to about 1300 A. D. Readings include Norse/Icelandic literature in English translation as well as modern historical and literary scholarship. Students will produce a major research paper and an in-class presentation based on individual or group work. Students are expected

to know the basics of research methods in literature and MLA style documentation. *Prerequisite:* One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750. (AE, WC)

### **ENGL-4200**

#### **Legends of King Arthur (3) (D)**

King Arthur is a junior/senior level course devoted to in-depth investigation of medieval Arthurian literature, especially in English and French. As major assignments, students will do an individual research paper of 10-20 pages and an in-class presentation based on individual or group work. Students are expected to know the basics of research methods in literature and MLA style documentation. *Prerequisite:* One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750. (AE, WC)

### **ENGL-4250**

#### **Creative Writing II (3) (D)**

This course builds on the foundation laid by learning in Creative Writing I (ENGL-3250), inviting students to build on the foundations of various genres, and with a significant emphasis in innovation in poetry and various narrative forms. Again, emphasis is placed on the creative process, functions of language in creative writing, audience, and the like, facilitated through close reading of numerous published works, in-class writing exercises, and the use of a writing journal. Students give and receive peer critiques, and a portion of class time is dedicated to workshop-style discussion of student writing. *Prerequisite:* ENGL-3250. (WC)

### **ENGL-4310**

#### **Introduction to Linguistics (3) (D)**

This course, a beginning course in the scientific study of language, studies the background of modern linguistics as well as contemporary descriptions of English.

### **ENGL-4457**

#### **Methods of Teaching Language Arts (2) (D)**

This course is designed to prepare students to teach language arts at the secondary level. Focus is on teaching literature and grammar and is extended to include methods of teaching speech communication, theater arts, and journalism. In addition, the students identify suitable teaching materials, and prepare tests for units in literature, composition, speech, and journalism.

### **ENGL-4500**

#### **Modern Catholic Fiction (3) (D)**

This course focuses on 20th and 21st century fiction by Catholic authors. How do these writers bring their readers the good, the beautiful, and the true while engaging their audience with gripping narratives, deep characterization, quotable dialogue, and other hallmarks of great literature? We look at several genres, from mystery to fantasy and historical to regional. Potential students should be avid and skilled readers. *Prerequisites:* THEO-1100; and one from ENGL-1600, ENGL-1650, ENGL-1700, or ENGL-1750.

### **ENGL-4910**

#### **Language and Literature Seminar (3) (B)**

This seminar provides for the interpretation and criticism of literature not encountered in detail in other English and modern language courses. Seminar situations offer opportunities to explore issues such as race, creed, class, gender, culture, and interdisciplinary topics among various literatures. Open to majors from other college departments. *Prerequisite:* Junior or senior standing. (OC)

### **ENGL-COMP**

#### **Senior Comprehensive Exam (cr)**

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## **Engineering**

### **ENGR-1100**

#### **Technical Drawing (2) (S)**

This is a course in graphical communication, expression and interpretation applicable to engineering, sciences, and other technology fields of study. The ability to visualize in three dimensions is developed through shape description, sketching and multi-view projection exercises. The course includes, but is not limited to, the engineering and architectural scales, engineering lettering, geometric constructions, use of instruments, dimensioning, sectional and auxiliary views. The introduction to descriptive geometry is an essential aspect of this course. Computer Aided Design is the primary computer drafting tool used in conjunction with manual instruments of drawing. (VC)

### **ENGR-1200**

#### **Introduction to Engineering (2) (F)**

This course serves as an introduction to the engineering profession and to its various disciplines. It is designed to give students the

opportunity to learn how to solve engineering analysis and design problems. Students will develop problem-solving skills, sharpen communication skills, and be exposed to professional development in the form of team building, technology tools, and project management. Engineering first principles, common to all engineering disciplines, are used in the application, discovery, and explanation and of the solution of basic engineering problems and questions. *Corequisites or Prerequisites: MATH-1250 or MATH-1300.*

### **ENGR-1220**

#### **Introduction to Engineering Design**

##### **Laboratory (1) (S)**

This class is designed to facilitate student discovery of selected engineering aspects through hands-on projects. The goal of the class is to introduce the student to the following: problem solving, electronics, project management, programming, controls, and team dynamics. Students will complete several projects in which they will build and program robots and other devices, troubleshoot them, and demonstrate they have achieved the design objectives.

### **ENGR-2000**

#### **Computer Applications in Engineering (2) (F)**

This course introduces students to the fundamentals of computer programming to solve engineering problems. Students will learn to perform calculations using selection statements and loops, design structured programs using I/O, existing codes, and subroutines, and perform post processing. *Corequisite: ENGR-1200.*

### **ENGR-2300**

#### **Statics (3) (F)**

This course is an introductory course in mechanics that directs the student toward the use of Newtonian physics in the solution of statically determinate particles and rigid bodies when acted upon by outside forces. These solutions will result in the quantification of external forces, resultant forces, reactions and moments (or coupled forces) as well as associated positions for equivalent force systems. *Prerequisite: PHYS-2100 or PHYS-2000.*

### **ENGR-2310**

#### **Dynamics (3) (S)**

Applies Newtonian Physics to study kinematics and kinetics of both particles and rigid bodies in plane motion. This includes: integral forms of Newton's 2nd Law (work/energy and impulse/momentum);

solutions using both analytical and numerical techniques; use of Cartesian, path, and polar coordinate systems; non-constant mass systems. *Prerequisites: ENGR-2000, ENGR-2300.*

### **ENGR-2320**

#### **Mechanics of Materials (3) (F)**

This course directs the student in the basic concepts of stress and strain that result from axial, transverse, torsional, and bending loads on bodies loaded within the elastic range. The student will be directed to the application and use of shear and moment equations and diagrams, combined stresses, Mohr's circle, and beam deflections. Students must earn a grade of "C-" or better to take subsequent civil engineering courses at either Benedictine College or the University of North Dakota. *Prerequisite: ENGR-2300.*

### **ENGR-3150**

#### **Statistical Analysis of Data (4) (B)**

This course provides students with the basic statistical skills needed to draw legitimate conclusions from experimental data. Students learn how to calculate confidence intervals, perform hypothesis tests, use linear regression, and perform analysis of variance. It also focuses on the design and analysis of experiments including screening designs, full factorials, designs with blocking, response surface methods, path of steepest ascent, mathematical modeling, analysis of residuals, and control charts. *Corequisite or Prerequisite: MATH-3100.*

### **ENGR-3170**

#### **Engineering Economy and Society (3) (B)**

This course provides students with an understanding of the principles and methodology of engineering economics. It helps students develop proficiency with these methods in making practical design decisions. In particular, the course covers cost estimation techniques, the time value of money, depreciation and income taxes, evaluating projects with the benefit-cost ratio method, break even and sensitivity analysis, probabilistic risk analysis, capital budgeting process, and decision making formalities. Students engage in a regular and serious study of the influence of technological and innovative design decisions on persons, business endeavors, the environment, economies, and communities. (PC)

### **ENGR-3250**

#### **Thermodynamics (3) (S)**

This course explores the fundamental energy relationships applied to both closed and open systems.



Course topics include determination of thermodynamic properties, zero, first and second laws of thermodynamic processes and basic cycles. *Prerequisites: PHYS-2100 and MATH-1350.*

### **ENGR-3300**

#### **Fluid Mechanics (3) (F)**

This course provides the student an introduction to the static and dynamic properties of ideal and real fluids. Course topics include the application and use of continuity, energy, and momentum principles in the engineering and study of laminar, turbulent, compressible, and incompressible fluid flow. The study of laminar and turbulent flow of fluids in closed conduits and open channels; flow through orifices, weirs, and venturi meters; and flow in pipe networks and pumping systems are emphasized. *Prerequisites: MATH-2300, PHYS-2100, and either ENGR-2300 or CENG-2010.*

### **ENGR-3400**

#### **Materials Laboratory (2) (F)**

This course provides the student with the laboratory procedures common to the mechanical design area. Students will explore the methods and applications of mechanical property measurements, including torsion, tension, and bending tests. The course covers quantitative metallography, corrosion, heat treatment, strain gages, and mechanical property measurements. *Prerequisite: ENGR-2320 or ENGR-3500. (WC)*

### **ENGR-3410**

#### **Thermofluids Laboratory (2) (S)**

This laboratory course emphasizes the application of fluid mechanics and heat transfer to the application, design, and study of fluid systems with a concentration on real fluids. It also includes elements of process control. *Prerequisite or Corequisite: ENGR-3150; ENGR-3600 or both ENGR-3300 and PHYS-4400. (WC)*

### **ENGR-3500**

#### **Materials Science (3) (F)**

This is a course in engineering materials and their applications. The technological uses of metals, ceramics, plastics, and composite materials are discussed and explained in terms of their basic atomic structure, and mechanical, thermal, electrical, and degradation properties. Material selection in engineering design is emphasized. *Prerequisite: CHEM-1200.*

### **ENGR-3600**

#### **Heat and Mass Transfer (3) (S)**

This course provides an analytical study of the transfer of thermal energy via convection, conduction, and radiation, as well as mass transport; derivation and utilization of the differential equations of change; applications of the energy balance in the analysis of heat and mass transfer equipment. *Prerequisites: ENGR-3300 and ENGR-3250 or CENG-3250.*

### **ENGR-3901, 3902**

#### **Engineering for Human Development I (2), II (1) (D)**

Design and build of an engineering project in a developing country. Community appraisal, initial project design, implementation, assessment and exit strategy will be developed during the fall semester. Final design and implementation will take place in the spring semester with delivery as part of the spring break mission trip. Includes readings on Catholic social teaching and human development and engineering technical content as pertains to the particular project. *Open to engineering majors of all disciplines. Must have junior standing. Travel for installation of the project as part of the mission trip is encouraged, but not required. Students must complete both courses in the sequence to receive credit for an engineering elective.*

### **ENGR-4150**

#### **Design of Engineering Experiments (3) (D)**

This course builds on the statistical foundation of ENGR-3150. It focuses on the design and analysis of experiments including screening designs, full factorials, designs with blocking, response surface methods, linear regression, path of steepest ascent, mathematical modeling, and analysis of variance. *Prerequisite: ENGR-3150.*

### **ENGR-4799**

#### **Cooperative Education (1–6) (F, S)**

### **ENGR-4840**

#### **Quality Engineering (3) (D)**

This course utilizes the DMAIC methodology (Define, Measure, Analyze, Improve, and Control) as a framework to teach students to manage, control, and improve quality. The course provides a solid foundation in statistical process control (SPC) concepts, such as process capability, control charts, etc. Students will apply statistical tools from previous courses (e.g. hypothesis testing, linear

regression, etc.) and learn new techniques to reduce process variability and improve product quality. It also focuses on the design and analysis of experiments including screening designs, full factorials, designs with blocking, response surface methods, components of variance, robust parameter designs, and path of steepest ascent. (formerly CENG-4840)  
*Prerequisite: ENGR-3150.*

## **ENGR-COMP**

### **Senior Comprehensive Exam (cr)**

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## **English as a Second or Foreign Language**

### **ESLG-1010**

#### **Introduction to American Culture (1) (D)**

This course presents an introduction to U.S. culture. Lectures, readings, materials presented online, local excursions, campus activities, and guest speakers will help students adjust to their new environment, and help prepare them for related general education courses. Topics include early American cultural development, frontier images, agriculture, business, politics, religion, family, education, and sports. Information on health and safety, aspects of cultural adjustment, expectations of the U.S. academic classroom, and the Benedictine heritage are also included. Students will share their experiences and reactions in both written and oral form.

### **ESLG-1050**

#### **Writing With Grammar I (4) (F)**

This course will develop composition skills and the use of grammatical structures at the sentence and paragraph level. Students will learn to write simple, compound, and complex sentences and to develop descriptive and narrative paragraphs using the process approach. Grammar points will be addressed and practiced through informal and formal written assignments.

### **ESLG-1055**

#### **Writing With Grammar II (4) (F)**

This course will develop composition skills and the use of grammatical structures. Students will learn to write well-organized paragraphs and expository essays. Students are introduced to composition skills and rhetorical styles through analysis of authentic reading materials and experience of the

writing process. Grammar points will be addressed and practiced through informal and formal written assignments.

### **ESLG-1070**

#### **Reading With Vocabulary (4) (F)**

This intermediate-level course will develop the reading skills necessary for non-native English speaking students to function effectively in the college academic classroom. Textbooks and authentic reading material will be used to improve students' basic and critical reading skills. Strategies for vocabulary-building and increasing reading speed will be developed through learning effective dictionary usage and word attack skills.

### **ESLG-1090**

#### **Integrated Skills (3) (F)**

This course is designed to improve the four English language skills areas of listening, speaking, reading, and writing. Emphasis will be placed on developing critical thinking skills through interpretation, analysis, and synthesis of information. Written and oral assignments will be based on the text and other materials presented in class. Activities will include discussion, pair and group work, academic listening and note-taking, oral presentations, and library research.

### **ESLG-2040**

#### **Listening/Speaking English as a Second Language (4) (S)**

This intermediate-level course will develop the oral and aural skills necessary for non-native English-speaking students to function effectively in the college academic classroom and in the American environment. Discussions, interviews, debates, and oral presentations provide listening and speaking opportunities while authentic language is presented in a variety of formats to enhance listening and note-taking skills.

### **ESLG-2050**

#### **Intermediate Composition (3) (S)**

This intermediate-level course will continue to develop composition skills as students advance to academic writing across the curriculum. Using a variety of paragraph development methods, students will write expository essays based on authentic college level readings. Discussion and analysis of the readings are integral to the writing process and will prepare students for advanced composition and reading classes.

## **ESLG-2070**

### **Reading Across the Curriculum (3) (S)**

This advanced-level course provides a variety of reading materials authentic to the college disciplines within the humanities, social sciences and sciences. Students will learn jargon specific to the disciplines to improve their vocabulary and employ strategies to address comprehension and critical thinking.

## **ESLG-2090**

### **Advanced Integrated Skills (3) (S)**

This advanced-level course continues to integrate skills in listening, speaking, reading, and writing. However, materials, assignments, and activities will reflect an advanced higher academic level. Emphasis will be placed on developing critical thinking skills through interpretation, analysis, and synthesis of information. Written and oral assignments will be based on the text and other materials presented in class. Activities will include discussion, pair and group work, academic listening and note-taking, oral presentations, and library research.

## **ESLG-2220**

### **Advanced Composition and Research (3) (F)**

This advanced-level course focuses on conducting original research and analysis, finding and using primary source materials, and identifying relevant secondary sources for background, literature review, and methodology. Students then move on to writing and re-writing two research papers, one APA style and one MLA style. A combination of written materials, library resources and internet databases will be used. Writing summaries, paraphrasing, and documentation/citation of sources are key aspects of the class. Students learn standard proofreading symbols and utilize these in peer-editing and self-revision. Academic honesty and plagiarism issues are addressed. *Prerequisite: ESLG-2050 or consent of ESL Director.* (WC)

## **ESLG-2930**

### **Public Speaking (3) (S)**

This advanced-level course focuses on major forms and techniques of public speaking. Students will work alone and in groups to develop good speaking style, gestures, visual aids, eye contact, and audience interaction. Students will individually research, prepare and present four major speaking

presentations: persuasive, informative, instructional speeches, and one full length research presentation appropriate for an academic conference. Students are introduced to major historical examples of public speaking that demonstrate each area of theory and technique discussed. Students will work on creating introductions with a clearly stated thesis, organizing information in a logical manner, using transitional words and phrases, and creating insightful conclusions. Students will address credibility of information and must cite sources. *Prerequisite: ESLG-2040 or consent of ESL Director.* (OC)

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## **Evangelization and Catechesis**

### **EVCA-2100**

#### **Mission to the Nations (3) (F)**

This course will offer an in-depth study of the practice of evangelization and catechesis throughout the history of the Church with special concentration on the pedagogy of God, Christ the Divine Pedagogue and the major contributions to catechesis up to the Second Vatican Council.

### **EVCA-2150**

#### **New Evangelization (3) (S)**

This course will offer an in-depth study of the practice of evangelization and catechesis in the world today. Particular emphasis will be given to the teachings of the Second Vatican Council and Church teaching on the topic of evangelization and catechesis following the Council. The New Evangelization itself will be defined in contradistinction to traditional evangelization and studied in depth. The causes of the new situation in Western culture, the re-evangelization of the baptized and the method by which to accomplish this re-evangelization will be examined in particular.

### **EVCA-3100**

#### **Youth Ministry and Catechesis I (3) (F)**

The Church's plan for distinctly Catholic transmission of the faith to youth and adolescents will be unpacked both in theory and praxis. Magisterial catechetical texts and texts from the field will teach students how to educate increasingly complex youth about the faith, while at the same time nurturing a growing relationship with Jesus Christ. Professional development as a lay minister will be explored. *Prerequisite: THEO-1100.*

### **EVCA-3150**

#### **Youth Ministry and Catechesis II (3) (S)**

Building on Youth Ministry and Catechesis I, this course will continue to teach youth ministry and catechetical theory and will pay particular attention to developing students as strong practitioners in both the art and craft of youth ministry and catechesis, preparing them to serve as an ecclesial professional. *Prerequisite: EVCA-3100.*

### **EVCA-3200**

#### **Divine Pedagogy: Catechesis in Scripture (3) (D)**

This course will provide an overview of Sacred Scripture, with the aim of developing a Catholic Biblical worldview; the course will seek to connect Catholic life and doctrine with its Scriptural foundations. In developing these biblical principles that underlie Catholicism, the student will acquire the ability to utilize Scripture effectively in the work of Catechesis.

### **EVCA-3300**

#### **Catechetical and Missionary Saints (3) (D)**

This course will introduce students to the saints of the past who both successfully initiated evangelical and catechetical endeavors as well as profoundly taught how to do so. Particular emphasis will be given to those saints who greatly influenced the Church's catechetical tradition and who spread the faith to different cultures and geographical regions. American missionaries and figures will be given special notice.

### **EVCA-3400**

#### **The Papacy and the New Evangelization (3) (D)**

This course explores the nature and methods of the New Evangelization from the privileged vantage point of papal teaching. Students will read writings from one or more twenty-first century pontiffs, touching on a broad array of issues alive in the Church today. Above all students will focus on how they can apply the principles of papal thought in their ministry, especially in view of addressing challenging issues that are vital to get right in order to effectively communicate the Catholic faith in the world today.

### **EVCA-4500**

#### **Seminar (3) (S)**

The purpose of the course is to give an in-depth presentation of evangelical and catechetical questions and/or missionary and catechetical

methods through reading and discussion, research and papers. The subject matter of the seminar will vary from semester to semester.

### **EVCA-4700**

#### **Missionary Practicum (1-4) (B)**

The Missionary Practicum is designed to give students an opportunity to practice the New Evangelization. Each student in the class will engage in one work that seeks to bring about the directives of the Second Vatican Council or the teaching of the Church thereafter regarding ecumenism, evangelization or catechesis. This will consist of a project in the college or local community that is designed by the student and will foster a better understanding of the Faith and a deeper level of commitment to living this faith. *Prerequisite: Permission of instructor.*

### **EVCA-COMP**

#### **Senior Comprehensive Exam (cr)**

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## **Exercise Science**

### **EXSC-1100**

#### **Physical Fitness (1) (F)**

This course is designed to develop an interest in, and an understanding of, the components of physical fitness. Endurance, flexibility, and strength will be improved through a variety of activities. *This course will satisfy the general education fitness requirement.*

### **EXSC-1101**

#### **Aerobics (Fitness) (1) (B)**

This course is designed to enhance body tone, strengthen muscles, and improve cardiovascular development through rhythmic activities. *This course will satisfy the general education fitness requirement.*

### **EXSC-1105**

#### **Beginning Gymnastics and Body Mechanics (1) (F)**

This is a basic course in tumbling and in the use of gymnastic apparatus. Focus will be on the physical fitness training needed for participation in gymnastics including flexibility, cardiovascular endurance, muscular strength and muscular endurance. *This course will satisfy the general education fitness requirement.*

**EXSC-1106****Beginning Swimming (1) (B)**

This course focuses on basic swimming techniques: floating, proper breathing, and beginning stroke development. Water safety is also emphasized. A student's stroke development will be evaluated using Red Cross criteria. *This course is open to the entire student body and will satisfy the general education fitness requirement.*

**EXSC-1107****Beginning Weight and Circuit Training (Fitness) (1) (B)**

This course is designed to teach techniques and safety in basic weight training. Circuit training will also be included for all around fitness development. *This course will satisfy the general education fitness requirement.*

**EXSC-1108****Intermediate Swimming (Fitness) (1) (B)**

Four basic swimming strokes and water safety are covered in this course, as well as Intermediate Red Cross swimming tests. The course is open to the entire student body. *This course will satisfy the general education fitness requirement.*

**EXSC-1111****Varsity Sport Activity (1) (B)**

This may be used only one time in one's college career. *Participation in a varsity sport will count one credit and will satisfy the exercise science general education fitness requirement. Credit will be awarded upon recommendation of the coach.*

**EXSC-1112****Water Safety Instructor (1) (D)**

This is a Red Cross certification course that qualifies the student as a WSI. Emphasis is on teaching techniques and allows one to teach basic swim courses. *Prerequisite: EXSC-1108.*

**EXSC-1115****Wellness for Life (1) (B)**

This course provides students with information, skills, and strategies to promote wellness for life. It is designed to provide opportunities for the student to discover and to choose healthy lifestyles. This is a general education requirement for all students. (C)

**EXSC-1116****Lifestyle FIT (1) (B)**

Lifestyle FIT is a fun activity class that is unique for each individual from beginner to advanced. Muscular strength, muscular endurance, stretching and cardiovascular exercises will be linked to strengthen core, tone muscles, increase flexibility and improve cardiovascular endurance. This course incorporates the use of a gratitude journal to enhance the physical fitness training. *This course will satisfy the general education fitness requirement.*

**EXSC-1117****Brazilian Jiu-Jitsu (1) (B)**

This course is designed to improve fitness, health, and overall wellness through Brazilian Jiu-Jitsu (BJJ). The course covers basic BJJ knowledge and skills, such as movements, positions, and concepts in a progressive skill building approach. It emphasizes proper technique, mobility, pressure, and leverage awareness. It establishes a foundational knowledge of BJJ, including utilization of ground techniques for self-defense. *This course will satisfy the general education fitness requirement.*

**EXSC-1123****Country and Social Dancing (1) (S)**

This course introduces a variety of country, ballroom and folk dances. It includes basic dance steps and fundamentals of dance etiquette.

**EXSC-1126****Zumba Fitness (1) (B)**

This course is designed to promote healthy living and exercise through the ZUMBA® Fitness Program, a Latin-inspired, dance-fitness class that incorporates Latin and international music and dance movements, creating an exhilarating and effective fitness system. This course combines fast and slow rhythms that tone and sculpt the body using the basic principles of aerobic, interval, and resistance training to maximize caloric output, cardiovascular benefits, flexibility, and total body toning. *This course will satisfy the general education fitness requirement.*

**EXSC-1128****Fitness Swimming (1) (D)**

This course is designed to assist students in a swimming program that develops overall muscular

strength and muscular endurance, flexibility and cardiovascular fitness. *Prerequisite: At least intermediate swim level. This course will satisfy the general education fitness requirement.*

### **EXSC-1150**

#### **Foundations of Human Movement (2) (F)**

A study of the historical developments, philosophy, principles, and career opportunities. An orientation to health, physical education, and recreation.

### **EXSC-2209**

#### **Personal and Community Health (2) (B)**

This course presents information concerning personal, family and community health. The course is vitally essential to the individual in meeting the needs of daily living, professional, parent and community responsibilities. The student will understand health education content, disciplinary concepts, and will be able to apply these concepts to the content knowledge development of a healthy educated person.

### **EXSC-2210**

#### **First Aid and Personal Safety (2) (B)**

This course is designed to prepare the student with first aid knowledge and skills necessary to assist victims of most injuries and emergency situations. Red Cross certification is awarded for successful completion of Red Cross Standard First Aid and CPR (adult, child, infant). For students pursuing Red Cross certification, a separate fee is required.

### **EXSC-2220**

#### **Techniques of Team Sport (2) (F)**

This course is designed to provide the student with the skills and the knowledge of rules, scoring and strategies of team sports, including basketball, soccer, volleyball, and baseball/softball. *This course is limited to teaching physical education and coaching concentration students or permission of the instructor.*

### **EXSC-2222**

#### **Techniques of Individual Sport (2) (S)**

This course is designed to provide the student with the skills and knowledge of recreational individual sport activities. This may include: tennis, bowling, golf, racquetball, badminton, and anaerobic training. *This course is limited to teaching physical education and coaching concentrations or permission of the instructor.*

### **EXSC-2240**

#### **Structural Human Anatomy (3) (S)**

An integrated study of the structure and functions of the cell, joints, skeletal, and neuromuscular systems. *Note: This course is specifically intended for those students pursuing an Exercise Science major with a concentration in Coaching, Strength and Conditioning, Sports Management or Leisure Management.*

### **EXSC-2250**

#### **Mindful Eating (1) (D)**

This course provides students with a flexible, non-diet, mindfulness-based approach to eating, physical activity, and self-care. Mindful eating is an ancient practice with profound applications for preventing and resolving common eating challenges in a modern food-abundant environment. Delving much deeper than the obvious advice to “eat less, exercise more,” students will explore the six crucial decision points in the mindful eating cycle and develop sustainable skills for effective lifestyle management they can apply personally and professionally.

### **EXSC-2260**

#### **Muscular Involvement for Resistance Training (2) (D)**

This course is designed to provide students with an overview of the educational concepts, performance techniques, program design, and leadership skills needed to teach instructor-led exercise programs and design personal training programs. The course will include basic analysis and application of safe and effective exercise procedures for all fitness levels. The student will also develop the ability to analyze the agonist, antagonist, and synergistic involvement of muscles of resistance training movements.

### **EXSC-2263**

#### **Care and Prevention of Athletic Injuries (3) (B)**

This course deals with care and treatment of injuries within the scope of the physical education instructor, coach, and certified athletic trainer through the understanding of the health education content and applying disciplinary concepts to the prevention, evaluation, management, and rehabilitation of athletic injuries. Laboratory experience will include taping techniques and using modalities in a training room setting.

## **EXSC-3302**

### **Elementary Physical Education**

#### **Curriculum (2) (B)**

This course focuses on theory and practice of methods, planning, and administering the activity program of developmentally appropriate games, skills, rhythms, and gymnastics to promote the health of the elementary student through human movement. Special emphasis is placed on the implementation of Physical Activity and Health Education in the classroom based on SHAPE National Standards for Physical Education and Health. *This course is limited to Teaching Physical Education and Elementary Education majors or permission of the instructor.*

## **EXSC-3303**

### **Basic Nutrition (3) (B)**

A study of nutrient needs, food habits, food fads and fallacies, and global food needs as they apply to the understanding of health content and disciplinary concepts. Emphasis is placed on the application of nutritional health concept requirements for individuals during infancy, childhood, adolescence, and adulthood to create healthy educated persons.

## **EXSC-3310**

### **Introduction to Personal Training (3) (F)**

This course is an introductory course to prepare the student for certification as a Personal Trainer. Exercise prescription, technique, and client assessment will be included. *Prerequisite: EXSC-2240, EXSC-2263, EXSC-3303 or permission of the instructor.*

## **EXSC-3320**

### **Essentials of Strength and Conditioning (3) (S)**

This course will cover the essential component of strength and conditioning as they pertain to the modern athlete. This includes the body's physical response to exercise, adaptations to anaerobic training, nutritional factors in sport, performance testing, program design, and administration of athletics conditioning. *Prerequisite: EXSC-3310 or permission of the instructor.*

## **EXSC-3330**

### **Advanced Weight and Plyometric Training (2) (S)**

This course is a combination of lecture and activity that is designed to teach students the knowledge and skills necessary to participate in a safe and effective advanced weight-training program. Proper weight training and spotting skills will be emphasized.

Students will demonstrate and perform: plyometric, speed and agility, sport specific, power, open/closed chain and endurance exercises. This class *does not* satisfy the general education exercise science fitness activity requirement.

## **EXSC-3340**

### **Sports Nutrition (3) (S)**

The National Council on Strength and Fitness (NCSF) Sport Nutrition Specialist course builds upon foundational knowledge related to nutrition by exploring the intricacies of improving sport performance through adjustments to dietary practices. The course will provide the scientific basis for sport nutrition and covers the principles, background, and rationale for current sport nutrition guidelines.

## **EXSC-3350**

### **Psychology of Sport and Methods of Coaching (2) (F)**

This will be an introduction to sports psychology and coaching methods as related to sports and athletics. Emphasis will be on personality, attention, anxiety, arousal, intervention strategies, motivation as they relate to individual and team athletics.

## **EXSC-3351**

### **Theory of Coaching and Officiating Football (2) (D)**

This course will examine the techniques of officiating football and the study of the rules, theory, practice, and methods of coaching football.

## **EXSC-3352**

### **Theory of Coaching and Officiating Basketball (2) (D)**

This course will examine the techniques of officiating basketball and the study of the rules, theory, practice, and methods of coaching basketball.

## **EXSC-3353**

### **Theory of Coaching and Officiating Baseball and Softball (2) (D)**

This course will examine the techniques of officiating baseball and softball and the study of the rules, theory, practice, and methods of coaching baseball and softball.

## **EXSC-3354**

### **Theory of Coaching and Officiating Track and Field (2) (D)**

This course will examine the techniques of officiating track and field and the study of the rules, theory, practice, and methods of coaching track and field.

**EXSC-3355****Theory of Coaching and Officiating Soccer (2) (D)**

This course will examine the techniques of officiating soccer and the study of the rules, theory, practice, and methods of coaching soccer.

**EXSC-3357****Tests and Measurements in Health and Exercise Science (3) (F)**

This course primarily focuses on the theory and application of statistical concepts and skills up through the analysis of variance using both descriptive and inferential statistics. Quantitative data will be gathered and analyzed through the study and administration of assessments in the field of Health, Physical Education, and Exercise Science. Emphasis will be placed on applying these statistical concepts in the testing, assessment, and interpretation of data to promote healthy educated persons.

**EXSC-3365****Special Physical Education and Recreation (2) (S)**

This course deals with special physical education, characteristics of different disabling conditions, and how to adapt activities to the special population. The student will understand how individuals learn and develop, including special needs learners, providing safe, developmentally appropriate opportunities that support physical, cognitive, social and emotional development in the physical education environment. *This course is limited to Teaching Physical Education and Education majors or permission of the instructor.*

**EXSC-3366****Physiology of Exercise (3) (S)**

This course helps in understanding the functional responses and adaptations the body makes to exercise. Fitness testing, exercise prescription, and research will be important aspects of the course. These concepts will be used in developing physically educated learners. *Prerequisite: BIOL-2242, BIOL-2243, or EXSC-2240.*

**EXSC-3369****Theory of Coaching and Officiating Volleyball (2) (D)**

This course will examine the techniques of officiating volleyball and the study of the rules, theory, practice, and methods of coaching volleyball.

**EXSC-3380****Kinesiology and Biomechanical Analysis (3) (F)**

This course develops an advanced understanding of the anatomical and mechanical principles of human movement. It is beneficial for those in pre-professional tract (allied health professions), athletic health care and teaching physical education/coaching. These concepts will be used in developing physically educated learners. *Prerequisites: BIOL-2242, BIOL-2243 or EXSC-2240. (VC)*

**EXSC-4402****Organization and Administration of Exercise Science and Sport (2) (S)**

This course provides information and practical experience in organizing and administering programs in physical education, fitness, intramurals, recreation and athletics. Legal aspects, management techniques, public relations and organizational procedure are covered. *This course is limited to Exercise Science majors, Strength and Conditioning majors, or permission of the instructor.*

**EXSC-4404****Outdoor Leadership (2) (D)**

This course provides knowledge and practical experience in outdoor recreational activities, cooking and camping skills. Leadership skills and responsibilities will be addressed for different types of camps and programs.

**EXSC-4411****Sports Management Practicum (1–4) (D)**

For the student pursuing the sports management program, this will allow practical application as a culmination of all coursework. The student will be placed in a job situation for actual experience. *Prerequisite: Sports Management declaration.*

**EXSC-4422****Strength and Conditioning Practicum I (1) (F)**

This course is designed to give the student the practical experience necessary for strength and conditioning. Students are expected to implement a pre-season, in-season, and/or post-season strength and conditioning program for an assigned team.

**EXSC-4423****Strength and Conditioning Practicum II (1) (S)**

This course is designed to give the student the practical experience necessary for strength and



conditioning. Students are expected to implement a pre-season, in-season, and/or post-season strength and conditioning program for an assigned team.

#### **EXSC-4457**

##### **Methods and Techniques of Teaching Physical Activities and Health (3) (F)**

This course provides the knowledge and practical experience for organizing and teaching a variety of Pe activities, as well as methods and techniques for teaching health education. Limited to those students who have been accepted to the Teacher Education Program. (OC, VC, WC)

#### **EXSC-COMP**

##### **Senior Comprehensive Exam (cr)**

#### **EXSC-SWMP**

##### **Swimming Proficiency (cr)**

A student may be exempt from the HWES swimming requirement if proficiency is shown by passing a swimming skill test.

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## **Fine Arts**

#### **FIAR-1100**

##### **Introduction to Fine Arts (3) (D)**

An interdisciplinary course that explores what is meaningful in the plastic and visual arts, music, and theatre arts. Lectures are supplemented by audio-visual presentations and field trips to art galleries, plays, ballet, and concerts, as well as on-campus performing arts events. (AE)

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## **Finance**

#### **FINC-2930**

##### **Personal Finance (2) (D)**

This course is an introduction to the topics of wealth and finance, focusing on issues faced by the individual and/or household. Specific topics include personal financial planning and budgeting, financial aspects of career planning, tax strategy, consumer credit issues, purchasing decisions, insurance, and investing. *Prerequisite: Sophomore standing.*

#### **FINC-3100**

##### **Principles of Finance (3) (B)**

This course is a study of the firm's problems of obtaining, allocating, and managing capital funds. It examines the sources of capital funds, the costs of obtaining these funds, the management of the firm's capital structure, and financial planning for growth and expansion. Emphasis is placed on composition of capital structure, capital budgeting, and cost of capital theories. *Prerequisite: ACCT-2090.*

#### **FINC-3920**

##### **Entrepreneurial Finance (3) (S)**

This course will provide students with an overview of the issues in finance that are unique to entrepreneurial firms. The specific needs of new or emerging businesses are presented and solutions developed. The course will follow the "life cycle" of the firm, from start-up to harvest. Students will explore both internal and external finance options, external expansion, working capital management, and valuing the business for sale. Case study will be an integral part of the course. *Prerequisite: FINC-3100.*

#### **FINC-4100**

##### **Corporate Finance (3) (F)**

Building on the concepts of present value, the focus of this course is on the theory of and methods that corporations use to be as efficient with their assets as possible. These methods will help students understand how to select and manage an asset mix as well as how to optimally fund the company with the end goal of maximizing cash flows and business value. *Prerequisite: FINC-3100.*

#### **FINC-4650**

##### **Financial Spreadsheet Modeling (3) (S)**

This course is focused on developing advanced skills in financial forecasting using Microsoft Excel and the principles of corporate accounting and finance. Students learn how to build spreadsheet models that fully integrate all financial statements, financial ratios, and other data used in forecasting future performance and needs. The models include formulas for start-up capitalization, sales and asset growth, generation of free cash flow, working-capital and long-term financing, depreciation and amortization scenarios, taxation based on the entity form, valuation, etc. It is a project and task oriented course. *Prerequisites: FINC-3100 and FINC-4100.*

**FINC-4780****Experiential Learning Activity (cr) (B)**

Under supervision of a defined business professional and the program director, students will demonstrate skills and competencies of their major area of study, identify and propose solutions for real business challenges, recognize strategic issues, observe leadership styles and skills, and prepare a written and an oral report. *Prerequisite: Recommendation of a business department faculty member and junior or senior standing.*

**FINC-4900****International Finance (3) (F)**

This course focuses on building a practical and theoretical understanding of international financial management. Topics include exchange rate determination, governmental influence on exchange rates, international arbitrage, direct foreign investment and multinational cost of capital and capital budgeting. *Prerequisite: FINC-3100.*

**FINC-4910****Investment and Portfolio Analysis (3) (S)**

This course is the study of security investment with emphasis on the tools for investment analysis. *Prerequisite: FINC-3100.*

**FINC-4940****History of Financial Institutions & Markets (3) (S)**

This course is an advanced finance course that explores the origin of money and its importance in the growth and development of an advanced economy. The emergence and function of fiat currency and the foundations of a modern banking system is explored. A general history of money and banking in the United States and key historical events in this process are covered. (HI)

**FINC-4950****Advanced Corporate Finance (3) (S)**

An integrative, terminal course for the senior Finance major, this course consists of financial and strategic planning that is a dynamic process involving: 1) analyzing the interactions of all the firm's decisions regarding its products-investment, financing, short-term, long-term to find the "best" plan for the firm, 2) projecting the consequences of decisions to see the links between past, present, and future decisions, 3) determining which alternatives to undertake, and 4) measurement of performance versus the plan. *Prerequisite: FINC-4100.*

**FINC-4991, 4992, 4993, 4994****CAW Fund I, II, III, IV (1) (B)**

CAW Fund will use value investing techniques to buy and sell real securities and to manage an actual investment portfolio comprised of funds allocated from the Benedictine College endowment. This course is limited to finance majors of junior and senior status. *Prerequisite: Students must apply for acceptance into the course and receive permission from the instructor.*

**FINC-6590****Financial Management (3)**

The nature of strategic decisions related to the source and use of funds for capital expenditures are central to this course. Examination and analysis of risk in financial decision-making, and the financial instruments that have evolved to manage capital will be studied. Attention is given to the process and role of capital budgeting and control of capital usage. *Prerequisite: ACCT-5510.*

**FINC-COMP****Senior Comprehensive Exam (cr)****Foreign Language****FORL-4457****Methods of Teaching Foreign Languages (2) (D)**

This course acquaints the student with techniques, methodologies, and technologies for instruction and assessment of foreign language, and provides the student with knowledge of theories of second-language acquisition, experience in lesson planning, and assessment preparation and administration. Field experiences at the primary and secondary levels are required.

**FORL-COMP****Senior Comprehensive Exam (cr)****French****FREN-1000****Beginning French (4) (F)**

This course is intended for students with little or no previous knowledge of French. It is a hybrid course that meets three days a week and has a substantial component of reading,

writing, and practice online. This course is designed to develop a basic ability to communicate with French-speaking people and to understand and appreciate their cultures. Emphasis is on basic authentic functional communication in the target language and development of the student's ability to read, write, and speak the language and to gain a basic understanding of the spoken language. (C)

### **FREN-1020**

#### **Second Semester French (4) (S)**

This hybrid course is a continuation and completion of the program described for FREN-1000. At the end of this course the student should achieve a novice-high or intermediate-low level of proficiency according to ACTFL guidelines. *Prerequisite: FREN-1000.* (C)

### **FREN-2010**

#### **Intermediate French (4) (D)**

This is an intensive hybrid course designed to improve skills in reading, writing, speaking, and comprehending French. Students will also gain a greater understanding of French and Francophone cultures in order to transition from the intermediate to advanced-level study of French. *Prerequisite: FREN-1020 or placement exam.*

### **FREN-3010**

#### **French Phonetics (3) (D)**

In this course, students gain knowledge of the basic patterns of standard French pronunciation in order to improve their own pronunciation. The course includes study of phonemes (individual sounds) as well as rhythmic patterns of standard French pronunciation. Students work with laboratory and in-class pronunciation activities to improve their pronunciation of standard French. *Prerequisite: FREN-1020 or placement.*

### **FREN-3040**

#### **Introduction to French Literature (3) (D)**

This course is an introduction to critical reading and appreciation of literature using texts from French poetry, prose, and drama. There is a continued development of basic skills with emphasis on reading skills. *Prerequisite: FREN-2010 or placement.* (AE)

### **FREN-3500**

#### **Study Abroad: Immersion in French Language and Culture (1–12) (D)**

Students enroll in an approved study abroad program where they are placed in the

appropriate level of intensive language courses (normally 20–23 hours of contact per week), which include the study of grammar, pronunciation, vocabulary, conversation, and contemporary civilization in French. This experience allows students to increase their proficiency in French and gain insight into the culture. Variable credit. (GP)

### **FREN-3510**

#### **Advanced French Grammar and Conversation (3) (D)**

This is an advanced level course that provides the student with a greater proficiency in the language. It includes a thorough grammar review stressing difficult points of syntax; written composition, phonetics, and the practical use of the spoken language in a wide variety of contexts: in contemporary communications media, journalism, business, economics, commercial, and technical terminology. *Prerequisite: FREN-2010 or placement.* (WC)

### **FREN-3610**

#### **French Civilization (3) (D)**

This course provides an historical approach to the accomplishments of the French people, including a study of French institutions and society from the Middle Ages through the twentieth century. *Prerequisite: FREN-2010 or placement.* (HI, WP, WC)

### **FREN-3620**

#### **A Survey of French Literature From Its Origin to Classicism (3) (D)**

This course includes reading, discussion, and analysis of poetry and prose selected from some of the greatest and best known masters of French literature from the ninth to the beginning of the seventeenth century. This class is taught in French. *Prerequisite: FREN-2010 or placement.* (AE, WP)

### **FREN-3630**

#### **A Survey of French Literature From the Classical Period to Symbolism (3) (D)**

This course includes reading, discussion, and analysis of poetry and prose selected from some of the greatest and best known masters of French literature from the seventeenth century to the period of symbolism. This class is taught in French. *Prerequisite: FREN-2010 or placement.* (AE, WP)

### **FREN-3640**

#### **A Survey of French Literature From Symbolism to Contemporary Period (3) (D)**

This course includes readings and discussions of the major works in all the genres through textual

analysis and translations. The class is taught in French. *FREN-2010 or placement.* (AE, WP)

### **FREN-3650**

#### **Introduction to Francophone Literature and Cultures (3) (D)**

This course provides a general knowledge of various French-speaking literary and cultural traditions outside of geographic France, including francophone Africa, the French Caribbean, and Quebec. The course examines themes present in the literature of these regions in light of post-colonial thought and theories. *Prerequisite: FREN-2010 or placement.* (AE, GP)

### **FREN-3700**

#### **History of French Cinema (3) (D)**

French cinema is renown throughout the world for its beauty, expressiveness, and often political and cultural engagement. This course seeks to introduce students to the structure of film as an artistic form, to “read” a film’s structural and aesthetic value, and also to provide an overview of periods of French cinema, including poetic realism and the New Wave. Additionally, students will continue to progress in their development of the four skills in French: reading/writing, listening and speaking. The course structure will include viewing, reading and discussion, and is writing intensive. *Prerequisite: FREN-2010 or placement.* (AE, WC, VC)

### **FREN-4710**

#### **Directed Readings (1–3) (D)**

A course in independent study designed to broaden and integrate the particular student’s comprehension of French literature and culture and make up for the deficiencies of a student’s background. *Department approval.*

### **FREN-4720**

#### **Directed Readings (1–3) (D)**

A course in independent study designed to broaden and integrate the particular student’s comprehension of French literature and culture and make up for the deficiencies of a student’s background. *Department approval.*

### **FREN-COMP**

#### **Senior Comprehensive Exam (cr)**

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## **General Studies**

### **GNST-1000**

#### **The BC Experience (1) (B)**

This course gives first-semester freshmen an academic understanding and appreciation of the value of a Catholic, Benedictine, and liberal arts education in a residential, Discovery College setting. Grounded in the Catholic intellectual tradition, the course uses discussion of texts, artifacts, and activities from many disciplines to introduce, explain, and exemplify Benedictine values and corresponding habits of mind that will equip students to become lifelong learners. Cultivating these habits helps students fully engage in their liberal arts education and appreciate complexity in the classroom and in the world. (C)

### **GNST-1010**

#### **Strategies for College Success (2) (B)**

This course is designed for students who have a desire to strengthen basic learning skills and thus insure their success in college studies. The content of the course focuses on developing the following academic skills: time management, reading comprehension, test taking skills, personal resource development, note taking, and exploring a major.

### **GNST-1100**

#### **Information Literacy (1) (B)**

Information Literacy is designed to provide students with an intellectual framework for understanding, finding, evaluating, and using information. These skills include a working knowledge of information technology and the ability to critically evaluate information resources. The course provides students with an opportunity for learning and refining their research skills. Emphasis is on introducing the student to library resources in all formats, including hard copy materials, online databases, electronic books, as well as government documents and special collections.

### **GNST-1650**

#### **Leadership and Organizational Change (1) (F)**

This course examines leading change by bringing national and regional leaders into the classroom. These guest lecturers, representing a wide variety of organizational settings such as public/private, profit/nonprofit, professional/nonprofessional, etc., share with students about how they enacted change within their organization. This class examines theories, concepts, and processes for leading change in

organizational, community, political, and societal contexts. The focus is on contemporary issues concerning how leaders diagnose and conduct successful organizational change.

### **GNST-1700**

#### **Leadership: Visions and Values (1) (S)**

This course examines leadership through direct exposure to high performing leaders. These guest lecturers from a wide variety of organizational settings, such as public/private, profit/nonprofit, professional/nonprofessional, etc., share with students their insights, vision, and values drawn from their own leadership experience. The focus is on contemporary issues concerning the role, responsibility, and process of leadership in diverse contexts.

### **GNST-1750**

#### **Great Books: Ancient World (3) (D)**

This course is the first in a series of Great Books seminars. The students explore the ancient world through the great works of literature, history, and political philosophy. Students read the Greek and Roman authors in translation and engage in seminar discussions. (AE, WC, OC)

### **GNST-2750**

#### **Great Book: Medieval World (3) (D)**

This course is a second in a series of Great Book seminars. The students explore the medieval world through the great works of literature, history and political philosophy. Students read medieval authors in translation and engage in seminar discussions. (AE, WC, WP)

### **GNST-2850**

#### **Great Books: Renaissance World (3) (D)**

This course is a third in a series of Great Book seminars. The students explore the Renaissance world through the great works of literature, politics, philosophy, and science. Students read Renaissance authors in translation and engage in seminar discussions. (PC, PI)

### **GNST-3000**

#### **International Study Reflection and Practicum (1) (B)**

This course, offered only at our campus in Florence, Italy, provides students with the encouragement to become immersed in a culture other than their own. It provides them with the opportunity to reflect on the experience of living in a different culture in light of their career goals and their overall experience as a student at Benedictine College.

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## **Greek**

### **GREK-1000**

#### **Beginning Greek I (4) (F)**

Intensive study, with exercises of the conjugations, declensions, vocabulary and grammar of classical Greek occupy the first semester. The second semester places emphasis on translating continuous prose. (C)

### **GREK-1020**

#### **Beginning Greek II (4) (S)**

Intensive study, with exercises of the conjugations, declensions, vocabulary and grammar of classical Greek occupy the first semester. The second semester places emphasis on translating continuous prose. *Prerequisite: GREK-1000 or placement.* (C)

### **GREK-2120**

#### **Greek Literature in Translation (3) (D)**

Works studied in this course may range in time from the classics of antiquity through Byzantine and modern Greek. *Prerequisite: GREK-1020 or placement.*

### **GREK-3110, 3120**

#### **Greek Prose Authors (3, 3) (D)**

The works read are determined by the needs and interests of the members of the class according to literary genres. These genres normally include rhetoric, philosophy, and history. *Prerequisite: GREK-1020 or placement.*

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## **History**

### **HIST-1100**

#### **World Civilization to 1500 (3) (B)**

This course is a survey of major civilizations from Paleolithic times through the fifteenth century. It is intended to introduce students to some of the most prominent events, people, governments, ideas, beliefs, and cultures during this long period and across a broad geographical range that encompasses the Near East, Asia, India, Europe, Africa, and the Americas. Students will also learn to appreciate the methods of historians in studying the past. Participants will have the opportunity to read and evaluate sources from the societies that we study. Topics covered in this class include the formation

and development of the societies and governments; religious and philosophical systems; cultural and societal practices; and the economy. (HI, GP, WP)

### **HIST-1101**

#### **World Civilization Since 1500 (3) (B)**

This course offers a survey of the political, intellectual, social, religious, and economic history of the modern world from the sixteenth through the twentieth centuries. It emphasizes the growing interrelatedness of the major geopolitical regions of the world as they move toward global interdependence. (HI, GP, WP)

### **HIST-1300**

#### **United States History to 1865 (3) (F)**

This course surveys the history of the peoples who came to make up the United States from the early discoveries of the New World to the end of the Civil War in 1865. Special attention is devoted to the development of national institutions, military and political history, ideological trends, and the impact of slavery on the nation's development. (HI, WP)

### **HIST-1380**

#### **United States History Since 1865 (3) (S)**

Continuing the developments in U.S. history beyond 1865, this course carries the story to contemporary times. Special attention is devoted to America's rise to global power, cultural diversity in society, and the attendant developments in domestic policy. (HI, WP)

### **HIST-2000**

#### **Historical Methods and Historiography (3) (F)**

This course introduces students to the different methods and approaches that historians use in their work. Students will gain a greater knowledge of what history and historiography are, and appreciate how insights imparted by historians continue to inform how we debate about the past. Students will learn the art of the historian, including how to think about the meaning of historical events and trends; how to locate and evaluate primary and secondary sources; and how to analyze and discuss the past with peers. Learning the steps to compose papers and to cite properly is especially important. This class is normally only open to students who are majoring or minoring in History. Students are urged to take this course as a sophomore or junior.

### **HIST-3100**

#### **United States Diplomatic History (3) (D)**

This course traces the development of American diplomacy in the wars of the eighteenth century and the American Revolution through 1901, and examines the course of American diplomacy from Theodore Roosevelt's administration to America's achievement of world leadership at mid-twentieth century. (HI, WP)

### **HIST-3140**

#### **Medieval Travelers (3) (D)**

This course examines various travel accounts of the Middle Ages, from the fourth to the fifteenth century, both as a window into the authors' civilizations and the lands to which they journeyed. Western and Eastern travelers will be considered and compared. Students will contemplate what cultural interaction meant in the pre-modern world, the different purposes and experiences of travel, how religion informed travelers' observations, and the extent to which the different accounts are realistic or fantastic. Students will read a series of medieval travelers in a roughly chronological progression. Special emphasis will be placed on Marco Polo's Travels, which will form the basis for the term paper. (HI, GP)

### **HIST-3141**

#### **The Crusades (3) (D)**

This course examines the Crusading movement from its origins in the eleventh century to its decline in the sixteenth century. Emphasis will be laid not only on the Crusades of Western Europeans in the Near East, but also their exploits in Spain and Eastern Europe. Themes covered include traditional ideas about Jerusalem and pilgrimage; description and analysis of the events of the major Crusades; the creation and development of ideas about Crusading; notions of just and holy war; life in the Crusader kingdoms of the Near East; relations between Western Christians and Jews, Byzantines, Muslims, and heretics; religion and liturgy in the Crusades; and the role of women in the Crusades. Assignments focus on significant texts and other material produced by medieval civilization.

### **HIST-3280**

#### **Modern Asian Survey (3) (I)**

To understand the contemporary world, it is important to have a perspective on the history of the nations of the Pacific Rim. This course surveys

events in Asia, especially China and Japan, from the nineteenth century to the present. (GP)

### **HIST-3300**

#### **History of Kansas (3) (D)**

The History of Kansas provides a detailed overview of Kansas history since the arrival of humans to the area. The course, structured chronologically, follows the process of settlement by indigenous people, the dispossession of those first Kansans by people of European descent, the struggles over freedom during the territorial period, the achievement of statehood, the rush to turn Kansas into an agricultural garden, social and political reform movements, and the state's modern struggles as an agricultural, industrial, and corporate producer. The course covers these myriad topics while also focusing on the changing image of Kansas in the minds of its residents and outsiders.

### **HIST-3301**

#### **U.S. Military History (3) (D)**

This survey intends to introduce students to the entire range of the American military experience from the Indian wars of the early colonial period to the Iraq and Afghanistan wars. Special emphasis will be placed on how the United States morphed from a nation hostile to standing armies into the greatest military power the world has ever known. To that end, students will learn how the modern U.S. armed forces developed within a distinct American context and tradition. The course will also give students insights into the way wars and the military have transformed American society and culture, and conversely how American culture has impacted the American military tradition.

### **HIST-3302**

#### **Native America, 1492–1864 (3) (D)**

This course introduces students to Native North American cultures through 1864. Topics covered include pre-Columbian Native American societies and cultural traditions, the impact of European colonization, the fur trade, military and religious conquest, Indian Removal, and Native American resistance.

### **HIST-3360**

#### **Selected Themes in Early American History (3) (D)**

This course will study in-depth certain topics in the pre-Revolutionary era of American history, with special emphasis on the colonial history of North America through the French and Indian War.

### **HIST-3380**

#### **The Early American Republic, 1789–1828**

##### **(3) (D)**

Major themes in this course are the territorial expansion of the United States and the dramatic consequences of political, demographic, social, and economic changes. These changes gave rise to sectional tensions within American society that threatened to dissolve the union, especially the debates over slavery. (HI).

### **HIST-3381**

#### **United States Civil War, 1828–1865 (3) (D)**

Students will explore the various aspects of the U.S. Civil War in the context of previous sectional conflict and explore ideological, political, diplomatic, socioeconomic, and military issues related to the war. They will also explore the memory of the conflict as well as its meaning and relevance to modern America.

### **HIST-3382**

#### **Reconstruction and Reform, 1865–1919 (3) (D)**

The period from the end of the Civil War to World War I was characterized by reconstruction, the rise of industrial capitalism, the creation of a powerful federal government, and confrontations among different social classes in American society. The period culminated in the rise of progressivism and President Woodrow Wilson's crusade to remake global politics along American democratic principles.

### **HIST-3383**

#### **Prosperity & Depression, 1919–1941 (3) (D)**

Student will investigate how the United States emerged from World War I as one of the most advanced and prosperous countries in the world, only to lose its confidence and self-esteem following the stock market crash of 1929. This course analyzes the dramatic rise and spectacular collapse of the American nation, and the subsequent attempts by President Franklin D. Roosevelt to restore the promise of what is usually called the "American dream."

### **HIST-3384**

#### **U. S. Since 1945 (3) (D)**

Beginning with World War II, this course traces the rise of the United States as the dominant power in the world and the problems it faces as its hegemony was and is challenged both domestically and

internationally. Among the topics covered are the Cold War, the struggle for minority civil rights, domestic political developments, international politics, environmental and social issues, the collapse of Soviet communism, and the rise of international terrorism.

### **HIST-3385**

#### **The History of Modern American Film (3) (D)**

This course is an American cultural history as represented through some of the nation's most important and influential films. Movie making is an original American art form that illuminates the shifting values and priorities of the United States over the last century. Films are often a social critique or a celebration of the zeitgeist and thereby contain within them a deeper, more lasting importance than simple entertainment. (VC)

### **HIST-3400**

#### **History of Latin America (3) (D)**

This course is a survey of Latin American history from 1492 to the present with emphasis on comparative social and institutional development of Latin American nations.

### **HIST-3520**

#### **Ancient Greece (3) (D)**

This course is a survey of ancient Greek history from the Greek Bronze Age (ca. 3000 BCE) to the end of the Hellenistic Age (ca. 146 BCE). The geographical focus of the course is the world of the Aegean Sea, but we will also study the interactions among Greeks and surrounding cultures like the Persian Empire. Students will learn the major events that formed this civilization as well as the unique culture and thought produced within it. Students will have the opportunity to read and analyze the evidence produced by ancient civilization. Sessions will be devoted to the study of coins and archaeology. (WP)

### **HIST-3521**

#### **Ancient Rome (3) (D)**

This course is a survey of ancient Rome focusing on the period from the foundation of Rome in the eighth century BCE to the dissolution of the Western half of the Roman Empire in the fifth century CE. Sessions are roughly divided into two halves, the first covers the Roman Republic and the second covers the Roman Empire. This course sketches a narrative of ancient Rome's history, particularly its political history, although some sessions and readings will handle social, religious, military, and

cultural history. Emphasis will further be placed on the archaeology and coins from the ancient Roman world. Assignments focus on significant texts and other materials produced by ancient Roman civilization. (WP)

### **HIST-3522**

#### **Greek and Roman History (3) (D)**

This course is a survey of the ancient Greek and Roman world from the civilization of Mycenae (ca. 2000 BCE) to the end of the Roman Empire (ca. 500 CE). The class teaches students to interpret the evidence from this period. Topics covered include the methods of studying classical history; the formation, development, and dissolution of the Greek and Roman worlds; the paramount political events, rulers, and wars of the ancient world; classical culture and social history including the role of women, artistic and philosophical achievements, and the position of slaves; and pagan and Christian religious traditions. Assignments will focus on significant texts and other material produced by ancient Greek and Roman civilization. (HI, WP)

### **HIST-3540**

#### **Medieval History (3) (D)**

This course covers the foundational period in European history from ca. 500 to ca. 1450, a time that would later be dubbed "the Middle Ages." Topics covered in this class include the transition from the Roman to the early medieval world; the emergence of Barbarian kingdoms; Viking invasions; feudalism; European expansion; late-medieval government; the disasters of the late Middle Ages; religious thought and practice; women's roles; highlights of medieval culture; the contribution of archaeology to studying the period; and the legacy of the Middle Ages. The assignments focus on texts and other material produced by medieval civilization. (HI, WP)

### **HIST-3541**

#### **Byzantine History (3) (D)**

This course is a survey of the history of the Byzantine Empire, the successor state to the Roman Empire, located mainly in Asia Minor. It focuses on the period from the foundation of Constantinople in the fourth century to the fall of Constantinople to the Ottoman Turks in 1453, although it will also include material before and after this span to place Byzantine history in context. The course will sketch a narrative of Byzantium's history, particularly its political history, although some sessions will handle social,



cultural, and religious history. The assignments will focus on significant texts and other materials produced by Byzantine civilization. (HI, GP, WP)

#### **HIST-3542**

##### **The Renaissance (3) (D)**

A survey of the major developments in the Italian Renaissance from ca. 1300 to ca. 1550, the course emphasizes the nature of Renaissance humanism from Petrarch to Machiavelli, as well as the economic, political, social, and religious life of the Italian city-states. Topics covered include education, family and marriage, religion and the Church, the economy, war, social class, government, art, and architecture. (HI, AE, WP)

#### **HIST-3543**

##### **Medieval England (3) (D)**

This course examines the society of England from ca. 500 to ca. 1500. The course will focus on the political, social, and religious history of England in this period, as well as their interactions with the rest of the medieval world. Topics that will receive particular emphasis are the spread and influence of Christianity, the development of government, conflicts over power, and clashes among different cultures. The assignments will focus on significant texts and other materials produced by medieval English civilization. Part of the work involves appreciating the challenges of reading and interpreting medieval sources. Non-written sources like manuscripts and the Bayeux Tapestry will also receive attention.

#### **HIST-3544**

##### **Medieval Lay Religion (3) (D)**

This course examines the participation and experience of the laity in medieval Christianity. It is mainly a foray into the history of religion and social history, although elements from institutional and political history will be incorporated when relevant. The chronological emphasis is on the eleventh to the fifteenth centuries. The geographical concentration is on Western Europe and England in particular. The themes selected illustrate the experience of Christians, but some of the material refers to interaction of Christians and non-Christians or heretics. The emphasis will be placed on the lived practice of faith rather than theology. (F, WP)

#### **HIST-3660**

##### **The Reformation Era (3) (D)**

A systematic consideration of the Protestant and Roman Catholic reformations of the sixteenth and seventeenth centuries, this course will emphasize theological and political developments of the period, and the impact of the fragmentation of Latin Christendom on European civilization. In addition to written primary sources, important works of religious art will be studied in this course. (HI, AE, WP)

#### **HIST-3661**

##### **Early Modern Europe (3) (D)**

This course is a survey of dynastic politics and diplomacy, and of economic, social, and intellectual developments in the principal European states between the dawn of the seventeenth century and the French Revolution. Political topics include the Age of Absolutism, the Thirty Years' War, the English Civil War, and the coming of the French Revolution, while cultural and intellectual topics include the Scientific Revolution, the Baroque, and the Enlightenment. (HI, WP)

#### **HIST-3680**

##### **French Revolution and Napoleon (3) (D)**

The Enlightenment, French Revolution, and the consolidation of the two by Napoleon and the First Empire are watershed events in human history, ending the early-modern Ancien régime and ushering in the modern age. This course is designed to familiarize the student with the causes of the French Revolution, its major events, the rise of Napoleon Bonaparte, the creation and dissolution of the First Empire, and the impact of all this on Europe and the world.

#### **HIST-3681**

##### **Nineteenth-Century Europe (3) (D)**

The course will examine European history from the Congress of Vienna to the outbreak of World War I. Topics and themes include the Concert of Europe, the Romantic movement, industrialization, nationalism, imperialism, and the impact of intellectuals such as Marx, Darwin, and Nietzsche. (HI, WP)

#### **HIST-3682**

##### **Europe Since 1945 (3) (D)**

Events in Europe since the close of World War II are surveyed with special emphasis on the growing economic and political cooperation on the continent. (HI, WP)

**HIST-3683****Modern Germany (3) (D)**

This course surveys the evolution of modern Germany since the end of the Napoleonic age. Topics and themes include the development of a distinct national identity, wars of unification, social and economic growth, cultural and intellectual achievements, imperialism and international politics, the world wars, and the succession of regimes from the Kaiserreich to the Federal Republic.

**HIST-3684****Russian History (3) (D)**

This is a survey of Russian history in the imperial, revolutionary, Soviet, and contemporary periods with an emphasis on political and cultural history. The course begins with a geographical introduction and a synopsis of medieval Russian history. The first half of the course will focus on Imperial Russia from the reign of Peter the Great to that of the last Tsar, Nicholas II. The second half of the course will follow the course of Soviet and post-Soviet history from the revolutionary year 1917 to the present. (HI, GP, WP)

**HIST-3685****World War I (3) (D)**

The Great War caused unprecedented destruction and left crisis and conflict in its wake. This is due, in part, to the global scope of the war, and in part to the intensity of the war, both on the front and in the home areas. This course, therefore, is designed to ask the following questions: Why was the war different than previous wars? How did it come about? Why was it so difficult to win or lose? Why did it last as long as it did? What was its legacy for the twentieth century?

**HIST-3686****World War II (3) (D)**

The Second World War is one of the most transformative of recent world events. It reshaped the balance of power in the world; it forced peoples of all nations to reevaluate traditional relationships between themselves and their government, their social assumptions, and their cultural perceptions. This course examines the war in a social, military, and diplomatic context. Socially, this course will examine the rise of totalitarian societies, life during wartime, and the impact of "total war." We will be discussing life in Japan, the US, the USSR, Nazi Germany, Fascist Italy, and the areas of occupation in Asia, Africa, and Europe. (HI, WP)

**HIST-3687****The Holocaust (3) (D)**

This course explores the following topics: the long roots of antisemitism; the rise of the Third Reich; prewar policies implemented against German Jews; the responses of Jewish people to anti-Semitic prejudice and persecution; Germany's expansionist foreign policy and the outbreak of World War II in Europe; the decision of Hitler and the Nazi leadership to implement a policy of extermination throughout Europe; the deportations, ghettos, and death camps; questions of resistance and rescue; and the issues associated with liberation, survival, remembrance, and the recurrence of genocide. (HI)

**HIST-3720****Ancient Egypt (3) (D)**

This course concentrates on the Pharaonic period of ancient Egypt, from ca. 3400 BCE to the inclusion of Egypt in the Roman Empire in 31 BCE. The geographical focus will be the lands on the banks of the Nile River and the desert surrounding them, but attention will also be paid to Egypt's interactions with surrounding civilizations. The course will sketch a narrative account of Egyptian history, especially its political history, but some sessions will handle social and religious history as well. The assignments will focus on significant texts and other material produced by ancient Egyptian civilization. (GP)

**HIST-4000****Seminar in History (3) (S)**

This senior seminar in history reviews developments in historiography, seeks to enhance research skills, and encourages the student to write at an advanced level. Each student writes a research paper at a level suitable for professional presentation. (OC, WC)

**HIST-COMP****Senior Comprehensive Exam (cr)****International Studies****INST-4090****Seminar in International Studies (1-3) (D)**

This course deals with major current events of international importance in political, historical, geographic, linguistic, economic, cultural, environmental, and other global topic areas. The seminar is required for International Studies majors, and

strongly recommended for minors. The course may also be taken by non-majors, and may be taken more than once provided the topic varies sufficiently.

#### **INST-4790**

##### **International Service Learning (1–4) (B)**

Participation in a volunteer work-program or mission work abroad. Students should meet with the chair of the Department of World and Classical Languages and Cultures in order to arrange program approval and enrollment.

#### **INST-SA**

##### **Study Abroad (1–12)**

#### **INST-COMP**

##### **Senior Comprehensive Exam (cr)**

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## **Italian**

### **Courses taught at the Florence, Italy, campus**

#### **ITAL-1000 Beginning Italian (4) (B); 1020, Second Semester Italian (4) (B)**

Offered through our semester in Florence program, ITAL-1000 and ITAL-1020 provide students with an immersion experience in the Italian language. Students gain a basic ability to communicate in the target language and gain understanding and appreciation of Italian culture. Emphasis is on integrating the four skills of the language: speaking/listening/reading and writing in order to provide students with a high novice-low intermediate level of proficiency at the end of the semester. (C)

#### **ITAL-3000**

##### **Europe in the Middle Ages (3) (B)**

The main subject of the lessons in the class will be the European history in the Middle Ages, between the fall of the Roman Empire to the beginning of the geographical explorations on early XVI century. The course will focus on the most important issues of that period of the European history that gave the basic features of the Western Civilization. The subject of the tours will be the history and the art of the town of Florence and neighboring areas. (AE, HI, WP, GP)

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## **Journalism**

### **JOUR-1200, 1210, 2200, 2210, 3200, 3210, 4200, 4210**

#### **News Practicum (2 ea) (B)**

This course provides laboratory work on *The Circuit* student newspaper and *bccircuit.com* online news website. Students put in action the process of story development, reporting, editing, photography, and publishing for a converged media newsroom. Students meet regularly with the practicum advisor to address organizational and production issues and to critique the newspaper. At least one practicum must be completed as a senior. Student publications are open to all students, regardless of major. *Prerequisite: JOUR-2620 or demonstrated journalism experience.*

#### **JOUR-2620**

##### **News Writing I (4) (B)**

This course introduces and challenges students to define what is news. Students will learn basic news gathering techniques as well as the fundamentals of news writing. An emphasis is placed on the accuracy of both content and style following the Associated Press Stylebook. Students will have the opportunity to conduct interviews and write print articles in AP style. There also will be a brief introduction to other media platforms including digital, radio, and television. A hands-on interactive laboratory is included in this course. (WC)

#### **JOUR-3300**

##### **News Writing II (3) (B)**

This course continues introducing students to various types of news writing. In JOUR-2620, the focus was on print, while this course explores other platforms in which news is shared. Students will produce converged media content throughout the semester. There is a continued emphasis on accuracy using the Associated Press Stylebook. The course also will challenge students to work on relationship-building to establish contacts for story ideas and interviews. The final project by students will reflect an understanding of the audience and medium-specific characteristics for each platform. *Prerequisite: JOUR-2620.* (WC)

#### **JOUR-4300**

##### **Advanced Reporting/Print (3) (D)**

This course examines techniques for in-depth investigations and analysis, such as use of documents, multiple sources, surveys, content analysis,

and participant observation. *Prerequisites: JOUR-2620 and JOUR-3300.*

### **JOUR-4340**

#### **Feature Writing (3) (D)**

This course examines storytelling methods often used in fiction writing as applied to longer, more detailed stories for newspapers and magazines. Stories made available to campus publications. *Prerequisite: JOUR-2620.*

### **JOUR-4400**

#### **News Editing (3) (D)**

This course presents a management philosophy to newsroom organization and an approach to coaching writers. It examines theory and technical skills necessary for editing stories, photos, and the writing of headlines and cutlines. It briefly reviews layout and design concepts as applied to news editing issues. It also examines the legal issues of libel and right to privacy. *Prerequisite: Must have earned a C or higher in JOUR-2620 or permission of instructor.*

### **JOUR-4750**

#### **Mass Media Law and Ethics (3) (D)**

This course examines the legal and ethical principles that guide modern mass media producers and organizations. This course introduces students to the major areas of media law. Case studies are used to examine the application of media law in situations that students might face in the workforce. Media ethics is studied from the philosophical foundation of major ethical systems. In both media law and ethics, the major emphasis of the course is on the application of applied principles and decision-making.

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## **Latin**

### **LATN-1000, 1020**

#### **Beginning Latin I, II (4, 4) (F, S)**

This course is offered to meet the needs of students who have had no introduction to Latin in high school and are interested in learning a reading knowledge of Latin. Emphasis is placed on vocabulary, grammar, and sight reading in the first semester. In the second semester, the emphasis is on extensive Latin reading. (C) *Prerequisite for LATN-1020: LATN-1000 or placement.*

### **LATN-2120**

#### **Latin Literature in Translation (3) (D)**

Works studied in this course range in time from the classics of antiquity to the "modern" Latin of the Renaissance.

### **LATN-3110, 3120**

#### **Latin Prose Authors I, II (3, 3) (D)**

The works read are determined by the needs and interests of the members of the class according to literary genres. These genres normally include: rhetoric, philosophy, and history. *Prerequisite: LATN-1020 or placement.* (AE)

### **LATN-4110, 4120**

#### **Latin Poets I, II (3, 3) (D)**

The works read are determined by the needs and interests of the members of the class according to literary genres. These genres normally include epic, satire, and drama. *Prerequisite: LATN-1020 or placement.* (AE)

### **LATN-4590, 4600**

#### **Directed Readings I, II (3, 3) (D)**

A program of independent study open only to advanced students under the supervision of the instructor.

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## **Mathematics**

### **MATH-1020**

#### **Mathematics as a Liberal Art (3) (B)**

This course is an exploration of the mathematical techniques that can be used to solve problems in society involving quantitative reasoning. Specific topics chosen from: voting and power; division and apportionment; graph theory; and financial mathematics. **Students who have successfully completed any course in mathematics above MATH-1120 cannot receive credit for MATH-1020.** (MR)

### **MATH-1040**

#### **College Algebra (3) (D)**

This course covers analytical geometry and elementary functions, namely polynomial, rational, logarithmic and exponential functions. *Credit is not given for both MATH-1040 and BUSI-1650. Prerequisite: Approval through placement.*

**MATH-1110****Mathematics for Elementary Teachers I (4) (B)**

The course examines the structures and properties of mathematics while focusing on the development of problem-solving skills. Emphasis is placed on acquiring an understanding of basic mathematics including the base ten number system, fractions, decimals, arithmetic operations, and different ways to represent these numbers and operations. *Prerequisite: Intend to major in Elementary Education.*

**MATH-1120****Mathematics for Elementary Teachers II (3) (B)**

This course, a continuation of MATH-1110, examines the structures and properties of mathematics while focusing on the development of problem-solving skills. Emphasis is placed on acquiring an understanding of basic mathematical concepts including proportional reasoning, algebra, geometry, measurement, probability, and statistics, and different ways to represent relevant concepts and procedures. *Prerequisite: MATH-1110.* (MR)

**MATH-1220****Introductory Statistics (4) (B)**

This course is designed to acquaint students with how statistics is applied in a wide variety of disciplines. Students are introduced to fundamental concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics discussed include displaying and describing data, the normal distribution, regression, probability, statistical inference, confidence intervals, and hypothesis tests with applications in the real world. *Note: Credit will not be given if the student has taken BUSI-2650.* (MR)

**MATH-1250****Pre-Calculus (4) (D)**

This course is designed for the student with good algebra skills but lacking adequate preparation to enter calculus. The course focus is on functions modeling change. Stress is placed on conceptual understanding and multiple ways of representing mathematical ideas. The goal is to provide the students with a clear understanding of the function concept and the use of functional notation. Exponential, logarithmic, trigonometric, polynomial and rational functions are covered. *Prerequisite: Intend to take MATH-1300, but lack necessary skills.* (MR)

**MATH-1300****Calculus I (4) (B)**

This course covers functions, analytical geometry, limits and continuity, differential and integral calculus of algebraic and transcendental functions and applications of differential calculus. *Prerequisites: MATH-1250 or its equivalent.* (MR)

**MATH-1350****Calculus II (4) (B)**

This course covers further integration techniques and applications, limits and approximations, sequences, series and improper integrals, and parametric equations. *Prerequisite: MATH-1300.* (MR)

**MATH-2300****Calculus III (4) (B)**

This course covers geometry of n-space, functions of several variables, limits and continuity, differential and integral calculus of functions of several variables, and vector analysis. *Prerequisite: MATH-1300.*

**MATH-2500****Linear Algebra (3) (S)**

This course covers linear equations and matrices, vector spaces, determinants, linear transformations and matrices, characteristic equations, eigenvectors and eigenvalues, and related topics. *Prerequisite: MATH-1300.*

**MATH-2550****Discrete Mathematical Structures I (3) (F)**

This course introduces students to non-continuous models that are important in the application of mathematics to various disciplines. The principal topics treated are mathematical logic and set language, functions, Boolean expressions and combinational circuitry, counting principles, graph theory, and an introduction to elementary number theory. Attention is given to various methods of proof, in particular to mathematical induction. *Prerequisite: Approval through placement.* (MR)

**MATH-2900****History of Mathematics (2) (S)**

This course is an introduction to the history of mathematics designed for mathematics and mathematics education majors. Emphasis is placed on the historical development of those topics in mathematics that appear in the high school and undergraduate curriculum. *Prerequisites: Sophomore standing and MATH-1300.*

**MATH-3100****Differential Equations (3) (S)**

This course covers first- and second-order differential equations, including linear and nonlinear equations, Laplace transforms, series solutions, and numerical techniques. *Prerequisite: MATH-2300.*

**MATH-3200****Probability and Statistics (3) (F)**

This course covers probability and statistical inference, discrete and continuous random variables, distributions, hypothesis testing, correlation and regression, testing for goodness of fit. *Prerequisite: MATH-2300.*

**MATH-3300****Numerical Computation (3) (D)**

This course covers finite differences, numerical differentiation and integration, linear systems and matrices, difference equations, error analysis and related topics. *Prerequisites: MATH-1350, and one of CSCI-1140, CSCI-2300 or ENGR-2000.*

**MATH-3400****Introduction to Cryptography (3) (S)**

This course provides students with an introduction to the mathematical theory of cryptography, the practice of encoding information for the purpose of keeping it secret. Topics include classical, stream, and block ciphers, the Data Encryption Standard (DES), the Advanced Encryption Standard (AES), public-key cryptography, and methods of cryptanalysis. The course will touch on multiple areas of mathematics as needed, including matrix algebra, modular arithmetic, finite fields, and elementary probability theory. *Prerequisite: MATH-2550 or permission of instructor.*

**MATH-3600, 3610****Modern Algebra I, II (3, 3) (F, S)**

This two-semester sequence of courses provides an in-depth introduction to some of the structures and techniques of modern algebra. The principal subjects are the theory of groups, rings, and fields. Specific examples of these will be discussed. For each structure we will discuss the appropriate substructure, quotient structure, and other topics such as homomorphisms. Current applications of algebra are also discussed. *Prerequisites: MATH-2500 and MATH-2550.*

**MATH-4457****Secondary School Mathematics****Curriculum and Methodology (4) (F)**

This course is designed to acquaint the future mathematics teacher with an overview of the curriculum and methodology of teaching mathematics at the middle and secondary school level. Focal topics discussed in this course include using relevant research, standards, and curricula to plan and create effective learning opportunities that provide all students opportunities to develop their mathematical knowledge and skills, acknowledging the mathematical practices and how to cultivate them in lessons, collaborating in professional learning opportunities to enrich mathematics instruction with mathematics-specific technology and tools, and reflecting on mathematics content, teaching, and assessment practices. Available resources from professional mathematics organizations will be examined in an effort to generate an enthusiastic, creative, and reflective approach to teaching and lifelong learning. *Prerequisites: Enrollment in Secondary Mathematics Education and EDUC-3357. (WC)*

**MATH-4600****Modern Geometries (3) (F)**

This course covers foundations and axiomatics, Euclidean and non-Euclidean geometries, transformation geometry, projective geometry, and the geometry of inversion. *Prerequisites: MATH-2500 and MATH-2550.*

**MATH-4800****Introduction to Real Analysis (3) (S)**

This course covers the real number system, metric spaces, continuity, sequences and series, differentiation, integration, sequences and series of functions. *Prerequisites: MATH-2300 and MATH-2550.*

**MATH-4930****Directed Research (2) (F)**

*Prerequisites: Junior or senior mathematics major and permission of the department chair. (OC, VC, WC)*

**MATH-COMP****Senior Comprehensive Exam (cr)**

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## Mass Communications

### **MCOM-1000**

#### **Media and Society (3) (B)**

This course examines the social impact of modern mass media from the focus of the medium, audiences, and society. The historical and economic aspects of mediums are also examined. Emphasis is placed on providing students with media literacy skills that enable them to understand how mass media messages are created, how those messages are transmitted through various mediums to specific audiences and the underlying social, political and economic effects of mass media messages. This is not a writing course. (PC)

### **MCOM-1030**

#### **Introduction to Cinema (3) (F)**

Students examine basic cinematic concepts from both a popular and critical perspective through the viewing and discussing of selected films. A broad variety of films are used from a variety of genres. All films are chosen to illustrate specific cinematic purposes examined in class. (AE, VC)

### **MCOM-1040**

#### **Survey of Motion Picture History (3) (I)**

Students will view a series of films chosen out of historical perspective to examine the development of cinematic techniques. In addition to the changing patterns in the way film communicates, the course will explore the impact of technology and social conditions, as well as such theoretical concepts as the auteur theory, film genres, and semiotics. (AE)

### **MCOM-1200, 1210, 2200, 2210, 3200, 3210, 4200, 4210**

#### **Yearbook Practicum (1 ea) (B)**

This course provides laboratory work on the *Raven* yearbook. Students engage in the practical efforts of producing a yearbook from story concept and reporting to editing, desktop publishing, and photography. Students meet regularly with their advisor to resolve organizational and production issues and to receive professional critique. **At least one practicum must be completed as a senior.** Student publications are open to all students, regardless of major.

### **MCOM-1550**

#### **Photoshop Principles (2) (I)**

This course is based on the Adobe Photoshop software package, although other software packages may also be used. Students will learn to scan

photographs and manipulate them using Photoshop tools and special effects filters. Students will be introduced to concepts such as correcting photos, masking images, creating duotone, triton and quad-tone images, and preparing photos for publishing in print and online.

### **MCOM-1610**

#### **Layout and Design (3) (B)**

This course examines the principles and theory of aesthetics applied to the design of print and electronic items in the form of newspapers, magazines, brochures, advertisements, and digital content. Students are presented basic design principles such as emphasis, contrast, repetition, alignment, balance, and establishing a visual hierarchy. (AE, VC)

### **MCOM-2500**

#### **Web Design I (3) (B)**

This introductory course explores front-end web design and development concepts and techniques. The primary focus of the course is on developing skill in HTML and CSS coding. Visual design concepts will also be discussed in relationship to designing for a specific audience while balancing aesthetic appeal with practical application. Students will apply these concepts in the design of a published website. (VC)

### **MCOM-2600**

#### **Principles of Visual Communication (3) (B)**

This course explores the impact of visually mediated messages in society from multiple perspectives. Topics discussed in the course include such areas as graphic design, typography, photography, film, and computer-generated images. This class is ideal for students from any discipline interested in understanding images including visual rhetoric, visual analysis, semiotics, and formalism in order to providing a deeper understanding of images in contemporary culture. (AE, VC)

### **MCOM-2610**

#### **Digital Photography I (4) (F)**

This course covers the study and application of skills required to produce compelling and fundamentally correct photographic images. Students will be introduced to the fundamental techniques of producing images for both print and web. Working exclusively in a digital format, students will learn electronic image editing, working in RAW, non-destructive editing techniques, and photo compositing. Topics covered include composition, exposure, lighting, ethics, and color. The course also emphasizes fundamental visual reporting principles and practices. (AE, VC)

## **MCOM-2620**

### **Video Production I (3) (S)**

This course examines the techniques of video production based on applied contemporary video editing practices and the use of digital and non-linear editing equipment. Major emphasis is placed on the hands-on application of basic concepts ranging from conceptualization, shooting, editing, lighting, and sound production.

## **MCOM 3310**

### **Art of Presentation (3) (D)**

In addition to the basic theory and practice of public speaking, this course will cover the essential components of modern presenting, including the dynamics of effective storytelling and the use of visual imagery. Students will explore concepts such as topic selection, audience analysis, organization, illustration, use of electronic and digital media, language, and delivery. Working independently and with peer groups, students will be actively involved in every step of the process of presentation preparation and execution. Assignments will include short presentations (personal story, paying tribute), a major presentation (informative or persuasive), presentation analyses, short response papers, and quizzes on required readings. (OC)

## **MCOM-3320**

### **Advertising Principles (3) (S)**

This course outlines the principles underlying advertising for print, radio, television, outdoor and online, including campaign development and media placement. It examines the roles of advertising and marketing, including integrated marketing communications and direct marketing. Students have opportunities to write advertising copy and plan an advertising project. *Prerequisites: MCOM-1610 and JOUR-2620, or permission of instructor.* (VC)

## **MCOM-3330**

### **Public Relations Principles (3) (F)**

This course provides an overview of the principles and scope of public relations, including an introduction to the work common in an entry-level PR job. Students learn techniques used in public relations, with special attention to research, planning, writing, evaluation, and the role of PR in integrated marketing communications. Emphasis is placed on the practical application of public relations in business, not-for-profit organizations and government across multiple media. It also includes discussion

of industry ethics, responsibilities, and careers. Students have opportunities to plan and write public relations materials, including a public relations project. *Prerequisites: MCOM-1610 and JOUR-2620, or permission of instructor.*

## **MCOM-3500**

### **Web Design II (3) (D)**

This is an advanced class in web design. Students will be introduced to advanced concepts and skills in coding, programming, and site development. Students will also be introduced to advanced navigation techniques and the integration of data from databases. *Prerequisite: MCOM-2500 with a grade of C or better.*

## **MCOM-3550**

### **New Media (3) (D)**

This course introduces students to new communication technologies used in journalism and mass communications. Students will explore technologies related to publishing, audio/video production, and Internet-based communication. Students will also be introduced to the basic concepts of digital publishing. The course will explore new technologies as they become available. The primary goal of the class is to expose students to digital tools, and make them aware of how these tools may be used to communicate to mass audiences.

## **MCOM-3600**

### **Signs and Symbols (3) (D)**

Students learn how symbols define self-image, shape national identity, regulate social experience, establish and reinforce authority, act as visual cues in rites of initiation, and form religious beliefs. Beginning with traditional or primitive cultures, the course travels through time to discover the meaning of signs and symbols in modern societies. This class examines symbolic thought and symbolism in religion, art, architecture, language, mathematics as well as traditional societies. In this course, students are introduced to fundamental theories and methods in order to recognize, interpret, decode, and analyze the symbols from a range of perspectives. (AE, VC)

## **MCOM-3610**

### **Digital Photography II (4) (D)**

Digital Photography II is a comprehensive program of practical exercises and academic study as it applies to producing images for media across multiple platforms. This course aims to provide



students with a comprehensive understanding of photography as it relates to journalism and other mass media applications. Studio photography, personal photo essays, picture stories, and documentary projects are self-assigned. In this course, students develop a personal style, content, design, as well as an opportunity to create a professional-caliber portfolio. *Prerequisite: MCOM-2610.* (AE, VC)

### **MCOM-3680**

#### **Sports Broadcasting (3) (B)**

Students will explore the development and application of producing and broadcasting live sporting events. Concepts covered include researching players and opponents, recording and editing pre-game and halftime segments and delivering game commentary (color commentary and play-by-play). Additionally, students may also participate in weekly coach's shows as their broadcasting experience grows.

### **MCOM-4040**

#### **Christianity in Mass Media (3) (S)**

This course examines both the state of Christianity in the world today and its presence in mass media. We will examine the factors that led to the ascendancy of Christianity as a means of mass communications of the past and identify to what extent Christianity has continued to lead in media or to what extent it has become reactive. We will look at Christianity as it relates to journalism, radio, TV, film, print, Internet, public relations, and audio.

### **MCOM-4090**

#### **Senior Seminar (1) (B)**

The senior comprehensive for Journalism and Mass Communications majors gives students opportunities to demonstrate skills learned in department courses. The course also explores tools, concepts, and issues graduates need to conduct a successful job search. Students will complete a project that demonstrates competency in a concentration area (e.g., journalism, publication design, advertising, public relations, and photojournalism). Students will also prepare an electronic portfolio of their work. *Prerequisite: Senior standing.*

### **MCOM-4680**

#### **Sports Broadcasting II (3) (D)**

Sports Broadcasting II is an advanced course in the operation and use of a Tri-Caster unit to produce a live video-streamed broadcast of Benedictine sporting events. This class will deal more with the production side of video sports broadcasting

rather than on-air announcing. Production elements include items such as instant replay, live text, and the sports graphic package. In addition, students will also take on a more direct roll in producing, and then directing live sports events on campus throughout the semester. *Prerequisite: MCOM-3680.*

### **MCOM-COMP**

#### **Senior Comprehensive Exam (cr)**

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## **Mechanical Engineering**

### **MENG-3180**

#### **Manufacturing Processes Lab (1) (S)**

This hands-on course provides experience with manufacturing techniques including welding, surface preparation and coating, additive manufacturing (including casting), machine tools, CAD/CAM, and metrology. *Prerequisites: ENGR-1100 and ENGR-3500.*

### **MENG-3220**

#### **Design of Machinery (3) (F)**

This course provides an analytical study of motions, velocities, accelerations, and forces for design of machine elements. Topics include stress and failure analysis of machine elements including shafts, bearings, gears, clutches, springs, threaded components, and bolted joints. *Prerequisites: ENGR-2000, ENGR-2310, and ENGR-2320.*

### **MENG-3240**

#### **Junior Design (2) (S)**

This course is an application of design and analysis tools learned in the engineering program to an open-ended consumer product design problem. This class emphasizes creative design, analysis techniques, construction methods, and design report writing. During the class, teams will take projects from conception through design fabrication and test. *Prerequisite: MENG-3220.*

### **MENG-3820**

#### **Ergonomics (3) (D)**

This course introduces the ergonomic principles of designing for the human-machine interface. Emphasis will be placed on designing products and machines that are user-friendly to the human body, reduce injuries, and accommodate physical limitations. *Prerequisite: ENGR-1100.*

### **MENG-4240**

#### **System Dynamics and Controls (3) (S)**

This course builds on concepts learned in ENGR-2310 and includes mathematical modeling of dynamic systems, focusing on non-time domain methods including Laplace transforms and computational solutions of responses of dynamic systems in state space. Transient response analysis and frequency response analysis of Mechanical, electrical and fluid systems will be studied. Control of dynamic systems will also be investigated including classical control theory, root locus, stability, bode plots and analysis, and Nyquist theory. MATLAB used for analysis and design problems. *Prerequisites: ENGR-2000, ENGR-2310, and MATH-3100.*

### **MENG-4600**

#### **Engineering Design (3) (F)**

This is the first of a two-course sequence in engineering design in which teams of students will learn the design process and execute it through a major design project with multiple realistic constraints. Student teams will complete the design phase of the project by establishing the system requirements and limitations, allocations of resources, perform any necessary analysis and model development, explore alternatives, and conduct any necessary research. The course requires several written reports and oral presentations, culminating with a critical design report and presentation. *Prerequisite: MENG-3240. Corequisite: ENGR-3170.*

### **MENG-4610**

#### **Engineering Design II (3) (S)**

This is the second course of a two-course sequence in engineering design in which teams of students will fabricate their design from MENG-4600. The course incorporates design methodologies, engineering standards, multiple realistic constraints, market analysis, design objectives, alternative designs, communication, and teamwork into a major engineering design experience. In addition to completing the project, the course will cover key elements of professional development and program management including scheduling, resource management, procurement, risk management, and negotiations. The course will culminate with a final project design report and presentation. *Prerequisite: MENG-4600.*

### **MENG-4700**

#### **Senior Seminar (1) (F)**

This seminar includes reports and presentations on current topics in engineering. Students will learn recent advances in engineered products, materials, and components. Information will also be provided regarding the Fundamentals of Engineering (FE) exam and licensure. *Prerequisite: MENG-3240. (OC)*

### **MENG-4730**

#### **Mechanical Measurements and Control Lab (2) (F)**

In this course, students will conduct experiments, analyze their data, and produce oral presentations and written reports on the operation and performance of instruments and basic mechanical engineering equipment. The focus will be on experimental methods for measuring temporal and frequency response of dynamic systems. Control of dynamic systems and measurement theory will also be introduced. *Prerequisite: MENG-4240.*

### **MENG-4810**

#### **Vibration and Structural Dynamics (3) (D)**

Course topics include free and forced vibrations of single and multi-degree of freedom systems under a variety of time dependent loads. Techniques covered include modal analysis (eigenvalues, eigenvectors), numerical integration, time history analysis, and frequency response. Vibration of continuous systems will also be introduced. *Prerequisite: MENG-4240.*

### **MENG-4820**

#### **Introduction to Finite Element Analysis (3) (D)**

Course topics include finite element analysis techniques and theory. Students will use ANSYS, an industry-standard FEA package, as well as write their own FEA algorithms. Matrix methods are used throughout. *Prerequisite: ENGR-2320.*

### **MENG-4840**

#### **Introduction to Robotics (3) (D)**

This course introduces the following topics: kinematic modeling, analysis, path planning and control of robotic systems. It involves the use of manipulators, sensors, and computer vision for automation. It includes hands-on activities with robotic systems. *Prerequisites: ENGR-2000, MATH-1350.*

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**MENG-4850****Heating Air Conditioning and Ventilation****(3) (D)**

This course provides an introduction to the design of HVAC systems. Topics include the determination of heating and cooling loads, including psychrometrics, internal and external loads as well as how to design and size distribution systems and their components. *Prerequisites: ENGR-3250 and ENGR-3600.*

**MENG-4860****Intermediate Thermodynamics (3) (D)**

This course includes an introduction to Exergy analysis. Power and refrigeration cycles including both vapor and gas systems, psychrometrics, and an in-depth look at the thermodynamic relationship of state and phase change are also covered. The course also focuses on environmental impact, including emissions and refrigerant properties. *Prerequisite: ENGR-3250.*

**MENG-4910****Intermediate Fluid Dynamics (3) (D)**

The course will introduce the theory and application of one-dimensional compressible flow, including: isentropic flow in converging and converging/diverging nozzles, normal shock waves, oblique shock waves, and chock flow. Computational Fluid Dynamics (CFD) software is utilized to analyze flows, and the course explores the styles, limitations, and applications of pumps. *Prerequisites: ENGR-3250, ENGR-3300, and ENGR-1100.*

**MENG-4920****Nonlinear Dynamics and Chaos (3) (D)**

This course is an introduction to nonlinear differential equations and chaos with emphasis on applications from various fields of engineering and science. Topics include stability analysis and bifurcations, phase plane analysis, limit cycles, Poincare maps, chaos, iterated maps, fractals, and strange attractors. *Prerequisites: MATH-3100 and ENGR-2000.*

**MENG-COMP****Senior Comprehensive Exam (cr)**

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**Management****MGMT-1550****Introduction to Individual Leadership (2) (D)**

This course will direct students to recognize individual strengths and weaknesses and articulate their values, understand leadership styles, recognize the importance of cooperation, develop the ability to trust others, and have others trust you while emphasizing servant leadership.

**MGMT-2250****Principles of Business Management (3) (B)**

This course is an introduction to the management process through the functions of planning, organizing, leading, and controlling for business organizations. (PC, WC)

**MGMT-2550****Teams and Leaders (2) (D)**

This course will introduce students to the skills and techniques of building effective teams. The course will combine behavior theory and relevant business practice. It will develop transferable leadership skills learned through practice and application within team projects, class activities, and a variety of learning exercises. The application of these skills comes in the form of project management, group decision making, team development, practice of ethics, and team presentations. *Prerequisite: BUSI-1550.*

**MGMT-3250****International Management & Culture (3) (B)**

This course will provide students with an understanding of the issues managers must understand relating to the forces supporting and limiting globalization and their implications for organizations, emphasizing global management of both international operations and a multinational workforce. *Prerequisite: MGMT-2250.*

**MGMT-3400****Enterprise Management (3) (S)**

This course will focus on the creation of new ventures and the operation and life of existing enterprises. Recognition of opportunities for new organizations or opportunities for small businesses to grow and prosper will be discussed. The major disciplines of business will be applied to small and growing ventures. The course will consider the

unique role of small enterprises in society, franchises as an enterprise model, the importance of family and closely held businesses. The range of operational activities for new and small businesses will be explored. The life cycle of an enterprise will also be presented. *Prerequisite: MGMT-2250.*

### **MGMT 3430**

#### **Principles of Entrepreneurship (3) (F)**

This course will focus on the nature and challenges of self-employment, venture creation, and small business ownership. Why people start or own businesses will be examined through discussion of the psychological and sociological factors surrounding business creation and ownership as well as the role of entrepreneurial activity in society. Students will be introduced to different types and models of entrepreneurship and self-employment (e.g. family business, high growth ventures, micro enterprise, social entrepreneurship, franchises, etc.) and they will examine the suitability of entrepreneurship or self-employment as a primary career goal. *Prerequisite: Sophomore standing.*

### **MGMT-3500**

#### **Organizational Behavior and Theory (3) (F)**

The purpose of this course is to gain an understanding of the theory, research, and applications that provide the cornerstone for managing and leading within organizations. Topics will include structure of organizations, communication, decision-making, motivation, leadership, and organizational development. Open to all majors.

### **MGMT-3510**

#### **Managing Non-Profit Organizations (3) (D)**

This course examines the management aspects of an enterprise with special focus on non-profit organizations. The basic business disciplines of accounting, finance, marketing, management, legal, and human resources are discussed within the context of non-profits. Special attention is given to development of volunteer leadership, governmental relations, fundraising, mission development and organizational structure. An understanding of fiduciary responsibility and oversight are also covered. *Prerequisites: MGMT-2250, and ACCT-2090.*

### **MGMT-3550**

#### **Community Leadership (3) (D)**

The course curriculum is based on the Community Leadership model developed by the Kansas Leadership Center and the Kansas Community Leadership

Initiative as well as the theory of community-based social capital developed by the Saguaro Seminar at Harvard University. Students learn the skills/knowledge required to be successful in community leadership by focusing on topics such as servant leadership, team and coalition building, strategic thinking, project planning, and evaluation. Students are introduced to the community leadership networks and dynamics that define leadership in Atchison County through guest lectures and field experiences. *Prerequisite: Junior standing or faculty approval.*

### **MGMT-3660**

#### **Information & Decision Management (3) (S)**

This course provides a theoretical and practical understanding of skills in the core function of decision making, including topics of planning, organizing, selecting, scheduling, and controlling projects using quantitative tools and models; decision modeling under uncertainty and risk, conditional probability, sensitivity analysis, game theory, cost/benefit analysis and optimization. It is supplemented with knowledge of behavioral aspects of decision making. Students explore concepts of information systems as they affect organizations and employees, focusing on 1) how systems fit into organizations, 2) systems analysis and design, and 3) how to manage information resources and information systems. Program Evaluation Review Techniques (PERT) and Critical Path Method (CPM) concepts are introduced. *Prerequisites: MGMT-2250 and MGMT-2650 or MATH-1220.*

### **MGMT-3950**

#### **Enterprise Risk Management (3) (D)**

This course will provide students with an in-depth study of the emerging field of enterprise risk management. Students will understand how to design and implement an integrated enterprise-wide risk management plan. It will include areas of financial risk, operational risk, security risk, property risk, and legal liability risk. Solutions explored will include insurance, hedging instruments, capital structures, financial arrangements, and contractual and organizational structures through study of cases and modeling simulations. *Prerequisite: MGMT-2250.*

### **MGMT-4440**

#### **New Venture Business Planning (3) (S)**

This course examines the psychological and sociological factors surrounding business creation and

ownership. Different types of entrepreneurship (high-growth, micro, social, franchise) will be examined. Emphasis is placed on recognizing and seizing opportunities to improve technological, commercial, and organizational processes. Entrepreneurs create new goods, improve the quality of goods, introduce new methods of producing goods, open up new markets, find new sources of supply, and transform both organizations and industries. Students will demonstrate the feasibility of the venture through the formation, development and activation of a written business plan for a new organization. *Prerequisite: MGMT-2250.*

#### **MGMT-4450**

##### **Business Plan Development (3) (D)**

The focus of this course will be the development and activation of a business plan written in MGMT-3450. Unsuccessful entrepreneurs usually equate an idea with an opportunity; successful entrepreneurs know the difference. Objectives will be modification of the business plan, site/location decision analysis, securing capital, and activating the business plan. *Prerequisite: MGMT-3450.*

#### **MGMT-4500**

##### **Human Resource Management (3) (S)**

This course deals with hiring procedures, employment testing, the interview and selection process, job design, evaluation techniques, management-labor relations, wage and salary administration, and current employment regulations. Application through case analysis is used. *Prerequisites: MGMT-2250 and MGMT-3500.*

#### **MGMT-4560**

##### **Ethics, Compliance, and Social Responsibility (3) (F)**

This course focuses on how organizations design and manage ethics and compliance programs and the current standards and approaches to Corporate Social Responsibility (CSR) derived from the legal, economic, and catholic social teaching literatures relevant to understanding the role and responsibilities of corporations in or society. The course will cover current best practices for the creation and management of ethics and compliance and CSR programs as well as the emerging technologies and approaches to measuring performance. *Prerequisite: MGMT-2250.*

#### **MGMT-4660**

##### **Operations and Logistics Management (3) (F)**

This course provides students the logic and quantitative tools to manage the processes that bring products and services into existence. It integrates issues of marketing, logistics and operations management. Understanding inventory control, distribution, and supply functions is developed. Topics include lot-sizing for deterministic and time-varying demand, inventory policies for uncertain demand, production planning and scheduling, design and management of supply and distribution networks, adding value by increasing process effectiveness and efficiency. Themes include improving performance through managing for sustainability, reducing costs, improving quality and timeliness, and creating value through prudent resource planning, capacity decisions, facilities structure, and workforce development. *Prerequisites: MGMT-2250 and BUSI-2650 or MATH-1220.*

#### **MGMT-4710**

##### **International Business Law (3) (S)**

This course will provide students with an understanding of the international aspects of sales, commercial paper, corporate law, and agency. It will also cover issues related to trade regulations, employment law, antitrust, and administrative law. Case study will be an integral part of the course.

#### **MGMT-4720**

##### **Business Organization Law (3) (D)**

This course covers the legal aspects of the formation, operation, and dissolution of business organizations. Sole proprietorships, partnerships, corporations, and limited liability organizations will be examined. Issues relating to anti-trust and securities regulations will also be presented. *Prerequisite: BUSI-3710.*

#### **MGMT-4730**

##### **Human Resource Law (3) (D)**

This is a survey course designed to acquaint students with the broad and controlling aspects of federal and state laws and regulations that affect human resource management such as EEO, ADA, ADEA, OSHA, Title VII, etc. Students will be expected to study cases and regulations as well as textual materials. *Prerequisite: BUSI-4500.*

#### **MGMT-4740**

##### **Sales & Finance Law (3) (S)**

This course focuses on the law of sales contracts under the Uniform Commercial Code, and on the

law of financing of business organizations. Secured Transactions under Article 9 of the UCC and creditor-debtor relations as well as Bankruptcy law will be covered. *Prerequisite: BUSI-3710.*

#### **MGMT-4750**

##### **Project Management (3) (D)**

This course investigates the key components of the even-increasing field of project management. It develops managerial aspects, including the topics of planning, organizing, selecting, scheduling, and controlling projects. The course is enhanced with Microsoft Project software when available. Program Evaluation Review Techniques (PERT) and Critical Path Method (CPM) concepts are introduced. *Prerequisite: MGMT-2250.*

#### **MGMT-4780**

##### **Experiential Learning Activity (cr) (B)**

Under supervision of a defined business professional and the program director, students will demonstrate skills and competencies of their major area of study, identify and propose solutions for real business challenges, recognize strategic issues, observe leadership styles and skills, and prepare a written and an oral report. *Prerequisite: Recommendation of a business department faculty member and junior or senior standing.*

#### **MGMT-4890**

##### **Global Business Strategy (3) (D)**

An integrative, terminal course for the senior international business student, this course has three objectives: 1) to provide students with a description and analysis of the mechanics of doing business abroad, including various methods of trade ranging from exporting to joint ventures, 2) to present the importance of cultural, economic, environmental, legal, and political concerns leading to the success or failure of U.S. business operations abroad, and 3) to provide a discussion of the various functional areas of international business-management, marketing, and finance. *Prerequisites: Immersion experience.*

#### **MGMT-COMP**

##### **Senior Comprehensive Exam (cr)**

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## **Military Science**

#### **MILS-1020**

##### **Leadership Practicum (1) (F)**

This course examines leadership in basic tactical and patrolling operations. It includes a tactical application exercise and participation in physical fitness conditioning as a course requirement. Students practice leadership according to the sixteen principles and learn basic individual soldier skills.

#### **MILS-1050**

##### **Rappelling and Military Rifle Marksmanship (1) (D)**

This course teaches techniques and methods of rappelling, rope management, knot tying, small bore rifle marksmanship and range safety.

#### **MILS-1120**

##### **Leadership Practicum (1) (S)**

This course is a continuation of MILS-1020 and examines advanced squad and platoon tactical operations with emphasis on patrolling operations. Topics include: leadership techniques, basic first aid, and problem-solving exercises. A tactical field application exercise and physical fitness conditioning program are included as course requirements. Students perform duties as leaders of small units.

#### **MILS-1160**

##### **Foundations of Officership (1) (F)**

The course introduces the student to issues and competencies that are central to a commissioned officer's responsibilities. These initial lessons establish a framework for understanding officership, leadership, and Army values. Additionally, the semester addresses "life skills" including fitness and time management. This course is designed to give the student an accurate insight into the Army profession and the officer's role in the Army.

#### **MILS-1260**

##### **Basic Leadership (1) (S)**

This course builds upon the fundamentals introduced in MILS-1160, Foundations of Officership, by focusing on leadership theory and decision making. "Life skills" lessons in this semester include: problem solving, critical thinking, leadership theory, followership, group interaction, goal setting, and feedback mechanisms. Upon completion of this semester, students are prepared to advance to more complex leadership instruction concerning the dynamics of organization. Additionally,

students will be increasingly required to demonstrate knowledge of leadership fundamentals and communications (written and oral). *Prerequisite: MILS-1160 or the consent of the department chairperson.*

### **MILS-2020**

#### **Leadership Practicum (1) (F)**

This course examines squad and platoon offensive and defensive operations and leadership procedures in patrolling operations. It includes tactical application exercise and participation in physical fitness conditioning as a course requirement. Students will perform various leadership roles and present classroom instruction.

### **MILS-2120**

#### **Leadership Practicum (1) (S)**

This course is a continuation of MILS-2020 and examines advanced squad and platoon offensive and defensive operations, reaction to obstacles, and leadership procedures in patrolling operations. It includes a tactical application exercise and participation in physical fitness conditioning as a course requirement. Students will perform in various leadership roles and present classroom instruction.

### **MILS-2160**

#### **Individual Leadership Studies (2) (F)**

This semester is designed to develop within the student a knowledge of self, self-confidence, and individual skills. Through experiential learning activities, students will develop problem-solving and critical-thinking skills, and apply communication, feedback and conflict-resolution skills. Building upon the fundamentals introduced in MILS-1160/MILS-1260, this course delves into several aspects of communication and leadership theory. The focus of the semester is on critical “life skills” that enable the student’s future success. The course concludes with a major leadership and problem-solving case study that draws upon previous instruction. *Prerequisite: MILS-1260.*

### **MILS-2260**

#### **Leadership and Teamwork (2) (S)**

This course focuses on self-development guided by knowledge of self and group processes. Experiential learning activities are designed to challenge students’ current beliefs, knowledge and skills. This semester takes the approach of placing students in a wide variety of group exercises designed to emphasize various leadership competencies and insights. The instructor, acting as facilitator, helps guide

student processing of the events to derive the leadership, group dynamics and problem-solving lessons that the exercises offer. Practical “life skills” are emphasized throughout.

### **MILS-3020**

#### **Leadership Practicum (1) (F)**

This course examines squad and platoon offensive and defensive operations, the patrol leader in patrolling operations, and a tactical application exercise. Participation in physical fitness conditioning and a tactical application exercise is required. Students will perform in various leadership roles and present classroom instruction. *Corequisite: MILS-3160.*

### **MILS-3120**

#### **Leadership Practicum (1) (S)**

This course familiarizes the student with military firearms; includes assembly and disassembly; tactical communications; and the field artillery request and a tactical application exercise. Participation in physical fitness conditioning and a tactical application exercise is required. Students will perform in various leadership roles and present classroom instruction. *Corequisite: MILS-3260.*

### **MILS-3160**

#### **Leadership and Problem Solving (3) (F)**

This course provides the student with no prior military or cadet experience the ability to quickly learn essential cadet knowledge and skills necessary for successful performance of cadet tasks. Following an introduction to the principles of physical fitness and healthy lifestyles, lessons will cover: the Leader Development Program, planning and conducting individual and small unit training, basic tactical principles, reasoning skills and the military-specific application of these skills in the form of the Army’s troop-leading procedures. The course concludes with a detailed examination of officership, which culminates in a five-hour officership case study. *Corequisite: MILS-3020.*

### **MILS-3260**

#### **Leadership and Ethics (3) (S)**

This course continues the focus from MILS-3160 on doctrinal leadership and tactical operations at the small unit level. Instructional modules include: Army branches, Army leadership philosophy, dynamics of a group environment, oral and written presentation skills, culminating in instruction in national and Army values and ethics. This critical semester synthesizes the various components of training, leadership and team building. *Prerequisites: MILS-3160. Corequisite: MILS-3120.*

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**MILS-4020****Leadership Practicum (1) (F)**

This course involves practical applications in problem analysis, decision making, planning and organization, delegation and control, and development of interpersonal skills required for effective management. Participation in physical fitness conditioning and tactical application exercise is required. Students will perform in various leadership positions and present classroom instruction. *Corequisite: MILS-4160.*

**MILS-4120****Leadership Practicum (1) (S)**

This course involves practical applications in problem analysis, decision making, planning and organization, delegation and control, and development of interpersonal skills required for effective management, and includes a tactical application exercise. Participation in physical fitness conditioning is required. Students will perform various leadership roles and conduct classroom instruction. *Corequisite: MILS-4260.*

**MILS-4160****Leadership and Management (3) (F)**

This course includes a series of lessons designed to enable students to make informed career decisions as they prepare for commissioning and service as Second Lieutenants. Classes concentrate on Army operations and training management, and communications and leadership skills that support the final transition from cadet/student to Lieutenant/leader. Subjects include: The Army Training Management System, coordinating activities with staffs, and counseling skills. At the end of this semester, students should possess the fundamental skills, attributes and abilities to operate as a competent leader in the cadet battalion. *Corequisite: MILS-4020.*

**MILS-4260****Officership (3) (S)**

This course includes a series of lessons that provide a review of the ethical dimensions of leadership, law in leadership, organizing for military operations to include historical case studies, personnel, supply and maintenance administration and management, personal financial planning and entering the service. The semester concludes with a 12-lesson experiential exercise simulating assignment as a new Lieutenant in a unit. *Prerequisite: MILS-4160. Corequisite: MILS-4120.*

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**Marketing****MKTG-3100****Principles of Marketing (3) (B)**

This decision-oriented course introduces marketing; its place within societies; the marketing concept and an introduction to the marketing mix: product, price, distribution and promotion. Students will study principles employed in discovering and translating consumer needs and wants into specifications of products and services. *Prerequisite: MGMT-2250. (OC)*

**MKTG-3250****Sales and Negotiations Techniques (3) (D)**

The dynamics of the personal selling and negotiations process are analyzed in a contemporary marketing format. Topics include: selling techniques, negotiating strategies, forecasting, and compensation. *Prerequisite: MKTG-3100.*

**MKTG-3810****Consumer Behavior (3) (S)**

This course explores the consumer market and the sociological and psychological variables and processes that shape the choices consumers make. External forces, such as subculture and group influence, as well as internal forces, such as perception, motivation, and attitudes, will be examined and applied to the creation of marketing strategy. *Prerequisite: MKTG-3100.*

**MKTG-3880****Integrated Marketing Communications (3) (F)**

Clear and consistent communication strategies with an organization's multiple constituents are explored. Communications principles are applied in the development of promotional campaigns and the establishing and maintenance of brands. *Prerequisite: MKTG-3100.*

**MKTG-4780****Experiential Learning Activity (cr) (B)**

Under supervision of a defined business professional and the program director, students will demonstrate skills and competencies of their major area of study, identify and propose solutions for real business challenges, recognize strategic issues, observe leadership styles and skills, and prepare a written and an oral report. *Prerequisite: Recommendation of a business department faculty member and junior or senior standing.*



## **MKTG-4810**

### **International Marketing (3) (F)**

This course focuses on application of the basic marketing mix of product, price, place, and promotion to international trade. The course will emphasize understanding marketing research in an international context, understanding culture of foreign countries, and developing international marketing strategies. Use of case studies will be emphasized. *Prerequisite: MKTG-3100.*

## **MKTG-4830**

### **Marketing Research (3) (F)**

This course provides a study of the role of research in reducing the uncertainty surrounding marketing decisions. Techniques and concepts for providing relevant, methodical, cost-effective measurements appropriate to the problem are examined in a variety of realistic case situations. *Prerequisites: MKTG-3100 and BUSI-2650.*

## **MKTG-4850**

### **Marketing Strategy (3) (S)**

This course is an integration of all marketing elements (marketing ethics and social responsibility, developing competitive advantage, customer segmentation and target marketing, pricing strategy, distribution and supply chain management, integrated marketing communication, marketing implementation and control, and developing long-term customer relationships) in a strategic planning framework, for the goal of strategic market management in competitive situations. The course emphasizes making marketing policy decisions to develop a marketing plan, grounded in consideration of areas of strategic importance to the organization. *Prerequisites MKTG-3100 and senior standing.*

## **MKTG-COMP**

### **Senior Comprehensive Exam (cr)**

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## **Music**

### **Music Theory Courses**

## **MUSC-1000**

### **Fundamentals of Music Theory and Aural Skills (2) (F)**

This course studies music notation, rhythm, elementary acoustics, scales, keys, intervals,

triads and inversions. Laboratory experience in the skill of sight singing, ear training, and dictation is included. *Corequisite: MUSC-1003.*

## **MUSC-1001**

### **Music Theory and Aural Skills I (3) (S)**

This course involves a study of harmony from diatonic triads through the dominant seventh chord, harmonic cadences, nonharmonic tones, principles of melodic and rhythmic organization, principles of part writing and harmonic analysis of diatonic music. Laboratory experience in the skill of sight singing, ear training, and dictation is included. *Prerequisite: MUSC-1000.*

## **MUSC-1002**

### **Music Theory and Aural Skills II (3) (F)**

This course studies the diatonic and elementary chromatic harmony including leading-tone seventh chords, nondominant seventh chords and secondary dominant and leading-tone chords with an introduction to Neapolitan and augmented sixth chords. It also includes principles of modulation, investigation of binary and ternary forms, harmonic analysis, and four-part chorale writing. Laboratory experience in the skill of sight singing, ear training, and dictation is included. *Prerequisite: MUSC-1001.*

## **MUSC-1003**

### **Functional Keyboard I (1) (F)**

This is an introductory course in elementary keyboard skills to develop functional skills in keyboard reading as it relates to the study of music harmony and theory. *Corequisite: MUSC-1000.*

## **MUSC-1004**

### **Functional Keyboard II (1) (S)**

This is a continuation of MUSC-1003 and preparation for the piano proficiency examination. *Prerequisite: MUSC-1003.*

## **MUSC-2000**

### **Music Theory & Aural Skills 3 (3) (S)**

This course studies the chromatic harmony including secondary dominant and leading-tone chords, borrowed chords, Neapolitan and augmented sixth chords, with an introduction to extended harmony, altered dominants, and chromatic mediants. There is an elementary investigation of sixteenth and eighteenth century counterpoint, fugue, sonata and rondo forms, and variation technique. Harmonic analysis and four-part chorale writing are also included. Laboratory experience in the skill of sight singing, ear training, and dictation. *Prerequisite: MUSC-1002.*

## **MUSC-2001, 2002, 3001, 3002, 4001, 4002**

### **Music Composition (2 ea) (D)**

Applied composition study for composition majors. Taught in a private lesson, the student will explore individual creativity within the context of twentieth and twenty-first century art music. Development of harmonic techniques and exploration of compositional methods representing a variety of compositional practices will be supplemented with score study. *Prerequisite: MUSC-1001.* (AE for MUSC-2001 and MUSC-2002 only)

## **MUSC-3000**

### **Music Theory and Aural Skills IV (3) (F)**

This course studies advanced chromatic harmony including extended and altered chords, enharmonicism, advanced modulation techniques, tonal regions, and nonfunctional harmony. There is an elementary investigation of Post-Romantic, Impressionistic and contemporary music styles including an introduction to twelve-tone technique and set theory analysis. In-depth analysis and individual composition projects in twentieth century styles are also included. Laboratory experience in the skill of sight singing, ear training, and diction. *Prerequisite: MUSC-2000.*

## **MUSC-3003**

### **Orchestration/Arranging (2) (S)**

This course is an in-depth investigation of the instruments in the orchestra and band including all topics of their instrumentation and orchestration. The course will culminate with score study and scoring projects for band, orchestra and chamber ensembles. *Prerequisite: MUSC-3000.*

## **MUSC-3004**

### **Seminar in Composition (3) (D)**

This is a seminar focusing on the relationship between artistic creation and intellectual inquiry in compositional practice. The seminar provides experience in original and creative composition, either acoustic or technological, or in combination. Students will study compositions that are exemplary of a variety of compositional practices representing current trends and trends of the more recent past. The course will also deal with practical concerns by sharing works in progress and recent works. Guest composers may include professional composers of a wide variety of aesthetic views, style, and stature. *Prerequisite: MUSC-2000.* (AE).

## **MUSC-3005**

### **Counterpoint (2) (F)**

This course examines eighteenth century contrapuntal style approached through analysis and composition of the music of this period, including a study of its development from the sixteenth century style and an introduction to contrapuntal techniques in contemporary composition. *Prerequisite: MUSC-1002.*

## **MUSC-PIAPR**

### **Piano Proficiency (B)**

Piano Proficiency

All music majors must pass piano proficiency prior to graduation. Students must meet minimum requirements in the areas of harmonization, transposition, scales, improvisation, sight reading, and theoretical functional skills. *Prerequisite: MUSC-1004.*

## **MUSC-4003**

### **Music Composition in Electronic Media (2)**

**(D)**

Composition in Electronic Media affords the composition major the opportunity to experience electro-acoustic media made possible by current technology: computers, digital synthesis, and recent software developments. The student will compose works that are solely electro-acoustic on magnetic tape, or in combination with traditional instruments and voices, and/or utilizing current software applications. *Prerequisite: MUSC-3000.*

## **History of Music Courses**

## **MUSC-1100**

### **Music Appreciation (3) (B)**

This course introduces basic musical terms and music history, including important forms, genres, composers, historical styles and representative works. It includes development of critical listening skills for life-long music appreciation. This course will focus on Western 'art' music, with a brief discussion of global and popular styles. (AE)

## **MUSC-1101**

### **World Music Literature (3) (S)**

This course studies current, folk, and traditional music literature from selected world civilizations. The course involves the study of the social and cultural functions of music, the variety of musical sounds and instruments of selected cultures, and historically accepted performance practices.

Students will be required to demonstrate their understanding of the diversity of these cultures through recognition of recorded musical examples and writing to articulate the impact of music upon the cultures of various civilizations. (AE, GP)

### **MUSC-1102**

#### **History of Jazz (3) (D)**

This course is a study and survey of the history of jazz music and its variegated styles within the historical framework of the twentieth century. The multiple styles of jazz music developed over the course of the twentieth century and drew materials from early American jazz music, European classical music, the blues, and the contributions of cultural communities including Creole, Latin American, African, and Italian music practices. Jazz emerged as a unique form of music from the musical pluralism of early America, and proceeded to develop and impact music communities globally. The styles included in the survey are ragtime, Dixieland, swing, big band, bebop, hard-bop, free jazz, third stream, fusion, and postmodernism. (AE, HI)

### **MUSC-4100**

#### **Music History and Literature I (3) (S)**

This is a concentrated investigation of the development of the art of music from the Medieval period, through the Renaissance, and to the close of the Baroque Era. The course will focus on the actual music (in score and recording) composed by the major figures during each time period. *Prerequisites: MUSC-1101 and MUSC-2000.* (AE, WC, HI)

### **MUSC-4101**

#### **Music History and Literature II (3) (F)**

This is a concentrated investigation of the development of the art of music from the Classic era, through the Romantic era of the nineteenth century, and into the twentieth century up to the present day. The course will focus on the actual music (in score and recording) composed by the major figures during each style period. *Prerequisites: MUSC-1101 and MUSC-2000.* (AE, HI)

### **Music Education Courses**

### **MUSC-1200**

#### **String Instruments (2) (F)**

This course is a basic instruction in performance techniques for violin, viola, cello, string bass and guitar, with emphasis on methods of pedagogy, including the Suzuki approach. *Prerequisite: MUSC-1000.*

### **MUSC-1201**

#### **Woodwind Instruments (2) (S)**

This course is a basic instruction in tone production, techniques, pedagogy, and care of the instruments, including the methods used to accomplish these goals. *Prerequisite: MUSC-1000.*

### **MUSC-1202**

#### **Brass and Percussion Instruments (2) (F)**

This course is a basic instruction in tone production, techniques, pedagogy, and care of the instruments, including the methods used to accomplish these goals. *Prerequisite: MUSC-1000.*

### **MUSC-2200**

#### **Vocal Communication and Technique (2) (S)**

This course involves the application of vocal techniques appropriate for teaching music at the PK-12 levels. It includes a comparative study of various methods of vocal pedagogy, singers' diction (including Italian, French, and German), interpretation and expression, and a discussion of major composers of the vocal repertoire. *Prerequisites: MUSC-1005 or MUSC-1841.* (OC)

### **MUSC-3200**

#### **Music Methods PK-12 (3) (F)**

This class is designed for students seeking teacher certification in general, instrumental, and vocal PK-12 music. The class will include curriculum design and techniques appropriate for a successful PK-12 music program. The course is open to music education majors only. Fifty hours of observation required. *Corequisite: EDUC-3357.* (*Music education majors do not enroll in EDUC-3358.*)

### **MUSC-3201**

#### **Introduction to Conducting (1) (F)**

This is an introductory study of reading and conducting scores, interpretation of choral and instrumental literature, and general choral and instrumental ensemble practices. *Prerequisite: MUSC-1002.* (VC)

### **MUSC-4200**

#### **Instrumental Conducting (1) (S)**

This course involves the technique of reading, interpreting, and conducting instrumental scores, as well as practical application of techniques for the purpose of PK-12 education. *Prerequisite: MUSC-3201.* *Corequisite: MUSC-1320.*

## **MUSC-4201**

### **Choral Conducting (1) (F)**

Techniques of reading, interpreting, and conducting choral scores are covered in this course, as well as practical application of techniques for the purpose of PK–12 education. *Prerequisite:* MUSC-3201. *Corequisite:* MUSC-1300.

## Applied Music Courses

## **MUSC-1005**

### **Class Voice (2) (F)**

This course is designed to introduce the singer to college-level Applied Voice and is a substitute for MUSC-1841. The course will include the study of supportive physiological concepts such as respiration, phonation, resonance, registration, articulation, coordination, as well as performance etiquette, style, and interpretation.

## **MUSC-1006**

### **Guitar Class (1) (B)**

Beginning technique and principles of guitar performance. Individual and ensemble performance. Any student may enroll. The student must supply a guitar.

## **MUSC-1007**

### **Recreational Piano I (1) (B)**

This is a beginning course in piano technique intended for non-music majors interested in developing piano skills for a life-time activity. This course is recommended for both beginners and students with limited keyboard background who may need to incorporate keyboard skills into their major field (e.g. elementary education, youth ministry, theatre arts). The course includes one group lesson a week.

## **MUSC-1008**

### **Recreational Piano II (1) (B)**

The continuation of MUSC-1007. *Prerequisite:* MUSC-1007.

## **MUSC-1300, 1301, 2300, 2301, 3300, 3301, 4300, 4301**

### **Concert Chorale (1 ea) (B)**

Performs representative SATB choral literature of all styles and periods.

## **MUSC-1302, 1303, 2302, 2303, 3302, 3303, 4302, 4303**

### **Women's Ensemble (1 ea) (B)**

Performs representative SSA choral literature.

## **MUSC-1306, 1307, 2306, 2307, 3306, 3307, 4306, 4307**

### **Chamber Singers (1 ea) (B)**

A small SATB choral group open to students only by audition and instructor permission.

## **MUSC-1308, 1309, 2308, 2309, 3308, 3309, 4308, 4309**

### **Men's Choir (1 ea) (B)**

This course will explore, study, and perform choral works for men's choir from all musical time periods and musical styles. This course is open to all male students.

## **MUSC-1320, 1321, 2320, 2321, 3320, 3321, 4320, 4321**

### **Concert Band (1 ea) (B)**

Open to students possessing a reasonable proficiency in playing of their instruments. Study of standard concert band literature. The band functions as a pep band for various athletic events.

## **MUSC-1322, 1323, 2322, 2323, 3322, 3323, 4322, 4323**

### **Jazz Band (1 ea) (B)**

A small jazz ensemble open to students only by audition and instructor's permission.

## **MUSC-1324, 1325, 2324, 2325, 3324, 3325, 4324, 4325**

### **Orchestra (1 ea) (B)**

Open to all string players and to brass and woodwind players by audition. The orchestra rehearses and performs standard suites, overtures, symphonies and other orchestral compositions.

## **MUSC-1330, 1331, 2330, 2331, 3330, 3331, 4330, 4331**

### **Chamber Ensemble - Brass (1 ea) (B)**

The study of standard classical and modern compositions, for small instrumental ensembles.

## **MUSC-1332, 1333, 2332, 2333, 3332, 3333, 4332, 4333**

### **Chamber Ensemble - Mixed (1 ea) (B)**

The study of standard classical and modern compositions, for small instrumental ensembles.

## **MUSC-1334, 1335, 2334, 2335, 3334, 3335, 4334, 4335**

### **Chamber Ensemble - Percussion (1 ea) (B)**

The study of standard classical and modern compositions, for small instrumental ensembles. (Concurrent enrollment in Concert Band.)

MUSC-1336, 1337, 2336, 2337, 3336, 3337, 4336, 4337

**Chamber Ensemble - Strings (1 ea) (B)**

The study of standard classical and modern compositions, for small instrumental ensembles.

MUSC-1338, 1339, 2338, 2339, 3338, 3339, 4338, 4339

**Chamber Ensemble - Woodwinds (1 ea) (B)**

The study of standard classical and modern compositions, for small instrumental ensembles.

MUSC-1350, 2350, 3350, 4350

**Opera Workshop (1 ea) (D)**

Rehearsal and performance of operatic literature in a performance venue. *Audition and instructor's permission required.*

MUSC-1401, 1411, 2401, 2411, 3401, 3411, 4401, 4411

**Flute (1–2 ea) (B)**

MUSC-1421, 1431, 2421, 2431, 3421, 3431, 4421, 4431

**Oboe (1–2 ea) (B)**

MUSC-1441, 1451, 2441, 2451, 3441, 3451, 4441, 4451

**Bassoon (1–2 ea) (B)**

MUSC-1461 1471, 2461, 2471, 3461, 3471, 4461, 4471

**Clarinet (1–2 ea) (B)**

MUSC-1481, 1491, 2481, 2491, 3481, 3491, 4481, 4491

**Saxophone (1–2 ea) (B)**

MUSC-1501, 1511, 2501, 2511, 3501, 3511, 4501, 4511

**Trumpet (1–2 ea) (B)**

MUSC-1521 1531, 2521, 2531, 3521, 3531, 4521, 4531

**French Horn (1–2 ea) (B)**

MUSC-1541, 1551, 2541, 2551, 3541, 3551, 4541, 4551

**Trombone (1–2 ea) (B)**

MUSC-1561, 1571, 2561, 2571, 3561, 3571, 4561, 4571

**Euphonium (1–2 ea) (B)**

MUSC-1581, 1591, 2581, 2591, 3581, 3591, 4581, 4591

**Tuba (1–2 ea) (B)**

MUSC-1601, 1611, 2601, 2611, 3601, 3611, 4601, 4611

**Percussion (1–2 ea) (B)**

MUSC-1621, 1631, 2621, 2631, 3621, 3631, 4621, 4631

**Guitar (1–2 ea) (B)**

MUSC-1641, 1651, 2641, 2651, 3641, 3651, 4641, 4651

**Harp (1–2 ea) (D)**

MUSC-1661, 1671, 2661, 2671, 3661, 3671, 4661, 4671

**Violin (1–2 ea) (B)**

MUSC-1681, 1691, 2681, 2691, 3681, 3691, 4681, 4691

**Viola (1–2 ea) (B)**

MUSC-1701, 1711, 2701, 2711, 3701, 3711, 4701, 4711

**Violoncello (1–2 ea) (B)**

MUSC-1721, 1731, 2721, 2731, 3721, 3731, 4721, 4731

**String Bass (1–2 ea) (B)**

MUSC-1801, 1811, 2801, 2811, 3801, 3811, 4801, 4811

**Piano (1–2 ea) (B)**

MUSC-1821, 1831, 2821, 2831, 3821, 3831, 4821, 4831

**Organ (1–2 ea) (B)**

MUSC-1841, 1851, 2841, 2851, 3841, 3851, 4841, 4851

**Voice (1–2 ea) (B)**

MUSC-1005 is usually substituted for MUSC-1841.

MUSC-3997

**Junior Recital (B)**

Preparation and performance of representative literature on the primary instrument during the junior year is optional. Presented as preparation for the senior recital.

MUSC-4997

**Senior Recital (1) (B)**

Preparation and performance of representative literature on the primary instrument during the senior year.

## **MUSC-ATT1, ATT2, ATT3, ATT4, ATT5, ATT6**

### **Concert Attendance (P) (B)**

Students are to attend eight major events and six student recitals each semester. Music majors are required to complete all six courses for graduation.

## **MUSC-COMP**

### **Senior Comprehensive Exam (cr)**

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## **Nursing**

### **NURS-3000**

#### **Introduction to the Healthcare Environment (2) (F)**

An introduction into the complexities of the healthcare environment and the role of nurses and other professionals at the micro- and macro-levels will be discussed. The healthcare environment within the United States and globally will be outlined to include the structure, healthcare informatics, telecommunication, and other technologies used in health care. An introduction into the financial structure of the system will be provided as well as the regulatory and accrediting bodies that effect health care. The roles of both student nurses and professional nurses in participating in safety, quality improvement, and evidence-based practice initiatives within multi-disciplinary teams at the micro-systems level will be emphasized. *Prerequisite: Admission to the nursing major.* (WC)

### **NURS-3120**

#### **Clinical Nursing Assessment (3) (F)**

This course combines lecture and skills laboratory practice for students to demonstrate the cognitive and psychomotor competencies necessary for an adequate nursing assessment of individual patients across the lifespan. The major topics include physical examination, historical data collection, normal parameters, and developmental and environmental stressors that influence the health status of patients. *Prerequisite: Admission to the nursing major.*

### **NURS-3140**

#### **Pathophysiology (3) (F)**

The basic mechanisms underlying illness and disease are stressed in order to understand the needs of patients with acute and chronic conditions. Pathophysiological changes that occur within the individual in the presence of dysfunction or

disease of selected systems are presented with the rationale for the planning of nursing therapeutic interventions. Relevant risk factors, epidemiology, pathophysiologic mechanisms, and clinical manifestations will be emphasized as a basis for nursing care, health promotion, and disease prevention. Variations across the lifespan will be discussed. *Prerequisite: Admission to the nursing major.*

### **NURS-3200**

#### **Foundations of Nursing Practice (3) (F)**

The four concepts basic to nursing practice (patient, environment, health, and nursing) are introduced as a foundation for professional practice. Principles of nursing care and evidence-based practice knowledge are integrated with concepts of health promotion to prepare the student to meet the fundamental health-related needs of the individual and family across the lifespan. Communication techniques and collaborative strategies needed for inter-professional teams will be included in the course. *Fulfills EXSC-1115, Wellness for Life, Core requirement for Nursing majors. Prerequisite: Admission to the nursing major. Corequisite: NURS-3210.*

### **NURS-3210**

#### **Foundations of Nursing Practice: Clinical Laboratory (3) (F)**

The concepts acquired in NURS-3200 will be demonstrated in a clinical laboratory setting and in a clinical simulation setting as appropriate. Students will develop beginning level skills in applying the nursing process and planning for the care of patients and families in settings such as nursing homes, medical-surgical units, multi-specialty units, and in ambulatory care settings. *Prerequisite: Admission to the nursing major. Corequisite: NURS-3200.*

### **NURS-3300**

#### **Pharmacology I (2) (F)**

An introduction to the pharmacodynamics and pharmacokinetics of drug therapy are outlined. This course will emphasize the safe administration of drug therapy and will prepare students for safe administration of oral, topical, ophthalmic, and ear preparations during the Foundations Clinical course. Specific prototypes of selected drug classifications provide a framework for understanding the action, use, side effects, and nursing implications of drug therapy that will continue in Pharmacology II. The nurse's role in the administration, assessment of drug effects, and patient education is emphasized. *Prerequisite: Admission to the nursing major.*

## **NURS-3400**

### **Nursing Care of Adults (3) (S)**

Use of the nursing process in the care of adults with acute and chronic conditions and illnesses in a variety of care settings is outlined in this course. The role of the nurse, emphasizing the use of evidence-based practice knowledge and effective clinical decision-making, will be explored. Therapeutic interventions to promote optimal patient outcomes and the evaluation of the results will be connected to the assessment of patient needs. The specific physiological, psychosocial, spiritual, and health promotion needs of adult patients across the lifespan will be integrated throughout the course. *Prerequisite: Level I nursing courses. Corequisite: NURS-3410.*

## **NURS-3410**

### **Nursing Care of Adults: Clinical Laboratory (2) (S)**

Theoretical concepts from NURS-3400 and the nursing process are applied in the care of adults with acute and chronic illness in a variety of acute care and community settings. The student demonstrates beginning competency of a nurse in the care of the patient including participation in interdisciplinary care, clinical pathways, and therapeutic nursing care. Selected cultural, legal, ethical, and economic principles pertinent to the clinical experience are applied. *Prerequisite: Level I nursing courses. Corequisite: NURS-3400.*

## **NURS-3500**

### **Maternal-Child Nursing (4) (S)**

Care of families during childbirth is discussed including normal and complicated deliveries. Nursing care of the newborn infant is included. Acute and chronic conditions of children are introduced in this course. Evidence-based pediatric care is explored in the context of growth, development, and health promotion. Legal, ethical, cultural, social, and economic concepts related to maternal and pediatric nursing are outlined in this course. *Prerequisite: Level I nursing courses. Corequisite: NURS-3510.*

## **NURS-3510**

### **Maternal-Child Nursing: Clinical Laboratory (2) (S)**

Theoretical concepts from NURS-3500 are applied to the care of obstetrical and pediatric patients and their families. Students care for patients with acute and chronic health problems and also provide

health promotion activities in a variety of acute and community settings. Emphasis is placed on the clinical application of evidence-based nursing knowledge and interdisciplinary collaboration to improve patient outcomes. *Prerequisite: Level I nursing courses. Corequisite: NURS-3500.*

## **NURS-3640**

### **Pharmacology II (2) (S)**

Pharmacodynamics and pharmacokinetics of drug therapy are discussed to provide a basic understanding of the patient's reaction to a drug both therapeutically and adversely in order to predict potential drug interactions. Internal and external environmental factors affecting drug therapy are assessed to provide a basis for therapeutic nursing interventions. Specific prototypes of selected drug classifications provide a framework for understanding the action, use, side effects, and nursing implication of drug therapy. The nurse's role in the administration, assessment of drug effects, and patient education are emphasized as well as legal and ethical responsibilities. *Prerequisite: Level I nursing courses. (VC)*

## **NURS-4200**

### **Population-Based Health Care (3) (F)**

Concepts and theories related to providing health care to various groups (aggregates) of patients in the community, state, nation, and world are explored. Emphasis is placed on health promotion, maintenance and restoration of health, and the prevention of disease. Environmental factors and epidemiology are integrated with historical, political, social, cultural, and economic factors to understand the nature and practice of public health nursing. The roles of nurses and the nursing profession in the identification, prioritization, and implementation of measures to meet public health needs are discussed. *Prerequisite: Level I nursing courses. Corequisite: NURS-4210.*

## **NURS-4210**

### **Population-Based Health Care: Clinical Laboratory (2) (F)**

Concepts and theories from NURS-4200 are applied to the care of various groups of patients in the community. Students are provided opportunities for interdisciplinary collaboration in the provision of health care for culturally diverse populations. *Prerequisite: Level I nursing courses. Corequisite: NURS-4200.*

## **NURS-4220**

### **Research, Quality Improvement, and Evidence-Based Practice (3) (F)**

The relationship and linkages between research, quality improvement (QI), and evidence-based practice (EBP) will be explored. Research, QI, and EBP methodology and basic designs will be outlined including both quantitative and qualitative approaches. Students will demonstrate the ability to locate and critique selected research, QI, and EBP project reports. Levels of evidence will be discussed in the context of effective critique, and the application of evidence in the clinical environment will be discussed. Appropriate dissemination methods will be applied in the context of course projects. *Prerequisite: Level I nursing courses.*

## **NURS-4300**

### **Mental Health Nursing (3) (F)**

Principles of communication as an intervention in developing therapeutic relationships with patients from varying age groups in psychiatric settings are presented. Mental health concepts and selected theoretical frameworks are used to understand adaptive and maladaptive coping behaviors in response to psychological conditions. These frameworks and designated diagnostic classification systems are used to provide an evidence-based rationale for nursing interventions and other therapeutic actions. Students engage in critical thinking to examine the role of the nurse in psychiatric mental health practice and explore mental health promotion, disease prevention, and community resources, as well as economic, legal, and ethical issues. *Prerequisite: Level I nursing courses. Corequisite: NURS-4310. (OC)*

## **NURS-4310**

### **Mental Health Nursing: Clinical Laboratory (2) (F)**

Theoretical concepts from Nu 440 and nursing therapeutics are applied in the care of patients who have psychiatric disorders. Acute and community-based clinical experiences provide opportunities for students to participate in interdisciplinary team planning, interventions, group therapy sessions, and other selected clinical experiences. *Prerequisite: Level I nursing courses. Corequisite: NURS-4300.*

## **NURS-4500**

### **Nursing of the Patient with Complex Acute Needs (3) (S)**

The nursing care of patients with complex acute illnesses is the focus of this course. Advanced concepts are applied to critical care patients as well as other complex patient populations. The critical decision-making skills and abilities needed to provide nursing care of these patients will be emphasized. The use of advanced technological support across the lifespan is presented. Legal, ethical, cultural, and economic principles associated with the care of patients with complex needs will be included in this course. *Prerequisite: Level II nursing courses. Corequisite: NURS-4510.*

## **NURS-4510**

### **Nursing of the Patient With Complex Acute Needs: Clinical Laboratory (2) (S)**

Theoretical concepts from NURS-4500 are applied in a clinical setting. Critical thinking for effective decision-making is demonstrated to provide nursing interventions with patients experiencing complex acute conditions and diseases. Emphasis is placed on advanced clinical assessment and interdisciplinary collaboration. Use of advanced technology therapeutics is demonstrated in the acute clinical setting. *Prerequisite: Level II nursing courses. Corequisite: NURS-4500.*

## **NURS-4600**

### **Nursing Leadership and Management in Nursing (3) (S)**

Leadership within the profession of nursing is discussed in the context of the current and future healthcare system. The role of the nurse as leader and manager of a healthcare team is examined from the context of micro- and macro-systems. Theories and research related to organizational behavior, management, leadership, change, decision-making, and group process will be explored. *Prerequisite: Level II nursing courses.*

## **NURS-4700**

### **Professional, Legal, and Ethical Issues in Nursing (3) (S)**

Professional, legal, and ethical issues related to nursing practice are discussed. Laws and ethical principles that guide professional nursing practice in the current and evolving healthcare environment are emphasized. Distinctions between the legal and ethical basis for nursing actions that influence decision-making are discussed. Other issues related



to professional behavior and aspects of finding and working in a nursing position will be outlined. Critical thinking and the concepts learned in the nursing program will be synthesized and used to analyze each of these areas of decision-making in professional practice. *Prerequisite: Level II nursing courses.* (PI)

### **NURS-4930**

#### **Synthesis/Practicum (2) (S)**

A preceptor model of learning professional nursing practice provides opportunities to synthesize and integrate previous learning experiences. Concepts of leadership and management, change, and therapeutic nursing interventions are integrated into practice. The focus is on individualized transition to the professional nursing role as an employee, recognizing organizational, social, political, economic, ethical, and legal issues in which interdisciplinary care is delivered in a selected clinical setting. *Prerequisite: Level II nursing courses.*

### **NURS-COMP**

#### **Senior Comprehensive Exam (cr)**

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## **Philosophy**

### **PHIL-1750**

#### **Principles of Nature (3) (B)**

This course gives a philosophical account of the existence, principles, and causes of change as it is found in natural things. Particular attention is given to change of substance and purpose in nature. At appropriate places, consideration is given to contemporary discussions of these issues. The course also introduces students to the logical methods and distinctions needed to address such questions. *Students are not able to take both PHIL-1750, Principles of Nature and PHIL-2310, Philosophy of Nature for credit.* (C)

### **PHIL-2010**

#### **Logic (3) (B)**

This is an introductory consideration of logical theory: definitions, propositions, and reasoning. Students are taught both the methods used in logical analysis and the reasons behind them. The emphasis is upon dealing with arguments as they are expressed in everyday language. (PI)

### **PHIL-2310**

#### **Philosophy of Nature (3) (S)**

This course is a general consideration of the philosophical questions associated with the kinds of change found in natural entities. Causality, chance and purpose in nature are also dealt with. Then the implications of this general account for human nature and the cause of nature itself are considered. *Students are not able to take both PHIL-1750, Principles of Nature and PHIL-2310, Philosophy of Nature for credit.* *Prerequisite: PHIL-2010.* (C)

### **PHIL-2550**

#### **Philosophical Psychology (3) (B)**

This course begins with the distinction of living things from non-living things, followed by the nature of the soul and its kinds. It then treats the relationship between soul and body, and examines sensation, reason, and the emotions in depth. Arguments for and against the immortality of the human soul are taken up, and the problem of free will is discussed. *Prerequisite: PHIL-1750 or PHIL-2310.* (PI, WP)

### **PHIL-3250**

#### **Ethics (3) (B)**

The course in ethics deals with the subject matter of ethics and its proper method. It considers the ultimate end of man and the nature of human freedom, followed by the nature of habits, virtues and vices, and the necessity of virtues for a stable moral life. Having examined some of the virtues in detail, the various ways of life in accord with them are discussed. At appropriate places, recent value theories are also examined. *Prerequisite: PHIL-1750 or PHIL-2310.* (PI, WP)

### **PHIL-3550**

#### **Political Philosophy (3) (D)**

Political philosophy is an analysis of the foundations of political society and authority made in the light of ethics and man's search for happiness. It includes a discussion of the broad variety of political organizations as they are related both to this foundation and the varying human condition, as well as the relationship of the ideal or utopian to practical life. *Prerequisite: PHIL-1750 or PHIL-2310. PHIL-3250, Ethics, strongly recommended.* (PI)

**PHIL-3670****Faith and Reason I (4) (D)**

This is the first course in a three-semester sequence meeting the general education requirements in the *Faith and Philosophical Inquiry* Foundation areas. The classes are taught using the *Great Books* approach. Great texts in philosophy and theology will be read, analyzed, and discussed, with a special emphasis upon the relationship between the two disciplines: the harmony of faith and reason. This first course addresses works written from 600 B.C. through 1000 A.D. *Prerequisites: THEO-1100, and either PHIL-1750 or PHIL-2310.* (PI)

**PHIL-3690****Faith and Reason III (2) (D)**

This is one-half of the third course in a three-semester sequence meeting the general education requirements in the *Faith and Philosophical Inquiry* Foundation areas. The classes are taught using the *Great Books* approach. Great texts in philosophy and theology will be read, analyzed, and discussed, with a special emphasis upon the relationship between the two disciplines: the harmony of faith and reason. This course addresses works written from about 1700 to the present. *Prerequisites: PHIL-3670 and THEO-3680. Corequisite: THEO-3690.* (PI)

**PHIL-3730****Metaphysics (3) (F)**

Metaphysics is a study of being, as such, and is considered under three aspects: being in general, the immaterial world, and the first causes of all things. Metaphysical problems are taken up in detail, followed by a systematic account of the transcendentals (being, goodness, unity) and their properties, and concluding with a consideration of being outside the natural order. *Prerequisites: PHIL-2010, and PHIL-1750 or PHIL-2310.* (PI)

**PHIL-3740****Natural Theology (3) (S)**

Also called Philosophy of God, Natural Theology develops a rational approach to the existence and intelligibility of God. The distinction between faith and reason and the method proper to Natural Theology are considered, and arguments about the existence of God, the attributes of God, and God's extrinsic operations are taken up in detail. *Prerequisites: PHIL-2010, and PHIL-1750 or PHIL-2310.* (PI)

**PHIL-3800****Epistemology (3) (D)**

Epistemology studies the nature of human knowledge. It distinguishes among the claims we make (knowledge, faith, belief, and opinion) and inquires into how we know and how we justify our claims (evidence, testimony, and demonstration). The course also addresses some of the more common historical views, such as idealism and realism, rationalism, empiricism, skepticism, positivism, and pragmatism. *Prerequisites: PHIL-2010, and PHIL-1750 or PHIL-2310.* (PI)

**PHIL-3810****Philosophy of Science (3) (D)**

Philosophy of science studies scientific methodology itself (as distinguished from the application of that methodology to specific empirical claims or theories). Specific scientific theories and claims are included only as concrete illustrations of methodology, not as primary objects of study. Since scientific methodology itself has undergone historical development, both modern hypothetico-deductive scientific methodology and pre-modern scientific paradigms are investigated as to their respective presuppositions, structures, and implications. In the process, this course also addresses questions of foundationalism, empiricism, skepticism, and historicism. *Prerequisites: PHIL-1750 or PHIL-2010.*

**PHIL-3820****Philosophy of Religion (3) (D)**

The philosophy of religion is aimed at understanding the nature and epistemic status of religious belief in general and particular religious doctrines, which may cover any of the following issues: (a) naturalist, anti-realist/pragmatist, and realist accounts of the character of religious belief; (b) evidentialist and non-evidentialist accounts of the epistemic warrant for religious belief; (c) the evaluation of particular types of purported evidence for and against religious belief; or (d) the philosophical evaluation of particular religious doctrines. The texts may be taken from both historical and contemporary sources. *Prerequisites: PHIL-1750; or PHIL-2010 and PHIL-2310.* (PI)

**PHIL-4010****Ancient Philosophy (3) (D)**

Ancient philosophy encompasses Greek and Roman philosophical thought from about 600 BC to 300 AD. The Pre-Socratic thinkers, Socrates, Plato, Aristotle, the Stoics, the Epicureans, and

Plotinus are emphasized. *Prerequisites: PHIL-1750 or PHIL-2310.* (PI, WP)

#### **PHIL-4020**

##### **Medieval Philosophy (3) (D)**

Medieval philosophy encompasses Christian and Islamic philosophical thought from about 300 AD to 1500 AD. St. Augustine, Boethius, Pseudo-Dionysius, St. Anselm, Avicenna, Averroes, St. Thomas, Duns Scotus, and William of Occam are emphasized. *Prerequisites: PHIL-2010, and PHIL-1750 or PHIL-2310.* (PI, WP)

#### **PHIL-4030**

##### **Islamic Philosophy (3) (D)**

This is an introductory survey of the history of Islamic philosophy from its beginnings with the legacy of Greece, Alexandria, and the Orient down to the present day, with readings from primary sources focusing on two issues: metaphysics and political philosophy. *Prerequisites: PHIL-2010, and PHIL-1750 or PHIL-2310.* (PI)

#### **PHIL-4040**

##### **Early Modern Philosophy (3) (D)**

Early modern philosophy is a survey of seventeenth- and eighteenth-century philosophy. Detailed consideration is given to those philosophers and schools of thought that have strongly influenced contemporary thought and, in particular, to the conflict between the Rationalism of Descartes, Spinoza and Leibniz and the Empiricism of Bacon, Locke, Berkeley and Hume. The survey concludes with an introduction to the synthesis of Kant. *Prerequisite: PHIL-1750 or PHIL-2310.* (PI, WP)

#### **PHIL-4050**

##### **Modern Continental Philosophy (3) (D)**

This course begins with the Kantian synthesis and some of the major developments of and reactions to it (Hegel, Kierkegaard, Marx, and Nietzsche). It continues with a consideration of phenomenology, existentialism, and postmodernism and attempts to recover the philosophical tradition (Maritain and Strauss). *Prerequisite: PHIL-1750 or PHIL-2310.* (PI, WP)

#### **PHIL-4060**

##### **Modern Anglo-American Philosophy (3) (D))**

The course begins with the late 19th-century antecedents of Anglo-American Philosophy in the

realisms of Frege and Peirce and the idealism of Bradley. It continues with consideration of later American pragmatism as found in James, Dewey, and Rorty and logical atomism, logical positivism, emotivism, and naturalism as treated by analytic philosophers such as Russell, Wittgenstein, Moore, Carnap, Ayer, Quine, Rawls, or McIntyre. *Prerequisite: PHIL-1750 or PHIL-2310.* (PI, WP)

#### **PHIL-4410**

##### **Social Ethics (3) (I)**

Social ethics is concerned with human freedom and responsibility within a pluralistic society. Authority, freedom, subjectivism, and determinism, as well as some key ethical problems concerning man in relationship to society, are looked at in detail. On the level of the family, such problems as birth control, abortion, and divorce are addressed, while on the level of the wider society, such questions as problems within the corporate structure, and between the corporation and society, private property, the ethics of welfare, censorship, civil disobedience, punishment and respect for law are dealt with. *Prerequisites: PHIL-1750 or PHIL-2310, and PHIL-3250.*

#### **PHIL-4550**

##### **Advanced Logic (3) (I)**

This course deals with both demonstrative and dialectical logic, and is a systematic treatment of standard logical topics: argumentation, definition, and the elements that constitute them. It also takes up the subject matter of logic according to the classical tradition as well as contemporary schools. *Prerequisites: PHIL-2010, PHIL-1750, or PHIL-2310.*

#### **PHIL-4600**

##### **Advanced Philosophy of Nature (3) (I)**

This is a more advanced consideration of questions associated with the nature of matter, becoming, and causality, as well as with related questions concerning space, time, and the infinite, as well as the good, i.e., purpose, in nature. Chance is contrasted with contemporary indeterminism and the role of the former in nature, and some of the contemporary problems pertaining to the nature of motion, space and time are dealt with. The relationship of mathematics and modern science to the philosophy of nature is also taken up. *Prerequisites: PHIL-2010, and PHIL-1750 or PHIL-2310.*

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**PHIL-4800****Aesthetics (3) (I)**

Aesthetics deals with philosophical questions concerning the arts. Problems related to distinctions in the fine arts and their media, creation, expression and imitation in the fine arts, the relation of art to ethics, and beauty in nature and art are all dealt with. *Prerequisites: PHIL-1750 or PHIL-2310, and two courses in literature or the fine arts.* (PI)

**PHIL-4860****Philosophy of Law (3) (I)**

This course is concerned with the nature of law, including a comparison of descriptive and prescriptive law, an investigation of natural law both historically and systematically, and the relationship of natural law to human positive law, to constitutional law, to the “law of nations” and to custom. *Prerequisite: PHIL-1750 or PHIL-2310.* (PI, WP)

**PHIL-4900****Seminar (3) (D)**

This course is open to juniors and seniors only and is required of all philosophy majors taking the professional major. It may be taken more than once if the subject matter varies sufficiently. *Prerequisite: PHIL-1750 or PHIL-2310.*

**PHIL-4920****Senior Thesis (3) (D)**

Philosophy majors finishing up their junior year may choose to submit an application to write and publicly defend a senior philosophy thesis as one of their elective courses. While the department sees in the writing and defense of a thesis an extremely valuable “capstone” experience, students should note that the approval process is competitive, and that some applications may not be approved. Enrollment in the course will not go beyond the number of philosophy faculty able to direct a thesis in a given year. (WC)

**PHIL-4950, 4951****Directed Readings I, II (3, 3) (D)**

This course is open to philosophy majors only. This course may be taken more than once if the subject matter varies sufficiently.

**PHIL-COMP****Senior Comprehensive Examination (cr)**

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**Physics****PHYS-1100****Concepts in Physics (4) (B)**

This one-semester, algebra-based course covers a wide range of physics topics including Newtonian mechanics, thermodynamics, electricity and magnetism, optics, and modern physics. The conceptual and historical aspects of these topics are also discussed. There are three lecture sessions and one lab session per week. (NW, SM)

**PHYS-1200****Acoustics (4) (F)**

Acoustics is the study of the production, propagation, and perception of sound in its various forms (speech, music, noise, etc.). This course covers the fundamentals of acoustics and their application to music and other areas such as environmental sound and sound reproduction systems. It is recommended to music majors and others interested in sound. No formal background in music or college-level mathematics or science is required. There are three class meetings and a lab period each week. *Offered fall semester of odd years.* (NW, SM)

**PHYS-1300****Our Strange Universe (3) (F)**

Ideas such as time travel, black holes, and multiple universes may sound rather fantastic, but modern physics tells us that these may in fact be a reality in our world. This course aims to introduce non-science majors to the theories of special relativity, general relativity, and quantum mechanics that form the foundations of modern physics. Particular attention will be paid to the many surprising and counter-intuitive consequences of these theories. *Offered fall semester of even years.* (NW)

**PHYS-1400****Earth Science (3) (F)**

This course introduces the student to the fields of geology, oceanography, and meteorology and applies knowledge from these areas to environmental concerns. Topics interrelating these fields, such as air and water quality, and climatic effects of pollution are explored. (NW, SM)

**PHYS-1500****Physical Geography (4) (D)**

This course covers the major systems of the global physical environment, along with their distributions and dynamics. Major topics include

atmosphere and climate, earth structure and materials, landforms, fluvial and glacial systems, soils, and vegetation patterns. We will also discuss the interrelationships between these systems and their relevance to human activity. The laboratory exercises expose students to a variety of techniques used to study the atmosphere, hydrosphere, biosphere and lithosphere. (NW, SM)

### **PHYS-1600**

#### **The Origins of Major Theories in Science**

##### **(3) (S)**

The student will be introduced to major hypotheses in several different areas of natural science by reading original writings by the creators of these hypotheses. After examination of the original hypothesis in its original context and with its original implications, the student will examine the current status of this hypothesis as a central paradigm in our modern understanding of the natural world. Thus, the student will be exposed to central ideas in very different areas of our modern understanding of nature. *Offered spring semester of odd years.* (NW, SM)

### **PHYS-2000**

#### **College Physics I (3) (F)**

This is an algebra-based physics course designed for biology, biochemistry, and other majors that do not require a calculus-based class. Mechanics, including Newton's laws of motion, work and energy, collisions, rotational motion, gravitation, fluid mechanics, and the laws of thermodynamics will be studied. Three lecture/discussions and one two-hour lab a week. *Corequisite: PHYS-2001.* (NW, SM)

### **PHYS-2001**

#### **College Physics I Lab (1) (F)**

This is a weekly, two-hour companion lab for PHYS-2000. Experiments are coordinated with lecture topics. *Corequisite: PHYS-2000.* (NW)

### **PHYS-2010**

#### **College Physics II (3) (S)**

This is an algebra-based physics course designed for biology, biochemistry, and other majors that do not require a calculus-based class. Electrostatics, DC circuits, magnetic fields and forces, electromagnetism, waves, sound, and geometrical and physical optics will be studied. Three lecture/discussions and one two-hour lab a week. *Prerequisite: PHYS-2000 Corequisite: PHYS-2011.*

### **PHYS-2011**

#### **College Physics II Lab (1) (S)**

This is a weekly, two-hour companion lab for PHYS-2010. Experiments are coordinated with lecture topics. *Corequisite: PHYS-2010.*

### **PHYS-2100**

#### **Classical Physics I (3) (F)**

This is a calculus-based course designed for students in the sciences and engineering. Mechanics, including Newton's laws of motion, work and energy, collisions, rotational motion, gravitation, fluid mechanics, and the laws of thermodynamics will be discussed. Three lecture/discussions and one two-hour lab a week. *Corequisite: MATH-1300 and PHYS-2101.* (NW, SM)

### **PHYS-2101**

#### **Classical Physics I Lab (1) (F)**

This is a weekly, two-hour companion lab for PHYS-2100. Experiments are coordinated with lecture topics. *Corequisite: PHYS-2100.* (NW)

### **PHYS-2110**

#### **Classical Physics II (3) (S)**

This is a calculus-based course designed for students in the sciences and engineering. Electrostatics, DC circuits, magnetic fields and forces, electromagnetism, waves, sound, and geometrical and physical optics will be discussed. Three lecture/discussions and one two-hour lab a week. *Prerequisite: -PHYS-2100. Corequisite: PHYS-2111.* (NW, SM)

### **PHYS-2111**

#### **Classical Physics II Lab (1) (S)**

This is a weekly, two-hour companion lab for PHYS-2110. Experiments are coordinated with lecture topics. *Corequisite: PHYS-2110.* (NW)

### **PHYS-3100**

#### **Historical Readings in Natural Science (3) (D)**

Students will learn about major developments in our understanding of nature by reading works written by the people responsible for those developments. Following the method of a Great Books course, the class sessions will generally employ the Socratic Method, where questions are asked and discussion between the students and the instructor and among the students is guided by the instructor to help the students uncover the significance of

the readings. In addition, the students will be given insight into the scientific method and how major changes occur in science. *Prerequisite: Acceptance into the Honors Program.* (NW, SM, VC)

### **PHYS-3200**

#### **Relativity and Atomic Physics (3) (F)**

Einstein's postulates of Special Relativity, including relativistic mechanics and relativistic electromagnetism, will be treated analytically. Discussion of general relativistic theories will be presented. Modern physics concepts including wave/particle dualism, atomic theory, introductory quantum mechanics, and the hydrogen atom will be discussed. *Prerequisite: PHYS-2110.*

### **PHYS-3201**

#### **Modern Physics Laboratory (1) (F)**

A series of lectures on the treatment of experimental uncertainties will be alternated with experiments illustrating many important concepts in modern physics, such as measuring  $e/m$  of the electron, measuring the speed of light, the photoelectric effect, the Millikan oil drop experiment, and x-ray spectroscopy. *Corequisite: PHYS-3200.*

### **PHYS-3210**

#### **Nuclear and Elementary Particle Physics (2) (S)**

Radiation, nuclear decay processes, fission, fusion, particle accelerators and detectors will be treated. Elementary particle theory, including quark and gauge theories will be discussed. *Prerequisite: PHYS-3200.*

### **PHYS-3211**

#### **Modern Physics Laboratory II (1) (S)**

Lectures on the treatment of data will continue and alternate with experiments in radioactivity, gamma ray spectroscopy, nuclear physics, and condensed matter physics. *Corequisite: PHYS-3210.*

### **PHYS-3500**

#### **Electronics (4) (S)**

This is an experimentally-oriented course that explores the theoretical and applied aspects of electronic circuit components and circuits, digital electronics, integrated circuits, and electrical machines with some treatment of microcomputer interfacing techniques needed in laboratory data acquisition and management. *Prerequisite: PHYS-2110.*

### **PHYS-4100**

#### **Mechanics I (3) (F)**

Newtonian mechanics will be studied, emphasizing physical concepts and mathematical techniques essential for most other advanced physics courses. Topics covered include motion of particles in one, two, and three dimensions, vector algebra, mathematical methods, and motion of systems of particles. *Offered fall semester of even years. Prerequisites: PHYS-2110 and MATH-3100.*

### **PHYS-4110**

#### **Mechanics II (3) (S)**

A continuation of PHYS-4100, treating motion of rigid bodies, gravitation, moving coordinate systems, the vibrating string problem, fluid mechanics, Lagrange's and Hamilton's methods, and tensor algebra. *Offered spring semester of odd years. Prerequisite: PHYS-4100.*

### **PHYS-4200**

#### **Mathematical Methods for Physics (3) (F)**

Basic mathematical topics and techniques used in the study of physics are examined. This includes topics such as infinite series, complex analysis, matrices, tensor analysis, the calculus of variations, recursion relations, Legendre polynomials, and Bessel functions. *Offered fall semester of even years. Prerequisites: PHYS-2110 and MATH-1350.*

### **PHYS-4300**

#### **Optics (3) (S)**

This course continues the study of the principles of geometrical and physical optics. Topics of discussion include the laws of reflection and refraction, paraxial theory, polarization, interference, diffraction, fiber optics, and lasers and holography. *Offered spring semester of odd years. Prerequisites: PHYS-2110 and MATH-1350.*

### **PHYS-4301**

#### **Optics Laboratory (1) (S)**

Experiments exploring the phenomena of geometrical optics, polarization, diffraction, and interference will be performed to supplement the material covered in PHYS-4300. The experiments will use equipment such as the laser, spectroscope, charge coupled device (CCD), photodiode array, high-resolution spectrometer, fiber optics, and computer modeling. *Offered spring semester of odd years. Corequisite: PHYS-4300.*

### **PHYS-4400**

#### **Thermodynamics (3) (F)**

This course is an introduction to thermodynamics and its applications. Topics include temperature, heat, work, the three fundamental laws of thermodynamics, and an introduction to statistical mechanics. Applications pertinent to both physics and engineering majors will be covered, including gas laws, heat engines, and chemical equilibria. *Offered fall semester of odd years. Prerequisites: PHYS-2110, MATH-2300, and CHEM-1210.*

### **PHYS-4457**

#### **Methods for Teaching Secondary Physics (3) (D)**

This course acquaints the student with special techniques, current technologies, teaching strategies, and devices for teaching the natural sciences and evaluating student progress in the classroom and laboratory; the planning and presentation of laboratory work and material; the use and maintenance of equipment; the integration of concepts in physics, life sciences, earth science, engineering, and technology; and the selection and purchase of laboratory supplies. Some consideration will be given to the journals, handbooks, and other technical literature useful in teaching science in support of future educators becoming part of the science education community. *Prerequisites: EDUC-3357 and EDUC-3358.*

### **PHYS-4600**

#### **Electricity and Magnetism I (3) (F)**

The physical and mathematical concepts underlying our understanding of electrostatic fields are developed. Topics covered include a review of vector calculus, the electrostatic field in a vacuum and in dielectric media, and energy and force relationships for the electrostatic field. An extensive investigation of methods of solution of the Laplace and Poisson equations is also made. *Offered fall semester of odd years. Prerequisites: PHYS-2110 and MATH-3100.*

### **PHYS-4610**

#### **Electricity and Magnetism II (3) (S)**

As a continuation of PHYS-4600, this course develops the mathematical and physical concepts of magnetostatic fields, which, when joined with those of electrostatics, lead to Maxwell's equations. This course also serves as an introduction to theories of wave propagation in free space and conducting media, and radiation (electrodynamics). *Offered spring semester of even years. Prerequisite: PHYS-4600.*

### **PHYS-4620**

#### **Plasma Physics (3) (S)**

This course is an introduction to the physics of the plasma state, including discussions of the magnetohydrodynamic (MHD) equations, MHD waves and stability, plasma confinement and fusion, cold plasma theory, and the kinetic theory of plasmas. *Offered spring semester of even years. Corequisite: PHYS-4610.*

### **PHYS-4700**

#### **Condensed Matter Physics (3) (S)**

Crystal structure, the reciprocal lattice, thermal and electrical properties of metals and insulators, optical properties, semiconductor theory, and superconductivity will be discussed. *Offered spring semester of even years. Prerequisite: PHYS-3200.*

### **PHYS-4800**

#### **Quantum Mechanics (3) (F)**

This course is a general introduction to quantum mechanics. Topics discussed include wave-particle duality, Schrödinger's equation, the square well, potential barriers, the harmonic oscillator, parity, angular momentum and spin, hydrogenic atoms, and approximation techniques. *Prerequisite/corequisite: PHYS-4100.*

### **PHYS-4900, 4901, 4902, 4903**

#### **Physics Colloquium (cr) (B)**

Monthly meetings at which recent developments in physics will be presented by the staff, students, and guest lecturers. Required of all junior and senior physics and astronomy majors.

### **PHYS-COMP**

#### **Senior Comprehensive Exam (cr)**

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## **Political Science**

### **POLS-1000**

#### **Introduction to American Government (3) (B)**

This course is an introduction to the American system that emphasizes: the Constitution, federalism, political socialization, political parties and interest groups, and the balance of the three branches of government. Included is a survey of state and local government issues as well as the fundamentals of financing American government. The course highlights the processes of civic education and of electoral consent. (PC)

**POLS-1500****American 20th Century Political History (3) (B)**

This course examines the history, politics, culture, and economics of The American Century. Students will explore events and personalities through contemporaneous newspaper and broadcast media stories, as well as modern scholarly references. The course seeks to answer these questions: Why did these events occur; who or what caused them; what harm or benefits resulted and how have these lessons given America the wisdom to choose better in the 21st century? (HI, PC)

**POLS-1750****Leadership Matters (3) (D)**

This course introduces the theories and practices of leadership in organizations of all types. Students will complete a self-appraisal of their own dispositions and skills to lead. Readings and case studies illustrate classic and contemporary approaches to leadership from varied domains, including business, Hollywood, military, political, social, and sports. Major emphasis is on the connection between leaders and followers, especially how leaders influence others by providing purpose, motivation, and direction while working to accomplish a mission and improve the organization. The major course goal is to enable students to become better, more effective, and self-aware leaders. (PC, OC, WC)

**POLS-2010****Comparative World Government & Politics (3) (F)**

This course examines the processes by which the politics and cultures of states affect the organization of their governments. It emphasizes comparisons and contrasts between politically and economically stable, industrialized nations, and those developing nations with unstable economies and often autocratic regimes. (PC, GP)

**POLS-2500****Research Methods (4) (S)**

This course is an intensive offering that combines research and analytical skills for use in political science. The course includes research design, hypothesis testing, data collection and analysis, quantitative and qualitative methods, and practical applications of these concepts. (SM, WC)

**POLS-2750****Public Policy Analysis (3) (S)**

This course introduces the concepts and techniques of identifying, specifying and implementing public policy strategies designed to remedy contemporary American problems for which government action is the presume, preferred solution. Case studies and problems will include applications at the local, state, and federal levels. (WC)

**POLS-3010****European Politics (3) (S)**

This course provides a critical and analytical evaluation of the political systems within the European Union. The course examines the dynamics of the electoral processes within those countries and the ability of those governments to provide coherent and effective policies. It will also scrutinize the pattern of military and other economic alliances of which European nations are a part.

**POLS-3250****The American Presidency (3) (S)**

This course examines contemporary theories of the President as policy-maker, internationalist and political figure. An historic survey of trends within presidential studies provides context for a review of the recent scholarly literature. The course provides an overview of the electoral processes by which presidents are elected and persist through the maintenance of public opinion and alliances with the Congress. (PC)

**POLS-3500****The American Congress (3) (S)**

This course begins with an historic review of the Congress, its methods and its dynamics, arising from its Constitutionally-mandated duties. The Congress is examined as the most politically sensitive branch of government and the one presumed to be most responsive to public opinion. Special attention is devoted to the very active period since 1945 during which much legislation, oversight, and reform occurred. The course also explores inter-relationships among members of Congress and its own leaders, the President, interest groups, federal agencies, political parties and the judiciary.

**POLS-3700****Film and Politics (4) (F)**

This course examines how films tell political stories, frame political issues, and advocate political outcomes. There are two major questions this course will address: How fairly have films told the



stories they depict and what effects have these films had on politics? A major component of the course will be an examination of film as a communications medium, including techniques, aesthetics, originality, artistry, and economics. The other essential component is the political dimension of the messages that films convey, including trends in issue advocacy and characterizations of American institutions, such as the Congress and the Presidency. (PC, VC, WC)

### **POLS-3750**

#### **American Constitutional Development (3) (S)**

This course begins with a study of the background and the principles of the American constitutional system. Particular attention is paid to the development of the Constitution and its historical antecedents, as well as the evolutionary interpretation of its meaning by the U.S. Supreme Court. Landmark cases illustrate the gradual rise in prominence of the Supreme Court and its present status as a co-equal branch of the American government. (HI, PC)

### **POLS-3760**

#### **Fundamental Freedoms: The First Amendment (3) (S)**

This course provides an analysis of the Supreme Court's interpretation of the religion, speech, press, and association clauses of the First Amendment. The course considers both historical development of legal doctrine in these areas and contemporary issues and the application of doctrine. The course aims to provide a substantive body of knowledge, including the capacity for students to analyze legal arguments and evaluate contemporary issues.

### **POLS-3765**

#### **Civil Rights: The Fourteenth Amendment (3) (S)**

This course provides an analysis of the Supreme Court's interpretation of privileges or immunities, due process, and equal protection clauses of the Fourteenth Amendment. The course considers both historical development of legal doctrine in these areas and contemporary issues and the application of doctrine. The course aims to provide a substantive body of knowledge, including the capacity for students to analyze legal arguments and evaluate contemporary issues.

### **POLS-3800**

#### **Development of Political Thought (3) (F)**

This course traces the growth of fundamental concepts that underlie all forms of government, such as justice, authority, freedom, liberty, and the duties of citizens. The course includes a survey of ancient and contemporary authors whose work arises from both religious and the secular traditions. Political philosophy and ideology provide the context within which students will analyze modern forms of government. (PC, PI)

### **POLS-3850**

#### **American Political Thought (3) (D)**

This course presents a chance to study the major themes of American political thought throughout our history, focusing on the Founding and Lincoln's rededication of the country to those founding principles. The texts read are the foundational texts for the American government. In the second half of the semester, students read texts from the third great challenge to the principles articulated in the American founding—the Progressive Movement, which held that Americans had outgrown the Constitution and limited government. Students will see a consistency between contemporary debates and those at the Founding. (PC, PI)

### **POLS-3900**

#### **Applied Politics (3) (D)**

This course provides credit for a supervised, structured experience within the political arena. It may take the form of involvement in campaigns, elections or some aspect of party politics or of advocacy work within an interest group. A written report must be filed with the department relating to the student's experience. This course is open to majors and only with advance permission of the department chair.

### **POLS-4010**

#### **International Relations (3) (S)**

This course provides a contemporary view of the political and economic dynamic that characterizes the growing global community. A special emphasis is set on the effects of regional alliances, such as the European Union and the broader impact that these alliances create. The course surveys the effects of civil wars, nationalistic movements and economic disparity as predictive of governmental stability and consequent international imperatives. (PC, GP)

**POLS-4500****Interest Group Politics (3) (D)**

This course explores the structure and roles that interest groups serve in the American political system. Varied groups are scrutinized, including their origins, funding systems and methods for developing and advocating a public policy agenda. Special emphasis is placed on the often competitive and occasionally collaborative relationships these groups sustain with the Congress, judiciary, President, administrative agencies and state governments.

**POLS-4550****Political Parties and Elections (3) (F)**

This course presents the outstanding features of the American party system with particular attention directed toward the organization and functions of American political parties. Consideration is given to the formation of public opinion and of selected problems in the composition of the American electorate as well as the federal and state laws that govern elections and campaigns.

**POLS-4600****Public Administration (3) (S)**

This course aims at contributing to an understanding of American institutions through a study of the structure, mission and management of federal, state and local bureaucracies. Special emphasis is placed on budgeting and program functions as well as evaluation methods. The course focuses on central program areas such as human services, capital projects and public safety. A necessary feature will be a survey of government revenue sources and their historic and long-term sufficiency. (OC, PC)

**POLS-4700****Policy Implementation in State and Local Governments (3) (S)**

This course offers an effective understanding of the role of these principal American governmental institutions. The focus of this course will be an examination of the effectiveness of these units in providing their traditional services, such as education, police protection and other human services. Special consideration will be given to inter-governmental relationships, especially when states are required or expected to manage programs that had been shifted from federal jurisdiction. The course offers a significant examination of budgeting, both revenue and expenses, in governmental units throughout the federal system.

**POLS-4800****Directed and Honors Research (1-3) (D)**

This course provides honors or research-oriented students to pursue specialized topics with supervision and collaboration of a member of the department faculty. Topics may be multi-disciplinary or of unusual complexity and will require a major work product. This course is open to majors, with consent of the department chair.

**POLS-4950****Capstone Senior Seminar (3) (F)**

This course is required of all political science majors and restricted to those with senior standing. The course operates as a comprehensive review of all coursework and it features a major research project.

**POLS-COMP****Senior Comprehensive Exam (cr)****Psychology****PSYC-1000****General Psychology (3) (B)**

General Psychology provides an introduction to the scientific study of behavior and mental processes. The course introduces students to fundamental principles in neuroscience, perception, cognition, learning, memory, motivation, personality, abnormality, and social psychology. The surveyed principles prepare students to think and reflect critically about people. (PC)

**PSYC-2503****Lifespan Development (3) (B)**

This course examines the basic physiological, cognitive, and psychosocial mechanisms that drive development from conception through old age. Specific focus will be given to variables that impact development both positively and negatively, how factors mutually influence one another, and how helping professionals (e.g., nurses, doctors, psychologists, social workers, educators, youth workers, youth ministers, etc.) might apply this information effectively in their career practice. This course is intended primarily to meet the requirements for the nursing major. Students majoring in psychology are expected to take PSYC-2631 and/or PSYC-2641. *Prerequisite: PSYC-1000. Students who take PSYC-2503 may not also take PSYC-2631*

and/or PSYC-2641. Likewise, students who have taken PSYC-2631 and/or PSYC-2641 may not also take PSYC-2503.

### **PSYC-2631**

#### **Developmental Psychology I: Prenatal Through Childhood (3) (F, even years)**

Developmental Psychology I is a survey of the principles of human development from conception to late childhood. Development is viewed holistically by integrating physiological, psychological, linguistic, and social-emotional aspects of development. Topics include the effects of teratogens on the developing child, cognitive and language development, temperament and attachment, and gender development. *Prerequisite: PSYC-1000. Students who take PSYC-2503 may not also take PSYC-2631 and/or PSYC-2641. Likewise, students who have taken PSYC-2631 and/or PSYC-2641 may not also take PSYC-2503.*

### **PSYC-2641**

#### **Developmental Psychology II: Adolescence Through Old Age (3) (F, odd years)**

Developmental Psychology II is a survey of the principles of human development from pubescence to senescence. Development is viewed holistically by integrating physiological, psychological, and social-emotional aspects of development. Topics covered include pubertal development, adult attachment, family and interpersonal relationships, the biological and social-emotional aspects of aging, and death and dying in contemporary society. *Prerequisite: PSYC-1000. Students who take PSYC-2503 may not also take PSYC-2631 and/or PSYC-2641. Likewise, students who have taken PSYC-2631 and/or PSYC-2641 may not also take PSYC-2503.*

### **PSYC-2731**

#### **Theories of Personality (3) (F)**

This course provides in-depth coverage of the most prominent classic and modern psychological theories of personality. This entails an examination of the historical context in which the theory was developed, the components of the theory, and modern applications and research findings. Discussion of the trait perspective includes particular emphasis on psychometric properties of personality measures. *Prerequisite: PSYC-1000. (WC)*

### **PSYC-2852**

#### **Health Psychology (3) (S)**

Health Psychology is concerned with all aspects of health and illness across the lifespan, including health promotion and maintenance; prevention and treatment of illness; origins and correlates of health, illness, and dysfunction; and the healthcare system and health policy. Students will explore the full gamut of issues addressed by the health psychology profession, including topics such as coping with stress and pain, living with chronic illness, psychological factors affecting medical treatment, resilience and thriving, and the role of the health psychologist in the health care system. *Prerequisite: PSYC-1000 or SOCI-1000.*

### **PSYC-2900**

#### **Research Methods (3) (S)**

Research Methods offers a survey of psychological research methods and fosters the development of scientific thinking and writing skills. The course emphasizes understanding and doing correlational and experimental research. Integrated with these activities are statistical thinking skills for analyzing data and writing skills for reporting research results based on the *Publication Manual of the American Psychological Association*. Throughout the course, students are actively involved in designing and conducting research. *Prerequisite: PSYC-1000. (SM, WC)*

### **PSYC-3152**

#### **Tests and Measurement (3) (S)**

Tests and Measurement provides an introduction to the methods and materials of psychological assessment. The course covers a broad range of assessments, including personality, intelligence, achievement, psychopathology, and others. Students will have academic and applied experiences including completing various assessments and learning the fundamentals of assessment construction. Emphasis will be placed on empirical and statistical processes in assessment design, and current issues in assessment including multiculturalism, projective testing, and Internet applications. Students will also develop and validate an original assessment instrument through integrated laboratory experiences. *Prerequisites: PSYC-1000 and MATH-1220.*

### **PSYC-3500**

#### **Research Seminar (3) (B)**

In Research Seminar faculty and small groups of students discuss primary sources, develop original

hypotheses, and design research to test predictions. Seminar participants develop the materials for testing the predictions, obtain IRB approval before enacting the research plan, collect data by testing human research participants, analyze statistically the data, and submit a final APA style research report. The seminar experience encourages research teams to prepare their research reports for presentation or publication. Research Seminar is strongly recommended for students who plan to pursue post-graduate education. *Prerequisites: MATH-1220, PSYC-2900, and permission of instructor.*

### **PSYC-3710**

#### **Learning and Cognition (3) (S)**

Learning and Cognition is a survey of classical, instrumental, and cognitive learning principles and research. The course offers an analysis of the role of contiguity, contingency, practice, reinforcement, expectancy, and context in behavioral and cognitive models of learning. Observational learning principles, rule-governed behavior, and comparative cognition are also discussed. *Prerequisites: MATH-1220 and PSYC-2900.*

### **PSYC-3801**

#### **Cultural Psychology (3) (S)**

This course introduces students to central issues in the fields of cultural psychology and psychological anthropology. It will review theoretical approaches, current controversies, methodological contributions and empirical work, with a goal to cultivate an in-depth understanding of how human behavior unfolds in dynamic cultural contexts. Students will have opportunities to discuss their own cultural experiences and how these experiences have shaped their lives. *Prerequisite: PSYC-1000.*

### **PSYC-3901**

#### **Abnormal Psychology (3) (S)**

This course provides a comprehensive review of abnormal behavior and mental disorders, explored from a psychological science perspective, addressing the historical, theoretical, conceptual, and empirical developments in the field. Major clinical syndromes, diagnostic and assessment issues, causal factors, and treatment approaches are discussed. Special emphasis is placed on social and cultural issues relevant to mental illness, as well as the history of diagnosis and treatment of persons with mental illness. *Prerequisites: PSYC-1000 and at least sophomore standing; PSYC-2731 is recommended.*

### **PSYC-4012**

#### **Introduction to Counseling Psychology (3)**

**(F)**

This course introduces students to the counseling professions. Students will acquire basic counseling skills, explore contemporary issues in the field, acquire understanding of several major models of psychotherapy and the empirical findings supporting them, learn about basic assessment methods and their roles in the diagnostic and counseling processes, review the APA Ethical Code, and discuss the ethical issues specific to counseling. *Prerequisites: PSYC-1000, plus either PSYC-2731 or PSYC-3901; at least junior standing, or permission of instructor.*

### **PSYC-4050**

#### **Biopsychology (3) (F)**

Biopsychology surveys the anatomical and the physiological correlates of perception, motivation, and behavior. Topics covered include neuroanatomy, neurophysiology, and the physiology of complex integrative systems (e.g., memory). The course emphasizes neurodevelopment, psychopharmacology, neuropathology, perception, learning, eating, sexuality, and memory. *Prerequisites: MATH-1220, PSYC-2900; BIOL-1107 is recommended. (NW)*

### **PSYC-4151**

#### **Psychology of Human Emotion (3) (D)**

Psychology of Human Emotion is intended to provide a broad interdisciplinary exploration of the experience and diversity of human emotion. It is the goal of the course to provide students with a heightened awareness and appreciation of the unique and important role that emotions play in human functioning, as well as developing a rich understanding of the biological, psychological, interpersonal, and cultural factors that contribute to the experience and expression of human emotions. The understanding and interpretation of relevant empirical science is emphasized in lecture and course assignments. *Prerequisites: At least junior standing, PSYC-1000, PSYC-2900, and MATH-1220.*

### **PSYC-4201**

#### **Psychology of Gender (3) (D)**

This course will introduce students to empirical research and theoretical approaches to understanding gender, especially as it relates to culture, opportunity, relationships, and health. Students will examine their own beliefs and expectations within their own and others' cultures regarding gender

roles, and the implications for individual males and females. *Prerequisite: At least junior standing.*

### **PSYC-4502**

#### **Psychology and the Law (3) (D)**

Psychology and the Law takes an in-depth look at many aspects of both the criminal and civil systems of justice in the United States. The perspective is that of the psychologist, focusing on the individual's role and responses within those systems. Areas of focus include, but are not limited to, a study of the psychology and socialization of police officers; identification of criminal suspects; jury decision-making; competence and insanity, and sentencing decisions. *Prerequisite: At least junior standing.*

### **PSYC-4820**

#### **Social Psychology (3) (S)**

This course provides an examination of social-psychological phenomena including the social self, perceptions of others, stereotyping and prejudice, conformity and obedience, group processes, prosocial and antisocial behavior, and persuasion. Emphasis is placed on empirical research findings and the application of social-psychological principles to students' lives, as well as to farther-reaching events. *Prerequisite: PSYC-1000 or SOCI-1000 and at least junior standing.*

### **PSYC-4850**

#### **Psychology Service Experience (3) (F)**

This course allows the student an immersion experience working in an area of applied psychology. Students spend at least three hours per week on site. Class meetings are dedicated to reflection on service experiences, as well as exploration of issues relevant to applied work, including social class, stigma, and professional stamina among service providers. Class meetings are highly participatory and students are required to make several oral presentations throughout the semester. *Prerequisites: Students must have declared the major in psychology and have at least junior standing.* (VC, OC)

### **PSYC-4910**

#### **History of Psychology (3)(S)**

History of Psychology provides a summary of the physiological and philosophical roots of scientific psychology, and a detailed study of psychology's history from Wundt through the cognitive revolution. Class discussions focus on primary source readings from and about the history of the discipline. *Prerequisites: Senior standing or permission of instructor.* (WP)

### **PSYC-4975**

#### **Directed Readings (1-3) (D)**

This course involves readings and discussion of classic or contemporary studies on designated topics. *Prerequisite: Permission of instructor.*

### **PSYC-4990**

#### **Independent Research (1-3) (D)**

This course provides individual supervision in planning, conducting, and communicating psychological research.

### **PSYC-COMP**

#### **Senior Comprehensive Exam (cr)**

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## **Sociology**

### **SOCI-1000**

#### **Introduction to Sociology (3) (B)**

This course is designed to introduce students to the discipline of sociology. Classical and contemporary theories will be introduced as a means of understanding social phenomena. Applications and examples will be drawn from various sub-disciplines such as culture, deviance, religion, and identity construction. (PC)

### **SOCI-2250**

#### **Social Problems (3) (D)**

This course provides an examination of selected social problems. Topics include poverty, hunger, economic inequalities, social development, and health.

### **SOCI-2300**

#### **World Regional Geography (3) (B)**

This course focuses on the ideas, concepts, and models of regional geography as related to the study of the major realms and regions of the world. (PC, NW, GP)

### **SOCI-2350**

#### **Sociology of Culture (3) (D)**

Using functional analysis, students will explore a variety of cultures and discuss what creates similarities and differences between cultures in components such as food production and consumption, relationship strategies, social control, religious practices and worldviews. *Suggested prerequisite: SOCI-1000.* (PC, GP)

## **SOCI-3105**

### **Sociological Theory (3) (S)**

This course offers an introduction to classical and contemporary sociological theory. Emphasis is placed on the foundational theorists (Marx, Durkheim, and Weber) and their works, how their work was shaped by the social context in which they were produced, how their work connects with broader development in social and economic thought in the nineteenth and early twentieth century, and how they influence sociological theory today. *Prerequisite: SOCI-1000.* (WP)

## **SOCI-3155**

### **Research Design for Sociology and Criminology (3) (F)**

This course presents a general overview of the methods and procedures of research design in sociology and criminology. *Prerequisite: SOCI-1000 or CRIM-1000.* (SM)

## **SOCI-3165**

### **Data Analysis and Visualization (3) (S)**

This course presents a general overview of the methods and procedures of data analysis and visualization in the social sciences using software packages such as R. Coverage includes graphical displays of data, bivariate and multivariate techniques, and nonlinear methods. *Prerequisites: MATH-1220 and SOCI-3155.* (VC)

## **SOCI-3205**

### **Marriage and the Family (3) (S)**

This course investigates the institutions of marriage and family using sociological and anthropological approaches. *Suggested prerequisite: SOCI-1000.*

## **SOCI-3225**

### **Complex Organizations (3) (D)**

This course is the study of organizations and their relationships to society. Topics will include: organization goals, environments, technologies, people, work design, decision making, control, structure, climate, and effectiveness. *Suggested prerequisite: SOCI-1000.*

## **SOCI-3245**

### **Religion in Culture and Society (3) (D)**

An investigation of religious phenomena from cultural and sociological perspectives. Examines the nature and functions of belief systems cross-culturally, and the interrelatedness of religion with various other sectors of culture and society. *Suggested prerequisite: SOCI-1000.*

## **SOCI-3250**

### **Sociology of Race and Ethnic Relations (3) (F)**

This course analyzes race and ethnicity using historical, sociological, and anthropological approaches. The causes, impacts, and theories of racism and ethnic identity construction will be explored. *Suggested prerequisite: SOCI-1000.*

## **SOCI-3270**

### **Social Stratification (3) (D)**

Stratification systems as they have developed in complex societies. Consequences of structural inequality with an emphasis on power, property, and prestige. *Suggested prerequisite: SOCI-1000.*

## **SOCI-3305**

### **Population and Society (3) (D)**

This course is the study of the role of fertility, mortality, migration, and population characteristics that determine world population growth with special emphasis on the United States. *Suggested prerequisite: SOCI-1000.* (GP)

## **SOCI-4155**

### **Applied Sociology (3) (D)**

Applications to careers in relevant areas (Clinical Sociology, Criminal Justice, Business, Education, Social Welfare, Government, Public Administration, Medicine and Health, Mediation and Conflict Resolution, and Aging) are explored in terms of job descriptions, preparation, and the job-seeking process (interests, résumés, interviews, etc.). *Suggested prerequisite: SOCI-3165.*

## **SOCI-4175**

### **Seminar in Social Research (3) (D)**

This course will provide students in the social sciences the opportunity to conduct original research in their chosen field of study. *Suggested prerequisite: SOCI-3165.* (SM)

## **SOCI-4305**

### **Cities and Social Change (3) (D)**

This course explores the development of the city as a complex form of the human community. History and growth of urbanism in industrial societies and developing nations is studied as is urban change and the problem of planning. *Suggested prerequisite: SOCI-1000.*

## **SOCI-COMP**

### **Senior Comprehensive Exam (cr)**

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## Social Science

### SOSC-4457

#### Methods for Teaching Social Science in Secondary Schools (2) (D)

The course will acquaint the student with the specific literature and methods of the social sciences. Methods used in the teaching of the various social sciences—questioning techniques, problem solving, use of case studies and opinionnaires, inquiry skills, oral history projects, simulation games, evaluation procedures, etc.—will form an integral part of the course.

### SOSC-COMP

#### Senior Comprehensive Exam (cr)

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## Spanish

### SPAN-1000

#### Beginning Spanish (4) (B)

This first-semester course of the beginning Spanish sequence teaches listening, reading, speaking, and writing within a communicative, task-based approach. In this hybrid course, learners individually prepare and practice material with online and individual activities outside of class, while class time is devoted to applying material in class, small group, pair, and individual activities in the target language. (C)

### SPAN-1020

#### Second Semester Spanish (4)

This second-semester course of the beginning Spanish sequence teaches listening, reading, speaking, and writing within a communicative, task-based approach. In this hybrid course, learners individually prepare and practice material with online and individual activities outside of class, while class time is devoted to applying material in class, small group, pair, and individual activities in the target language. By the end of this course, learners should have achieved Novice-High / Intermediate-Low proficiency. (C)

### SPAN-2010

#### Intermediate Spanish I (4)

This is an intensive hybrid course designed to sharpen skills in reading, writing, speaking, and comprehending Spanish, and to heighten awareness and understanding of Hispanic cultures. The

course reviews and puts into practice the knowledge gained in SPAN-1010 and SPAN-1020. *Prerequisite: SPAN-1020 or placement.*

### SPAN-2020

#### Intermediate Spanish II (3)

This second-semester course of the intermediate Spanish sequence teaches listening, reading, speaking, and writing within a communicative task-based approach. In this course, learners individually prepare and practice material online and out of class, while class time is devoted to applying the material in individual and small-group activities in the target language. *Prerequisite: SPAN-2010 or placement.*

### SPAN-3010

#### Spanish Phonetics and Phonology (3) (S)

This course offers a comprehensive review of the pronunciation of standard Spanish. The fundamental principles of phonetic analysis are introduced. Major attention is devoted to practice with corrective exercises. *Prerequisite: SPAN-2020 or placement.*

### SPAN-3020

#### Business Spanish (3) (S)

This course is designed to enable the student to effectively manage the fundamentals of business terminology in Spanish. This course teaches listening, reading, speaking, and writing within a communicative, task-based approach. *Prerequisite: SPAN-2020 or placement.*

### SPAN-3040

#### Introduction to Hispanic Literature and Literary Analysis (3) (B)

This course presents an introduction to the literature of Spain and Latin America, emphasizing primary genres and major literary periods through extensive reading. It provides basic literary concepts, terminology, and techniques for literary analysis as well as opportunities for the learner to develop Spanish proficiency through class, pair and small-group discussion, and written communication. *Prerequisites: SPAN-2020 or placement.* (AE, WP, WC)

### SPAN-3400

#### Introduction to Hispanic Linguistics (3) (F)

Students will explore the scientific study of language, with specific reference to Spanish. Students will become familiar with the basics of several key areas of language study including the formation

and organization of sounds, words, and sentences; social and contextual variation; and language change. *Prerequisite: SPAN-2020 or placement.* (WC)

### **SPAN-3500**

#### **Study Abroad: Immersion in Spanish (1–12) (D)**

Students enroll in one of our approved study abroad programs where they are placed in the appropriate level of intensive language courses (normally 20–23 hours of contact per week), which include the study of grammar, pronunciation, vocabulary, conversation, and contemporary civilization in Spain or Mexico. This experience allows students to increase their proficiency in Spanish and gain insight into the culture. (GP)

### **SPAN-3650**

#### **Survey of Latin American Literature (3) (F)**

This survey course covers the major movements and authors of Latin American literature of all periods and provides opportunities for the learner to develop Spanish proficiency through class, pair and small-group discussion, and written communication. Students study, analyze, and apply the major genres (poetry, narrative, essay, theater) through extensive reading and by discussing and analyzing the most important literary works. *Prerequisite: SPAN-3040.* (AE)

### **SPAN-3660**

#### **Survey of Spanish Literature (3) (F)**

This survey course covers the major movements and authors of Peninsular Spanish literature of all periods and provides opportunities for the learner to develop Spanish proficiency through class, pair and small-group discussion, and written communication. Students study, analyze, and apply the major genres (poetry, narrative, essay, theater) through extensive reading and by discussing and analyzing the most important literary works. *Prerequisite: SPAN-3040.* (AE)

### **SPAN-3710**

#### **Spanish Civilization and Culture (3) (F)**

This course familiarizes students with the history, civilization, culture, and identity of Spain through extensive reading, study and application of a variety of written and multimedia sources. It provides opportunities for the learner to develop Spanish proficiency through class, pair and small-group discussion, and written communication as students analyze and apply course content. *Prerequisite: SPAN-2010 or placement.* (HI, VC)

### **SPAN-3720**

#### **Latin American Civilization and Culture (3) (F)**

This course familiarizes students with the history, civilization, culture, and identity of Latin America from pre-Colombian times to present day through extensive reading, study and application of a variety of written and multimedia sources. It provides opportunities for the learner to develop Spanish proficiency through class, pair and small-group discussion, and written communication as students analyze and apply course content. *Prerequisite: SPAN-2010 or placement.* (HI, VC)

### **SPAN-3750**

#### **Advanced Spanish Grammar and Composition (3) (F)**

This course is intended to improve students' writing proficiency in Spanish in a variety of formats, including essays, book and film reviews, cover letters, expressing opinions. This course combines lecture, discussion, directed practice and workshop teaching methods. *Prerequisite: SPAN-2020 or placement.*

### **SPAN-3800/3801/3802/3803/3804/3805**

#### **Developing Spanish Oral Proficiency 1–6 (1 ea) (B)**

This course is designed to develop and sustain oral proficiency with the goal of broadening students' conversational skills and preparing them to meet the advanced proficiency requirement for majors. Hours do not count toward major or minor. *Prerequisite: SPAN-2020 or placement.*

### **SPAN-4010**

#### **Spanish Mystics (3) (D)**

The purpose of this course is to read and discuss the writings of some key Spanish Mystical writers, those who, in the 16th and 17th centuries, tried to express in their native Spanish their own deep experience of communion with Christ. The course focuses on the mystical aspects of the texts and also on stylistic elements of the Spanish high baroque, which are present in formal Spanish to this day. *Prerequisite: SPAN-2020 or placement.*

### **SPAN-4700**

#### **Selected Topics in Latin American Literature (3) (S)**

This course presents students with a variety of current topics in Latin American literature through extensive reading, study, and application of a variety of written and multimedia sources. It provides



opportunities for the learner to develop Spanish proficiency through class, pair and small-group discussion, and written communication. The content of the course will vary in theme, genre, and period, and may include canonical and non-canonical Latin American literature or cultural productions. *Prerequisite: SPAN-3040.*

#### **SPAN-4710, 4720**

##### **Directed Readings (1–3) (D)**

Independent study designed to broaden and integrate the particular student's comprehension of Hispanic literature and culture and make up for any deficiencies of a student's background in the area. Only for majors in the discipline. *Prerequisite: Available only to Spanish, Foreign Language, or International Studies or International Business majors or minors.*

#### **SPAN-4800**

##### **Select Topics in Spanish Literature (3) (S)**

This course presents a variety of topics in Peninsular Spanish literature. The content of the course will vary in theme, genre and period, and may include canonical and non-canonical Spanish literature. *Prerequisite: SPAN-3040.*

#### **SPAN-4810**

##### **Select Topics in Hispanic Linguistics (3) (S)**

This course presents students with a variety of topics in Hispanic linguistics. The content of the course will vary. May be taken more than once if subject matter varies sufficiently. *Prerequisite: SPAN-3400.*

#### **SPAN-COMP**

##### **Senior Comprehensive Exam (cr)**

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## **Speech Communication**

#### **SPCH-1100**

##### **Speech Communication (3) (B)**

This course focuses on the fundamentals of speech communication, primarily speech composition and vocal and physical delivery especially as it applies to informative, persuasive, and special occasion speaking. (OC)

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## **Spiritual Direction**

#### **SPDI-5010**

##### **Introduction to Spiritual Direction and the Christian Tradition of Theology/Spirituality (2)**

This course focuses on the spiritual direction process and the Christian tradition of theology/spirituality. Students receive an in-depth exposure to the topic of “what is spiritual direction?” and an explanation of “The director-directee-God relationship.” Each class includes an introduction to and practice of the Christian methods of prayer, small process groups, community-building processes and personal sharing by the students of God's dynamic action in their lives. Serious attention is given to psychological and ethical issues. Through the Christian praxis of learning, the students integrate the new content with their own experience.

#### **SPDI-5020**

##### **Understanding Our Spiritual Heritage: The Christian Tradition of Spirituality Through the Centuries (3)**

A variety of different traditions is presented to illustrate the history of Christian spirituality from the first to 21st century: spirituality in sacred scripture; the spirituality of the early church and patristic periods; the spirituality of the medieval, reformation, counter-reformation, and modern periods; Celtic, Incarnation spirituality and the spirituality of the Christian mystics. Attention will continue to be given to developing the skills needed for spiritual direction as well as to psychological and ethical issues. Students continue to integrate the new content with their own experience.

#### **SPDI-5030**

##### **Knowledge & Skills for Spiritual Direction (2)**

This course assists students in developing theological and psychological understanding of graced human development and its relationship to the spiritual direction process. They become acquainted with an understanding of the human persona according to the concepts of Christian anthropology, the stages of human development and the contributions of modern psychology. Individuals work toward greater self-awareness and psychological maturity, growth in prayer and increased skill and sensitivity in guiding others in their spiritual

growth. Students continue to integrate the new content with their own experience.

#### **SPDI-5040**

##### **Practical Means to Graced Human Development and Skills for Spiritual Direction (3)**

Theology, spirituality, methods, and practice of discerning will be examined through listening skills, the exploration of a variety of tools such as the Myers-Briggs inventory, the Enneagram, the 12 Step Spirituality and their use in greater self-knowledge and in spiritual direction. The students will read several spiritual classics. They engage in spiritual direction and are guided in their own personal discernment of their gifts and call to the ministry of spiritual direction. Students continue to integrate the new content with their own experience.

#### **SPDI-5050**

##### **Year III: The Practice of Spiritual Direction With Supervision (2)**

This course provides an integration of actual experience in the ministry of spiritual direction. The practicum employs both a theoretical as well as an experiential perspective while focusing on the student's own person as an instrument of spiritual direction. This extended-length class consists of nine months of spiritual direction given to at least two directees under the supervision of a trained supervisor. The student meets regularly with a supervisor to share their verbatim and to explore their responses and reaction to their directees. The supervisor helps the student to deal with obstacles within themselves as a spiritual direction minister.

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## **Strength and Conditioning**

#### **STRC-COMP**

##### **Senior Comprehensive Exam (cr)**

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## **Theology**

#### **THEO-1100**

##### **Introduction to Theology (3) (B)**

This course examines the origins, development, beliefs and practices of Christian tradition and initiates students into the methods and discipline

of theology. Special attention will be given to the course of salvation history as narrated in the Bible, the content of the Catholic faith as set forth in the creeds, and the Christian way of life. The relevance of Christianity in our contemporary society and the distinctiveness of the Christian vision of the world will also be explored. (C)

#### **THEO-2000**

##### **Christian Moral Life (3) (B)**

This course is an examination of the way that all the principles of the moral life (nature, grace, law, virtue, happiness, etc.) work together to bring humans to their ultimate end. Students are specifically taught how to become virtuous and happy. The second half of the course studies the individual virtues and their corresponding moral norms. *Prerequisite: THEO-1100.* (F)

#### **THEO-2010**

##### **Biblical Hebrew I (4) (D)**

This course introduces students to Biblical Hebrew. The student will attain familiarity and competence with the basic structure and syntax of biblical Hebrew, along with a sound working vocabulary. By the end of the two-semester sequence, the student will be able to read narrative texts from the Hebrew Bible. (C)

#### **THEO-2020**

##### **Biblical Hebrew II (4) (D)**

This course builds off of Biblical Hebrew I and completes the sequence of introductory grammar, while increasing the student's grasp of vocabulary and exposure to all of the main verbal forms that appear in the Hebrew Bible. By the end of the semester, the student will be reading biblical texts from the Hebrew Bible. (C)

#### **THEO-2100**

##### **Old Testament I: Pentateuch (3) (D)**

This course on the first five books of the Bible (or Pentateuch) will provide a solid foundation to biblical theology by beginning with important hermeneutical questions concerning inspiration, inerrancy, and the senses of Scripture. These interpretative principles will then be applied as the themes of creation, covenant, sin, justice, mercy and redemption are probed. This course will be taught from a historical-theological perspective and according to a canonical approach to biblical interpretation. *Prerequisite: THEO-1100.* (F, GP)

## **THEO-2150**

### **New Testament I: Synoptic Gospels (3) (D)**

This course will examine the Gospels of Matthew, Mark and Luke. Special attention will be given to the deeds and miracles of Jesus, how Jesus embodies the fulfillment of the Old Testament messianic expectations, Jesus' moral teachings, and the application of the Gospel to our lives today. Attention will also be given to patristic, medieval and contemporary exegesis within the rich Catholic tradition. *Prerequisite: THEO-1100.* (F, GP)

## **THEO-3100**

### **Old Testament II: Wisdom**

#### **Literature (3) (D)**

This course will investigate selections of the sapiential literature of the Bible, namely, Job, Proverbs, Ecclesiastes, Song of Solomon, the Wisdom of Solomon, and Sirach. The themes of sin, suffering, good and evil, divine providence, justice, love and wisdom will be explored. Special attention will be given to the Book of Job and its relevance for Christian life. *Prerequisite: THEO-1100.* (F)

## **THEO-3110**

### **Old Testament III: Prophets (3) (D)**

This course will examine the biblical writings of the Major and Minor Prophets of the Old Testament. It will be taught from a historical-theological perspective and according to a canonical approach to biblical interpretation. Special attention will be given to grappling with both the prophetic message in its own historical context, as well as its ultimate fulfillment in the work of Jesus Christ. *Prerequisite: THEO-1100.* (F)

## **THEO-3150**

### **New Testament II: Pauline Literature (3) (S)**

This course is an introduction to the Pauline epistles. Special attention will be given to Paul's life, career and theology, his doctrine of justification by faith, his understanding of the Church as the Body of Christ, and his moral teachings. *Prerequisite: THEO-1100.* (F, GP)

## **THEO-3160**

### **Gospel of John (3) (D)**

This course will focus upon the principal themes, images, symbols, and theology of the fourth Gospel, with special attention given to the use of the Old Testament within the Gospel. At the discretion of the instructor, the Johannine epistles and/or the Book of Revelation may also be treated. *Prerequisite: THEO-1100.* (F)

## **THEO-3200**

### **Sacraments and Liturgy (3) (D)**

This course will probe the biblical, historical, and theological foundations for the seven sacraments of the Church and their appropriate liturgical celebration, including brief considerations of Christian anthropology. Topics including the liturgies of the Eastern rites, para-liturgical activities, and the sacramentals may also be discussed. *Prerequisite: THEO-1100.* (F)

## **THEO-3220**

### **Christian Marriage (3) (S)**

This course is an exploration of the Catholic tradition on marriage and family as a communion of life and love, the foundations of conjugal morality, the canonical regulation of marriage in the Catholic Church, and the purpose and future of marriage in the Christian vocation and in American society. Practical topics related to preparation for the wedding, married life and parenting are included. *Prerequisite: THEO-1100.* (F)

## **THEO-3240**

### **Benedictine Spirituality (3) (B)**

This course provides a general introduction to Benedictine spirituality. Topics covered include *The Rule of St. Benedict* (with special emphasis on its application to lay persons in today's world), Benedictine history including its impact on Western civilization, and the history and lifestyles of the local Benedictine communities. *Prerequisite: THEO-1100.* (F)

## **THEO-3260**

### **Catholic Social Teaching (3) (D)**

This course examines the topics of world peace, a just world order, an equitable distribution of goods and resources, favorable terms of trade, the widening gap between the wealthy and poor nations and religious freedom in the light of major Catholic documents and papal teaching. *Cross-listed as ECON-3260. Prerequisite: THEO-1100.* (F)

## **THEO-3280**

### **Spiritual Theology (3) (D)**

This course explores the great works and major themes of spiritual theology that have emerged in the Christian tradition over the past two millennia. From these works, students will acquire and apply the theological principles necessary for pursuing an ever greater commitment to Christian holiness. *Prerequisites and/or corequisites: Major or minor in Theology or Evangelization and Catechesis.* (F)

### **THEO-3420**

#### **History of the Catholic Church I: From Apostolic Times to the 16th Century (3) (F)**

This course provides an examination of the cultural, theological and philosophical history of the Church from apostolic times up to the Protestant Reformation. Attention is given to major figures, movements and schools of thought. *Prerequisite: THEO-1100.* (F, HI, WP)

### **THEO-3430**

#### **History of the Catholic Church II: From the Reformation to the Present (3) (S)**

This course provides an examination of the cultural, theological, and philosophical history of the Church from the Protestant Reformation through today. Attention is given to major movements and schools of thought that serve as the basis and backdrop of current conditions within the Church. *Prerequisite: THEO-1100.* (F, HI)

### **THEO-3450**

#### **History of Monastic Life (3) (D)**

This course offers a history of the monastic traditions of the Christian church. It covers the main monastic traditions of both East and West—Egyptian and Syrian monasticism, Benedictinism, the mendicant movements of Sts. Francis and Dominic, the Society of Jesus and more. Students study patristic and medieval monastic writings, Rules and biographies of monastic founders such as Pachomius, Benedict and Francis. The theology and spirituality of monastic life are also considered. (F)

### **THEO-3620**

#### **Theology of the Church (3) (F)**

This course is a study of the Church as a sign of God's universal self-giving to humanity. It provides an examination of the Church's self-understanding as it emerges from the scriptural images of the People of God and Body of Christ, as it develops in tradition, and as reflected in various models. It takes up a study of the mission and tasks of the Church, her relationship to the great world religions, to human culture and to the world in which it finds itself. *Prerequisite: THEO-1100.* (F)

### **THEO-3640**

#### **Christ and the Trinity (3) (S)**

This course is a survey of the message of the dying and rising of Jesus Christ and the sending of the Holy Spirit as presented in the New Testament, and its deepened understanding through writings of classic theologians and the Church Councils. It

provides an examination of the Trinitarian faith in God as a communion of love between the Father, Son and Holy Spirit concludes this course. *Prerequisite: THEO-1100.* (F, WP)

### **THEO-3680**

#### **Faith and Reason II (4) (D)**

This is the second course in a three-semester sequence meeting the general education requirements in the *Faith* and *Philosophical Inquiry* Foundation areas. The classes are taught using the *Great Books* approach. Great texts in philosophy and theology will be read, analyzed, and discussed, with a special emphasis upon the relationship between the two disciplines: the harmony of faith and reason. This second course addresses works written from the year 1000 through about 1700. *Prerequisite: PHIL-3670.* (F)

### **THEO-3690**

#### **Faith and Reason III (2) (D)**

This is one-half of the third course in a three-semester sequence meeting the general education requirements in the *Faith* and *Philosophical Inquiry* Foundation areas. The classes are taught using the *Great Books* approach. Great texts in philosophy and theology will be read, analyzed, and discussed, with a special emphasis upon the relationship between the two disciplines: the harmony of faith and reason. This course addresses works written from about 1700 to the present. *Prerequisites: PHIL-3670 and THEO-3680. Corequisite: PHIL-3690.* (F)

### **THEO-3820**

#### **Christianity and World Religions (3) (D)**

This course introduces students to the worldview and religious experience found in primal religions, in the Abrahamic religions of Judaism, Christianity, and Islam, and in the major spiritual traditions of India and Asia. While understanding these religions on their own terms, the course also attends to how they converge and differ from Christianity and to the challenge and enrichment they present to Christians. The course familiarizes students with the Church's traditional and magisterial approaches to the truth claims of other religions and with the theory and practice of interreligious dialogue. *Prerequisite: THEO-1100.* (F, GP, WP)

### **THEO-3840**

#### **The Protestant Tradition (3) (F)**

This class will explore some of the major thought, figures and traditions of Protestantism. Special

attention will be given to the theological thought of key Protestant reformers (including Luther, Calvin, and Zwingli) and to major events and ideas associated with Anabaptism and the English Reformation. Major causes of the Protestant Reformation, including the Roman Catholic Church's situation at the time, will also be explored. Important developments in the thought and history of Protestantism in the United States will also be considered, focusing especially on Protestant Evangelicalism. Attention will be given to influential figures, denominations, and movements. *Prerequisite: THEO-1100.* (F)

### **THEO-3910**

#### **The Holy Land (2) (I)**

This course entails a study of the Gospels in the context of a pilgrimage to the Holy Land. Places visited mark the traditional sites of key events in the life of Christ (e.g., His birth, death, resurrection, ascension), as well as places of significance for His earthly ministry (e.g., Nazareth, Cana, and Capernaum). This course will also allow the student to witness firsthand the state of current relations in the Holy Land among Christians, Jews, and Muslims.

### **THEO-3920**

#### **The Theology of Vatican II (3) (D)**

The theology of the Second Vatican Council serves as the primary source for modern Catholic understanding of the Church and its renewal. This course considers the importance of ecumenical Councils, the historical and theological background of Vatican II, and the meaning and application of the Council's teachings in the Church today. The documents of Vatican II, as well as their implementation in subsequent magisterial teachings, will be examined. *Prerequisite: THEO-1100.* (F)

### **THEO-3940**

#### **Christian Bioethics (3) (F)**

This course is designed to teach students how to make ethical decisions by examining moral methodology within the realm of Bioethics. The first half of the course is a study of moral principles with a special emphasis on current Church teaching and the Catholic tradition. The second half of the course is an application of these principles to bioethical issues. *Prerequisite: THEO-1100.* (F)

### **THEO-3960**

#### **American Catholic History (3) (D)**

This course identifies different models of public Catholicism through the history of the

Catholic Church in North America, from Spanish and French colonialism through the founding and growth of the United States to the present day. While attending closely to key historical figures and events of each period, students will study the primary political, ecclesial, and evangelical task which animated each model. This study is intended to prompt reflection on the relationship between the Catholic faith and American politics and culture, and to foster discussion about communicating that faith in the American context. *Prerequisite: THEO-1100.* (F)

### **THEO-3970**

#### **Natural Family Planning (1) (I)**

This course is a presentation of the physiological, theological, and practical foundations of Natural Family Planning; a widely-recognized and Church-supported method of determining periods of fertility for the purposes of family planning. *Prerequisite: THEO-1100.*

### **THEO-4000**

#### **Great Catholic Thinkers (1-3) (D)**

This course will focus on the theological contribution of a particular individual or group within the Catholic tradition. Since the topic of the course will regularly change, it may be taken more than once. *Prerequisite: THEO-1100.* (F)

### **THEO-4457**

#### **Methods of Teaching Theology (2) (B)**

This advanced course in methods of teaching theology prepares students with specific knowledge of the principles and processes involved in planning for secondary theology instruction and evaluation in Catholic high schools. Students will explore and use a variety of methods and media to teach religion lessons. *Prerequisite: THEO-1100.*

### **THEO-4500**

#### **Seminar (3) (B)**

Subject matter of the Seminar varies. The purpose of the course is to give an in-depth presentation of theological questions and/or theological methods through reading and discussion, research and papers. Course can be taken more than once. *Required for all majors; open to others with approval of instructor.*

### **THEO-COMP**

#### **Senior Comprehensive Exam (cr)**

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## Theatre

### THTR-1010

#### Introduction to the Theatre (3) (B)

This general education course, designed for the non-major, takes a broad view of the field of theatre, focusing on elementary principles, vocabulary, and skills involved in analysis, appreciation, and performance of drama. (AE)

### THTR-1110, 1120, 2110, 2120, 3110, 3120, 4110, 4120

#### Production Arts Lab (1 ea) (B)

Practical application of principles of theatre arts and crafts in a production setting. Students will receive credit for scenic construction, lighting, costuming, properties, and other technical assignments. All majors are required to take a minimum of six hours of Production Arts toward fulfillment of their degree.

### THTR-1150

#### Fundamentals of Acting (3) (B)

This course is a study of fundamentals tailored to serve the beginning actor. Emphasis is placed on the Stanislavski method and focuses on developing self-awareness, sensory perception, character analysis, and using the body to create the visual imagery needed to communicate the needs of a script. The course will include monologue work, audition techniques, exercises, and light scene work. (OC, VC)

### THTR-1550

#### Stagecraft (3) (F)

This course introduces students to the basics of technical theatre production, including stage management and the fundamentals of the production process. The student will learn elementary theory and practice in scenic construction, scene painting, stage rigging, and the range of scenic tools and materials.

### THTR-1800

#### Script Analysis (3) (F)

This foundational course in the Theatre program will teach the student to read dramatic literature as a blue print for theatrical production. Students will learn Aristotle's six elements of drama, the principles of dramatic structure, and begin to develop their own process for taking a script from the page to the stage.

### THTR-2150

#### Techniques of Acting (3) (S)

This course offers an advanced study of acting theory and practice in a variety of acting techniques, providing exposure to multiple genres of drama, different methodical styles, and the further development of ensemble acting. *Prerequisites: THTR-1150 and THTR-1800.* (VC)

### THTR-2210

#### Stage Makeup (3) (S)

Fundamental principles and practice in makeup for the stage, including corrective, character, old age, and fantasy. *Prerequisites: THTR-1150 and THTR-1800, or permission of instructor.*

### THTR-2240

#### Voice and Diction (3) (S)

This course studies the theory and practice of mechanics of voice production and diction (articulation, pronunciation, and intonation). Emphasis is on the use of standard American English as it relates to the goal of self-improvement and as a vocational asset. *Prerequisites: THTR-1150 and THTR-1800, or permission of instructor.* (OC)

### THTR-2250

#### Movement for the Performing Artist (2) (F)

The activities in this course are designed to improve the student's posture, strength, stamina, balance, coordination, vision/imagination, and personal awareness. Students will encounter and develop skills in the various movement styles addressed. Topics covered may include but are not limited to Laban Theory, Corporal Styles, Viewpoints, Meyerhold's biomechanics, and Mask. *Prerequisites: THTR-1150 and THTR-1800, or permission of instructor.*

### THTR-3020

#### Shakespeare in Performance (3) (D)

This course studies Shakespeare from the theatrical perspective. Plays from every genre will be analyzed—for example, *Titus Andronicus* (tragedy), *Richard III* (history), *The Tempest* (romance), and *Much Ado About Nothing* (comedy). As a theatre course, we will proceed from the belief that Shakespeare's texts are a blueprint for performance and are therefore meant to be seen and heard. Thus, in addition to analysis and discussion, the class will include performance assignments. *Prerequisites: THTR-1150 and ENGL-1010.*

**THTR-3150****Advanced Acting Styles (3) (D)**

This course focuses on the performance styles of the major periods of Western theatrical tradition, including classic Greek tragedy, Commedia dell'Arte, neoclassical France, restoration era England, and modern absurdism. Students are introduced to the cultural milieu of each historical period and the theatrical conventions of the time. They participate in a variety of exercises designed to immerse them in that particular style and will perform selections from dramatic literature of these periods. The primary format of the course is experiential learning through goal-specific acting exercises and directorial feedback. *Prerequisite: THTR-2150.*

**THTR-3250****Stage Combat (3) (D)**

A performance-oriented course that examines unarmed and armed combat for the stage. Studies will provide the student with much of the training and discipline one associates with Tae Kwon Do, Judo, Wrestling, Boxing, and Tournament Fencing. The weapon styles addressed may include but are not limited to single rapier, single dagger, rapier and dagger, quarterstaff, broadsword and shield, court sword, knife fighting. The course will also focus on different styles of unarmed combat. *Prerequisite: THTR-2250.*

**THTR-3520****Scene Design (3) (S)**

A study of the principles of scenic design and style as an integral part of the production concept. Techniques in mechanical drafting, and model building as basic design skills. *Prerequisites: THTR-1550 and THTR-1800. (VC)*

**THTR-3540****Sound Design (3) (D)**

This course introduces students to the principles and theories of effective theatrical sound design. Students learn how to research, develop, construct, execute, and communicate a sound design to a director and to a production crew. *Prerequisites: THTR-1550 and THTR-1800.*

**THTR-3560****Lighting Design (3) (D)**

A study of the physical properties of electricity, the principles of color in light, the use of stage lighting instruments, and the practical application of lighting designer's process. *Prerequisites: THTR-1550 and THTR-1800. (VC)*

**THTR-3580****Costume Design (3) (D)**

This course involves the examination and practical application of the costume design process. It includes dramatic analysis, research methods, design theory, and rendering techniques. *Prerequisites: THTR-1550 and THTR-1800. (VC)*

**THTR-3600****Management for Theatre (3) (F – even years)**

This course introduces students to the various roles of management within theatre. Students will identify the hierarchy of management in both educational and professional theatre. Emphasis will be placed upon management techniques appropriate to the varied responsibilities of stage managers. Within the hierarchy of management, the students explore the roles of the theater manager, production manager, and house manager. Students learn to utilize theatre management procedures for both Benedictine College Theatre and professional theatre organizations. *Prerequisite: THTR-1550.*

**THTR-3800****Playwriting (3) (S)**

This course examines the art of playwriting from a structural perspective, viewing the dramatic text as an architectural blueprint for theatrical production. The student analyzes dramatic literature, learns the fundamentals of dramatic construction, and completes a variety of playwriting exercises. The course also features a workshop component in which the student develops, outlines, and composes a one-act play. *Prerequisites: THTR-1800, THTR-1550, and ENGL-1010.*

**THTR-3810****Theatre History and Literature to 1640 (3) (F – odd years)**

A study of plays and productions from primitive humanity to the Protestant reformation, including Classic Greece, Ancient Rome, Medieval Liturgical Drama, Asian Theatre, Spanish Golden Age, and the Elizabethan Drama. *Prerequisites: ENGL-1010 and THTR-1800. (HI, WC)*

**THTR-3820****Theatre History and Literature From 1640 Through 1918 (3) (S – even years)**

A study of plays and productions from 1640 to the start of World War I, including Restoration Comedy, Italian Renaissance, French Neoclassic Drama, Romanticism, Melodrama, Realism, and

the development of Modern Theatre. *Prerequisites:* ENGL-1010 and THTR-1800. (HI, WC)

### **THTR-3830**

#### **Modern and Contemporary Theatre (3) (F – even years)**

A study of theatre since World War I. Attention is given to significant plays and playwrights, and to modern theatre artists, such as designers, directors, actors, as well as movements, the experimental-ism's and theorists. *Prerequisites:* ENGL-1010 and THTR-1800. (HI, WC)

### **THTR-4150**

#### **Play Direction (3) (F)**

The study of the director's work, from casting, script analysis, conceptualizing, staging, and conducting of rehearsals. Practice application of principles of stage direction to production projects. *Prerequisites:* THTR-2150, THTR-2240, THTR-2250, and THTR-3520. (VC)

### **THTR-4950**

#### **Senior Creative Project (3) (B)**

In lieu of a comprehensive exam, the student may choose to conduct a senior creative project. During the junior year, the student will schedule a series of meetings with the chair of the department and/or appropriate faculty to determine the scope of this project. Creative projects may take a variety of forms: design projects, community outreach programs, playwriting, radio drama, puppet-building, concert musicals, solo performances, theatre management business plans, etc. The student submits a prospectus of his or her project to the Department Chair by April 15th of the junior year.

### **THTR-COMP**

#### **Senior Comprehensive Exam (cr)**

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## **The Alumni Association**

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The Benedictine College Alumni Association is composed of all persons who have attended Benedictine College, Mount St. Scholastica College, or St. Benedict's College for two or more semesters.

The primary purpose of the alumni association is to promote the general welfare of the college by stimulating a spirit of loyalty and maintaining good relations between the college and its former students.

Two awards, The Kansas Monk Award and The Offeramus Medal, are presented annually to an outstanding alumnus and alumna, respectively.





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Dean of Enrollment Management

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Vice-President of Student Life

**Thomas Hoopes, E.M.B.A.**

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Dean of the College

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Executive Director of Planned Giving

**Fr. Simon Baker, O.S.B., M.Div.**

College Chaplain

**Bill Buron, Ph.D.**

Associate Professor and Director

Robert J. Dehaemers Endowed Chair of Nursing

**Matthew Fassero, M.B.A.**

Director of Operations

**Steven Gromatzky, M.L.S.**

Library Director

**Linda Herndon, O.S.B., Ph.D.**

Associate Dean and Director of Institutional  
Assessment

**Joanne Huey, B.A.**

Director of Alumni Relations

**Brian Hulsizer, B.A.**

Institutional Research Coordinator

**Megan Klebba, M.S.**

Director of Career Services

**Sara Kramer, B.A.**

Director of Advancement Services

**Julia Lyons, B.A.**

Registrar

**Grace Mulcahy, LSCSW**

Director of the Counseling Center

**Daniele Musso, M.S.**

Executive Director of the Center for International Education

**Arman Partamian, J.D.**

Director of the Center for Constitutional Liberty

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Director of Information Technologies Systems

**Meredith Stoops, B.A.**

Coordinator of Service-Learning

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Director of Financial Aid

**Fr. Luke Turner, O.S.B., M.B.A.**

Director of College Ministry

**Janet Wilcox, M.E.A.**

Assistant Dean and Director for Student Success

**Rosemary Wilkerson, M.S.**

Executive Director of Development

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## Faculty

---

**Christina Adams, B.A. 2004, M.S. 2006,**

Ed.D. 2014, University of Kansas

*Assistant Professor of Education*

**Juan Carlos Araque, B.S. 2000, Ph.D. 2009,**

Rice University

*Assistant Professor of Engineering*

**Donald J. Bagert, B.S. 1977, M.S. 1979, Ph.D.**

1986, Texas A & M University

*Associate Professor of Mathematics and Computer Science*

**Michael Berry, B.S. 1980, M.S. 1981, Kansas**

State University

*Assistant Professor of Engineering*

**Gail Blaustein, B.M. 1989, M.M. 1991, B.S.**

1999, Ph.D. 2010, Tulane University

*Associate Professor of Chemistry and Biochemistry*

**Scott Blonigen, B.S. 1986, M.S. 1989, Ph.D.**

1994, Iowa State University

*Assistant Professor of Engineering*

**Benjamin P. Blosser, B.A. 2000, M.A. 2002,**

Ph.D. 2009, The Catholic University of

America

*Professor of Theology*

**Julie Bowen, B.A. 1992, M.A. 1994, Ph.D.**

2004, Duquesne University

*Professor of English*

**Angela Broaddus, B.S. 1986, M.A.Ed. 1993,**

Ph.D. 2011, The University of Kansas

*Associate Professor of Mathematics and Computer Science*

**Douglas Brothers, B.S. 1962, M.S. 1965,**

Ph.D. 1968, Iowa State University

*Professor of Physics and Astronomy*

**David Bryant, B.A. 1990, M.B.A. 1994, Ph.D.**

2015, Regent University

*Assistant Professor of Business*

**Kevin Bryant, B.S. 1988, M.A. 1990, Ph.D.**

1997, University of Tennessee

*Professor and Chair of Sociology and Criminology*

**Patrisha Bugayong, B.S. 2001, Ph.D. 2009,**

Mississippi State University

*Assistant Professor of Chemistry and Biochemistry*

**Martha Carletti, B.A. 2003, Ph.D. 2009,**

University of Kansas Medical Center

*Assistant Professor of Biology*

**Veronica Charbonnet, B.A. 2009, M.A. 2016,**

The Pennsylvania State University

*Instructor of World and Classical Languages and Cultures*

**Eva Chen, B.Ed. 1998, M.A. 2005, Ph.D. 2011,**

University of Illinois at Urbana-Champaign

*Associate Professor of Psychological Sciences*

**Kelly Cogan, B.A. 2006, M.S. 2009, Northwest**

Missouri State University

*Assistant Professor of Education*

**Richard J. Coronado, B.A. 1969, M.A. 1971,**

Ph.D. 1980, University of Notre Dame

*Professor of Economics*

**Scott Cox, B.A. 2002, M.A. 2006, Ph.D. 2016,**

University of Kansas

*Assistant Professor and Chair of Theatre and Dance*

- Richard Crane**, B.A. 1986, M.A. 1987, Ph.D. 1994, University of Connecticut  
*Professor of History*
- Anthony Crifasi**, B.A. 1992, M.A. 1997, Ph.D. 2009, University of St. Thomas  
*Associate Professor of Philosophy*
- Dennis Dunleavy**, B.S. 1998, M.A. 1999, Ph.D. 2004, University of Oregon  
*Associate Professor of Journalism and Mass Communications*
- Dean Elmore**, B.A. 2010, M.A. 2015, Ph.D. 2017, The University of Alabama  
*Assistant Professor of Psychological Sciences*
- Myron Fanton**, B.S.E.E. 1995, M.S.E.E. 2005, Illinois Institute of Technology  
*Assistant Professor of Engineering*
- Mary T. Flynn**, B.A. 1979, M.S. 1999, University of Kansas  
*Assistant Professor and Chair of Health, Wellness, and Exercise Science*
- Eric Fox-Linton**, B.S. 2000, Ph.D. 2006, University of Chicago  
*Professor and Chair of Physics and Astronomy*
- David Geenens**, B.A. 1983, M.B.A. 1990 Rockhurst University, C.P.A. 1985 State of Kansas (inactive)  
*Associate Professor of Business*
- Lyndsey Gewecke**, B.A. 2007, M.B.A. 2007, Benedictine College  
*Assistant Professor of Business*
- Christopher Greco**, B.A. 1993, M.A. 1995, D.M.A. 2006, University of California at Los Angeles  
*Professor of Music*
- John Haigh**, B.A. 1998, M.Arch. 2004, University of Notre Dame  
*Assistant Professor of Architecture*
- Theodore Hanman**, B.M.E. 1983, P.G.C.E. 1988, M.A. 1991, University of London  
*Assistant Professor of Music*
- Jan Hansen**, B.A. 1970, M.B.A. 1986, Ph.D. 2004, University of Nebraska at Lincoln  
*Assistant Professor of Business*
- David P. Harris**, B.A. 1997, M.S. 1999, Ph.D. 2008, University of Missouri-Kansas City  
*Professor and Chair of Economics*
- Jackie Harris**, B.S.N. 1998, M.S. 2002, Marquette University  
*Instructor of Nursing*
- Sarah Harris**, B.A. 2012, M.S. 2014, Ph.D. 2017, University of Minnesota  
*Assistant Professor of Chemistry and Biochemistry*
- Nicholas Hauman**, B.A. 2008, M.S. 2011, Ph.D. 2015, University of Tennessee-Knoxville  
*Assistant Professor of Sociology and Criminology*
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*Ut in omnibus glorificetur Deus*